



CAREER TECHNICAL EDUCATION

2021 – 2026 CHARTER TERM



2020/2021

ENCORE EDUCATION CORPORATION
16955 Lemon Street, Hesperia, CA 92345

Preface

Career Technical Education Capstone Programs and CTE Completers

Encore has always offered their arts program with a direct emphasis on career technical education. Since the implementation of Dashboard with an emphasis on CTE as an indicator, Encore has been developing a formalized plan that took effect the beginning of the 20/21 school year. This plan is A-G approved and follows the curriculum standards set forth in the Career Technical Education (CTE) Model Curriculum Standards created by the California Department of Education.

Starting in the 20/21 school year, a change to charter school credentialing in regards to teachers has changed the prior policy of Encore in regards to Arts Instructors teaching the CTE programs. All instructors that are teaching a CTE arts program have until 2025 to complete their credential. All new instructors are required to have a credential prior to being hired for a teaching position. These credentials are input into CALSAAS and are monitored by Encore's Human Resources Department.

Starting in the 20/21 school year, Encore is in the process of updating all CTE course codes to match exactly the course codes that are used in CALPADS for pathway completers. Encore's head administrative counselor is responsible for implementing all state course codes.

Starting in the 20/21 school year, Encore has implemented online curriculum to cover the CTE Model Curriculum Standards. This curriculum is covered in class, in master classes, and asynchronously for all students.

It is Encore's goal that all students will graduate with a CTE completer pathway by 2025 with all students being enrolled into a completer pathway by 2023.

Contents

Preface 1

 Career Technical Education Capstone Programs and CTE Completers 1

Introduction 6

 What is Career Technical Education? 6

 Formalizing a Tradition 6

 Arts Conservatory Curriculum transfers formally into the CTE pathways..... 8

 Career Technical Arts Conservatory..... 8

 Cirque Acrobatics Conservatory 9

 Dance Arts Conservatory 9

 Instrumental Music Conservatory..... 9

 Theatre Arts Conservatory 10

 Visual and Technical Arts Conservatory..... 10

 Vocal Music Conservatory..... 10

 Career Programs 11

 How does it work? 12

Programs of Study..... 14

 Arts, Media, and Entertainment 14

 Business and Finance 21

 Fashion and Interior Design 22

 Hospitality, Tourism, Recreation..... 23

 Education, Child Development, and Family Services 25

Program Mapping 26

 Sector: Arts, Media, Entertainment..... 27

 Career: Media Arts..... 27

 Career: Visual / Commercial Arts..... 35

 Career: Professional Choreography 43

 Career: Professional Music 52

 Career: Professional Theatre 60

 Career: Fashion Design: Costume 68

CAREER TECHNICAL EDUCATION

Sector: Hospitality, Tourism, Recreation 77

 Career: Restaurant Occupations 77

 Career: Event / Program Management..... 83

CTE Courses..... 90

 Advanced Dance/Choreography: Ballet & Lyrical III 90

 Advanced Dance/Choreography: Jazz III..... 93

 Advanced Dance/Choreography: Pointe I..... 96

 Advanced Dance/Choreography: Pointe II..... 99

 Advanced Fashion Design: Costume III/IV Lab..... 102

 Advanced Film/Video Production: Film III 106

 Advanced Media Arts – Film/Television 109

 Advanced Professional Music: Guitar III 112

 Advanced Professional Music: Jazz Band..... 116

 Advanced Professional Music: Madrigals 120

 Advanced Professional Music: Performance Musician Honors 123

 Advanced Professional Music: Piano III 129

 Advanced Professional Music: Symphonic Winds 132

 Advanced Professional Music: Vocal Artist Honors..... 135

 Advanced Visual/Commercial Art: Art III 144

 Advanced Visual/Commercial Art: Drawing & Painting III 147

 Advanced Visual/Commercial Art: Photo Lab..... 150

 Advanced Visual/Commercial Art: Yearbook..... 153

 Capstone Professional Music: Guitar IV..... 156

 Capstone Professional Music: Piano IV..... 160

 Intermediate Choreography: Circus Props II..... 164

 Intermediate Dance/Choreography: Ballet & Lyrical II..... 167

 Intermediate Dance/Choreography: Men’s Ballet..... 170

 Intermediate Film/Video Production: Film II 173

 Intermediate Media Arts – Publishing 176

 Intermediate Professional Music: Chamber Choir..... 179

 Intermediate Professional Music: Concert Band 182

CAREER TECHNICAL EDUCATION

Intermediate Professional Music: Concert Choir 185

Intermediate Professional Music: Guitar II 188

Intermediate Professional Music: Piano II 191

Intermediate Professional Music: Strings 195

Intermediate Professional Music: Symphony Orchestra 198

Intermediate Visual/Commercial Art: Drawing & Painting II..... 201

Intermediate Visual/Commercial Art: Art II 204

Intermediate Visual/Commercial Art: Mural Design 207

Intermediate Visual/Commercial Art: Photo II 210

Intermediate Visual/Commercial Art: Sculpture II 213

Introduction to Arts, Media, and Entertainment..... 216

Introduction to Choreography: Aerialist I..... 221

Introduction to Choreography: Circus 224

Introduction to Choreography: Circus Props I 227

Introduction to Dance/Choreography: Ballet & Lyrical I 230

Introduction to Dance/Choreography: Jazz I 233

Introduction to Dance/Choreography: Men’s Dance 236

Introduction to Dance/Choreography: Technique 239

Introduction to Dance/Choreography: Urban Dance (Hip Hop I) 242

Introduction to Fashion Design: Costume I 245

Introduction to Film/Video Production: Film..... 248

Introduction to Media Arts – Radio 251

Introduction to Professional Music: Drum Line 254

Introduction to Professional Music: High School Choir 257

Introduction to Professional Music: Music Theory..... 260

Introduction to Professional Music: Beginning Music 264

Introduction to Professional Music: Beginning Strings..... 267

Introduction to Professional Music: Guitar 1..... 270

Introduction to Professional Music: Piano I..... 273

Introduction to Professional Theatre: Acting I..... 276

Introduction to Professional Theatre: Beginners..... 280

CAREER TECHNICAL EDUCATION

Introduction to Professional Theatre: Musical Theatre..... 284

Introduction to Visual/Commercial Art 287

Introduction to Visual/Commercial Art: Drawing & Painting 291

Introduction to Visual/Commercial Art: Photo I..... 294

Introduction to Visual/Commercial Art: Sculpture I 297

Professional Musical Theater Dance Honors 300

Professional Performance Artist Honors 309

Professional Performance Arts 2 Honors..... 316

Arts, Media, Entertainment Level I 323

Arts, Media, Entertainment: Event Planning/Management..... 328

College Skills / Admissions Skills 333

CTE Costuming Lab..... 336

Fashion, Costume, and Interior Design Level I..... 341

Hospitality, Tourism, and Recreation Level I 350

Intermediate Food Service and Hospitality: Cooking 360

Masters Conservatory Certification 367

Office Internship 370

Restaurant Occupations..... 375

Teacher Internship 383

CTE Credentials 388

Introduction

What is Career Technical Education?

Career Technical Education (CTE) is defined by the California Department of Education as "a program of study that involves multiyear sequence courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and pathway."

Page | 6

CTE programs are an important part of Encore's overall offerings to meet new requirements outlined in Local Control and Accountability Plans (LCAP). The CDE recognizes that CTE programs are a "critical component for broad and deep school curriculum that helps prepare all students to be career and college ready."

"CTE practitioners and experts concur that the discipline provides relevance and real world content for academic studies while promoting teamwork and cooperative learning. It builds teacher, counselor, parent, business, and community engagement. It also encourages students to see a high school diploma and readiness for college or other postsecondary study as a foundation for the future rather than as an end in and of itself." (<https://www.cde.ca.gov/ci/ct/gi/cteschoolleaderfacts.asp>)

Encore offers a wide variety of CTE programs through the intensive arts training offered on campus. In general, students will complete two (2) to three (3) classes in a sequence to become a CTE Completer. In the 2020-21 school year, students completing a CTE program will be recognized with a letter for their letterman's jacket and with a certificate.

Formalizing a Tradition

Encore Education Corporation has always identified the career possibilities and the importance of career training within the arts programs offered at Encore High School. Since inception, Encore's arts instructors have always been required to enter into a CTE credentialing program within the first three years of working in their arts department. The philosophy behind the career minded arts programs has always been that whether or not a student will pursue arts professionally after high school, Encore needs to develop the tools needed to help their young artists flourish as adults. The career-based arts programs at Encore have always taught valuable life skills:

- Work ethic
- Teamwork
- Time Management
- Interview and presentation skills
- Deadline driven projects
- College entrance requirements
- Career studies

With the implementation of Dashboard (and college and career readiness indicators) in the state of California, Encore has taken informal processes of career training in their arts programs and have

CAREER TECHNICAL EDUCATION

formalized the program to reflect the outlines and requirements created by the California Department of Education through their *California Career Technical Education Model Standards*.

Encore Education Corporation currently offers a wide variety of Career Technical Education Programs in the following areas of study:

- Arts, Media, and Entertainment
- Fashion and Interior Design
- Hospitality, Tourism, and Recreation
- Education, Child Development, and Family Services

Over the next five years, Encore Education Corporation will be expanding programs to include Career Technical Education Programs in the following areas of study:

- Business and Finance
- Information and Communications Technology
- Marketing, Sales, and Services

Each program of study includes two to three years of programmed coursework. Beginning in the 20/21 school year, students graduating as a completer from any CTE program are recognized with a special cord at graduation and receive a certificate for their achievement. All students, grades 7 through 12, at Encore are enrolled in a CTE program through their elective choices. This requirement is new in the 20/21 school year. The purpose for this shift to all electives reflecting CTE programming is to improve Dashboard results for college and career readiness in all subgroups. This will also help Encore students understand how to get a job or get into college upon completion of high school.

Taken from the model career standards, all of Encore's pathways share the philosophy for "Standards for Career Ready Practice" as defined in the California Career Technical Model Standards:

"California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc): Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEc 2012, 2) California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, concentrator and community organizations, and second-ary and postsecondary education representatives from 42 participating states."

Each program of study has an Anchor "Sector" class that formally outlines all components of the 12 anchor standards as defined by the California Career Technical Model Standards. While these anchor standards are covered countless times during the two to three year completion cycle for the pathway,

CAREER TECHNICAL EDUCATION

an anchor course (based mostly online) formally covers and assigns tasks to establish comprehension of the 11 anchor standards over the course of the two to three anchor courses.

Each program of study also has a Pathway class that formally outlines all of the components that would align with "Pathway Standards" as defined by the California Career Technical Model Standards. The pathway standards are also covered countless times during the two to three year completion cycle for a pathway, but are formally covered with tasks that establish comprehension by completing the pathway courses.

Page | 8

Arts Conservatory Curriculum transfers formally into the CTE pathways

In order to properly align students with their passion and talent, each arts conservatory is broken into levels of learning based on either assessment audition or on progress throughout the school year. Art courses are student driven and may be added or removed based upon student interest. EVERY ARTS COURSE is tied directly into a career technical education completer program and the expectation is that all students will be specifically enrolled into a CTE completer arts program by the year 2023. Encore is introducing this formal program in the fall of 2020 and is anticipating two full school years for complete implementation of the program.

Encore has classes created for both conservatory level expertise and non-conservatory level expertise. Students wanting to go into a more rigorous arts training audition to get into a conservatory class/pathway. Students not wanting to go into a conservatory level course have entry level lab classes that tie into completer pathways. All of Encore's arts teachers will hold the certificate, permit, or other document required for the teacher's certificated assignment. Encore's arts teachers employed by a charter school during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment pursuant to Education Code Sections 47605(l) and 47605.4(a).

Career Technical Arts Conservatory

The career technical arts conservatory builds a strong career pathways in Arts, Media, and Entertainment - Hospitality, Tourism, Recreation - Fashion and Interior Design - Business and Finance - Child Development, Education, and Family Services. Students enrolled in the career technical arts conservatory would complete a series of classes that would certify them as completer in a variety of pathways. Students in this pathway would take three courses based on the 11 anchor standards from CTE under the main umbrella for their pathway (Arts, Media, Entertainment / Hospitality, Tourism, Recreation / Fashion and Interior Design / Business and Finance / Child Development, Education, and Family Services). They would also complete three courses based on the completer series of the specific pathway they are completing (Education, Business Management, Fashion and Costume Design, Food Service and Hospitality, Event Planning/Management, Recreation Planning/Management). Within these levels of completion, students will opt to take a variety of lab courses in their specific pathway including Cooking, ASB, ESports, Office Internship, and Teacher Internship that align with the mastery within the CTE standards for their specific pathway. On Fridays, students participate in a project based learning career activities that prepare them for college auditions/scholarships and industry job opportunities. They also work on specific activities including the full preparation of "behind the scenes" work of planning and executing the management of a music event. Students can also interview into the most

CAREER TECHNICAL EDUCATION

advanced career program for the career minded on campus, the Professional Event Management pathway.

Cirque Acrobatics Conservatory

The cirque acrobatics conservatory builds a strong career pathway in Arts, Media, and Entertainment. Students enrolled in the cirque acrobatics conservatory would complete a series of classes that would certify them as a completer in Professional Choreography. Under the umbrella of Arts, Media, and Entertainment - students in this pathway would take three courses based on the 11 anchor standards from CTE. They would also complete three courses based on the completer series of Introduction to Professional Choreography, Intermediate Choreography, and Advanced Choreography. Within these levels of completion, students will opt to take a variety of lab courses in aerialist, circus prop arts, ground arts, and tumbling that align with the mastery within the CTE standards for Arts, Media, and Entertainment. On Fridays, students participate in a project-based learning career activity that places circus artists together to prepare themselves for college auditions/scholarships and industry auditions. They also work on specific circus events including the preparation of "Behind the scenes" work of planning and executing the management of a circus. Students can also audition for the most advanced career program for circus artists on campus, the Professional Performing Artist Development Honors pathway.

Dance Arts Conservatory

The dance conservatory builds a strong completer career pathway in Arts, Media, and Entertainment. Students enrolled in the dance conservatory would complete a series of classes that would certify them as completers in Professional Dance Choreography. Under the umbrella of Arts, Media, and Entertainment - students in this pathway would take 3 courses based on the 11 anchor standards from CTE. They would also complete three courses based on the completer series of Introduction to Dance Choreography, Intermediate Dance Choreography, and Advanced Dance Choreography. Within these levels of completion, students will opt to take a variety of lab courses in ballet, jazz, tap, hip hop, lyrical, and musical theatre that align with the mastery within the CTE standards for Arts, Media and Entertainment. On Fridays, students participate in a project based learning career activity that places conservatory dancers together to prepare themselves for college auditions/scholarships and industry auditions. They also work on specific dance events including the full preparation "Behind the scenes" work of planning and executing the management of a dance event. Students can also audition into the most advanced career program for dancers on campus, the Professional Performing Artist Development Honors pathway.

Instrumental Music Conservatory

The instrumental music conservatory builds a strong career pathway in Arts, Media, and Entertainment. Students enrolled in the music conservatory would complete a series of classes that would certify them as completer in Professional Music. Under the umbrella of Arts, Media, and Entertainment - students in this pathway would take three courses based on the 11 anchor standards from CTE. They would also complete three courses based on the completer series of Introduction to Professional Music, Intermediate Professional Music, and Advanced Professional Music. Within these levels of completion, students will opt to take a variety of lab courses in guitar, piano, percussion, composing, and various bands including string orchestras and symphonies that align with the mastery within the CTE standards

CAREER TECHNICAL EDUCATION

for Arts, Media, and Entertainment. On Fridays, students participate in a project based learning career activity that places musicians together to prepare themselves for college auditions/scholarships and industry job opportunities. They also work on specific music events including the full preparation of "behind the scenes" work of planning and executing the management of a music event. Students can also audition into the most advanced career program for the musicians on campus, the Professional Music Arts Honors pathway.

Theatre Arts Conservatory

The theatre arts conservatory builds a strong career pathway in Arts, Media, and Entertainment. Students enrolled in the theatre arts conservatory would complete a series of classes that would certify them as completer in Professional Theatre. Under the umbrella of Arts, Media, and Entertainment - students in this pathway would take three courses based on the 11 anchor standards from CTE. They would also complete three courses based on the completer series of Introduction to Professional Theatre, Intermediate Professional Theatre, and Advanced Professional Theatre. Within these levels of completion, students will opt to take a variety of lab courses in musical theatre, acting, dance technique, and film that align with the mastery within the CTE standards for Arts, Media, and Entertainment. On Fridays, students participate in a project based learning career activity that places actors together to prepare themselves for college auditions/scholarships and industry job opportunities. They also work on specific theatre events including the full preparation of "behind the scenes" work of planning and executing the management of a performing arts event. Students can also audition into the most advanced career program for the actors on campus, the Professional Performance Filmmakers / Film Actors Honors pathway.

Visual and Technical Arts Conservatory

The visual and technical arts conservatory builds a strong career pathway in Arts, Media, and Entertainment. Students enrolled in the visual and technical arts conservatory would complete a series of classes that would certify them as completer in Visual/Commercial Art. Under the umbrella of Arts, Media, and Entertainment - students in this pathway would take three courses based on the 11 anchor standards from CTE. They would also complete three courses based on the completer series of Introduction to Visual/Commercial Art, Intermediate Visual/Commercial Art, and Advanced Visual/Commercial Art. Within these levels of completion, students will opt to take a variety of lab courses in drawing, painting, art, sculpture, photography, film, costume design, and costuming that align with the mastery within the CTE standards for Arts, Media, and Entertainment. On Fridays, students participate in a project based learning career activity that places artists together to prepare themselves for college auditions/scholarships and industry job opportunities. They also work on specific arts installation including the full preparation of "behind the scenes" work of planning and executing the management of a studio art presentation. Students can also audition into the most advanced career program for the artists on campus, the Professional Mural Design class and the Yearbook team.

Vocal Music Conservatory

The vocal music conservatory builds a strong career pathway in Arts, Media, and Entertainment. Students enrolled in the vocal music conservatory would complete a series of classes that would certify them as completer in Professional Music. Under the umbrella of Arts, Media, and Entertainment -

CAREER TECHNICAL EDUCATION

students in this pathway would take three courses based on the 11 anchor standards from CTE. They would also complete three courses based on the completer series of Introduction to Professional Music, Intermediate Professional Music, and Advanced Professional Music. Within these levels of completion, students will opt to take a variety of lab courses in musical theatre, solo vocalist, piano, composing, and various choirs including madrigals and Production X that align with the mastery within the CTE standards for Arts, Media, and Entertainment. On Fridays, students participate in a project based learning career activity that places vocal musicians together to prepare themselves for college auditions/scholarships and industry job opportunities. They also work on specific music events including the full preparation of "behind the scenes" work of planning and executing the management of a music event. Students can also audition into the most advanced career program for the musicians on campus, the Professional Performance Arts Honors pathway.

Courses must be passed with a "C" or better to receive credit toward college A-G acceptance.

Career Programs

Students have the opportunity to complete CTE programs in the following California State recognized strands:

- Arts, Media, Entertainment
- Child Development, Education, Family Services
- Hospitality, Tourism, Recreation
- Fashion and Interior Design
- Business and Finance

Within these CTE programs, Encore offers completer programs in the following pathway:

- Professional Choreography
- Professional Music
- Visual / Commercial Arts
- Professional Theatre
- Professional Film/Video Production
- Education
- Business Management
- Fashion and Costume Design
- Food Service and Hospitality
- Event Planning / Management
- Recreation Planning / Management

CAREER TECHNICAL EDUCATION

All of Encore's students have an opportunity to graduate as a CTE completer. Over the next three years, Encore is implementing the formalized CTE program to make sure the Encore's students are ready for life after high school.

How does it work?

When a student chooses an Arts House, that House covers the Sector concepts (anchor standards) for the courses that are within that house. All of the CTE Teachers work together to provide the students with the understanding of the curriculum that will help them become a successful completer.

No matter how many CTE Concentrator courses a student takes, they are required to complete a series of specific courses to complete the series. The students complete this course once and obtain credit for assignments in this course for their CTE Concentrator Courses. These "sector classes" cover the main 11 anchor standards within the CTE Model Curriculum Standards for that completer strand.

As an example: Arts, Media, and Entertainment

Students that are enrolled in CTE programs for pathway like professional choreography, professional music, or professional film will be required to complete three levels of the "Sector" Arts, Media, and Entertainment classes in conjunction with their CTE concentrator classes.

- Arts, Media, and Entertainment Level I
- Arts, Media, and Entertainment Level II
- Arts, Media, and Entertainment Level III

These courses are A-G approved and can be completed online without a CTE Concentrator course, but a CTE Concentrator course cannot be completed without completing the Sector courses tied in with the Concentrator courses.

These three courses are meant to be taken one per school year for three school years in order to complete the progression for a CTE completer. This covers the 11 anchor standards within each category of CTE model curriculum standards:

- Arts, Media, Entertainment
- Child Development, Education, Family Services
- Hospitality, Tourism, Recreation
- Fashion and Interior Design
- Business and Finance (starting 21/22 school year)

Students enrolled in a CTE Concentrator Class then complete a pathway class. The pathway classes are also created in a two to three year progression for completion. A CTE pathway class is taken one time in a school year no matter how many concentrator classes a student may have in a single genre.

As an example:

A student is taking AME CONCENTRATOR: Guitar I, AME CONCENTRATOR: Piano I, and AME CONCENTRATOR: Music Composition.

Within the curriculum, they will complete one sector class, one pathway class, and three concentrator classes to cover all of the curriculum for CTE: Arts, Media, Entertainment first year.

- SECTOR CLASS: Arts, Media Entertainment Level I
- PATHWAY CLASS: Professional Music Level I
- AME CONCENTRATOR: Guitar I
- AME CONCENTRATOR: Piano I
- AME CONCENTRATOR: Music Composition

Programs of Study

The purpose of this section is to outline each program of study and define the standards covered and used as the basis for all curriculum within the anchor career umbrella. The definition of pathway covered and the individual class mapping will come later in this document. (See Program Mapping and Sequence sections)

Arts, Media, and Entertainment

As described by the California Career Technical Model Standards:

“Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of twenty-first-century skill assets, such as flexibility, problem-solving abilities, and interpersonal skills. Pathway in the Arts, Media, and Entertainment sector fall into four general pathways: Design, Visual, and Media Arts; Performing Arts; Production and Managerial Arts; and Game Design and Integration. The anchor and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have in order to pursue their chosen profession, whether that profession requires postsecondary education, graduate training, or apprenticeship.”

Within the Arts, Media, and Entertainment Sector, Encore offers the following pathways:

- Design, Visual, and Media Arts
 - Media Arts
 - Visual/Commercial Art
- Performing Arts
 - Professional Choreography
 - Professional Music
 - Professional Theatre
- Production and Managerial Arts
 - Film/Video Production
 - Multimedia Production

CAREER TECHNICAL EDUCATION

Arts, Media, Entertainment: Professional Choreography Completer Pathway (Example)			
Year	Sector	Career	Lab
1	Arts, Media, Entertainment Level I	Introduction to Professional Choreography	(Choose at least one): <ul style="list-style-type: none"> • Dance Technique • Hip Hop I • Jazz/Tap I • Ballet I • Musical Theatre I • Cirque Conditioning • Aerialist I • Tumbling I • Ground Arts I • Cirque Arts I
2	Arts, Media, Entertainment Level II	Intermediate Professional Choreography	(Choose at least one): <ul style="list-style-type: none"> • Dance Technique • Hip Hop I or II • Jazz/Tap I or II • Ballet I or II • Musical Theatre I or II • Cirque Conditioning • Aerialist I or II • Tumbling I or II • Ground Arts I or II • Cirque Arts I or II
3	Arts, Media, Entertainment Level III	Advanced Professional Choreography	Choose at least one): <ul style="list-style-type: none"> • Dance Technique • Hip Hop I, II, or III • Jazz/Tap I, II, or III • Ballet I, II, or III

CAREER TECHNICAL EDUCATION

			<ul style="list-style-type: none">• Musical Theatre I or II• Cirque Conditioning• Aerialist I, II or III• Tumbling I, II or III• Ground Arts I, II or III• Cirque Arts I, II, or III
--	--	--	---

CAREER TECHNICAL EDUCATION

Arts, Media, Entertainment: Professional Music Completer Pathway (Example)			
Year	Sector	Career	Lab
1	Arts, Media, Entertainment Level I	Introduction to Professional Music	(Choose at least one): <ul style="list-style-type: none"> • Beginning Music • Beginning Band • Piano I • Guitar I • Choir • Soloist • Musical Theatre I
2	Arts, Media, Entertainment Level II	Intermediate Professional Music	(Choose at least one): <ul style="list-style-type: none"> • Beginning Music • Beg./Int. Band • Piano I or II • Guitar I or II • Choir I or II • Soloist I or II • Musical Theatre I or II
3	Arts, Media, Entertainment Level III	Advanced Professional Music	Choose at least one): <ul style="list-style-type: none"> • Beginning Music • Beg. Int. or Adv. Band • Piano I, II, or III • Guitar I, II, or III • Choir • Soloist I, II, or III • Musical Theatre I or II

CAREER TECHNICAL EDUCATION

Arts, Media, Entertainment: Professional Visual/Commercial Completer Pathway (Example)			
Year	Sector	Career	Lab
1	Arts, Media, Entertainment Level I	Introduction to Professional Visual/Commercial Arts	(Choose at least one): <ul style="list-style-type: none"> • Arts Exploration • Photo I • Art I • Drawing & Painting I
2	Arts, Media, Entertainment Level II	Intermediate Professional Visual/Commercial Arts	(Choose at least one): <ul style="list-style-type: none"> • Arts Exploration • Photo I or II • Art I or II • Drawing & Painting I or II • Mural Design • Yearbook
3	Arts, Media, Entertainment Level III	Advanced Professional Visual/Commercial Arts	Choose at least one): <ul style="list-style-type: none"> • Arts Exploration • Photo I, II, or III • Art I, II, or III • Drawing & Painting I, II, or II • Mural Design • Yearbook

CAREER TECHNICAL EDUCATION

Arts, Media, Entertainment: Professional Theatre Completer Pathway (Example)			
Year	Sector	Career	Lab
1	Arts, Media, Entertainment Level I	Introduction to Professional Theatre	(Choose at least one): <ul style="list-style-type: none"> • Beginning Acting • Beginning Film • Musical Theatre I • Arts Exploration
2	Arts, Media, Entertainment Level II	Intermediate Professional Theatre	(Choose at least one): <ul style="list-style-type: none"> • Intermediate Acting • Beginning Acting • Beginning Film • Professional Film Actors • Musical Theatre I or II • Arts Exploration
3	Arts, Media, Entertainment Level III	Advanced Professional Theatre	Choose at least one): <ul style="list-style-type: none"> • Intermediate Acting • Beginning Acting • Advanced Acting • Beginning Film • Professional Film Actors • Musical Theatre I or II • Arts Exploration

CAREER TECHNICAL EDUCATION

Arts, Media, Entertainment: Professional Film/Video Production Completer Pathway (Example)			
Year	Sector	Career	Lab
1	Arts, Media, Entertainment Level I	Introduction to Professional Film/Video Production	(Choose at least one): <ul style="list-style-type: none"> • Beginning Acting • Beginning Film • Arts Exploration • Photo I
2	Arts, Media, Entertainment Level II	Intermediate Professional Film/Video Production	(Choose at least one): <ul style="list-style-type: none"> • Intermediate Film • Beginning Acting • Beginning Film • Professional Film Actors • Photo II • Musical Theatre I or II • Arts Exploration
3	Arts, Media, Entertainment Level III	Advanced Professional Film/Video Production	Choose at least one): <ul style="list-style-type: none"> • Intermediate Film • Advanced Film • Beginning Acting • Beginning Film • Professional Film Actors • Photo II or II • Musical Theatre I or II • Arts Exploration

CAREER TECHNICAL EDUCATION

Business and Finance

As described by the California Career Technical Model Standards:

“Persons trained in fields such as business management, international trade, and various financial services specialties (e.g., accounting, banking, and investing) will find that their skills are highly marketable. Students master basic business principles and procedures before proceeding to the career path specializations. The specializations emphasize concepts of accounting and finance, including computer applications, taxes, investments, and asset management as well as pathways in international business and business management. Because almost every business and organization has a financial and management component, students will find that opportunities exist in many career paths in addition to those in business and finance.”

Page | 21

The Business and Finance Sector is still under development. This pathway will be formalized with all of the planning components prior to the start of the CTE pathway.

Within the Business and Finance Sector, Encore will offer the following pathway:

- Business Management

Business and Finance: Business Management Completer Pathway (Example)			
Year	Sector	Career	Lab
1	Business and Finance: Level I	Introduction to Business	<ul style="list-style-type: none"> • Office Internship • IT Internship
2	Business and Finance: Level II	Intermediate Business	<ul style="list-style-type: none"> • Office Internship • IT Internship
3	Business and Finance: III	Advanced Business	<ul style="list-style-type: none"> • Office Internship • IT Internship

CAREER TECHNICAL EDUCATION

Fashion and Interior Design

As described by the California Career Technical Model Standards:

“The Fashion and Interior Design sector provides students with the academic and technical preparation necessary to pursue high-skill, high-demand pathway in these related and growing industries. The sector encompasses three distinct career pathways: Fashion Design and Merchandising, Interior Design, and Personal Services. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development such as that offered through Family, Career and Community Leaders of America (FCCLA). Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry to a career.”

Page | 22

Within the Fashion and Interior Sector, Encore offers the following pathways:

- Fashion Design and Merchandising

Fashion and Interior Design: Designer Completer Pathway (Example)			
Year	Sector	Career	Lab
1	Fashion and Interior Design: Level I	Introduction to Fashion Design	<ul style="list-style-type: none"> • Costuming • Fashion/Costume Design I
2	Fashion and Interior Design: Level II	Intermediate Fashion Design	<ul style="list-style-type: none"> • Costuming • Fashion/Costume Design I or II
3	Fashion and Interior Design: III	Advanced Fashion Design	<ul style="list-style-type: none"> • Costuming • Fashion/Costume Design I, II or III

CAREER TECHNICAL EDUCATION

Hospitality, Tourism, Recreation

As described by the California Career Technical Model Standards:

“The Hospitality, Tourism, and Recreation sector provides students with the academic and technical preparation necessary to pursue high-skill, high-demand pathway in these related and growing industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development such as that offered through Family, Career and Community Leaders of America (FCCLA). Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry to a career.”

Within the Hospitality, Tourism, Recreation Sector, Encore offers the following pathways:

- Food Service and Hospitality
- Hospitality, Tourism, and Recreation

Hospitality, Tourism, Recreation: Food Service and Hospitality Completer Pathway (Example)			
Year	Sector	Career	Lab
1	Hospitality, Tourism, Recreation: Level I	Food Service and Hospitality	<ul style="list-style-type: none"> • Cooking
2	Hospitality, Tourism, Recreation: Level II	Advanced Food Service	<ul style="list-style-type: none"> • Restaurant Occupations

Hospitality, Tourism, Recreation: Event Management Completer Pathway (Example)			
Year	Sector	Career	Lab
1	Hospitality, Tourism, Recreation: Level I	Introduction to Event Management	<ul style="list-style-type: none"> • Outdoor Recreation • Indoor Recreation • Event Planning
2	Hospitality, Tourism, Recreation: Level II	Advanced Event Management	<ul style="list-style-type: none"> • Outdoor Recreation • Indoor Recreation

CAREER TECHNICAL EDUCATION

			<ul style="list-style-type: none">• Event Planning
--	--	--	--

CAREER TECHNICAL EDUCATION

Education, Child Development, and Family Services

As described by the California Career Technical Model Standards:

“The Education, Child Development, and Family Services sector provides students with the academic and technical preparation to pursue high-skill, high-demand pathway in these related and growing industries. The sector encompasses four distinct, yet interrelated, career pathways: Child Development, Consumer Services, Education, and Family and Human Services. The Child Development pathway provides students with the skills and knowledge they need to pursue pathway in child care and related fields, and the Education pathway emphasizes the preparation of students to become teachers. The Consumer Services pathway gives students the employment and management skills needed in pathway that involve helping consumers. The Family and Human Services pathway provides students with skills needed for pathway related to family and social services. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development—for example, through Family, Career and Community Leaders of America (FCCLA). Standards in the Education, Child Development, and Family Services sector are designed to prepare students for technical training, postsecondary education, and entry to a career.”

Within the Education, Child Development, and Family Services Sector, Encore offers the following pathway:

- Education

Child Development, Education, Family Services: Education Completer Pathway (Example)			
Year	Sector	Career	Lab
1	Child Development, Education, Family Services: Level I	Introduction to Education	<ul style="list-style-type: none"> • Teacher Internship
2	Child Development, Education, Family Services: Level II	Intermediate Education	<ul style="list-style-type: none"> • Teacher Internship
3	Child Development, Education, Family Services: III	Advanced Education	<ul style="list-style-type: none"> • Teacher Internship

Program Mapping

The following tables represent the curriculum mapping for the CTE programs offered at Encore High School. The standards used in the curriculum are taken directly from the California Career Technical Education Model Curriculum Standards. While all of the standards are covered each year of the pathway program, the table represents the school year that the standard will be formally addressed outside of the lab setting portion of the course.

1. When Encore adds a Sector or Pathway to the CTE program, this table will be created and board adopted prior to the commencement of that Sector or Pathway.
2. The following mapping represents the standards covered. Prior to the school year, the teachers meet with administration to discuss how they will cover the standards within their classroom and ask for support for some of the standards that require special events and productions to teach the standards. For some standards, like creating a portfolio, the standards are universal across several sectors. Those standards may employ the use of a master class to cover the standard.
3. The program mapping is used for teachers to create their pacing plans.
4. Pacing plans are created prior to the start of the new school year and are approved by the Assistant Dean of Academics, then Board approved.

Sector: Arts, Media, Entertainment

Sector: Arts Media Entertainment
Pathway: Design, Visual, and Media Arts

Career: Media Arts

<ul style="list-style-type: none"> ● Arts, Media, Entertainment Level I – Covers the first third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.1 – Elements of Communication ▪ 2.2 – Barriers to communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.1 – Aptitude and personal Interest ▪ 3.2 – Personal character traits ▪ 3.3 – information and communication technologies ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.1 - Electronic reference materials ▪ 4.2 – Responsible and effective web-based communication ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.1 – Clarifying points of view ▪ 5.2 – Solving work related problems ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.1 - MSDS ▪ 6.2 - Policies and Procedures for the workplace ▪ 6.3 - Health and safety practices for supplies ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.1 – Impact of Financial Management ▪ 7.2 – Accountability and responsibility in work roles ▪ 7.3 - Adaptation ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.1 – Quality assurance standards ▪ 8.2 – Ethical and Legal practices ▪ 8.3 – Personal Integrity 	<p>Year 1- Curriculum</p>
--	---------------------------

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.1 – Leadership Skills ▪ 9.2 – Characteristics of successful teams ▪ 9.3 – Benefits of teamwork and leadership ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.1 – Terminology ▪ 10.2 – Compliance to rules, regulations, and expectations ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.1 – Demonstration ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Introduction to Media Arts – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ A1.0 Demonstrate ability to reorganize and integrate visual art element design applications. <ul style="list-style-type: none"> ▪ A1.1 – Vocabulary ▪ A1.2 – Principles of Design ▪ A1.3 – Use of Elements of Arts ○ A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media <ul style="list-style-type: none"> ▪ A2.1 – Manipulation of Digital Imagery ▪ A2.2 – Personal Style ▪ A2.3 – Observations and Drawing Skills ○ A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. <ul style="list-style-type: none"> ▪ A3.1 - Role and Influence of technology ▪ A3.2 – Time, Place, and Cultural Influence ○ A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements and principles of design, and professional industry standards. <ul style="list-style-type: none"> ▪ A4.1 – Consumer assessment rubrics ▪ A4.2 – Beliefs, cultural traditions, and economic/social influences 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ A5.0 Identify essential industry competencies, explore commercial applications and develop a specific personal plan <ul style="list-style-type: none"> ▪ A5.1 - Artistic Media and commercial content comparisons ▪ A5.2 - The Role of art and design ○ A6.0 Analyze characteristics of subgenres that are used in various written works <ul style="list-style-type: none"> ▪ A6.1 - The Sound of Language ○ A7.0 Demonstrate and understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments. <ul style="list-style-type: none"> ▪ A7.1 - Point of View ▪ A7.2 – Use of Language ○ A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway. <ul style="list-style-type: none"> ▪ A8.1 – Steps of Production ▪ A8.2 – Use of Technology ▪ A8.3 – Current and emerging technology 	
<ul style="list-style-type: none"> ● 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> ● Arts, Media, Entertainment Level II – Covers the second third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.3 – Elements of Communication ▪ 2.4 – Written and Electronic Communication 	<p>Year 2 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.4 – Researching Pathway ▪ 3.5 – Researching Employment Trends ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.3 – Using multiple sources for information ▪ 4.4 – Defining quality and value of information ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.3 – Systems thinking ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.4 – Personal Safety ▪ 6.5 – Responding and Preventing Workplace accidents ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.4 – Practicing Time Management ▪ 7.5 – Presentation Design and Development ▪ 7.6 – Responsible Financial Management ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.4 – Importance of Personal Integrity ▪ 8.5 – Organizational cultures and practices ▪ 8.3 – Copyright and intellectual property laws ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.4 – Networking ▪ 9.5 – Sector Viewpoints for success ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.3 – Projects and Products ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.2 – Demonstration ▪ 11.3 – Entrepreneurship Skills ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Intermediate Media Arts – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ A1.0 Demonstrate ability to reorganize and integrate visual art element design applications. <ul style="list-style-type: none"> ▪ A1.4 – Analyzing Intent of produced Media ▪ A1.5 – Research and Analyze works of famous artists and designers 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ A1.6 – Comparing and researching artwork using electronic and traditional means ○ A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media <ul style="list-style-type: none"> ▪ A2.4 – Visual Metaphors ▪ A2.5 - Portfolios ▪ A2.6 – Artistic Products ○ A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. <ul style="list-style-type: none"> ▪ A3.3 – Contemporary Art in diverse social, economic, and diversity ▪ A3.4 – International Industry and Cultural Perspectives ○ A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements and principles of design, and professional industry standards. <ul style="list-style-type: none"> ▪ A4.3 – Aesthetic valuation of commercial works ▪ A4.4 – Relationships – Artists, product, and consumer ○ A5.0 Identify essential industry competencies, explore commercial applications and develop a specific personal plan <ul style="list-style-type: none"> ▪ A5.3 – Analytical deconstruction of art ▪ A5.4 – Predictions with technology ○ A6.0 Analyze characteristics of subgenres that are used in various written works <ul style="list-style-type: none"> ▪ A6.2 – Author relationships to archetypes throughout history ○ A7.0 Demonstrate and understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments. <ul style="list-style-type: none"> ▪ A7.3 – Enhance meaning by employing rhetorical devices ▪ A7.4 – Integrating electronically processed documents ○ A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway. <ul style="list-style-type: none"> ▪ A8.4 – Technical design and artistic product 	
--	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ A8.5 – Writing processes for various media 	
<ul style="list-style-type: none"> • 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> • Arts, Media, Entertainment Level III – Covers the final third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.5 – Effectively communicating with audiences ▪ 2.6 – Safe, legal, and responsible use of digital media ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.7 – Small Business in California ▪ 3.8 – Use of digital media by potential employers ▪ 3.9 – Career Plans ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.5 – Past, present and future technology ▪ 4.6 – Information and communication technologies and values ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.4 – Draw conclusions based on analysis ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.6 – safe and healthful working environments ▪ 6.7 - OSHA ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.7 – Positive and Professional Work Demeanor ▪ 7.8 – Issues of global significance ○ Unit 8: Ethics and Responsibilities 	<p>Year 3 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 8.6 – Intellectual property, copyright, and proprietary information ▪ 8.7 - Confidentiality ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.6 – The importance of diversity in the workplace ▪ 9.7 – Interactive teamwork ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.4 – Collaboration and Master Classes ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.4 – Entrepreneurial practices ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Advanced Media Arts – Covers the final third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ A1.0 Demonstrate ability to reorganize and integrate visual art element design applications. <ul style="list-style-type: none"> ▪ A1.7 – Complex artistic ideas ▪ A1.8 – Distortion ▪ A1.9 – Influence of specific artists ○ A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media <ul style="list-style-type: none"> ▪ A2.7 – Reflection Art ▪ A2.8 – Complex artistic products ▪ A2.9 – Multimedia works of art ○ A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. <ul style="list-style-type: none"> ▪ A3.5 – similarities and differences in culturally diverse cultures ▪ A3.6 – Universal concepts in diverse cultures ○ A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements and principles of design, and professional industry standards. <ul style="list-style-type: none"> ▪ A4.5 – Analyze and articulate society influences ▪ A4.6 – Industry specific artistic products 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ A5.0 Identify essential industry competencies, explore commercial applications and develop a specific personal plan <ul style="list-style-type: none"> ▪ A5.5 – Cross Cultural art products ▪ A5.6 – Traditional Art with new technology ○ A6.0 Analyze characteristics of subgenres that are used in various written works <ul style="list-style-type: none"> ▪ A6.3 – Philosophical arguments ○ A7.0 Demonstrate and understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments. <ul style="list-style-type: none"> ▪ A7.5 – Text to highlight individual voice ○ A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway. <ul style="list-style-type: none"> ▪ A8.6 – Media and design arts with technical support options ▪ A8.7 – Advanced and emerging technologies 	
<ul style="list-style-type: none"> ● 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	

Sector: Arts Media Entertainment

Pathway: Design, Visual, and Media Arts

Career: Visual / Commercial Arts

- **Arts, Media, Entertainment Level I** – Covers the first third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards.
 - Unit 1: Arts, Media, and Entertainment Overview
 - 1.0 Academics
 - Unit 2: Communications
 - 2.1 – Elements of Communication
 - 2.2 – Barriers to communication
 - Unit 3: Career Planning and Management
 - 3.1 – Aptitude and personal Interest
 - 3.2 – Personal character traits
 - 3.3 – information and communication technologies
 - Unit 4: Technology
 - 4.1 - Electronic reference materials
 - 4.2 – Responsible and effective web-based communication
 - Unit 5: Problem Solving and Critical Thinking
 - 5.1 – Clarifying points of view
 - 5.2 – Solving work related problems
 - Unit 6: Health and Safety
 - 6.1 - MSDS
 - 6.2 - Policies and Procedures for the workplace
 - 6.3 - Health and safety practices for supplies
 - Unit 7: Responsibility and Flexibility
 - 7.1 – Impact of Financial Management
 - 7.2 – Accountability and responsibility in work roles
 - 7.3 - Adaptation
 - Unit 8: Ethics and Responsibilities
 - 8.1 – Quality assurance standards
 - 8.2 – Ethical and Legal practices

Year 1- Curriculum

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 8.3 – Personal Integrity ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.1 – Leadership Skills ▪ 9.2 – Characteristics of successful teams ▪ 9.3 – Benefits of teamwork and leadership ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.1 – Terminology ▪ 10.2 – Compliance to rules, regulations, and expectations ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.1 – Demonstration ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Introduction to Visual/Commercial Arts – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ A1.0 Demonstrate ability to reorganize and integrate visual art element design applications. <ul style="list-style-type: none"> ▪ A1.1 – Vocabulary ▪ A1.2 – Principles of Design ▪ A1.3 – Use of Elements of Arts ○ A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media <ul style="list-style-type: none"> ▪ A2.1 – Manipulation of Digital Imagery ▪ A2.2 – Personal Style ▪ A2.3 – Observations and Drawing Skills ○ A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. <ul style="list-style-type: none"> ▪ A3.1 - Role and Influence of technology ▪ A3.2 – Time, Place, and Cultural Influence ○ A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements and principles of design, and professional industry standards. <ul style="list-style-type: none"> ▪ A4.1 – Consumer assessment rubrics ▪ A4.2 – Beliefs, cultural traditions, and economic/social influences 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ A5.0 Identify essential industry competencies, explore commercial applications and develop a specific personal plan <ul style="list-style-type: none"> ▪ A5.1 - Artistic Media and commercial content comparisons ▪ A5.2 - The Role of art and design ○ A6.0 Analyze characteristics of subgenres that are used in various written works <ul style="list-style-type: none"> ▪ A6.1 - The Sound of Language ○ A7.0 Demonstrate and understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments. <ul style="list-style-type: none"> ▪ A7.1 - Point of View ▪ A7.2 – Use of Language ○ A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway. <ul style="list-style-type: none"> ▪ A8.1 – Steps of Production ▪ A8.2 – Use of Technology ▪ A8.3 – Current and emerging technology 	
<ul style="list-style-type: none"> ● 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> ● Arts, Media, Entertainment Level II – Covers the second third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.3 – Elements of Communication ▪ 2.4 – Written and Electronic Communication 	<p>Year 2 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.4 – Researching Pathway ▪ 3.5 – Researching Employment Trends ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.3 – Using multiple sources for information ▪ 4.4 – Defining quality and value of information ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.3 – Systems thinking ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.4 – Personal Safety ▪ 6.5 – Responding and Preventing Workplace accidents ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.4 – Practicing Time Management ▪ 7.5 – Presentation Design and Development ▪ 7.6 – Responsible Financial Management ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.4 – Importance of Personal Integrity ▪ 8.5 – Organizational cultures and practices ▪ 8.3 – Copyright and intellectual property laws ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.4 – Networking ▪ 9.5 – Sector Viewpoints for success ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.3 – Projects and Products ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.2 – Demonstration ▪ 11.3 – Entrepreneurship Skills ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Intermediate Visual/Commercial Arts – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ A1.0 Demonstrate ability to reorganize and integrate visual art element design applications. <ul style="list-style-type: none"> ▪ A1.4 – Analyzing Intent of produced Media ▪ A1.5 – Research and Analyze works of famous artists and designers 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ A1.6 – Comparing and researching artwork using electronic and traditional means ○ A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media <ul style="list-style-type: none"> ▪ A2.4 – Visual Metaphors ▪ A2.5 - Portfolios ▪ A2.6 – Artistic Products ○ A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. <ul style="list-style-type: none"> ▪ A3.3 – Contemporary Art in diverse social, economic, and diversity ▪ A3.4 – International Industry and Cultural Perspectives ○ A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements and principles of design, and professional industry standards. <ul style="list-style-type: none"> ▪ A4.3 – Aesthetic valuation of commercial works ▪ A4.4 – Relationships – Artists, product, and consumer ○ A5.0 Identify essential industry competencies, explore commercial applications and develop a specific personal plan <ul style="list-style-type: none"> ▪ A5.3 – Analytical deconstruction of art ▪ A5.4 – Predictions with technology ○ A6.0 Analyze characteristics of subgenres that are used in various written works <ul style="list-style-type: none"> ▪ A6.2 – Author relationships to archetypes throughout history ○ A7.0 Demonstrate and understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments. <ul style="list-style-type: none"> ▪ A7.3 – Enhance meaning by employing rhetorical devices ▪ A7.4 – Integrating electronically processed documents ○ A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway. <ul style="list-style-type: none"> ▪ A8.4 – Technical design and artistic product 	
--	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ A8.5 – Writing processes for various media 	
<ul style="list-style-type: none"> • 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> • Arts, Media, Entertainment Level III – Covers the final third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.5 – Effectively communicating with audiences ▪ 2.6 – Safe, legal, and responsible use of digital media ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.7 – Small Business in California ▪ 3.8 – Use of digital media by potential employers ▪ 3.9 – Career Plans ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.5 – Past, present and future technology ▪ 4.6 – Information and communication technologies and values ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.4 – Draw conclusions based on analysis ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.6 – safe and healthful working environments ▪ 6.7 - OSHA ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.7 – Positive and Professional Work Demeanor ▪ 7.8 – Issues of global significance ○ Unit 8: Ethics and Responsibilities 	<p>Year 3 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 8.6 – Intellectual property, copyright, and proprietary information ▪ 8.7 - Confidentiality ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.6 – The importance of diversity in the workplace ▪ 9.7 – Interactive teamwork ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.4 – Collaboration and Master Classes ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.4 – Entrepreneurial practices ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> • Advanced Visual / Commercial Arts – Covers the final third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ A1.0 Demonstrate ability to reorganize and integrate visual art element design applications. <ul style="list-style-type: none"> ▪ A1.7 – Complex artistic ideas ▪ A1.8 – Distortion ▪ A1.9 – Influence of specific artists ○ A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media <ul style="list-style-type: none"> ▪ A2.7 – Reflection Art ▪ A2.8 – Complex artistic products ▪ A2.9 – Multimedia works of art ○ A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. <ul style="list-style-type: none"> ▪ A3.5 – similarities and differences in culturally diverse cultures ▪ A3.6 – Universal concepts in diverse cultures ○ A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements and principles of design, and professional industry standards. <ul style="list-style-type: none"> ▪ A4.5 – Analyze and articulate society influences ▪ A4.6 – Industry specific artistic products 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ A5.0 Identify essential industry competencies, explore commercial applications and develop a specific personal plan <ul style="list-style-type: none"> ▪ A5.5 – Cross Cultural art products ▪ A5.6 – Traditional Art with new technology ○ A6.0 Analyze characteristics of subgenres that are used in various written works <ul style="list-style-type: none"> ▪ A6.3 – Philosophical arguments ○ A7.0 Demonstrate and understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments. <ul style="list-style-type: none"> ▪ A7.5 – Text to highlight individual voice ○ A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway. <ul style="list-style-type: none"> ▪ A8.6 – Media and design arts with technical support options ▪ A8.7 – Advanced and emerging technologies 	
<ul style="list-style-type: none"> ● 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	

Sector: Arts Media Entertainment	
Pathway: Performing Arts	
Career: Professional Choreography	
<ul style="list-style-type: none"> • Arts, Media, Entertainment Level I – Covers the first third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.1 – Elements of Communication ▪ 2.2 – Barriers to communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.1 – Aptitude and personal Interest ▪ 3.2 – Personal character traits ▪ 3.3 – information and communication technologies ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.1 - Electronic reference materials ▪ 4.2 – Responsible and effective web-based communication ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.1 – Clarifying points of view ▪ 5.2 – Solving work related problems ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.1 - MSDS ▪ 6.2 - Policies and Procedures for the workplace ▪ 6.3 - Health and safety practices for supplies ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.1 – Impact of Financial Management ▪ 7.2 – Accountability and responsibility in work roles ▪ 7.3 - Adaptation ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.1 – Quality assurance standards ▪ 8.2 – Ethical and Legal practices ▪ 8.3 – Personal Integrity ○ Unit 9: Leadership and Teamwork 	<p>Year 1- Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 9.1 – Leadership Skills ▪ 9.2 – Characteristics of successful teams ▪ 9.3 – Benefits of teamwork and leadership ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.1 – Terminology ▪ 10.2 – Compliance to rules, regulations, and expectations ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.1 – Demonstration ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Introduction to Professional Choreography – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. <ul style="list-style-type: none"> ▪ B1.1 – Movement skills, sensory information, and vocabulary ▪ B1.2 – Physical coordination and control ▪ B1.3 - Kinesthetic communication ○ B2.0 Read, listen to, deconstruct, and analyze peer and professional music using terminology of music. <ul style="list-style-type: none"> ▪ B2.2 – Elements of Music ○ B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, media and respond using the vocabulary of theater. <ul style="list-style-type: none"> ▪ B3.1 – Metaphor, subtext, and symbolic elements ○ B4.0 Apply choreographic principles, processes, and skills to create and communicate through improvisation, composition, and performance of dance for a variety of applications. <ul style="list-style-type: none"> ▪ B4.1 – VPA Creative Expression Standards ▪ B4.2 – Notating dance and choreography ▪ B4.3 – Music elements and choreography ○ B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ B5.4 – Music recording and technology ○ B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and improvised theater, film, video, and electronic media performances. <ul style="list-style-type: none"> ▪ B6.3 – Basic Dramatic Structure ▪ B6.6 – Working collaboratively ○ B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. <ul style="list-style-type: none"> ▪ B7.1 – Comparisons of different productions, influences, values, and behaviors. ▪ B7.2 – Historical and cultural perspective of dancers ○ B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. <ul style="list-style-type: none"> ▪ B8.1 – Critiques and Terminology ▪ B8.2 – Assessments ○ B9.0 Explore the connection between artistic preparation and professional standard practices. <ul style="list-style-type: none"> ▪ Education pathways for choreographers ▪ Audio / Visual Equipment 	
<ul style="list-style-type: none"> ● 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> ● Arts, Media, Entertainment Level II – Covers the second third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications 	<p>Year 2 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 2.3 – Elements of Communication ▪ 2.4 – Written and Electronic Communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.4 – Researching Pathway ▪ 3.5 – Researching Employment Trends ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.3 – Using multiple sources for information ▪ 4.4 – Defining quality and value of information ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.3 – Systems thinking ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.4 – Personal Safety ▪ 6.5 – Responding and Preventing Workplace accidents ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.4 – Practicing Time Management ▪ 7.5 – Presentation Design and Development ▪ 7.6 – Responsible Financial Management ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.4 – Importance of Personal Integrity ▪ 8.5 – Organizational cultures and practices ▪ 8.3 – Copyright and intellectual property laws ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.4 – Networking ▪ 9.5 – Sector Viewpoints for success ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.3 – Projects and Products ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.2 – Demonstration ▪ 11.3 – Entrepreneurship Skills ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Intermediate Professional Choreography – Covers the second third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teachers media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ B1.1 – Movement skills, sensory information, and vocabulary ▪ B1.4 - Vocabulary ▪ B1.5 – Create and perform complicated dance works ○ B2.0 Read, listen to, deconstruct, and analyze peer and professional music using terminology of music. <ul style="list-style-type: none"> ▪ B2.2 – Elements of Music ○ B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, media and respond using the vocabulary of theater. <ul style="list-style-type: none"> ▪ B3.3 – Professional Theatrical assessments ○ B4.0 Apply choreographic principles, processes, and skills to create and communicate through improvisation, composition, and performance of dance for a variety of applications. <ul style="list-style-type: none"> ▪ B4.4 – Genre specific choreography ▪ B4.5 – Reproducing famous/historic choreography ▪ B4.6 – Audition requirements ○ B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. <ul style="list-style-type: none"> ▪ B5.4 – Music recording and technology ○ B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and improvised theater, film, video, and electronic media performances. <ul style="list-style-type: none"> ▪ B6.2 – Character Research ▪ B6.5 - Improvisation ○ B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. <ul style="list-style-type: none"> ▪ B7.1 – Comparisons of different productions, influences, values, and behaviors. ▪ B7.2 – Historical and cultural perspective of dancers ▪ B7.5 – Create products of contrasting universal themes ○ B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. 	
---	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ B8.1 – Critiques and Terminology ▪ B8.2 – Assessments ▪ B8.3 – Analyze aesthetic principles ▪ B8.4 – Complex evaluation criteria ○ B9.0 Explore the connection between artistic preparation and professional standard practices. <ul style="list-style-type: none"> ▪ B9.3 – Demonstrate entry-level career competencies ▪ B9.4 – Technical aspects of lights, sound, properties, costumes 	
<ul style="list-style-type: none"> • 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> • Arts, Media, Entertainment Level III – Covers the final third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.5 – Effectively communicating with audiences ▪ 2.6 – Safe, legal, and responsible use of digital media ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.7 – Small Business in California ▪ 3.8 – Use of digital media by potential employers ▪ 3.9 – Career Plans ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.5 – Past, present and future technology ▪ 4.6 – Information and communication technologies and values ○ Unit 5: Problem Solving and Critical Thinking 	<p>Year 3 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ 5.4 – Draw conclusions based on analysis ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.6 – safe and healthful working environments ▪ 6.7 - OSHA ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.7 – Positive and Professional Work Demeanor ▪ 7.8 – Issues of global significance ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.6 – Intellectual property, copyright, and proprietary information ▪ 8.7 - Confidentiality ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.6 – The importance of diversity in the workplace ▪ 9.7 – Interactive teamwork ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.4 – Collaboration and Master Classes ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.4 – Entrepreneurial practices ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> • Advanced Professional Choreography – Covers the second third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. <ul style="list-style-type: none"> ▪ B1.1 – Movement skills, sensory information, and vocabulary ▪ B1.6 – Performance Diversity ▪ B1.7 – Evaluate formal and informal performances ○ B2.0 Read, listen to, deconstruct, and analyze peer and professional music using terminology of music. <ul style="list-style-type: none"> ▪ B2.2 – Elements of Music ▪ B2.7 – Different uses of form in music 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, media and respond using the vocabulary of theater. <ul style="list-style-type: none"> ▪ B3.2 – Plan a theatrical performance ○ B4.0 Apply choreographic principles, processes, and skills to create and communicate through improvisation, composition, and performance of dance for a variety of applications. <ul style="list-style-type: none"> ▪ B4.7 – Diverse body of work ▪ B4.8 - Performance Piece ▪ B4.9 – Original Work ○ B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. <ul style="list-style-type: none"> ▪ B5.4 – Music recording and technology ○ B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and improvised theater, film, video, and electronic media performances. <ul style="list-style-type: none"> ▪ B6.2 – Character Research ▪ B6.5 - Improvisation ○ B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. <ul style="list-style-type: none"> ▪ B7.1 – Comparisons of different productions, influences, values, and behaviors. ▪ B7.2 – Historical and cultural perspective of dancers ▪ B7.5 – Create products of contrasting universal themes ○ B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. <ul style="list-style-type: none"> ▪ B8.1 – Critiques and Terminology ▪ B8.2 – Assessments ▪ B8.3 – Analyze aesthetic principles ▪ B8.4 – Complex evaluation criteria ○ B9.0 Explore the connection between artistic preparation and professional standard practices. <ul style="list-style-type: none"> ▪ B9.3 – Demonstrate entry-level career competencies 	
--	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ B9.4 – Technical aspects of lights, sound, properties, costumes 	
<ul style="list-style-type: none"> • 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	

Sector: Arts Media Entertainment	
Pathway: Performing Arts	
Career: Professional Music	
<ul style="list-style-type: none"> • Arts, Media, Entertainment Level I – Covers the first third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.1 – Elements of Communication ▪ 2.2 – Barriers to communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.1 – Aptitude and personal Interest ▪ 3.2 – Personal character traits ▪ 3.3 – information and communication technologies ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.1 - Electronic reference materials ▪ 4.2 – Responsible and effective web-based communication ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.1 – Clarifying points of view ▪ 5.2 – Solving work related problems ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.1 - MSDS ▪ 6.2 - Policies and Procedures for the workplace ▪ 6.3 - Health and safety practices for supplies ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.1 – Impact of Financial Management ▪ 7.2 – Accountability and responsibility in work roles ▪ 7.3 - Adaptation ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.1 – Quality assurance standards ▪ 8.2 – Ethical and Legal practices ▪ 8.3 – Personal Integrity ○ Unit 9: Leadership and Teamwork 	<p>Year 1- Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 9.1 – Leadership Skills ▪ 9.2 – Characteristics of successful teams ▪ 9.3 – Benefits of teamwork and leadership ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.1 – Terminology ▪ 10.2 – Compliance to rules, regulations, and expectations ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.1 – Demonstration ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Introduction to Professional Music – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. <ul style="list-style-type: none"> ▪ B1.7 – Deconstruct formal and improvised performances ○ B2.0 Read, listen to, deconstruct, and analyze peer and professional music using terminology of music. <ul style="list-style-type: none"> ▪ B2.1 – Instrument and Vocal Scores ▪ B2.2 – Elements of Music ▪ B2.3 – Transcribing music ○ B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, media and respond using the vocabulary of theater. <ul style="list-style-type: none"> ▪ B3.1 – Metaphor, subtext, and symbolic elements ○ B4.0 Apply choreographic principles, processes, and skills to create and communicate through improvisation, composition, and performance of dance for a variety of applications. <ul style="list-style-type: none"> ▪ B4.3 – Music elements and choreography ○ B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. <ul style="list-style-type: none"> ▪ B5.1 – Genres and culture repertoire ▪ B5.2 – Music written in multiple parts 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ B5.3 – Sight reading ○ B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and improvised theater, film, video, and electronic media performances. <ul style="list-style-type: none"> ▪ B6.3 – Basic Dramatic Structure ▪ B6.6 – Working collaboratively ○ B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. <ul style="list-style-type: none"> ▪ B7.1 – Comparisons of different productions, influences, values, and behaviors. ▪ B7.3 – Historical and cultural perspective of musicians ○ B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. <ul style="list-style-type: none"> ▪ B8.1 – Critiques and Terminology ▪ B8.2 – Assessments ○ B9.0 Explore the connection between artistic preparation and professional standard practices. <ul style="list-style-type: none"> ▪ B9.1 - Education pathways for musicians ▪ B9.2 - Audio / Visual Equipment 	
<ul style="list-style-type: none"> • 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> • Arts, Media, Entertainment Level II – Covers the second third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications 	<p>Year 2 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 2.3 – Elements of Communication ▪ 2.4 – Written and Electronic Communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.4 – Researching Pathway ▪ 3.5 – Researching Employment Trends ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.3 – Using multiple sources for information ▪ 4.4 – Defining quality and value of information ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.3 – Systems thinking ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.4 – Personal Safety ▪ 6.5 – Responding and Preventing Workplace accidents ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.4 – Practicing Time Management ▪ 7.5 – Presentation Design and Development ▪ 7.6 – Responsible Financial Management ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.4 – Importance of Personal Integrity ▪ 8.5 – Organizational cultures and practices ▪ 8.3 – Copyright and intellectual property laws ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.4 – Networking ▪ 9.5 – Sector Viewpoints for success ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.3 – Projects and Products ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.2 – Demonstration ▪ 11.3 – Entrepreneurship Skills ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Intermediate Professional Music – Covers the second third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ B1.7 – Deconstruct formal and improvised performances ○ B2.0 Read, listen to, deconstruct, and analyze peer and professional music using terminology of music. <ul style="list-style-type: none"> ▪ B2.4 – Sight-reading music ▪ B2.5 – Analysis of significant musical events ○ B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, media and respond using the vocabulary of theater. <ul style="list-style-type: none"> ▪ B3.2 – Research and plan performances ○ B4.0 Apply choreographic principles, processes, and skills to create and communicate through improvisation, composition, and performance of dance for a variety of applications. <ul style="list-style-type: none"> ▪ B4.6 – Audition Techniques ○ B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. <ul style="list-style-type: none"> ▪ B5.4 – Music technology and recording ▪ B5.5 - Composing ○ B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and improvised theater, film, video, and electronic media performances. <ul style="list-style-type: none"> ▪ B6.2 – Character Analysis ▪ B6.6 – Working collaboratively ○ B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. <ul style="list-style-type: none"> ▪ B7.1 – Comparisons of different productions, influences, values, and behaviors. ▪ B7.3 – Historical and cultural perspective of musicians ○ B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. <ul style="list-style-type: none"> ▪ B8.3 – Analyzing aesthetic principles ○ B9.0 Explore the connection between artistic preparation and professional standard practices. <ul style="list-style-type: none"> ▪ B9.3 – Entry-level competencies for music careers ▪ B9.4 – Technical aspects of light, sound, costume 	
--	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> • 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> • Arts, Media, Entertainment Level III – Covers the final third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.5 – Effectively communicating with audiences ▪ 2.6 – Safe, legal, and responsible use of digital media ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.7 – Small Business in California ▪ 3.8 – Use of digital media by potential employers ▪ 3.9 – Career Plans ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.5 – Past, present and future technology ▪ 4.6 – Information and communication technologies and values ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.4 – Draw conclusions based on analysis ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.6 – safe and healthful working environments ▪ 6.7 - OSHA ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.7 – Positive and Professional Work Demeanor ▪ 7.8 – Issues of global significance ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.6 – Intellectual property, copyright, and proprietary information ▪ 8.7 - Confidentiality 	<p>Year 3 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.6 – The importance of diversity in the workplace ▪ 9.7 – Interactive teamwork ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.4 – Collaboration and Master Classes ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.4 – Entrepreneurial practices ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Advanced Professional Music – Covers the second third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. <ul style="list-style-type: none"> ▪ B1.5 – Collaboration with Choreography student ○ B2.0 Read, listen to, deconstruct, and analyze peer and professional music using terminology of music. <ul style="list-style-type: none"> ▪ B2.6 – Analysis of musical elements ▪ B2.7 – Demonstration of music forms ○ B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, media and respond using the vocabulary of theater. <ul style="list-style-type: none"> ▪ B3.3 – Production Piece ○ B4.0 Apply choreographic principles, processes, and skills to create and communicate through improvisation, composition, and performance of dance for a variety of applications. <ul style="list-style-type: none"> ▪ B4.1 – Notating music for dancers ○ B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. <ul style="list-style-type: none"> ▪ B5.6 – Composing using digital/electronic instruments ▪ B5.7 – Melodic and rhythmic improvisations 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and improvised theater, film, video, and electronic media performances. <ul style="list-style-type: none"> ▪ B6.4 – Collaboration with Actors ▪ B6.6 – Working collaboratively ○ B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. <ul style="list-style-type: none"> ▪ B7.1 – Comparisons of different productions, influences, values, and behaviors. ▪ B7.3 – Historical and cultural perspective of musicians ○ B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. <ul style="list-style-type: none"> ▪ B8.4 – Evaluation and Terminology ○ B9.0 Explore the connection between artistic preparation and professional standard practices. <ul style="list-style-type: none"> ▪ B9.5 – Contrasting roles ▪ B9.6 – Career Plans 	
<ul style="list-style-type: none"> ● 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	

Sector: Arts Media Entertainment

Pathway: Performing Arts

Career: Professional Theatre

- **Arts, Media, Entertainment Level I** – Covers the first third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards.
 - Unit 1: Arts, Media, and Entertainment Overview
 - 1.0 Academics
 - Unit 2: Communications
 - 2.1 – Elements of Communication
 - 2.2 – Barriers to communication
 - Unit 3: Career Planning and Management
 - 3.1 – Aptitude and personal Interest
 - 3.2 – Personal character traits
 - 3.3 – information and communication technologies
 - Unit 4: Technology
 - 4.1 - Electronic reference materials
 - 4.2 – Responsible and effective web-based communication
 - Unit 5: Problem Solving and Critical Thinking
 - 5.1 – Clarifying points of view
 - 5.2 – Solving work related problems
 - Unit 6: Health and Safety
 - 6.1 - MSDS
 - 6.2 - Policies and Procedures for the workplace
 - 6.3 - Health and safety practices for supplies
 - Unit 7: Responsibility and Flexibility
 - 7.1 – Impact of Financial Management
 - 7.2 – Accountability and responsibility in work roles
 - 7.3 - Adaptation
 - Unit 8: Ethics and Responsibilities
 - 8.1 – Quality assurance standards
 - 8.2 – Ethical and Legal practices

Year 1- Curriculum

<ul style="list-style-type: none"> ▪ 8.3 – Personal Integrity ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.1 – Leadership Skills ▪ 9.2 – Characteristics of successful teams ▪ 9.3 – Benefits of teamwork and leadership ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.1 – Terminology ▪ 10.2 – Compliance to rules, regulations, and expectations ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.1 – Demonstration ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Introduction to Professional Theatre – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. <ul style="list-style-type: none"> ▪ B1.1 – Dance vocabulary / movement skills ▪ B1.2 – Physical Coordination ▪ B1.3 – Kinesthetic communication ○ B2.0 Read, listen to, deconstruct, and analyze peer and professional music using terminology of music. <ul style="list-style-type: none"> ▪ B2.2 – Elements of Music ○ B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, media and respond using the vocabulary of theater. <ul style="list-style-type: none"> ▪ B3.1 – Metaphor, subtext, and symbolic elements ○ B4.0 Apply choreographic principles, processes, and skills to create and communicate through improvisation, composition, and performance of dance for a variety of applications. <ul style="list-style-type: none"> ▪ B4.2 – Notating Dance ○ B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. <ul style="list-style-type: none"> ▪ B5.1 – Singing in Genres and culture repertoire 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and improvised theater, film, video, and electronic media performances. <ul style="list-style-type: none"> ▪ B6.1 – Acting choices, script analysis, character research, reflection, revision ▪ B6.6 – Acting choices in a professional setting ○ B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. <ul style="list-style-type: none"> ▪ B7.1 – Comparisons of different productions, influences, values, and behaviors. ▪ B7.4 – Historical and cultural perspective of musicians ○ B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. <ul style="list-style-type: none"> ▪ B8.1 – Critiques and Terminology ▪ B8.2 – Assessments ○ B9.0 Explore the connection between artistic preparation and professional standard practices. <ul style="list-style-type: none"> ▪ B9.1 - Education pathways for actors ▪ B9.2 - Audio / Visual Equipment 	
<ul style="list-style-type: none"> ● 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> ● Arts, Media, Entertainment Level II – Covers the second third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications 	<p>Year 2 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 2.3 – Elements of Communication ▪ 2.4 – Written and Electronic Communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.4 – Researching Pathway ▪ 3.5 – Researching Employment Trends ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.3 – Using multiple sources for information ▪ 4.4 – Defining quality and value of information ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.3 – Systems thinking ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.4 – Personal Safety ▪ 6.5 – Responding and Preventing Workplace accidents ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.4 – Practicing Time Management ▪ 7.5 – Presentation Design and Development ▪ 7.6 – Responsible Financial Management ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.4 – Importance of Personal Integrity ▪ 8.5 – Organizational cultures and practices ▪ 8.3 – Copyright and intellectual property laws ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.4 – Networking ▪ 9.5 – Sector Viewpoints for success ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.3 – Projects and Products ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.2 – Demonstration ▪ 11.3 – Entrepreneurship Skills ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Intermediate Professional Theatre – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ B1.4 – Movement Description with vocabulary ▪ B1.6 – Dance genres ▪ B1.7 – Evaluate and deconstruct formal and improvisational performances ○ B2.0 Read, listen to, deconstruct, and analyze peer and professional music using terminology of music. <ul style="list-style-type: none"> ▪ B2.5 – Significant musical events ○ B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, media and respond using the vocabulary of theater. <ul style="list-style-type: none"> ▪ B3.2 – Plan a theatrical performance ○ B4.0 Apply choreographic principles, processes, and skills to create and communicate through improvisation, composition, and performance of dance for a variety of applications. <ul style="list-style-type: none"> ▪ B4.6 – Actor’s dance auditions and acting auditions ○ B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. <ul style="list-style-type: none"> ▪ B5.3 – Create an audition piece for singing with sheet music ○ B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and improvised theater, film, video, and electronic media performances. <ul style="list-style-type: none"> ▪ B6.2 – Script analysis, character research, reflection and revision in live and recorded performances ▪ B6.3 – Create performance using basic dramatic structure ○ B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. <ul style="list-style-type: none"> ▪ B7.1 – Comparisons of different productions, influences, values, and behaviors. ▪ B7.4 – Historical and cultural perspective of musicians ○ B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. <ul style="list-style-type: none"> ▪ B8.3 – Aesthetic principle in professional work 	
--	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ B9.0 Explore the connection between artistic preparation and professional standard practices. <ul style="list-style-type: none"> ▪ B9.3 – Entry-level competency for actors ▪ B9.4 – Technical aspects of lights, sound, props, and costumes 	
<ul style="list-style-type: none"> ● 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> ● Arts, Media, Entertainment Level III – Covers the final third of the Anchor Sector Standards. This curriculum is developed throughout the entire Arts, Media, and Entertainment department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.5 – Effectively communicating with audiences ▪ 2.6 – Safe, legal, and responsible use of digital media ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.7 – Small Business in California ▪ 3.8 – Use of digital media by potential employers ▪ 3.9 – Career Plans ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.5 – Past, present and future technology ▪ 4.6 – Information and communication technologies and values ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.4 – Draw conclusions based on analysis ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.6 – safe and healthful working environments ▪ 6.7 - OSHA ○ Unit 7: Responsibility and Flexibility 	<p>Year 3 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 7.7 – Positive and Professional Work Demeanor ▪ 7.8 – Issues of global significance ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.6 – Intellectual property, copyright, and proprietary information ▪ 8.7 - Confidentiality ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.6 – The importance of diversity in the workplace ▪ 9.7 – Interactive teamwork ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.4 – Collaboration and Master Classes ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.4 – Entrepreneurial practices ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Advanced Professional Theatre – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches media arts. The pathway standards covered in this portion of the resource curriculum is universal between all media arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. <ul style="list-style-type: none"> ▪ B1.5 – Choreography for actors ▪ B1.7 – Evaluate and deconstruct formal and improvisational performances ○ B2.0 Read, listen to, deconstruct, and analyze peer and professional music using terminology of music. <ul style="list-style-type: none"> ▪ B2.7 – Different uses for music in acting ○ B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, media and respond using the vocabulary of theater. <ul style="list-style-type: none"> ▪ B3.3 – Assessments of professional theater, film, and video products ○ B4.0 Apply choreographic principles, processes, and skills to create and communicate through improvisation, composition, and performance of dance for a variety of applications. <ul style="list-style-type: none"> ▪ B4.8 – Creating dance for actors 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ B4.9 – Performing original works ○ B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. <ul style="list-style-type: none"> ▪ B5.4 – Use music technology to record a monologue, dialogue, or radio style program. ○ B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and improvised theater, film, video, and electronic media performances. <ul style="list-style-type: none"> ▪ B6.4 – Design, produce, perform variety of scenes in media applications ▪ B6.5 – Improvisation and written dialogues applying basic dramatic structure ▪ B6.6 – Work collaboratively ○ B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. <ul style="list-style-type: none"> ▪ B7.1 – Comparisons of different productions, influences, values, and behaviors. ▪ B7.4 – Historical and cultural perspective of musicians ○ B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. <ul style="list-style-type: none"> ▪ B8.4 – Complex evaluations, terminology, compare and contrast ○ B9.0 Explore the connection between artistic preparation and professional standard practices. <ul style="list-style-type: none"> ▪ B9.5 – Contrast differing roles within the skill sets of creators and performers ▪ B9.6 – Career paths for theatre professionals 	
<ul style="list-style-type: none"> • 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	

Sector: Fashion & Interior Design

Pathway: Fashion Design & Merchandising

Career: Fashion Design: Costume

- **Fashion & Interior Design Level I** – Covers the first third of the Anchor Sector Standards. This curriculum is developed throughout the entire Fashion Design department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards.
 - Unit 1: Fashion & Interior Design Overview
 - 1.0 Academics
 - Unit 2: Communications
 - 2.1 – Elements of Communication
 - 2.2 – Barriers to communication
 - Unit 3: Career Planning and Management
 - 3.1 – Aptitude and personal Interest
 - 3.2 – Personal character traits
 - 3.3 – information and communication technologies
 - Unit 4: Technology
 - 4.1 - Electronic reference materials
 - 4.2 – Responsible and effective web-based communication
 - Unit 5: Problem Solving and Critical Thinking
 - 5.1 – Clarifying points of view
 - 5.2 – Solving work related problems
 - Unit 6: Health and Safety
 - 6.1 - MSDS
 - 6.2 - Policies and Procedures for the workplace
 - 6.3 - Health and safety practices for supplies
 - Unit 7: Responsibility and Flexibility
 - 7.1 – Impact of Financial Management
 - 7.2 – Accountability and responsibility in work roles
 - 7.3 - Adaptation
 - Unit 8: Ethics and Responsibilities
 - 8.1 – Quality assurance standards
 - 8.2 – Ethical and Legal practices
 - 8.3 – Personal Integrity
 - Unit 9: Leadership and Teamwork

Year 1- Curriculum

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 9.1 – Leadership Skills ▪ 9.2 – Characteristics of successful teams ▪ 9.3 – Benefits of teamwork and leadership ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.1 – Terminology ▪ 10.2 – Compliance to rules, regulations, and expectations ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.1 – Demonstration ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Introduction to Fashion Design – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches fashion design. The pathway standards covered in this portion of the resource curriculum is universal between all fashion design arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ A1.0: Understand various aspects of the fashion design, manufacturing industry and the industry’s role in local, state, national and global economy. <ul style="list-style-type: none"> ▪ A1.1 Segments of the fashion industry ▪ A1.2: Industry segments and international economics ○ A2.0 Understand basic hiring practices, operational policies, procedures in the fashion design, merchandising, and retail industry. <ul style="list-style-type: none"> ▪ A2.1: Appropriate clothing hygiene ▪ A2.2: Hiring practices ○ A3.0: Understand the principles of organizational management, including policies of management and employees <ul style="list-style-type: none"> ▪ A3.1: Management Strategies ▪ A3.2 Common organizational procedures ○ A4.0: Apply the elements and principles of design in various aspects. <ul style="list-style-type: none"> ▪ A4.1: Principles of design. ▪ A4.2: Trend Forecasting ○ A5.0: Understand how the history of social, cultural, political, economic, and technological changes influence fashion 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ A5.1: Political, societal, economy, culture and aesthetics role on fashion. ▪ A5.2: Textile evolution ○ A6.0: Understand the characteristics, production, and maintenance of textiles and sustainable practices <ul style="list-style-type: none"> ▪ A6.1: Fibers, fabrics, and finishes ▪ A6.2: Manufacturing and production of woven, nonwoven, and knit ○ A7.0: Understand how trends, color, and societal forecasting are used in the fashion industry. <ul style="list-style-type: none"> ▪ A7.1: Trending resources ○ A8.0: Understand the principles and techniques used in fashion design and product development and manufacturing. <ul style="list-style-type: none"> ▪ A8.1: Manufacturing processes ▪ A8.2: Equipment, tools, supplies, and software ▪ A8.3: Costs ▪ A8.4: Global sourcing ○ A9.0: Understand the skills and procedures necessary for sales, marketing, and branding in the fashion industry. <ul style="list-style-type: none"> ▪ A9.1: Procedures for sales, exchanges, and returns ▪ A9.2: Customer relations, service ▪ A9.3: Customer buying motives ○ A10.0: Understand visual merchandising and product styling <ul style="list-style-type: none"> ▪ A10.1: Interior and exterior retail displays ○ A11.0: Understand the current laws, work site policies, and systems for inventory control and loss prevention. <ul style="list-style-type: none"> ▪ A11.1: Receiving, inspecting, and marking merchandise ▪ A11.2: Distribution of goods ○ A12.0: Understand important aspects of the beauty industry. <ul style="list-style-type: none"> ▪ A12.1: Careers in the beauty industry ▪ A12.2: Cosmetics 	
<ul style="list-style-type: none"> • 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is 	

CAREER TECHNICAL EDUCATION

<p>specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics.</p>	
<ul style="list-style-type: none"> ● Fashion & Interior Design Level II – Covers the second third of the Anchor Sector Standards. This curriculum is developed throughout the entire Fashion Design department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Fashion & Interior Design Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.3 – Elements of Communication ▪ 2.4 – Written and Electronic Communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.4 – Researching Pathway ▪ 3.5 – Researching Employment Trends ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.3 – Using multiple sources for information ▪ 4.4 – Defining quality and value of information ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.3 – Systems thinking ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.4 – Personal Safety ▪ 6.5 – Responding and Preventing Workplace accidents ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.4 – Practicing Time Management ▪ 7.5 – Presentation Design and Development ▪ 7.6 – Responsible Financial Management ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.4 – Importance of Personal Integrity ▪ 8.5 – Organizational cultures and practices ▪ 8.3 – Copyright and intellectual property laws ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.4 – Networking ▪ 9.5 – Sector Viewpoints for success ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.3 – Projects and Products ○ Unit 11: Final Project: Demonstration and Application 	<p>Year 2 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 11.2 – Demonstration ▪ 11.3 – Entrepreneurship Skills ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> • Intermediate Fashion Design – Covers the first third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches fashion design. The pathway standards covered in this portion of the resource curriculum is universal between all fashion design arts courses and is covered as the wrap up assignment for each class meeting. <ul style="list-style-type: none"> ○ A1.0: Understand various aspects of the fashion design, manufacturing industry and the industry’s role in local, state, national and global economy. <ul style="list-style-type: none"> ▪ A1.3: Media and Fashion ▪ A1.4: Legislative, economic, and social trends ○ A2.0 Understand basic hiring practices, operational policies, procedures in the fashion design, merchandising, and retail industry. <ul style="list-style-type: none"> ▪ A2.3: Quality control, inventory control, distribution, marketing, production, and accounting ▪ A2.4: Accurate and thorough documentation ○ A3.0: Understand the principles of organizational management, including policies of management and employees <ul style="list-style-type: none"> ▪ A3.3: Profitability, productivity, positive work environment, client satisfaction ▪ A3.4: Job roles within the industry ○ A4.0: Apply the elements and principles of design in various aspects. <ul style="list-style-type: none"> ▪ A4.3: Technology in design ▪ A4.4: Presentation Boards ○ A5.0: Understand how the history of social, cultural, political, economic, and technological changes influence fashion <ul style="list-style-type: none"> ▪ A5.3: Affects on the fashion industry ○ A6.0: Understand the characteristics, production, and maintenance of textiles and sustainable practices <ul style="list-style-type: none"> ▪ A6.3: Print and color designs ▪ A6.4: Creating textiles 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ A7.0: Understand how trends, color, and societal forecasting are used in the fashion industry. <ul style="list-style-type: none"> ▪ A7.2: Researching fashion ○ A8.0: Understand the principles and techniques used in fashion design and product development and manufacturing. <ul style="list-style-type: none"> ▪ A8.5: Cost sheets ▪ A8.6: Sketching on nine head figures ▪ A8.7: Patternmaking and draping ▪ A8.8: Pattern specifications ○ A9.0: Understand the skills and procedures necessary for sales, marketing, and branding in the fashion industry. <ul style="list-style-type: none"> ▪ A9.4: Sales, marketing, presentation ▪ A9.5: Customers, merchandising ▪ A9.6: technology and customer service ○ A10.0: Understand visual merchandising and product styling <ul style="list-style-type: none"> ▪ A10.2: Merchandise placement ○ A11.0: Understand the current laws, work site policies, and systems for inventory control and loss prevention. <ul style="list-style-type: none"> ▪ A11.3: Inventories ▪ A11.4: loss points and loss prevention ○ A12.0: Understand important aspects of the beauty industry. <ul style="list-style-type: none"> ▪ A12.4: Career Mapping ▪ A12.3: Quality Control 	
<ul style="list-style-type: none"> • 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	
<ul style="list-style-type: none"> • Fashion & Interior Design Level III – Covers the final third of the Anchor Sector Standards. This curriculum is developed throughout the entire Fashion Design department. All courses in this Sector use the same curriculum for this portion of their class. 	<p>Year 3 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<p>Specific bellwork is assigned at each class meeting to cover these sector standards.</p> <ul style="list-style-type: none"> ○ Unit 1: Fashion & Interior Design Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.5 – Effectively communicating with audiences ▪ 2.6 – Safe, legal, and responsible use of digital media ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.7 – Small Business in California ▪ 3.8 – Use of digital media by potential employers ▪ 3.9 – Career Plans ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.5 – Past, present and future technology ▪ 4.6 – Information and communication technologies and values ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.4 – Draw conclusions based on analysis ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.6 – safe and healthful working environments ▪ 6.7 - OSHA ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.7 – Positive and Professional Work Demeanor ▪ 7.8 – Issues of global significance ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.6 – Intellectual property, copyright, and proprietary information ▪ 8.7 - Confidentiality ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.6 – The importance of diversity in the workplace ▪ 9.7 – Interactive teamwork ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.4 – Collaboration and Master Classes ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.4 – Entrepreneurial practices ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Advanced Fashion Design – Covers the final third of the pathway standards. This specific curriculum has been created as an online resource and has been developed by the entire department that teaches fashion design. The pathway standards covered in this 	

CAREER TECHNICAL EDUCATION

<p>portion of the resource curriculum is universal between all fashion design arts courses and is covered as the wrap up assignment for each class meeting.</p> <ul style="list-style-type: none"> ○ A1.0: Understand various aspects of the fashion design, manufacturing industry and the industry’s role in local, state, national and global economy. <ul style="list-style-type: none"> ▪ A1.5: Fashion Group International (FGI) and National Retail Federation (NRF) ▪ A1.6: Post high school training and education ○ A3.0: Understand the principles of organizational management, including policies of management and employees <ul style="list-style-type: none"> ▪ A3.5: Positive Company Culture ○ A4.0: Apply the elements and principles of design in various aspects. <ul style="list-style-type: none"> ▪ A4.5: Portfolio ○ A5.0: Understand how the history of social, cultural, political, economic, and technological changes influence fashion <ul style="list-style-type: none"> ▪ A5.4: Historical fashions and current trends ○ A6.0: Understand the characteristics, production, and maintenance of textiles and sustainable practices <ul style="list-style-type: none"> ▪ A6.6: Copyright, trademarks, and patents ▪ A6.7: Textile industry standards ○ A7.0: Understand how trends, color, and societal forecasting are used in the fashion industry. <ul style="list-style-type: none"> ▪ A7.3: Trend forecasting ○ A8.0: Understand the principles and techniques used in fashion design and product development and manufacturing. <ul style="list-style-type: none"> ▪ A8.9: Draping ▪ A8.10: Technology for patterns, grading, and marking ▪ A8.11: Evaluating garments ○ A9.0: Understand the skills and procedures necessary for sales, marketing, and branding in the fashion industry. <ul style="list-style-type: none"> ▪ A9.7: Branding and identity ○ A10.0: Understand visual merchandising and product styling <ul style="list-style-type: none"> ▪ A10.3: Store displays ▪ A10.4: Marketing plans for store sales 	
--	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ A11.0: Understand the current laws, work site policies, and systems for inventory control and loss prevention. <ul style="list-style-type: none"> ▪ A11.5: Loss prevention and profits ○ A12.0: Understand important aspects of the beauty industry. <ul style="list-style-type: none"> ▪ A12.5: Marketing ▪ A12.6: Packaging 	
<ul style="list-style-type: none"> ● 1 or more Concentrator Course(s) – Reinforces Anchor standards and pathway standards while exploring expertise in specific genre. The concentrator portion of each curriculum deals specifically with the necessary technique mastery within a specific arts course or genre. This portion of the curriculum is specific to the subgenre within a pathway and is requisite for success in the career pathway. Each concentrator curriculum (Concentrator class) is created by the individual teacher teaching the course and approved by the Assistant Dean of Academics. 	

Sector: Hospitality, Tourism, Recreation

Sector: Hospitality, Tourism, Recreation (2 year program)
Pathway: Food Service and Hospitality

Career: Restaurant Occupations

<ul style="list-style-type: none"> ● Hospitality, Tourism, Recreation Level I (summer assignment) – Covers the first half of the Anchor Sector Standards. This curriculum is developed throughout the entire Hospitality, Tourism, Recreation department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Hospitality, Tourism, Recreation Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.1 – Elements of Communication ▪ 2.2 – Barriers to communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.1 – Aptitude and personal Interest ▪ 3.2 – Personal character traits ▪ 3.3 – information and communication technologies ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.1 - Electronic reference materials ▪ 4.2 – Responsible and effective web-based communication ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.1 – Clarifying points of view ▪ 5.2 – Solving work related problems ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.1 - MSDS ▪ 6.2 - Policies and Procedures for the workplace ▪ 6.3 - Health and safety practices for supplies ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.1 – Impact of Financial Management ▪ 7.2 – Accountability and responsibility in work roles ▪ 7.3 - Adaptation ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.1 – Quality assurance standards ▪ 8.2 – Ethical and Legal practices 	<p>Year 1- Curriculum</p>
---	---------------------------

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 8.3 – Personal Integrity ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.1 – Leadership Skills ▪ 9.2 – Characteristics of successful teams ▪ 9.3 – Benefits of teamwork and leadership ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.1 – Terminology ▪ 10.2 – Compliance to rules, regulations, and expectations ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.1 – Demonstration ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Intermediate Food Service and Hospitality: Cooking – Covers the first half of the pathway standards. <ul style="list-style-type: none"> ○ B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economics <ul style="list-style-type: none"> ▪ B1.1 – Elements of Food Service ▪ B1.2 – Industry Contributions and Impact ○ B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments <ul style="list-style-type: none"> ▪ B2.1 – Food Safety and Accident Prevention ▪ B2.2 – Basic Safety Procedures ○ B3.0 Interpret the basic principles of sanitation and safe food handling. <ul style="list-style-type: none"> ▪ B3.1 – Regulations of grooming and hygiene ▪ B3.2 – Food Handler’s Card ▪ B3.3 – Food contamination, cross-contamination, prevention ▪ B3.4 – Food handling, receiving, storage, production, service, and cleanup ▪ B3.5 – Hazard Analysis Critical Control Points ▪ B3.6 – Industry Certifications ServSafe, California Food Handlers Card ○ B4.0 Analyze the basics of food service and hospitality management. <ul style="list-style-type: none"> ▪ (Year 2 of the program) 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies <ul style="list-style-type: none"> ▪ B5.1 – Cleaning and Maintaining Facilities. Preventative Maintenance ▪ B5.2 – MSDS ▪ B5.3 – Maintaining inventories ▪ B5.6 – Work Schedules and Tasks ○ B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens. <ul style="list-style-type: none"> ▪ B6.1 – Tools, Utensils, Equipment, and Appliance Safety ▪ B6.2 – Mise en place ▪ B6.3 – Terminology, food safety, techniques, and procedures for recipes ▪ B6.5 – Qualities and Properties of food and ingredients ▪ B6.6 – Plating techniques ○ B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens. <ul style="list-style-type: none"> ▪ B7.1 – Tools and Equipment Safety ▪ B7.2 – Mise en place ▪ B7.3 – Baking recipes ▪ B7.4 – Qualities and Properties of food and ingredients in baking ○ B8.0 Apply the knowledge and skills essential for effective customer service. <ul style="list-style-type: none"> ▪ B8.1 – (Covered in Year 2) ○ B9.0 Apply the basic procedure and skills needed for food and beverage service <ul style="list-style-type: none"> ▪ B9.1 - Duties of various positions within a restaurant ○ B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation. <ul style="list-style-type: none"> ▪ B10.1 – Nutrition Principles, food preparation, conserving nutrients ▪ B10.2 – Nutritional and Ingredient information ▪ B10.3 – Creating Menus 	
--	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ B11.0 Demonstration an understanding of the basic processes of costing and cost analysis in food and beverage production and service <ul style="list-style-type: none"> ▪ B11.3 – Reduce, Reuse, Recycle ▪ B11.5 – Importance of Menu ▪ B11.6 – Food cost ○ B12.0 Describe the fundamentals of successful sales and marketing methods <ul style="list-style-type: none"> ▪ B12.2 – Market Segments / Target Audiences ▪ B12.4 – Advertising, public relations, social networking ▪ B12.5 – Business startups in food service 	
<ul style="list-style-type: none"> ● Hospitality, Tourism, Recreation Level II – Covers the second third of the Anchor Sector Standards. This curriculum is developed throughout the entire Hospitality, Tourism, Recreation department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.3 – Elements of Communication ▪ 2.4 – Written and Electronic Communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.4 – Researching Pathway ▪ 3.5 – Researching Employment Trends ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.3 – Using multiple sources for information ▪ 4.4 – Defining quality and value of information ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.3 – Systems thinking ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.4 – Personal Safety ▪ 6.5 – Responding and Preventing Workplace accidents ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.4 – Practicing Time Management ▪ 7.5 – Presentation Design and Development ▪ 7.6 – Responsible Financial Management ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.4 – Importance of Personal Integrity 	<p>Year 2 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 8.5 – Organizational cultures and practices ▪ 8.3 – Copyright and intellectual property laws ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.4 – Networking ▪ 9.5 – Sector Viewpoints for success ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.3 – Projects and Products ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.2 – Demonstration ▪ 11.3 – Entrepreneurship Skills ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Advanced Food Service and Hospitality: Restaurant Occupations – Covers the final half of the pathway standards. <ul style="list-style-type: none"> ○ B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economics <ul style="list-style-type: none"> ▪ B1.3 – Industry Trends ▪ B1.4 – Working conditions in various careers ○ B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments <ul style="list-style-type: none"> ▪ B2.3 - OSHA ▪ B2.4 – MSDS and PPE ○ B3.0 Interpret the basic principles of sanitation and safe food handling. <ul style="list-style-type: none"> ▪ B3.1 – Regulations of grooming and hygiene ▪ B3.2 – Food Handler’s Card ▪ B3.3 – Food contamination, cross-contamination, prevention ▪ B3.4 – Food handling, receiving, storage, production, service, and cleanup ▪ B3.5 – Hazard Analysis Critical Control Points ▪ B3.6 – Industry Certifications ServSafe, California Food Handlers Card ○ B4.0 Analyze the basics of food service and hospitality management. <ul style="list-style-type: none"> ▪ B4.1 – Responsibilities of Management ▪ B4.2 – Human Resources Practices ▪ B4.3 – Goals and Organizational Management 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ B4.4 – Effective Management and Business Practices ▪ B4.5 – Business Plans ○ B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies <ul style="list-style-type: none"> ▪ B5.4 – Facilities Management, Profit/Loss ▪ B5.5 – Departments and Restaurant Success ○ B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens. <ul style="list-style-type: none"> ▪ B6.4 – Food Production Schedules ▪ B6.7 – Forecasting and cross-utilization ○ B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens. <ul style="list-style-type: none"> ▪ B7.5 – Packaging and merchandising ▪ B7.6 – Profits and food cost ○ B8.0 Apply the knowledge and skills essential for effective customer service. <ul style="list-style-type: none"> ▪ B8.1 – Customer Service Importance ▪ B8.2 – Exceeding Expectations ▪ B8.3 – Customer complaints and solutions ▪ B8.4 – Roles of Management ▪ B8.5 – Customer Communication ○ B9.0 Apply the basic procedure and skills needed for food and beverage service <ul style="list-style-type: none"> ▪ B9.2 – Mise en place ▪ B9.3 – Busboy duties ▪ B9.4 – Server duties ▪ B9.5 – Expeditor duties ▪ B9.6 – Hostess and Cashier duties ▪ B9.7 – Hostess and Cashier duties electronic payments ▪ B9.8 – Loss prevention ○ B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation. <ul style="list-style-type: none"> ▪ B10.1 – (year 1) ○ B11.0 Demonstration an understanding of the basic processes of costing and cost analysis in food and beverage production and service 	
---	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ B11.1 – Customer’s relation to profit and loss ▪ B11.2 – Profit and loss statements ▪ B11.4 – Uniform System of Accounts for Restaurants ○ B12.0 Describe the fundamentals of successful sales and marketing methods <ul style="list-style-type: none"> ▪ B12.1 – Customer Relations ▪ B12.3 – Marketing principles / supply and demand ▪ B12.6 – marketing strategies, branding, benchmarks, promotions, profits 	
--	--

Sector: Hospitality, Tourism, Recreation (2 year program)	
Pathway: Hospitality, Tourism, Recreation	
Career: Event / Program Management	
<ul style="list-style-type: none"> ● Hospitality, Tourism, Recreation Level I – Covers the first half of the Anchor Sector Standards. This curriculum is developed throughout the entire Hospitality, Tourism, Recreation department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Hospitality, Tourism, Recreation Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.1 – Elements of Communication ▪ 2.2 – Barriers to communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.1 – Aptitude and personal Interest ▪ 3.2 – Personal character traits ▪ 3.3 – information and communication technologies ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.1 - Electronic reference materials ▪ 4.2 – Responsible and effective web-based communication ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.1 – Clarifying points of view ▪ 5.2 – Solving work related problems ○ Unit 6: Health and Safety 	Year 1- Curriculum

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ▪ 6.1 - MSDS ▪ 6.2 - Policies and Procedures for the workplace ▪ 6.3 - Health and safety practices for supplies ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.1 – Impact of Financial Management ▪ 7.2 – Accountability and responsibility in work roles ▪ 7.3 - Adaptation ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.1 – Quality assurance standards ▪ 8.2 – Ethical and Legal practices ▪ 8.3 – Personal Integrity ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.1 – Leadership Skills ▪ 9.2 – Characteristics of successful teams ▪ 9.3 – Benefits of teamwork and leadership ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.1 – Terminology ▪ 10.2 – Compliance to rules, regulations, and expectations ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.1 – Demonstration ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Hospitality, Tourism, and Recreation: Recreation Management – Covers the first half of the pathway standards. <ul style="list-style-type: none"> ○ C1.0 Demonstrate an understanding of the major aspects of the hospitality, tourism, and recreation industry (i.e. lodging, travel, and tourism; event planning, theme parks, attractions, and exhibitions; and recreation) and the industry’s role in local, state, national, and global economies. <ul style="list-style-type: none"> ▪ C1.1 – Core elements of the industry ▪ C1.2 – Working conditions and careers ○ C2.0 – Analyze the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry. <ul style="list-style-type: none"> ▪ C2.1 – Missions and Goals in business ▪ C2.2 – Human Resources ▪ C2.3 – Safety, security, and emergency policies and procedures 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ C3.0 Apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector <ul style="list-style-type: none"> ▪ C3.1 – Importance of Guest Services ▪ C3.2 – Exceptional Guest Service ▪ C3.3 – Total Quality Management Practices ○ C4.0 Describe the fundamentals of successful sales and marketing methods <ul style="list-style-type: none"> ▪ C4.1 – Developing guest relations ▪ C4.2 – Identifying market segments ▪ C4.3 – Basic marketing principles ○ C5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies. <ul style="list-style-type: none"> ▪ C5.1 – Cleaning, Maintaining, and Repairing facilities and equipment ▪ C5.2 – MSDS ▪ C5.3 – Inventories, Requisition, Storing, and Restocking ○ C6.0 Implement procedures for common types of financial transactions <ul style="list-style-type: none"> ▪ C6.1 – Cash Transactions ▪ C6.2 – Noncash Transactions ○ C7.0 Demonstrate an understanding of the essential aspects of the lodging industry. <ul style="list-style-type: none"> ▪ C7.1 – Market segments ▪ C7.2 – Job opportunities ○ C8.0 Interpret the basics of global and domestic physical and cultural geography in relation to the hospitality, tourism, and recreation industry. <ul style="list-style-type: none"> ▪ C8.1 – Location, location, location ○ C9.0 Apply the basic processes of making reservations, ticketing, and developing travel itineraries <ul style="list-style-type: none"> ▪ C9.1 – Travel itineraries and costs ▪ C9.2 – Travel information, insurance, rentals, passports, visas, health documents. ▪ C9.3 – Terminology for travel ○ C10.0 Illustrate the fundamentals of planning events for a diverse clientele <ul style="list-style-type: none"> ▪ C10.1 – Internal departments of theme parks and relation 	
--	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ C10.2 – Hierarchy of theme parks ○ C11.0 Illustrate the fundamentals of planning events for a diverse clientele. <ul style="list-style-type: none"> ▪ C11.1 – Target audiences and venues ▪ C11.2 - Procedures ▪ C11.3 – Business Relationships ○ C12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services <ul style="list-style-type: none"> ▪ C12.1 – Recreation resources and venues ▪ C12.2 – Outdoor Recreational Opportunities ▪ C12.3 – Client needs in outdoor experiences, special tours, and environmentally responsible education 	
<ul style="list-style-type: none"> • Hospitality, Tourism, Recreation Level II – Covers the second third of the Anchor Sector Standards. This curriculum is developed throughout the entire Hospitality, Tourism, Recreation department. All courses in this Sector use the same curriculum for this portion of their class. Specific bellwork is assigned at each class meeting to cover these sector standards. <ul style="list-style-type: none"> ○ Unit 1: Arts, Media, and Entertainment Overview <ul style="list-style-type: none"> ▪ 1.0 Academics ○ Unit 2: Communications <ul style="list-style-type: none"> ▪ 2.3 – Elements of Communication ▪ 2.4 – Written and Electronic Communication ○ Unit 3: Career Planning and Management <ul style="list-style-type: none"> ▪ 3.4 – Researching Pathway ▪ 3.5 – Researching Employment Trends ○ Unit 4: Technology <ul style="list-style-type: none"> ▪ 4.3 – Using multiple sources for information ▪ 4.4 – Defining quality and value of information ○ Unit 5: Problem Solving and Critical Thinking <ul style="list-style-type: none"> ▪ 5.3 – Systems thinking ○ Unit 6: Health and Safety <ul style="list-style-type: none"> ▪ 6.4 – Personal Safety ▪ 6.5 – Responding and Preventing Workplace accidents ○ Unit 7: Responsibility and Flexibility <ul style="list-style-type: none"> ▪ 7.4 – Practicing Time Management ▪ 7.5 – Presentation Design and Development ▪ 7.6 – Responsible Financial Management 	<p>Year 2 - Curriculum</p>

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> ○ Unit 8: Ethics and Responsibilities <ul style="list-style-type: none"> ▪ 8.4 – Importance of Personal Integrity ▪ 8.5 – Organizational cultures and practices ▪ 8.3 – Copyright and intellectual property laws ○ Unit 9: Leadership and Teamwork <ul style="list-style-type: none"> ▪ 9.4 – Networking ▪ 9.5 – Sector Viewpoints for success ○ Unit 10: Technical Knowledge and Skills <ul style="list-style-type: none"> ▪ 10.3 – Projects and Products ○ Unit 11: Final Project: Demonstration and Application <ul style="list-style-type: none"> ▪ 11.2 – Demonstration ▪ 11.3 – Entrepreneurship Skills ▪ 11.5 - Portfolio 	
<ul style="list-style-type: none"> ● Hospitality, Tourism, and Recreation: Event Planning – Covers the final half of the pathway standards. <ul style="list-style-type: none"> ○ C1.0 Demonstrate an understanding of the major aspects of the hospitality, tourism, and recreation industry (i.e. lodging, travel, and tourism; event planning, theme parks, attractions, and exhibitions; and recreation) and the industry’s role in local, state, national, and global economies. <ul style="list-style-type: none"> ▪ C1.3 – Contributions of segments ▪ C1.4 – Industry trends ○ C2.0 – Analyze the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry. <ul style="list-style-type: none"> ▪ C2.4 – Management Techniques ▪ C2.5 – OSHA, Disabilities Act, Wage and Hour Laws, Tenant status, accommodation of minors ○ C3.0 Apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector <ul style="list-style-type: none"> ▪ C3.4 – Customer Service and Complaints ▪ C3.5 – Job Descriptions ▪ C3.6 – Guest interaction ○ C4.0 Describe the fundamentals of successful sales and marketing methods <ul style="list-style-type: none"> ▪ C4.4 – Advertising, public relations, social networking ▪ C4.5 – Marketing strategies, profits 	

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ C4.6 – Branding, benchmarks, promotional selling, and upgrades ○ C5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies. <ul style="list-style-type: none"> ▪ C5.4 – Facilities / Profit and loss ▪ C5.5 – Scheduling and tasks ▪ C5.6 – Hospitality, Tourism, Recreation and effects on economic success ○ C6.0 Implement procedures for common types of financial transactions <ul style="list-style-type: none"> ▪ C6.3 – Financial transaction handling ▪ C6.4 – Impact of Identity Theft ○ C7.0 Demonstrate an understanding of the essential aspects of the lodging industry. <ul style="list-style-type: none"> ▪ C7.3 – Hierarchy of lodging establishments ▪ C7.4 – Food service and lodging ○ C8.0 Interpret the basics of global and domestic physical and cultural geography in relation to the hospitality, tourism, and recreation industry. <ul style="list-style-type: none"> ▪ C8.2 – What does it take to travel internationally ○ C9.0 Apply the basic processes of making reservations, ticketing, and developing travel itineraries <ul style="list-style-type: none"> ▪ C9.4 – Airline Reporting Corporation, Federal Aviation Administration, reservation systems ▪ C9.5 – Online reservation services / marketing & profitability ○ C10.0 Illustrate the fundamentals of planning events for a diverse clientele <ul style="list-style-type: none"> ▪ C10.3 – Financial structures of various recreation industries ▪ C10.4 – Special promotions, season passes, visits, retail, and coupons ○ C11.0 Illustrate the fundamentals of planning events for a diverse clientele. <ul style="list-style-type: none"> ▪ C11.4 – Procedures for set up ▪ C11.5 – Procedures for developing schedules ▪ C11.6 – Plan special event ○ C12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services 	
---	--

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none">▪ C12.4 – Requirements of outdoor recreational businesses▪ C12.5 – Public and private parks and recreation departments▪ C126 – Insurance, licenses, and permits for outdoor activities	
--	--

CTE Courses

Encore Education Corporation has a wide variety of courses that are available to students to complete their CTE pathways. The following courses are the courses that have been approved A-G by the College Board at the time of the renewal petition. Since Encore is in process of updating all CTE courses, the courses will be submitted for formal updates with the College Board during the submission window in 2021 that begins on February 1. The course structure has been defined in the program mapping section of this document and will be revised to match the program mapping guide for Encore’s CTE programs.

Advanced Dance/Choreography: Ballet & Lyrical III

Basic Course Information:
Title: Advanced Dance/Choreography: Ballet & Lyrical III
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 th , 10 th , 11 th , 12 th
Important Course Information:
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography
Course Components:
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Choreography (Career Course/Online Navigation) • AME Lab: Ballet & Lyrical III (In person lab class)
Course Agenda:

CAREER TECHNICAL EDUCATION

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Advanced Choreography – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Ballet & Lyrical III – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 92

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Advanced Dance/Choreography: Jazz III

Basic Course Information:		
Title: Advanced Dance/Choreography: Jazz III		
Length of Course: Full Year	Page 93	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Choreography (Career Course/Online Navigation) • AME Lab: Jazz III (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Jazz III – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 95

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Advanced Dance/Choreography: Pointe I

Basic Course Information:		
Title: Advanced Dance/Choreography: Pointe I		
Length of Course: Full Year	Page 96	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Choreography (Career Course/Online Navigation) • AME Lab: Pointe I (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Pointe I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 98

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Advanced Dance/Choreography: Pointe II

Basic Course Information:		
Title: Advanced Dance/Choreography: Pointe II		
Length of Course: Full Year	Page 99	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Choreography (Career Course/Online Navigation) • AME Lab: Pointe II (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Pointe II – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

Page | 100

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 101

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Advanced Fashion Design: Costume III/IV Lab

Basic Course Information:		
Title: Advanced Fashion Design: Costume III/IV Lab		
Length of Course: Full Year	Page 102	
Subject Area: Visual & Performing Arts / Visual Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 7800 / 7810 / 7811		
Course Components:		
Students enrolled in this CTE course are required to complete two components		
<ul style="list-style-type: none"> • Fashion and Interior Design (Global Course/Online Navigation/Project Based) • Advanced Costume Design: Fashion (Career Course/Online Navigation/ In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u><i>Fashion and Interior Design</i></u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u><i>Advanced Costume Design: Fashion</i></u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Fashion and Interior Design standards that are listed under Fashion Design and Merchandising pathways. The lab portion of the course is imperative to 		

the mastery of the technique needed to secure a career within the fashion design pathway.

CTE Completer Pathway: Fashion Design

The CTE Completer Pathway for Fashion Design and Merchandising is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Fashion and Interior Design Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Costume Design: Fashion that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.
- Year 2 –
 - Students complete Fashion and Interior Design Level II that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Intermediate Costume Design: Fashion that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.
- Year 3 –
 - Students complete Fashion and Interior Design Level III that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Advanced Costume Design: Fashion that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.

When completing a Fashion Design and Merchandising Pathway, students will have knowledge on how to enter the following fields in Fashion:

- Display or Sales Associate
- Merchandising Manager
- Fashion Designer
- Costume Design
- Costumer

This course builds on the concepts learned in Costume Design I / II. Costume Design III / IV Lab is an aesthetic and technical exploration of costume design. Students learn the artistic aspects of two and three-dimensional design necessary to create sketches, designs, and actual

articles of clothing. Students will explore and analyze the technical and aesthetic use of various media including fabrics, trims, markers, colored pencils, and ink. Students study costume trends throughout history from ancient times to modern day and gain an understanding of cultural, social, political, and economic influences on fashion design. Students learn and apply the elements and principles of design to analyze other designer's works in addition to creating their own original designs. Students will produce actual costumes for all major productions on campus. This includes dance productions, cirque productions and traditional large scale musical theatre pieces. By the end of this course students will have a developed portfolio of costumes they have created for multiple productions as well as having them professionally photographed by the photography department. The lab component of this course is designed to merge the historical, cultural and design elements they have learned, while achieving the directors mission for the production. This teaches students how to create costumes for a client and prepares them for a job in the industry. Building actual pieces for production, instead of just portfolio pieces, also teaches students how to work with a realistic budget.

- Students learn the historical and cultural influences on costume design and development.
- Students analyze, discuss and present issues of period and style in terms of art and design elements, utilizing appropriate terminology.
- Students identify periods and styles of fashion and works of designers who have national and international prominence, and who have been influential in their work.
- Students demonstrate knowledge of cultural origins, historical significance and influence of specific costumes.
- Students demonstrate an understanding of technology as applied to all aspects of wardrobe management.
- Create original designs for costume using sound design principles.
- Utilize various technical processes in execution of their works.
- Demonstrate the ability to solve design problems.
- Make informed critical judgments about costume design based on artistic elements, design principles, expressive characteristics and technical merit.
- Make sound and informed judgments about the quality of their own designs
- Apply acquired skills of time management, project management, problem solving, design and execution of design.
- Understand the characteristics and maintenance of textiles and textile products. Students will identify; compare and analyze fibers, fabrics and finishes, and recommend appropriate care and production techniques for textile and textile products.
- Identify, evaluate and select apparel that meets social, physical and psychological needs.
- Demonstrate and understanding of related careers.

CAREER TECHNICAL EDUCATION

- Communicate and express their own ideas in the language of fashion and costume design.
- Prepare a design portfolio of their original work.
- Keep a Costume Design sketchbook.

Assessment Methods:

1. Written tests
2. Research papers
3. Portfolio of original fashion designs and drawings
4. Elements and principles of design sketchbook
5. Instructor and peer critiques with use of rubric
6. Student presentations
7. Class participation in individual and collaborative project

Advanced Film/Video Production: Film III

Basic Course Information:	
Title: Advanced Film/Video: Film III	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Interdisciplinary Arts	
UC Honors Designation? No	
Prerequisite: Film II / Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.	
CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113B Film/Video Production	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Film/Video Production (Career Course/Online Navigation) • AME Lab: Film III (In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Film/Video Production</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. 	

CAREER TECHNICAL EDUCATION

During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.

- AME Lab: Film III – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Production and Managerial Arts

The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Film/Video Production that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Film/Video Production that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –

CAREER TECHNICAL EDUCATION

- Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
- Students complete the Advanced Film/Video Production that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 108

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

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

In this course, students will create and learn through both group and individual projects based on fundamentals and principles within the film artform. Students will perfect their screen writing abilities, adapt stories from other forms of media (books, games, poems), learn how to use vital filmmaking equipment, how to tell a story visually, how to track objects and cameras in post-production, and how to edit multi-camera sequences with synchronized audio. Students will learn via structured lessons and lectures, as well as through visual aids such as short form videos and animations about the process of filmmaking. The goal of this class is for students to acquire the confidence and skill needed to create quality films on their own. Students will show skill in crafting a narrative story. Identify subtext in well-known works. Learn to critique films created both inside and outside of the classroom and acquire a greater understanding of film as a medium and an artform. All students selected to be in this class are required to show a mastery of skills taught in Film 1 and Film 2 courses, provide examples of previous works, and complete an assessment and interview process.

Advanced Media Arts – Film/Television

Basic Course Information:		
Title: Advanced Media Arts – Film/Television		
Length of Course: Full Year	Page 109	
Subject Area: Visual & Performing Arts / Interdisciplinary Arts		
UC Honors Designation? No		
Prerequisite: Film II / Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113B Film/Video Production		
Course Components:		
Students enrolled in this CTE course are required to complete two components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Media Arts – Film/Television 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Media Arts – Film Television</u> –This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery 		

of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Production and Managerial Arts

The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Film/Video Production that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Film/Video Production that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level II and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete the Advanced Film/Video Production that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level III and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

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

Throughout this course students will be utilizing critical thinking and interpersonal skills to develop and produce video based projects for distribution to relevant media outlets. Supporting school wide goals and experiences, Beginning Broadcasting will document, edit, and distribute footage through industry standards, techniques and equipment including, but not limited to, video and sound equipment, lighting, and editing software. Completion of this course will provide students with an invaluable introduction to the challenging and rewarding broadcasting industry, and develop skills that will serve them for a lifetime.

Advanced Professional Music: Guitar III

Basic Course Information:		
Title: Advanced Professional Music: Guitar III		
Length of Course: Full Year	Page 112	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Professional Music (Career Course/Online Navigation) • AME Lab: Guitar III (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Guitar III – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

In this course students will work on improving their skill level of playing the guitar at a higher quality of sound, speed and understanding of the musical phrase. They will improve on reading tabs, music sheets and performing in solo, small group and large ensemble settings. Students will focus on increasing their knowledge in music theory by learning to construct minor, major scales in two octaves and major, minor, diminished, augmented arpeggios, using standard notation and standard guitar tabs. Applying the music theory on the fingerboard will be practiced in lab settings, where students will use metronome to master, rhythm, speed and control of the technique for both right and left hands. They will be able to analyze and understand music in different styles such as classical, flamenco, jazz, pop and rock and work on writing and arranging their own music for solo, small groups or large ensemble. The students will focus on their preparation of performing at various venues for the community and will build up experience delivering high quality showcase performance in variety of festival and concert venue settings.

They will acquire basic skills, to arrange conduct and direct a piece of their choice in class or outside professional settings.

Students will experience visits from guest artist in the industry and learn about structure and the process of development and production of guitar instruments, tips to experience a successful path for preparation and success for application and audition process by artists teaching or studying in leading higher education institutions. They will participate in masterclass setting learning from visiting Performing Artist of the music industry and will join in festivals and competitions that will prepare them in their quest of excellence in higher education in the Arts.



CAREER TECHNICAL EDUCATION

Advanced Professional Music: Jazz Band

Basic Course Information:		
Title: Advanced Professional Music: Jazz Band		
Length of Course: Full Year	Page 116	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Professional Music (Career Course/Online Navigation) • AME Lab: Jazz Band (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Jazz Band – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Jazz Band is designed for students who have at least one year of playing on their instruments, but have little to no experience playing jazz. The following types of music will be introduced, and studied: popular, swing, jazz (funk, Latin, etc.), and rock. Creativity, beginning improvisation, and beginning aural skills are fostered. It is expected that students will practice on a daily basis to master the jazz style and to develop their art of improvisation.

Students in this course will be able to: 1. Perform various styles of jazz music Grade I through Grade III 2. Demonstrate proper playing position: posture and embouchure formation 3. Produce a quality and rich tone on their instrument 4. Demonstrate a variety of jazz articulations 5. Improvise melodies over simple chord changes 6. Develop knowledge of jazz history, jazz artists, composers and musicians 7. Become proficient on all major scales, blues scales, and chromatic scale.

The students in this course will comprise the “Jazz Band,” and will perform in 2 concerts per semester and participate in festival adjudication. Jazz Band will take part in recruiting events and community performances.

Jazz Band is meant for students who have satisfactorily demonstrated their intermediate playing ability through an audition, and who have a strong interest for jazz. Students will be able to identify and notate music and perform on an instrument with an intermediate to advanced degree of musicianship. The students in this class will have an acceptable command of their instrument: saxophone, trombone, trumpet, piano, guitar, bass, and drumset. They will also have to be able to read music fluently to take part in this class. Students will not have to write fingerings for their music as it should be fluently understood by this point. Students will

CAREER TECHNICAL EDUCATION

perform in large group settings but will also be required to play in smaller settings such as a jazz combo.

Advanced Professional Music: Madrigals

Basic Course Information:		
Title: Advanced Professional Music: Madrigals		
Length of Course: Full Year	Page 120	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Professional Music (Career Course/Online Navigation) • AME Lab: Madrigals (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Madrigals – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

An open course for students who qualify for advanced music instruction through audition. This course is designed to increase the vocal skill and performance levels of each student and to develop aesthetic and cultural values through critical listening, music theory, and sight singing. Students will sing a wide range of literature from a variety of time periods, languages, cultures and styles. Students will perform medium to difficult, high school choral literature for performances in concerts and festivals. Emphasis will be placed on music of the contemporary era as well as incorporating dance and movement into performance. From the study of these various styles, students will attain enhanced awareness of the history and events surrounding the development of music literature.

Advanced Professional Music: Performance Musician Honors

Basic Course Information:		
Title: Advanced Professional Music: Performance Musician Honors		
Length of Course: Full Year	Page 123	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? Yes		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Description:		
<p>In this course, students will create and learn both group and individual performance pieces based on fundamentals and principles within instrumental music. They build performances based on historical, philosophical and cultural prompts, using appropriate written and verbal performance analysis and descriptions of their work and the work of others. They will participate in lab classes and master classes that help students participate in discussions and techniques that cover the philosophical, cultural and historical place for music in a society. This intense lab based class will create musical tour productions that include fundamental and advanced techniques in solo and group band project (including classical, jazz, contemporary, rhythm, music theory). The goals of this class are for students to master the understanding of fundamental techniques of creating, producing, and executing a full touring production using music. Students will show advanced skill in performance methods. Students will identify and critique multiple types of professional performances and be able to create production pieces that display correct technique and advanced knowledge of fundamentals and music theory within music. All students selected to be in this class are required to complete a personal professional portfolio web site, learn and perform multiple shows throughout the tour dates (September through May) at a variety of locations, attend three 1 week boot camp rehearsal and</p>		

CAREER TECHNICAL EDUCATION

master classes for intensive training, complete a critical analysis project based on a "Music in Education" production, complete history research and turn it into a production.

Unit 1: Personal Professional Artistic Development

Students will learn how to create a professional persona in the performing world. For the lab portion of the unit, students will create and be taught performance pieces that will be developed into a full length production(s). Performances are based on a theme that is either a) culturally based, b) societal based, c) historically based. Students are required to create and choose appropriate costuming that fits with the theme. For the academic portion of the unit, students will go through a series of professional "master class" lectures and activities working with professional performing artists to begin to create a professional representation of themselves. Students will complete the production material resulting in a performance, professional biographies including headshots /web sites, and provide an objective critique of the initial production. Students will also learn how to create a professional work calendar / checklist to help them succeed as a professional artist.

For the unit covering Personal Professional Artistic Development, students will attend "lab" rehearsals to complete the performance portion of the unit. Students will be able to realize artistic ideas and work through interpretations and presentation. (NCS #4) Students will create and choose appropriate costuming for the performance and show their costumes for class critique in a costume parade. Costumes will show understanding of theme and relevance to the theme of the production. Students will then attend classes of professional performers where they will learn how to create appropriate resume / marketing materials for themselves for the purpose of professional development. Students will complete a professional bio with headshot and a professional marketing web site. They will also create and explain their method of communication and logging a professional work calendar and a checklist of events that need to be completed as a successful professional performer.

Unit 2: Understanding Music as a Societal Catalyst

Students will learn how to incorporate artistic expression using music to portray a societal view or catalyst. This unit is designed to teach students the power of arts in social expression. For the lab portion of the unit, students will create and be taught a production that is based on a social theme. For the academic portion of this unit, students will be required to look at the history of social expression for the purposes of giving power to a social concept or theme. Students will discuss how performance can and has been used in society to progress social, political, and humanitarian ideals.

Students will learn how to communicate positive societal ideals through performance. For the lab portion of the unit, students will create a one hour production as a "Music in Education" campaign featuring messages that will be clear to elementary school aged children. Students will perform the production at elementary school and critique the performance for the effectiveness of communication. For the academic portion of the unit, students will be required to research past performances that were created to make a societal statement. Students will present to the class the

CAREER TECHNICAL EDUCATION

findings for their research. Students will research pertinent information on "Music in Education" and will use personal experiences to build the elementary school production. (NCA #1,2,3)

Unit 3: Using Music as a Means of Understanding History

Students will learn how to communicate historical ideals through creative expression. This unit is designed to teach students how to research historical works and recreate / modernize them for the purposes of professional production. For the lab portion of the unit, students will create and be taught a production that is based on a historical musician or historical music era. For the academic portion of this unit, students will learn a full concert exploring different genres of live music to create a tribute production. Students will research the historical musician or historical music era and gain understanding by the evaluating how the arts convey meaning (NCA 7,8,9)

Students will learn how to communicate the history of a figure in a production through music performance. For the lab portion of the unit, students will create a concert production as a "musical tribute" to an era or musician. This production will be performed before an audience. Students will research fundamental music associated with historical content, costuming relevant to the historical content, and multi media presentations to teach the audience about the historical content. Students will learn exact connections historically to the modern day music performance techniques.

Unit 4: Using Music as a Means of Understanding Global Cultures

Students will learn specific performance techniques relevant to instrumental music from around the world. This unit is designed to teach students the differences around the world within music. Build fundamental worldwide techniques in music and work with personal meaning and external content (NCA 9, 10). For the lab portion of the unit, students will research and be taught culturally significant pieces from around the world that will culminate into a concert production as a dedication to worldwide music. For the academic portion of this unit, students will watch cultural pieces from around the world and work with master teachers fluent in diverse cultural music from around the world.

Students will learn about the variances of worldwide music techniques through the study and creation of a concert performance. Students will take part in a rehearsal process that includes both student and teacher conducted cultural music pieces based on countries from around the world. The end product will result in a concert that is performed in front of a live audience. Students will create a performance piece and will research nuances for instrumental music from around the world. Guest teachers will be used to teach fundamental techniques of cultural music. Students will complete a concert and then do a class critique of a video of the performance.

Unit 5: Using Music Theory as a Means of Replicating Historic Works

Students will model specific historic works of music expressions. This unit is designed to teach students the relevance of mastering historical pieces to progress their own professionalism. For the lab portion of the unit, students will model exactly prior works of music created for performance. The pieces that are modeled will be placed into a concert and performed in front of an audience. For the

CAREER TECHNICAL EDUCATION

<p>academic portion of the unit, students will watch specific historic works from both modern and contemporary history. They will provide critiques of the works and then work to replicate the historic pieces. They will also add a relevant update to the replication to help historic pieces move into modern times.</p>
<p>Students will learn about how fundamental techniques in music are rooted in historical fundamental techniques. Students will take part in a rehearsal process that includes watching and replicating historic performance works. The end product will result in a concert in front of a live audience. Students will provide verbal presentation of critiques of historic works and use critical thinking to discuss the similarities in fundamental technique between the historic works and the modern times technical works.</p>
<p>Unit 6: Understanding the Technical Requirements of a Touring Concert Production</p>
<p>Students will go through specific technical fundamentals of setting up and operating the technical features of a touring productions including sound, lights, sets, props, backstage area, and marketing materials. This unit is designed to teach students how to professionally set up and operate professional production equipment. For the lab portion of this unit, students will put together a full touring set. For the academic portion of the unit, students will work with professional theater, sound, and lighting technicians and create a schematic on how to set up all technical aspects of the touring show.</p>
<p>Students will learn how to set up, operate, and work as a professional theater technician. Students will build and set up the technical stage, backstage area, sound and lighting from the ground up and then perform using the technical set up. Students will complete a technical schematic of the set up.</p>
<p>Unit 7: Understanding the Technical Requirements of a Professional Musician</p>
<p>Students enrolled in the class are already designated as advanced musician and have completed prerequisite music classes or auditions. Students will enhance their vocabulary and fundamentals in music and music theory. They will be introduced to alternate musical instruments (like percussion, guitar, and piano as examples). They will examine a variety of works by conductors and will participate in small groups to create original musical works. For the lab portion of the class, students will participate in master classes from professional conductors and musicians. For the academic portion of the class, students will create professional resumes for their music careers and participate in video auditions. They will also cover specific performance concerns and professional habits that turn musicians into lifelong performers. Students will critique contrasting genres such as classical and rock and will master pieces that include contrasting genres.</p>
<p>Students will learn the important key factors needed to become a professional musician, enhance vocabulary used in music, critique differing genres, and create works in music representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional musicians. Students will create an original music piece that will be performed, taught, and critiqued in class. For the academic portion of the class, students will</p>

CAREER TECHNICAL EDUCATION

complete research on how to stay actively employed in the music business, create a written regimen as a musician, and complete a professional music resume for the purposes of becoming a professional musician.
Unit 8: Deepening the Understanding and Importance of Music Theory
This unit covers knowledge already acquired in requisite courses and then deepens the knowledge from the position of a conductor and/or composer. Students will be responsible for working on composing an original written piece using multiple instruments, and then conducting the piece. This piece will be performed in class and then critiqued by a jury panel.
Students will work solo or in small groups to create an original composed music piece. They will be responsible for writing all sheet music for all instrumentation and then having a group of musicians learn the piece. Students will then conduct the piece in class. Students of the class will provide jury critique of each original piece.
Unit 9: Understanding the Admission Requirements of a Music Program
To insure the success of the musician after high school, students will be tasked with researching a college / post secondary music program of their choice that they are interested in attending after completion of high school. They will identify what the admission requirements are, then create a self evaluation of where they are in relation to admission requirements for their chosen program. They will create an admissions audition for their program of choice, then present it to the class. Students will offer feedback for the admissions auditions. The goal of this unit is to prepare students for the rigorous audition process for life after high school.
Students will work independently to research the admission requirements of an elite music program. Students will make a list of requirements for entry. Once the admission requirements are established, students will create their admissions audition and present it to the class. The class will provide feedback to help the student improve their admissions audition for the program of their choice.
Unit 10: Honors Capstone Music Arts Research Project
Students will take an academic approach to their performance arts career. Using multi media as a means for presentations, students will use critical thinking to complete a research paper and presentation project that covers the history, cultural, social, and artistic presentations of a famous musician/composer within their instrument of expertise. Students will learn to approach arts genres with academic objectivity.
Students will learn how to approach their favorite arts genre academically. Outside of the regular assigned classroom, students will create an original research project that will be presented as a multi media report to the classroom. Students will use a variety of resources to create a presentation of a historical musician within their specific instrument knowledge. The capstone project will include: a) the biography of the musician covered. b) the cultural impact of the music genre mastered by this

CAREER TECHNICAL EDUCATION

musician and the specific impact of this musician if any. c) a video or live performance of the musician playing a work of music made famous by the musician that is the object of the research project. This presentation will be given to the full class at the end of the school year as part of the final.

Honors Final Exam Details

PART 1 - STUDENT PERFORMANCE - The class will work together to create and perform a show based on the pieces that are taught within the course including: all styles and genres within each arts discipline, the technical schematic with lighting and sound plans, pieces that cover social impact of art, pieces that cover historical impact of art, pieces that cover historical impact of art. This performance will be marketed by the students and will culminate into a live public show at the end of the school year.

PART 2 - STUDENT AUDITION - Each student will be required to create a live audition that includes two contrasting music genres. Auditions will be executed live in class and performed in front of the students in class for a jury critiqued audition.

PART 3 - WRITTEN JURY CRITIQUE - Each student will be responsible for creating a written critique of each person that performs their student audition. Written critiques will be provided to the student auditioning. Students will cite both positive and negative parts of the audition, critiquing objectively.

Advanced Professional Music: Piano III

Basic Course Information:	
Title: Advanced Professional Music: Piano III	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Music	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.	
CTE Pathway: 112 Performing Arts, 112B Professional Music	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Professional Music (Career Course/Online Navigation) • AME Lab: Piano III (In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 	

CAREER TECHNICAL EDUCATION

- AME Lab: Piano III – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This Intermediate level class is designed to assist students with developing and enhancing musicianship skills through the study of piano music. The specific repertoire for each level is unique to the talent, work ethic, and skill level of individual students. This class will assist in the development of musical skills, such as, sight reading, transposition, and harmonization styles. Improvisation techniques, understanding the piano and its technique is accomplished through initial mastery (Level of Difficulty 3) of the same set of standards and objectives. Ensemble work is additionally assigned to students to re-enforce sight-reading ability, performance preparation and collaborative work with other musicians (vocalists and instrumentalists).

Technical work: making use of scales and arpeggios of the circle of fifths in major and minor keys.

Selected studies (finger exercises) by Hanon, Czerny, and Burgmiller. Students will engage in a broad range of music, learning culture and history, develop the ability to critique, evaluate the skill level and aesthetic quality of music as well as composers and performers. Students are required to participate in monthly departmental recital and public performances during the holiday season and at the end of the academic year.

Advanced Professional Music: Symphonic Winds

Basic Course Information:		
Title: Advanced Professional Music: Symphonic Winds		
Length of Course: Full Year	Page 132	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Professional Music (Career Course/Online Navigation) • AME Lab: Symphonic Winds (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Symphonic Winds– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

A select concert band ensemble, modeled on Frederick Fennell's Eastman Wind Ensemble concept from the 1950s, designed for high-level, artistic, public performances of major literature for winds and percussion. As a member of this Wind Ensemble, you are contributing to the three-hundred year legacy of concert band music in the western world. Sensitivity to outstanding musicianship, historical styles, and appropriate performance practices is required. In addition to the highest expectations as an instrumentalist, your ability to apply intellect and spirit in meaningful ways during rehearsals and concerts is also demanded. Membership in the Wind Ensemble is open to any student who qualifies through audition.

Symphonic Winds/Band is meant to expand a student's knowledge of Music, Theory, and performance. Students will be able to identify and notate music and perform on an instrument with a high degree of musicianship. Students will perform in large group settings but also be required to play solo and ensemble music. Advancing composition, theory, and sight singing are an integral part of all student training.

Advanced Professional Music: Vocal Artist Honors

Basic Course Information:		
Title: Advanced Professional Music: Vocal Artist Honors		
Length of Course: Full Year	Page 135	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? Yes		
Prerequisite: Audition		
Co-requisites: Must be concurrently enrolled in Professional Performance Artist Honors (required)		
Integrated (Academics / CTE): Yes		
Grade Levels: 10 th , 11 th , 12 th		
Course Description:		
<p>In this course, students will work in a practical lab setting where in depth, advanced vocal techniques will be taught and mastered within solo and choral vocal settings. Students will create and learn both group and individual performance pieces based on fundamentals and principles for vocalists looking for a career in vocal music. They build technical vocal knowledge based on class vocal health research, warm-ups, exercises, and a variety of vocal pieces taught within the class. They will participate in lab classes and master classes that help students participate in discussions and techniques that cover the world of advanced and professional level vocal music. This intense lab based class will work in conjunction with the Professional Performance Artist class to create musical tour productions that include fundamental and advanced techniques in singing. The goals of this class are for students to master the techniques and understanding of fundamental and advanced vocal skills for singing. Students will show advanced skill in singing. Students will identify and critique professional vocal performances and be able to create production pieces that display correct technique and advanced knowledge of fundamentals of vocal music. Honors Captstone project is to create a music video featuring a select music genre as the subject of the singing project.</p>		
Unit 1: Vocal Safety, Necessity, and Science Behind Appropriate Vocal Warm Ups		
<ul style="list-style-type: none"> • The Definition of and purpose of good vocal health • The reason why vocal warm ups play a vital role in the longevity of professional singers • What is an appropriate vocal warm up? • What elements are required for a successful vocal warm up? 		

CAREER TECHNICAL EDUCATION

- Students will also learn a series of vocal warm ups that will be used at the beginning of every class.

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will research multiple reputable vocal music sources to create a report on appropriate vocal health & safety, what should be included in a vocal warm up, then explain why a vocal warm up is necessary (the science behind a warm up). Students will produce a step by step video of a warm up that is appropriate for a singer and then lead the class with their warm up.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

Unit 2: A Critical Look at Choral Music

Students will explore the mechanics of advanced choral music. Taken from advanced music California State Standards.

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6).
- 2.2 Sing music written in four parts with and without accompaniment.
- 2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1-6).

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class

CAREER TECHNICAL EDUCATION

they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will work in groups of 4 on a single piece of music to be sang in class without accompaniment with four part harmonies.

Students will take notes and work on worksheets that support the music theory behind four part choral harmonies.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

Unit 3: Read and Notate Music

Students will explore the mechanics of advanced music theory. Taken from advanced music California State Standards.

- 1.1 Read a vocal score and describe how the elements of music are used.
- 1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1-6).
- 1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6).

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will work on a solo vocal piece that is given aurally and will transcribe music.

Students will have a critical class discussion of how the elements of music are used within a vocal score.

Students will be tested on their ability and knowledge for sight reading music.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

Unit 4: Analyze and Describe Music

Students will explore and research comparisons between varied music pieces using the California State Standards for the completed report.

- 1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.
- 1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
- 1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will complete a written five paragraph essay that compares and contrasts varying vocal music pieces using the three standards outlined by the State of California.

The class will be assigned small group, solo, or choral pieces that will include two contrasting works into a single performance. This performance will be completed in front of the class.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory,

musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

Unit 5: Compose, Arrange, and Improvise

Students will compose, arrange, and improvise various vocal music pieces using the California State Standards for the complete projects.

- 2.6 Compose music in distinct styles.
- 2.7 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.
- 2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Expanding on the knowledge of music theory, students will create an original vocal that they will present to the class. The piece should include the student as the solo vocalist and then add additional students as backup / choral vocals for their piece. When the student is presenting the piece, they will verbally describe the inspiration behind the piece and identify the genre in which the piece was created.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

Unit 6: Professional Vocalists and Composers through History

Students will participate in a master class where a professional vocalist will have a question and answer session about the various factors involved in pursuing careers in music. Based on the California State Standards, students will also cover the following standards:

- 3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.
- 3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).
- 3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.
- 5.3 Identify and explain the various factors involved in pursuing careers in music.

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will take part in a critical discussion of how musicians and composers have changed throughout history. A variety of documentary films will be introduced to the class for students to take notes on regarding the history of singers and composers.

Students will work in small groups to create vocal works that will show a music form from a chosen culture and time period. All groups will perform in front of the class and then a juried discussion will take place to verbally compare and contrast the different group pieces.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

Unit 7: Classical Music

CAREER TECHNICAL EDUCATION

Students will be introduced to classical music. They will go through a brief history of classical vocal music including opera. Each student will be assigned a foreign classical piece that they will perform in front of the class for juried critique.

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will be introduced to classical music. They will go through a brief history of classical vocal music including opera. Each student will be assigned a foreign classical piece that they will perform in front of the class for juried critique. Students will use this classical piece in their audition portfolio.

Students will watch a variety of classical performances using YouTube and complete summaries and critical class discussions using the readings from "The History of Opera"

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

Unit 8: Audition Techniques

Students will research and take part in class discussion about various vocal audition techniques that are considered industry standards.

Students will take part in mock auditions and walk through various types of vocal auditions using the manual "How to Nail Your Audition" as a guideline

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class

CAREER TECHNICAL EDUCATION

they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will prepare an audition binder and participate in a series of mock auditions.

Class will go over various audition techniques and research trends in auditions.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

Unit 9: Honors Capstone Project

Students will break into small groups to prepare a performance that includes choral and solo singing pieces that intertwine. At least one piece will be Acapella and one part of the performance will include original composed work. Students will perform this piece in a recital at the end of the school year.

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

Honors Final Exam Details

CAREER TECHNICAL EDUCATION

Students will be given a comprehensive final exam that will include a written exam (3-5 questions about each unit in the course).

Students will be required to sight read and sing Acapella a piece of music.

Students will sing a Classical solo audition piece.

Advanced Visual/Commercial Art: Art III

Basic Course Information:		
Title: Advanced Visual/Commercial Art: Art III		
Length of Course: Full Year	Page 144	
Subject Area: Visual & Performing Arts / Visual Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Art III (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Art III– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist. Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III

CAREER TECHNICAL EDUCATION

and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Art III is designed for the students pursuing an art based college program or career as a visual artist. This course guides the students in portfolio development by advancing knowledge of technical skills and the elements and principles of art. Building on the foundations of Art I and Art II, students in this course will advance their knowledge of independent thinking and creativity, development of personal style and technique, as well as critical thinking skills through problem solving. Student will learn about gallery and public display of art through several exhibitions of their work. Written analysis and critique and public speaking about their work will allow students to learn to market themselves in the professional world. Visits to surrounding museums will also help the students understand the historical and cultural implications of the visual arts world.

Advanced Visual/Commercial Art: Drawing & Painting III

Basic Course Information:		
Title: Advanced Visual/Commercial Art: Drawing & Painting III		
Length of Course: Full Year	Page 147	
Subject Area: Visual & Performing Arts / Visual Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Drawing & Painting III(In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Drawing & Painting III– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist. Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III

CAREER TECHNICAL EDUCATION

and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Artist in Drawing and Painting 3 will focus upon: Portfolio design, artistic style, and visual art presentation methods and techniques. Students are to create 10 professional quality artworks for their portfolio. Students will: research, plan, and develop visual imagery in their uniquely developed art styles.

Students will incorporate many of the elements and principals of design into their advance level works. The focus upon Drawing and Painting 3 work will be upon quality and content and personal significance. The projects will be large scale and require a concentration upon a personal style and concentration upon a topic that links the artwork.

Students are required to have a portfolio with an artist statement and a resume by the end of the school year. They are also required to enter their artwork in art competitions.

Advanced Visual/Commercial Art: Photo Lab

Basic Course Information:	
Title: Intermediate Visual/Commercial Art: Photo Lab	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Visual Arts	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.	
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Photo Lab I(In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 	

CAREER TECHNICAL EDUCATION

- AME Lab: Photo Lab – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III

CAREER TECHNICAL EDUCATION

and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Students in Photography III focus on portfolio development and further refinement of skills needed for careers in commercial photography, editing, and photojournalism. Students will begin to expand their own personal artistic style through individualized assignments, class critiques, and written self-reflection. Experimentation and creativity is encouraged at every level of design: conception, editing, and presentation. Written assessments on art intent will be evaluated, and students will engage in daily aesthetic valuing through verbal and short written response in class during discussions and lecture. For each art project, students will be required to analyze their art piece to see if he or she satisfies the project's requirements and if viewers agree with the student's findings. The criteria for these assessments is the following:

- Originality
- Performance
- Meaning and Function; synthesis of conceptual content, ability to solve formal and technical problems
- Technical and Media Skills; technical competence, appropriate use of media in relationship to intended expressive purposes of art work

Advanced Visual/Commercial Art: Yearbook

Basic Course Information:	
Title: Advanced Visual/Commercial Art: Yearbook	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Visual Arts	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.	
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Yearbook (In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 	

CAREER TECHNICAL EDUCATION

- AME Lab: Yearbook – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Yearbook is a year-long course designed to have students understand the role of visual art and design, and its impact on society and culture, particularly in publication mediums. The course will focus on students understanding a designer's target audience and stimulating creativity through a variety of two-dimensional media. Then, students will apply this artistic process to create designs for the yearbook publication. Finally, they will maintain the integrity of design through the editing process, while collaborating and communicating with their colleagues on the yearbook staff. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design worlds using their knowledge of the elements of art and the principles of design. Students will also have opportunity to apply skills in printing and money matters.

Capstone Professional Music: Guitar IV

Basic Course Information:		
Title: Capstone Professional Music: Guitar IV		
Length of Course: Full Year	Page 156	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 12th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course have already completed all three levels of Arts, Media, Entertainment and Introduction/Intermediate/Advanced Professional Music. This class is taken generally by seniors and includes three components.		
<ul style="list-style-type: none"> • House Cord Certification • Masters Certification • AME LAB: Guitar IV 		
This course is a CAPSTONE course and is generally taken as a deeper dive in technique after completing the regular three year pathway for Professional Music.		
Course Agenda:		
<ul style="list-style-type: none"> • <u>House Cord Certification</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. 		

CAREER TECHNICAL EDUCATION

- Masters Certification – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Guitar IV– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Capstone: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –

CAREER TECHNICAL EDUCATION

- Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
- Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 4 – Capstone
 - The fourth year of the program is not required to complete a pathway, but can be used as a “deeper dive” into the techniques and strategies for this CTE program. Year 4 Capstones concentrate on preparing graduation certifications.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This is a year-long course for proficient students, who have successfully completed Guitar Level III class or equivalent. The focus of the class will fall on building deeper understanding of the fingerboard, as well as mastering the early modes and tertian chords, to facilitate advanced improvisational skills. Fretboard visualization will be enhanced through learning and the practical application of various scale execution concepts, namely Segovian, CAGED, Zone and Three-notes-per-string systems. Further, students will be introduced to the modes generated by the major as well as the melodic minor scales and their use in improvisation. Students will learn to construct tall tertian block and arpeggiated chords – 9ths, 11ths and 13ths, and use various voicings in their playing and improvising. In terms of furthering their technique and note-reading skills, Guitar Level IV students will continue the path established in the previous three levels. They will practice note-reading over the ninth position and beyond. Fingerstyle, as well as directional alternate picking techniques, applied in scales and arpeggios will be performed at speeds above 140 bpm. Other techniques, such as tapping, pitch harmonics etc. will be used throughout their selected pieces. Students will learn how to arpeggiate short chord progressions using sweep-picking. In terms of repertoire, students will continue to develop varied solo program that incorporates, classical, flamenco, rock, blues, jazz as well as popular selections. They will also continue to participate in small and large ensembles. Special attention will be paid to collaborative work among students. An “Unplugged” Project will ask from them to research and create an acoustic arrangement for a small ensemble of a rock / pop selection.

CAREER TECHNICAL EDUCATION

Career opportunities will be further explored through participation at various guitar festivals and forums, as well as through continued networking with active professionals in the music industry – performers, composers, luthiers etc.

Capstone Professional Music: Piano IV

Basic Course Information:		
Title: Capstone Professional Music: Piano IV		
Length of Course: Full Year	Page 160	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 12th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course have already completed all three levels of Arts, Media, Entertainment and Introduction/Intermediate/Advanced Professional Music. This class is taken generally by seniors and includes three components.		
<ul style="list-style-type: none"> • House Cord Certification • Masters Certification • AME LAB: Piano IV 		
This course is a CAPSTONE course and is generally taken as a deeper dive in technique after completing the regular three year pathway for Professional Music.		
Course Agenda:		
<ul style="list-style-type: none"> • <u>House Cord Certification</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. 		

CAREER TECHNICAL EDUCATION

- *Masters Certification* – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- *AME Lab: Piano IV*– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Capstone: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –

CAREER TECHNICAL EDUCATION

- Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
- Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 4 – Capstone
 - The fourth year of the program is not required to complete a pathway, but can be used as a “deeper dive” into the techniques and strategies for this CTE program. Year 4 Capstones concentrate on preparing graduation certifications.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This advanced level course for pianists offers students the opportunity to master the technical, creative, and expressive aspects of the piano. Students are assigned piano repertoire individually according to ability for preparation and performance. Repertoire is selected according to four main eras of Western classical music tradition: Baroque, Classical, Romantic and Contemporary. Ensemble work is additionally assigned to students to re-enforce sight-reading ability, performance preparation and collaborative work with other musicians (vocalists and instrumentalists). Reading, listening assignments, analysis, and performance projects are incorporated into the curriculum. Students are required to participate in monthly department recitals and public performances during the holiday season and at the end of the academic year. Course content will provide opportunities for students to practice creating, performing, presenting, responding, critiquing, and networking. It will be aligned with the Visual and Performing Arts Content Standards for California Public Schools.

The following are the instructor’s major teaching method and types of assessments.

Instructional Method

1. Warm-ups
2. Technical requirements
3. Individual coaching
4. Modeling
5. Review recordings & videos
6. Lecture with discussion

Assessment

1. In-class performance & public recitals
2. Practice journal & self- assessment
3. Group / individual project
4. Theory quiz & Test
5. Portfolio

Intermediate Choreography: Circus Props II

Basic Course Information:		
Title: Intermediate Choreography: Circus Props II		
Length of Course: Full Year	Page 164	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Choreography (Career Course/Online Navigation) • AME Lab: Intermediate Choreography: Circus Props II (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Circus Props II – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 166

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Intermediate Dance/Choreography: Ballet & Lyrical II

Basic Course Information:		
Title: Intermediate Dance/Choreography: Ballet & Lyrical II		
Length of Course: Full Year	Page 167	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Choreography (Career Course/Online Navigation) • AME Lab: Ballet & Lyrical II (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Ballet & Lyrical II – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 169

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Intermediate Dance/Choreography: Men's Ballet

Basic Course Information:		
Title: Intermediate Dance/Choreography: Men's Ballet		
Length of Course: Full Year	Page 170	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Choreography (Career Course/Online Navigation) • AME Lab: Intermediate Choreography: Men's Dance (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Men's Ballet – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 172

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Intermediate Film/Video Production: Film II

Basic Course Information:		
Title: Intermediate Film/Video Production – Film II		
Length of Course: Full Year	Page 173	
Subject Area: Visual & Performing Arts / Interdisciplinary Arts		
UC Honors Designation? No		
Prerequisite: Film I / Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113B Film/Video Production		
Course Components:		
Students enrolled in this CTE course are required to complete two components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Film/Video Production: Film II 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Film/Video Production: Film II</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery 		

of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Production and Managerial Arts

The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

Page | 174

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Film/Video Production that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Film/Video Production that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level II and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete the Advanced Film/Video Production that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level III and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

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

In Film II, students come in with a solid foundation for visual storytelling, filming scenes, using DSLRs and camera equipment, and have a good grasp for Adobe Premiere editing software. In Film II, students are instructed on details and finesse in camera usage including setting all settings manually: Focus, aperture, white balance, and ISO. Students are also introduced to Adobe After Effects and Motion Graphic projects to expand their knowledge base. Students are taught multiple versions of audio recording and sound design to enhance projects. Students in Film II enter film competitions as assignments and are challenged with diverse types of visual presentations including: Trailers, Commercials, Public Service Announcements, Youtube-style Webisodes, and Short Films.

Intermediate Media Arts – Publishing

Basic Course Information:		
Title: Intermediate Film/Video Production – Publishing		
Length of Course: Full Year	Page 176	
Subject Area: Visual & Performing Arts / Interdisciplinary Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113C Multimedia Production		
Course Components:		
Students enrolled in this CTE course are required to complete two components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Film/Video Production: Film II 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Media Arts: Publishing</u> –This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery 		

CAREER TECHNICAL EDUCATION

of the technique needed to secure a career within the professional publishing pathway.

CTE Completer Pathway: Production and Managerial Arts

The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

Page | 177

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Media Arts that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Media Arts: Publishing that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Media Arts that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

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

Using knowledge gained from photo and writing classes, students will learn how to create various types of published materials throughout the course. Students will learn about design elements and different types of mediums used for advertising with a basis in photography, text,

CAREER TECHNICAL EDUCATION

and design. Students will use a variety of graphic programs and will work toward Adobe Certification while taking part in this course. Students will earn an Adobe Credential as an Adobe Certified Associate (ACA).

Some Projects include:

- advertising trifold
- quarterly newspaper
- annual yearbook
- postcard
- business card
- Aid in the publication of a professional magazine

Intermediate Professional Music: Chamber Choir

Basic Course Information:		
Title: Intermediate Professional Music: Chamber Choir		
Length of Course: Full Year	Page 179	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Professional Music (Career Course/Online Navigation) • AME Lab: Chamber Choir (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Chamber Choir– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Chamber Choir is an open course for students who qualify for advanced music instruction through audition. This course is designed to increase the vocal skill and performance levels of each student and to develop aesthetic and cultural values through critical listening, music theory, and sight singing. Students will sing a wide range of literature from a variety of time periods, languages, cultures and styles. Students will perform medium to difficult, high school choral literature for performances in concerts and festivals. Emphasis will be placed on small ensemble One-Voice-per-Part a cappella material including jazz and madrigal selections. From the study of these various styles, students will attain enhanced awareness of the history and events surrounding the development of choral literature.

Chamber Choir – an advanced, mixed-voice, small ensemble consisting of auditioned students. Selected students will need: strong musicianship, good vocal tone, strong sense of pitch, strong soloing ability, and a developing-strong vocal improvisation ability. This ensemble will focus on 4-8 part selections, soloing, vocal improvisation, and a cappella vocal styles. Performance demands are high for this group including community shows, competitions, festivals, and performance tours. Musical repertoire will include vocal jazz, traditional and contemporary a cappella selections. This ensemble is ideal for students seeking to continue in pursuit of a collegiate music degree. Concurrent enrollment in Concert Choir is required. Purchase of performance uniform is required. Prerequisite: 1 year, Concert Choir (recommended). Auditions are held at the end of each school year.

Intermediate Professional Music: Concert Band

Basic Course Information:		
Title: Intermediate Professional Music: Concert Band		
Length of Course: Full Year	Page 182	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Professional Music (Career Course/Online Navigation) • AME Lab: Concert Band (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Concert Band– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This course is designed to develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who have an adequate command of their instrument: flute, clarinet, bass clarinet, oboe, alto saxophone, tenor saxophone, baritone saxophone, bassoon, trumpet, horn, trombone, tuba, or percussion. Aside from advancing the techniques and intricacies of each instrument, the students will review and continue building upon their foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the school year, each student should be prepared to enter the advanced level band, playing medium-easy to advanced level music.

Concert Band is meant for students who have satisfactorily completed the Beginning Band course to advance a student in music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with an intermediate to advanced degree of musicianship. The students in this class will have an acceptable command of their instrument. They will also have to be able to read music fluently to take part in this class. Students will not have to write fingerings for their music as it should be fluently understood by this point. Students will perform in large group settings but also be required to play solo and ensemble music.

Intermediate Professional Music: Concert Choir

Basic Course Information:		
Title: Intermediate Professional Music: Concert Choir		
Length of Course: Full Year	Page 185	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Professional Music (Career Course/Online Navigation) • AME Lab: Concert Choir (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Concert Choir – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Concert Choir – an advanced, mixed-voice choir consisting of auditioned students. These select students will need: strong musicianship, strong vocal tone, strong sense of pitch, and a developing-strong soloing ability. This ensemble will focus on 4-part (with divisi) selections, soloing, and advanced music theory concepts. Performance demands are high for this group including community shows, competitions, festivals, and performance tours. Musical repertoire will cover a wide breadth of material including: contemporary jazz, classical and a cappella with an emphasis on multi-language selections including choral masterworks and contemporary choral literature. This ensemble is ideal for students seeking to continue in pursuit of a collegiate music degree. Purchase of performance uniform is required. Prerequisite: 1 year, Beginning Choir (recommended). Auditions are held at the end of each school year.

Concert Choir is an open course for students who qualify for advanced music instruction through audition. This course is designed to increase the vocal skill and performance levels of each student and to develop aesthetic and cultural values through critical listening, music theory, and sight singing. Students will sing a wide range of literature from a variety of time periods, languages, cultures and styles. Students will perform medium to difficult, high school choral literature for performances in concerts and festivals. From the study of these various styles, students will attain enhanced awareness of the history and events surrounding the development of choral literature.

Intermediate Professional Music: Guitar II

Basic Course Information:		
Title: Intermediate Professional Music: Guitar II		
Length of Course: Full Year	Page 188	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Professional Music (Career Course/Online Navigation) • AME Lab: Guitar II (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Guitar II – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This year-long course is intended for students, who have successfully completed Guitar Level I class or equivalent. They will learn to identify and solve problems associated with playing the guitar at the early-intermediate level. The course will expand on many of the topics introduced in Guitar Level I class, as well as add new ones. Chord study will integrate the use of Barre chords and the fingerstyle technique will incorporate the use of the “a” finger in scales as well as increased complexity of arpeggio patterns. The alternate picking will expand beyond the adjacent strings and new left-hand techniques, such as slides and bends, as well as beyond the basic hammer-ons and pull-offs, will be added to their toolbox. Students will develop their note-reading skills of the notes on the 5th – 8th frets and will be able to identify and analyze more complex musical forms and structures. They will further their agility as performers in a solo, chamber and large ensemble settings, adding more nuances to their dynamics, articulations and expressive devices and expanding their knowledge of styles pertinent to the guitar. Students will continue to develop their critical listening skills and learn to apply their observations of others in their own performances.

As part of the class, students will research and create a presentation on the life and artistic achievements of a prominent musician and analyze their direct influence on the student’s own life experiences. They will trace his/her professional development and will use that to explore pathways for their possible personal professional development. Continued exploration of career opportunities associated with the guitar will also be enhanced through introducing students to active professionals in the music industry – performers, composers, luthiers etc.

Intermediate Professional Music: Piano II

Basic Course Information:		
Title: Intermediate Professional Music: Piano II		
Length of Course: Full Year	Page 191	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Professional Music (Career Course/Online Navigation) • AME Lab: Piano II (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Piano II – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This course was designed to expose students to the expressive aspects of piano performances as well as gaining solid keyboard techniques. Students will increase their musical understanding by reviewing fundamental keyboard concepts covered in the Piano I class (i.e. note identification on the staff & keyboard, Major & Minor 5 finger scales, and basic rhythm counting) while focusing on sight-reading skills, key signature identification, and ear-training. Students acquire the language of music, including intervals, chords, scales, articulation, and dynamics.

They are required to practice tremolo scales and 24 Major & Minor scales in varied rhythmic combination to increase the muscular agility, firm touch, & flexibility of their hands. Repertoire will vary from Baroque to contemporary in solo and ensemble pieces, mostly for 4 hands. Course content will provide opportunities for students to practice performing, presenting, critiquing, and networking. It will be aligned with both the Visual and Performing Arts Content Standards for California Public Schools and the objective of preparing students to participate in the social, cultural, and intellectual interplay among people of differing cultural backgrounds and national origins.

The followings are the instructor's major teaching method and types of assessments.

Instructional Method

1. Group Practice: Scales & chords
2. Individual coaching
3. Modeling
4. Review recordings

Assessment

CAREER TECHNICAL EDUCATION

1. In-class performance & Public recitals
2. Practice journal & self- assessment
3. group / individual presentation
4. Fundamental music theory/ Vocabulary tests
5. Portfolio

Intermediate Professional Music: Strings

Basic Course Information:		
Title: Intermediate Professional Music: Strings		
Length of Course: Full Year	Page 195	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Professional Music (Career Course/Online Navigation) • AME Lab: Strings (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Strings – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Intermediate Strings is meant for students who have satisfactorily completed the Beginning Strings course to advance a student in music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with an intermediate to advanced degree of musicianship. The students in this class will have an acceptable command of their instrument: violin, viola, cello or bass. They will also have to be able to read music fluently to take part in this class. Students will not have to write fingerings for their music as it should be fluently understood by this point. Students will perform in large group settings but also be required to play solo and ensemble music.

This course is designed to develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who have an adequate command of their instrument: violin, viola, cello, or bass. Aside from advancing the techniques and intricacies of each instrument, the students will review and continue building upon their foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the school year, each student should be prepared to enter the advanced level orchestra, playing medium-easy to advanced level music.

Intermediate Professional Music: Symphony Orchestra

Basic Course Information:		
Title: Intermediate Professional Music: Symphony Orchestra		
Length of Course: Full Year	Page 198	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Professional Music (Career Course/Online Navigation) • AME Lab: Symphony Orchestra (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Symphony Orchestra – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

In Chamber Orchestra, advanced string players perform the best orchestral literature with string and full orchestras. This course challenges music students interested in the finest concert performance and is strongly recommended for students who plan to major in music. The orchestra learns standard orchestral works as performed by leading professional orchestras, including music of all periods and styles. The orchestra performs several concerts a year and participates in district and regional music festivals and all-state orchestra.

Chamber Orchestra is meant to expand a student's knowledge of Music, Theory, and performance. Students will be able to identify and notate music and perform on an instrument with a high degree of musicianship. Students will perform in large group settings but also be required to play solo and ensemble music. Advancing composition, theory, and sight singing are an integral part of all student training.

Intermediate Visual/Commercial Art: Drawing & Painting II

Basic Course Information:		
Title: Intermediate Visual/Commercial Art: Drawing & Painting II		
Length of Course: Full Year	Page 201	
Subject Area: Visual & Performing Arts / Visual Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Drawing & Painting II(In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Drawing & Painting II– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III

CAREER TECHNICAL EDUCATION

and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Artists in Drawing and Painting one will focus upon Visual Art presentation methods and techniques. Students are to create 10 to 14 professional quality artworks for their Art Portfolio. Students will: research, plan, and develop visual imagery in their uniquely developed Art Styles. Methods of: documentation, presentation, verbal and written communication, and portfolio design will be a key goal. Students will explore elements of drawing and painting through use of different techniques, styles and materials. This course emphasizes illustration not only as an art form and means of personal expression, but also as a way to increase visual literacy; understanding what and how we see the world around us.

Intermediate Visual/Commercial Art: Art II

Basic Course Information:	
Title: Intermediate Visual/Commercial Art: Art II	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Visual Arts	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.	
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Art II(In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 	

CAREER TECHNICAL EDUCATION

- AME Lab: Art II– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist. Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III

CAREER TECHNICAL EDUCATION

and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Art II builds on the foundational elements of Art I by exploring drawing, conceptual design, painting and color theory on a deeper level. Lessons based on artistic perception, creative expression and the historical and cultural impact of the visual arts world meet the five areas of the visual arts standards. Elements of art and design (line, color, shape/form texture, value and space) and the principles of art and design (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation and unity). Historical and cultural contexts will be applied with attention to analysis, interpretation, and judgment of student work as well as appreciation of art works from other cultures and times.

Intermediate Visual/Commercial Art: Mural Design

Basic Course Information:	
Title: Intermediate Visual/Commercial Art: Mural Design	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Visual Arts	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.	
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Art II(In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 	

CAREER TECHNICAL EDUCATION

- AME Lab: Mural Design– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III

CAREER TECHNICAL EDUCATION

and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Mural Design is a course that expands student creative expression, artistic perception, collaboration and leadership skills, and social application of art in profound ways. Each quarter is divided into intensive investigations and applications of the mural creating process, which includes building fine arts skills, finding individual and collective artistic voice, creating and defending work at a public exhibition, and collaborating in groups to execute both interior and exterior murals. Students will study techniques in drawing and painting, beginning the year with human portraiture, then transition into small group paintings on wooden panels that will be housed in a public venue for exhibition, and finally work together in larger groups to create different mural paintings for the school and neighborhood communities to engage with. Each production of art includes an elaborate artist statement written by each student to explain the meaning of the work, make connections to other influences and artistic movements, and help express personal beliefs and ideas on greater social issues.

Intermediate Visual/Commercial Art: Photo II

Basic Course Information:	
Title: Intermediate Visual/Commercial Art: Photo II	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Visual Arts	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.	
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Photo II (In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 	

CAREER TECHNICAL EDUCATION

- AME Lab: Photo II – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Digital Photography is a yearlong course that focuses on understanding the basic operations and functions of a digital single lens reflex (DSLR) camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students will learn image techniques and digital manipulation using Adobe Photoshop teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. They will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Students will explore the significance of photography within the larger context of the art world, and learn about the critical and varied application it has to the modern working world.

Intermediate Visual/Commercial Art: Sculpture II

Basic Course Information:		
Title: Intermediate Visual/Commercial Art: Sculpture II		
Length of Course: Full Year	Page 213	
Subject Area: Visual & Performing Arts / Visual Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Sculpture II(In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Sculpture II– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Sculpture II has the students work in depth on the three-dimensional concepts of space, line, form, mass, surface, and scale. The course builds on a student's experience with sculptural materials as they develop their concepts in a range of three-dimensional media. The art works are expected to be on a larger scale and reference the space in which they are displayed. Concepts used by sculptors from the 20th and 21st centuries are referenced. All assignments culminate with written evaluations, class critiques, and displays of the work throughout the campus.

Introduction to Arts, Media, and Entertainment

Basic Course Information:		
Title: Arts, Media, Entertainment Level I		
Length of Course: Full Year	Page 216	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: None		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
Course Description:		
This course is for all Level I Arts Careers students in the area of Arts, Media, and Entertainment. This course covers the career connections to the beginning level lab work that will be completed in their Level I class. This course is offered as one of three in the completer series that completes the 11 Anchor Standards for Arts, Media, and Entertainment. AME Level I is taken in conjunction with a level I arts course in the Arts, Media, Entertainment CTE pathway.		
Unit 1: Arts, Media, and Entertainment		
In this unit, students will go over what the California standards are for CTE Model Curriculum. They will take a look at all four career pathways as an overview into Arts, Media and Entertainment. Within this exploration, students will define careers and goals for all four career pathways within the Arts, Media, and Entertainment realm.		
1. Students will watch six different documentaries chronicling what careers are available in each pathway.		

2. Students will write four three paragraph essays about a job associated with each pathway strand.

3. Students will take a final exam.

Unit 2: Communication

This section will cover the standards from 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. (Direct alignment with LS 9-10, 11-12.6)

1. Students will watch three different documentaries about effective communication, improvement of communication skills, sender/receiver communication, and barriers to effective communication.

2. Students will read two short Ebooks about sender/receiver communication and barriers to accurate and appropriate communication.

3. Students will complete one questionnaire about sender/receiver communication using Abbot and Costello's "Who's on First" skit as the reference.

4. Students will complete an assignment where they write and record two scripts: one showing effective communication and one showing ineffective communication.

5. Students will complete a project that discusses the barriers to good communication.

6. Students take a final exam.

Unit 3: Career Planning and Management

Standards 3.0 - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

1. Students will watch three different documentaries about career planning.

2. Students will complete a career personality profiler.

3. Students will write a 3-5 paragraph essay about the results of the career profiler.

CAREER TECHNICAL EDUCATION

4. Students complete a project using technology to create a career planning road map.
5. Students take a final exam.

Unit 4: Technology Communication

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. (Direct alignment with WS 11-12.6)

1. Students will watch three documentaries about technology, plagiarism, and writing introduction letters for resumes.
2. Students will read an Ebook on plagiarism.
3. Students will take part in an online assignment that defines plagiarism.
4. Students will complete an interactive assignment on how to Google responsibly.
5. Students will write an introduction letter for an email resume.
6. Students take a final exam.

Unit 5: 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. (Direct alignment with WS 11-12.7)

1. Students will watch two documentaries about critical thinking and how to ask questions.
2. Students complete a 3-5 paragraph essay describing how critical thinking is used in their art form/pathway.
3. Students take a final exam.

Unit 6: 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. (Direct alignment with RSTS 9-10, 11-12.4)

1. Students will watch two documentaries about MSDS and work safety.
2. Students will write a short essay about the importance of MSDS in their field.
3. Students will create an example business and as a boss, describe what the employees and clients do and what policies and regulations need to be put in place to keep everyone safe.
4. Students share their example business in a presentation.

<p>Unit 7: Responsibility and Flexibility</p>
<p>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. (Direct alignment with SLS 9-10, 11-12.1)</p>
<ol style="list-style-type: none"> 1. Students will watch three documentaries about banking, money, and personal finance. 2. Students will write an essay about how banks and credit cards are important to business owners. 3. Students will ask an adult about advice on how to take care of money as an adult. 4. Students will create spreadsheets on items/services that could be revenue streams for their example business. 5. Students will take part in a group discussion where they will report the outcomes of the discussion. The discussion will include: how financial management impacts a community, why accountability is important in the workplace, what is flexibility is and why it is important as an employee/employer, and what happens if you don't pay your bills on time. 6. Students will take a final exam.
<p>Unit 8: Ethics and Legal Responsibilities</p>
<p>Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)</p>
<ol style="list-style-type: none"> 1. Students will watch two documentaries about quality assurance and legal rights/responsibilities. 2. Students will have two documents to read about "best practices" and "quality assurance" within two separate arts pathways (dance and film) 3. Students will complete an assignment on how to define "quality assurance" in a business and will practice creating their own "quality assurance" plan and statement. 4. Students will work in a small group to create an example business and the "Best practices" guidelines page for that business. 5. In a small group, students will discuss and report out the results of their discussion about ethics and legal rights within Arts, Media, and Entertainment.
<p>Unit 9: Leadership and Teamwork</p>
<p>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. (Direct alignment with SLS 11-12.1b)</p>

CAREER TECHNICAL EDUCATION

1. Students will watch two documentaries/video shorts to determine good leadership and teamwork qualities.
2. Using a cartoon short from "Madagascar" students will write a short essay to determine whether or not the penguin was a good leader and why.
3. Students will read a magazine article from Forbes talking about the 8 essential qualities of leadership.
4. Students will take a personal quiz that rates their importance of the 8 essential qualities of leadership.
5. Students will read an Ebook about the importance of leadership and collaboration.
6. Students will complete a project collaboration with a small group of students.

Unit 10: 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. (Direct alignment with WS 11-12.6)

1. Students will watch a documentary short on terminology.
2. Students will create and define a glossary for their arts pathway.
3. Students will create a final unit exam for their terminology glossary.

Unit 11: Final Project: 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.

1. Students will watch a "how to" video on how to create an arts portfolio website.
2. Students will create an arts portfolio website based on their own arts pathway.

Introduction to Choreography: Aerialist I

Basic Course Information:		
Title: Introduction to Choreography: Aerialist I		
Length of Course: Full Year	Page 221	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Choreography (Career Course/Online Navigation) • AME Lab: Aerialist I (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Aerialist I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 223

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Choreography: Circus

Basic Course Information:	
Title: Introduction to Choreography: Circus	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Dance	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.	
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction Choreography (Career Course/Online Navigation) • AME Lab: Circus Arts I (In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 	

CAREER TECHNICAL EDUCATION

- AME Lab: Circus Arts I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 226

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Choreography: Circus Props I

Basic Course Information:		
Title: Introduction to Choreography: Circus Props I		
Length of Course: Full Year	Page 227	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Choreography (Career Course/Online Navigation) • AME Lab: Circus Props I (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Circus Props I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 229

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Dance/Choreography: Ballet & Lyrical I

Basic Course Information:		
Title: Introduction to Dance/Choreography: Ballet & Lyrical I		
Length of Course: Full Year	Page 230	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Choreography (Career Course/Online Navigation) • AME Lab: Ballet & Lyrical I (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Ballet & Lyrical I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 232

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Dance/Choreography: Jazz I

Basic Course Information:		
Title: Introduction to Dance/Choreography: Jazz I		
Length of Course: Full Year	Page 233	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Choreography (Career Course/Online Navigation) • AME Lab: Jazz I (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Jazz I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 235

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Dance/Choreography: Men's Dance

Basic Course Information:		
Title: Introduction to Dance/Choreography: Men's Dance		
Length of Course: Full Year	Page 236	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Choreography (Career Course/Online Navigation) • AME Lab: Men's Dance (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Men's Dance – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 238

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Dance/Choreography: Technique

Basic Course Information:		
Title: Introduction to Dance/Choreography: Technique		
Length of Course: Full Year	Page 239	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction Choreography (Career Course/Online Navigation) • AME Lab: Technique (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Technique – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 241

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Dance/Choreography: Urban Dance (Hip Hop I)

Basic Course Information:		
Title: Introduction to Dance/Choreography: Urban Dance (Hip Hop I)		
Length of Course: Full Year	Page 242	
Subject Area: Visual & Performing Arts / Dance		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Choreography (Career Course/Online Navigation) • AME Lab: Urban Dance (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Urban Dance – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

Page | 244

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Fashion Design: Costume I

Basic Course Information:		
Title: Introduction to Fashion Design: Costume I		
Length of Course: Full Year	Page 245	
Subject Area: Visual & Performing Arts / Visual Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 7800 / 7810 / 7811		
Course Components:		
Students enrolled in this CTE course are required to complete two components		
<ul style="list-style-type: none"> • Fashion and Interior Design (Global Course/Online Navigation/Project Based) • Introduction to Fashion Design: Costume I (Career Course/Online Navigation/ In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u><i>Fashion and Interior Design</i></u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u><i>Introduction to Fashion Design: Costume I</i></u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Fashion and Interior Design standards that are listed under Fashion Design and Merchandising pathways. The lab portion of the course is 		

imperative to the mastery of the technique needed to secure a career within the fashion design pathway.

CTE Completer Pathway: Fashion Design

The CTE Completer Pathway for Fashion Design and Merchandising is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Fashion and Interior Design Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Costume Design: Fashion that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.
- Year 2 –
 - Students complete Fashion and Interior Design Level II that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Intermediate Costume Design: Fashion that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.
- Year 3 –
 - Students complete Fashion and Interior Design Level III that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Advanced Costume Design: Fashion that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.

When completing a Fashion Design and Merchandising Pathway, students will have knowledge on how to enter the following fields in Fashion:

- Display or Sales Associate
- Merchandising Manager
- Fashion Designer
- Costume Design
- Costumer

This course introduces the fundamentals of costuming, design and sewing. Students are taught the basics of sewing including sewing terms, parts of the sewing machine, how to use and trouble shoot simple problems with the sewing machine, sewing safety, how to create clothing, closures, pinning,

CAREER TECHNICAL EDUCATION

cutting, textiles, patterns and pattern usage. Second semester focuses more on costuming and design. Students learn how to break down human body proportions using the eight heads high method for drawing the human form. Students learn how to design and create costumes inspired by character descriptions, influenced by geographical location, social and economic status, time period and mood. We focus on using color, texture, cut and style in our designs to convey information to the audience, building creativity and learning the human form and rules for design.

Introduction to Film/Video Production: Film

Basic Course Information:		
Title: Introduction to Film/Video Production: Film		
Length of Course: Full Year	Page 248	
Subject Area: Visual & Performing Arts / Interdisciplinary Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline go to the encorestudent.com course descriptions.		
CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113B Film/Video Production		
Course Components:		
Students enrolled in this CTE course are required to complete two components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Film/Video Production: Film 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Film/Video Production: Film</u> –This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery 		

of the technique needed to secure a career within the Film/Video Production pathway.

CTE Completer Pathway: Production and Managerial Arts

The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Film/Video Production that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Film/Video Production that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level II and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete the Advanced Film/Video Production that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level III and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a Filmmaker.

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

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

Film I is an Introduction to Film Production. Students will learn through direct instruction, demonstration by teacher, guest instructors and online video tutorials, the elements of dslr filmmaking. Students will learn camera shot types, like the wide shot, close up and extreme close up. They will also learn all different types of camera movement, including but not limited to panning, tilting and dolly zoom. Students will be instructed on the different functions of the dslr camera including aperture, shutter speed, iso, white balance and frame rate. Additionally students will learn about tripods, camera stabilizers and various other rigs. Students will learn the proper use of lights and microphones.

Introduction to Media Arts – Radio

Basic Course Information:		
Title: Intermediate Media Arts – Radio		
Length of Course: Full Year	Page 251	
Subject Area: Visual & Performing Arts / Interdisciplinary Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113C Multimedia Production		
Course Components:		
Students enrolled in this CTE course are required to complete two components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Media Arts: Radio 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Media Arts: Radio</u> –This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts 		

CAREER TECHNICAL EDUCATION

pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional media pathway.

CTE Completer Pathway: Production and Managerial Arts

The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Media Arts that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Media Arts that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Media Arts that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

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

This course works in conjunction with the IHeart Radio Network to produce, manage, and create content for the IHeart Radio High School station, Pirate Radio. This course also works to teach a variety of audible content that can be used as radio, podcast, and internet

CAREER TECHNICAL EDUCATION

streaming. Students will work through a variety of jobs within a radio station and a variety of opportunities through audible entertainment. Class can be taken twice for course credit.

Students are required to work for two lab hours each week outside of the regular class to record content after school or during lunch.

Students have a variety of monthly responsibilities in this class:

- Edit eight songs each month to go into the Pirate Radio Library
- Create one 1-minute radio spot to go into rotation for three months
- Create one 5-minute radio show to go into rotation for two months
- Create one 15-minute radio show to go into rotation for one month
- Create one 2-minute news break to go into rotation for one month
- Create one 5-minute radio interview to go into rotation for three months
- Create two literary podcasts over the course of the entire course
- Engineer and manage one live show per quarter

Introduction to Professional Music: Drum Line

Basic Course Information:		
Title: Introduction to Professional Music: Drumline		
Length of Course: Full Year	Page 254	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Professional Music (Career Course/Online Navigation) • AME Lab: Drumline (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Drumline – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Percussion Ensemble is meant to introduce a student to music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with a basic degree of musicianship. Students will perform in large group settings but also be required to play solo and ensemble music. Establishing composition, theory, and sight singing are an integral part of all student training.

This course is designed to develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who are embarking on a journey to learn the three specialties in the classical percussion family: keyboards, timpani, and auxiliary. Aside from the techniques and intricacies of the instruments, the students will establish a strong foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the school year, each student should be comfortable playing the marimba, timpani, snare drum, bass drum, and various auxiliary percussion instruments (such as tambourine and triangle) and be able to play basic to intermediate level exercises and music.

Introduction to Professional Music: High School Choir

Basic Course Information:		
Title: Introduction to Professional Music: High School Choir		
Length of Course: Full Year	Page 257	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Intermediate Professional Music (Career Course/Online Navigation) • AME Lab: High School Choir (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: High School Choir – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

High School Choir is an entry level choral class for grades 9-12. The basics of choral singing are covered, including vocal technique, choral blend, balance, phrasing, dynamics and articulation as well as stage presence and performance etiquette. Students also learn how to sing their part with others in a multi-part choral setting. An eclectic variety of choral repertoire is covered from different style periods and genres. Rehearsals culminate in one or more public performances per year. Also emphasized is preparing for eligibility into advanced choirs.

Introduction to Professional Music: Music Theory

Basic Course Information:		
Title: Introduction to Professional Music: Music Theory		
Length of Course: Full Year	Page 260	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Professional Music (Career Course/Online Navigation) • AME Lab: Music Theory (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Music Theory – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. The emphasis will be on the rules of theory and composition, ear training, and sight singing. While the main emphasis is placed on music of the common period (1600-1750), music of other stylistic periods will also be studied. Students are prepared to take the AP Music Theory Exam, if applicable, when they have completed the course. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges' AP policies.

The purpose of this course is to learn the following course objectives:

1. Read melodies in all clefs
2. Notate rhythm and pitch in accordance with standard notation practices
3. Be able to write, sing, play at the keyboard, and recognize by sight and sound major scales and all three forms of minor scales.
4. Be able to write, sing, play at the keyboard, and recognize by sight and sound all simple and compound intervals
5. Be able to write, sing, play at the keyboard, and recognize by sight and sound all triads and 7th chords in all positions and inversions
6. Use Correct Music Theory terminology and vocabulary
7. Analyze the chords of a musical composition by number and letter name
8. Transpose a composition to another key
9. Write rhythmic, melodic, and harmonic dictation featuring simple and complex melodies.

CAREER TECHNICAL EDUCATION

10. Part write harmonic progressions in major and minor keys which employ non-chord tones and secondary dominant chords
11. Realize Roman numeral figured bass progressions
12. Harmonize a melody with appropriate chords using proper voice leading
13. Successfully sight sing diatonic and chromatic melodies
14. Understand and recognize basic musical forms such as binary, ternary, rondo, etc.
15. Express musical ideas through composition and arranging by applying basic rules that govern music composition.

Introduction to Professional Music: Beginning Music

Basic Course Information:		
Title: Introduction to Professional Music: Beginning Music		
Length of Course: Full Year	Page 264	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Professional Music (Career Course/Online Navigation) • AME Lab: Beginning Music (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Beginning Music – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

In this course, students will learn the basics of music theory and how to implement them to create music. Students will pick one instrument to focus on throughout the year. On this instrument they will learn how to properly hold, produce sound and clean the instrument. They will learn to read both treble and bass clef, but will be more comfortable reading the clef their instrument uses. Each student will learn how to play music in a group setting, duets, and solo performances. They will be assessed on technique, sight-reading and ability to master skills.

Introduction to Professional Music: Beginning Strings

Basic Course Information:		
Title: Introduction to Professional Music: Beginning Strings		
Length of Course: Full Year	Page 267	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Professional Music (Career Course/Online Navigation) • AME Lab: Beginning Strings (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Beginning Strings – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This course is designed to develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who are embarking on a journey to learn the violin, viola, cello, or bass. Aside from the techniques and intricacies of ?? each instruments, the students will establish a strong foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the school year, each student should be comfortable in wielding their violin, viola, cello, or bass and be able to play basic to intermediate level exercises and music.

Beginning Strings is meant to introduce a student to music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with a basic degree of musicianship. Students will perform in large group settings but also be required to play solo and ensemble music. Establishing composition, theory, and sight singing are an integral part of all student training.

Introduction to Professional Music: Guitar 1

Basic Course Information:		
Title: Introduction to Professional Music: Guitar I		
Length of Course: Full Year	Page 270	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Professional Music (Career Course/Online Navigation) • AME Lab: Guitar I (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Guitar I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This year-long course is intended for students with minimal previous experience playing the guitar. Students will be guided through the steps of learning and mastering all necessary basic techniques and skills needed to become a successful contemporary guitarist. They will be thought to identify, and resolve problems associated with playing the instrument at the beginning and the early intermediate levels. In the scope of the course will be covered the following topics: correct body posture including proper left- and right-hand positions, guitar basics, note reading and the application of musical elements, chord study, rhythm strumming, use of “pima” technique, flat-picking, ear training, aural skills development, music theory, identification and analysis of musical form, arranging and composition of short melodies, improvisation and performance as a soloist, accompanist and as a member of a small and large ensemble. Students will explore the role of the instrument in today's society through learning to perform in various styles as guitarists including classical, blues, rock, jazz, flamenco, contemporary and other. As part of the class students will create a collage representing what music, and in particular the guitar, means to them and the way it relates to their real-life experiences in the cultural and historic contexts. Besides being performers themselves, students will learn to listen, analyze, and describe live performances and give informed critical evaluations of the later. Students will be made aware of various pathways and career opportunities associated with the guitar.

Introduction to Professional Music: Piano I

Basic Course Information:		
Title: Introduction to Professional Music: Piano I		
Length of Course: Full Year	Page 273	
Subject Area: Visual & Performing Arts / Music		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 112 Performing Arts, 112B Professional Music		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Professional Music (Career Course/Online Navigation) • AME Lab: Piano I (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Piano I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

CTE Completer Pathway: Professional Music

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This course is designed to teach the concepts and fundamentals that will apply to all areas of music study at a beginning level. Students will learn how to read notes, rhythms, and musical symbols on the staff and work on having consistent tone with good hand formation and proper body posture.

The specific repertoire for this level is unique to the attitude, work ethic and skill level of each individual student, and the development of musicianship skills by the understanding of piano techniques that are accomplished through initial mastery (Level of Difficulty 1) of these objectives. Students will engage in a broad range of music (encompassing cultures and history) and develop the ability to critique/evaluate the skill level and aesthetic quality of music, composers, and performers. This course is meant to introduce music and spark their interests not only for piano but also for other instruments. It gives a broader experience as to what music really is and what it entails.

Introduction to Professional Theatre: Acting I

Basic Course Information:		
Title: Introduction to Professional Theatre: Acting I		
Length of Course: Full Year	Page 276	
Subject Area: Visual & Performing Arts / Theater		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112C Theatre		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Professional Theatre (Career Course/Online Navigation) • AME Lab: Acting I (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Professional Theatre</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Acting I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional Theatre pathway.

CTE Completer Pathway: Professional Theatre

The CTE Completer Pathway for Professional Theatre is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Acting is a theatre class for those students who have enjoyed and passed Drama 1 with a “B” or better. It is designed to build upon past theatre experiences and enhance acting skills. The class is aligned with the California State Standards and will cover ensemble work/team work, movement, voice, scene and play analysis, scene work including an emphasis on objectives, obstacles, and acting techniques, improvisational skills, character analysis and performance, monologues, audition skills, dramaturgy, and career paths.

The purpose of the Acting course is that students are able to build upon the lesson and skills learned in Drama I and that they master how to:

1. Identify physiological processes of voice production.
2. Identify methods and purposes of physical and vocal warm-ups.
3. Identify and use acting terms.
4. Identify various methods and approaches to actor training.
5. Identify the techniques for developing characterization.
6. Identify principles of stage movement.
7. Identify techniques of pantomime.
8. Assess applications of improvisation techniques.

9. Differentiate between acting for multimedia and acting for the stage.

Introduction to Professional Theatre: Beginners

Basic Course Information:	
Title: Introduction to Professional Theatre: Beginners	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Theater	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.	
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112C Theatre	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Professional Theatre (Career Course/Online Navigation) • AME Lab: Beginners (In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Professional Theatre</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 	

CAREER TECHNICAL EDUCATION

- AME Lab: Beginners – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional Theatre pathway.

CTE Completer Pathway: Professional Theatre

The CTE Completer Pathway for Professional Theatre is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This is an introductory course that includes the language of the theatre, the different elements of putting on a production, and the principles of beginning acting. Students will study basic principles of acting; study character analysis; explore the use of objectives, obstacles, and choices; learn basic stage and rehearsal terms; learn about theatre etiquette; and the audition process. Students will perform scenes and monologues from a variety of genres to give them a well-rounded knowledge and foundation of drama. This course will provide students with opportunities to experience various aspects of theatre production and performance. Students will study theatre history in order to better appreciate modern theatrical conventions. Technical aspects of staging a production will be introduced and explored. Emphasis will be on developing performance skills via the use of improvisation, character development, script writing, and staging. Students will have opportunity to use their creative energies and imaginations to explore how a range of multi-faceted characters are realized and developed. Students will explore character background as well as how to develop an emotional viewpoint for their characters. The use of body language, vocal inflection, and emotional range will be explored via individual and small group performances and improvisations. The course will culminate in a final production where students will use simple props, sets, and costumes to showcase original script writing skills and performance abilities.

CAREER TECHNICAL EDUCATION

The purpose of DRAMA I is to introduce students to theatre. Emphasis will be placed on learning proper theatre vocabulary and terminology as well as proper acting technique. Provides opportunities for students to explore theatre skills and techniques. Students will learn the fundamentals of theatre through projects, including the creation and performance of short scenes and ensemble acting. Additional studies will include technical theatre and theatre critique.

Page | 283

Expected outcomes are that each student will be able:

- to become drama literate
- create a permanent bridge between make-believe play and the art form of theatre
- enter physically, emotionally and intellectually into the drama world in order to promote questing, empowering and empathetic skills
- develop the social skills necessary to engage openly, honestly and playfully with others
- co-operate and communicate with others in solving problems in the drama and through the drama

Introduction to Professional Theatre: Musical Theatre

Basic Course Information:		
Title: Introduction to Professional Theatre: Musical Theatre		
Length of Course: Full Year	Page 284	
Subject Area: Visual & Performing Arts / Theater		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.		
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112C Theatre		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Professional Theatre (Career Course/Online Navigation) • AME Lab: Musical Theatre (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction to Professional Theatre</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Musical Theatre – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional Theatre pathway.

CTE Completer Pathway: Professional Theatre

The CTE Completer Pathway for Professional Theatre is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

The purpose of this course is to provide students with in depth knowledge of musical theatre cannon and history as well as foundational skills of musical theatre performance. Students will learn how to prepare material from musicals in accordance with the historical context of the piece. They will become experts in the style and history of each unit of musical theatre addressed in the class. Students will develop the analytical skills used in exploring musical theatre material as theatrical texts and historically significant cultural compositions. They will also develop performance techniques needed for singing, dancing and acting in the musical theatre genre.

The course includes the study of vocal techniques, music theory, ballet fundamentals, musical theatre dance, performance scene study, and character/lyric/text analysis. Students will take part in individual and ensemble performances based around specific class material and performed as a public showcase at the end of each semester.

Introduction to Visual/Commercial Art

Basic Course Information:		
Title: Introduction to Visual/Commercial Art		
Length of Course: Full Year	Page 287	
Subject Area: Visual & Performing Arts / Visual Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art		
Course Components:		
Students enrolled in this CTE course are required to complete two components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

Page | 288

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator

- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Students will identify the Elements of Art and Principles of Design as they critique artwork and learn a complete Visual Arts vocabulary.

2.) Students will use the Elements of Art and Principles of Design to develop their own original artwork.

3.) Artistic skills of famous artists will be analyzed and students will learn how to use these artistic skills in their own creative expression.

4.) Creative Artworks that follow guidelines of craftsmanship and quality will be produced. Students will develop reasoning and research that furthers their artwork's originality and complex design.

5.) The ways in which the Visual Arts are used in everyday life will be stressed, and students will form an appreciation and awareness of design.

6.) Students in this course will learn to artistically perceive art, creatively express themselves, learn about the historical and cultural contexts of artworks, aesthetically respond to and critique artworks, and consider the cross-curricular abilities of art in addition to careers in art.

7.) The work of artists from Prehistoric Art onwards will be selected and provided for guided discussions.

8.) Media of multiple art forms will be described and students will discuss the effect upon artwork interpretation based upon medium selection.

9.) Artists in this course will create over 30 projects that are long-term in the school year. These works will be produced specifically for their Professional Portfolios and Student Art Shows.

10.) Self-Expression and Communication of Ideas will be an integral fundamental of the student's artistic development.

11.) Analysis of artworks from across the world will be discussed by students and compared/contrasted. Students will see "A Day in the Life of an Artist" on a regular basis for artists who are very different in approach and styles. Diversity within the Visual Arts will be noticed and witnessed first-hand by individuals.

12.) Art Critics (students) will be pushed to formulate their own positions based upon their observations of works of art. They will read articles by art critics and learn about the art critique process. Art Critiques will be held on a daily basis for personal works, student works, and famous artworks.

CAREER TECHNICAL EDUCATION

13.) Students will engage in cross-curricular events in which they promote Theatrical and Dance Performances. They will consider universal and multicultural themes in preparation for designs for marketing purposes.

14.) Careers week will present students with the chance to interact with and learn from persons in the art field: artists, art historians, aestheticians, collectors, and gallery owners.

15.) College week will give students information about art and technical colleges from around the globe and students will research the portfolio requirements for the college of their choice.

Students in Art 1 will learn how to draw, paint, critique, and speak about art history. Students will speak about artworks that are both famous and student creations. They will learn the Elements and Principles of art from Artistic Creation and for Art Critiques.

Students will develop art projects that have an Element or Principle of Design to focus upon, and they will present their work for display, critique, and portfolio. These Elements and Principles of Design will be an on-going part of their verbal critiques of artworks from many sources.

Introduction to Visual/Commercial Art: Drawing & Painting

Basic Course Information:		
Title: Introduction to Visual/Commercial Art: Drawing & Painting	Page 291	
Length of Course: Full Year		
Subject Area: Visual & Performing Arts / Visual Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Drawing & Paintin(In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific 		

CAREER TECHNICAL EDUCATION

activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.

- AME Lab: Drawing & Painting– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

Page | 293

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Artists in Drawing and Painting two will focus upon Visual Art presentation methods and techniques. Students are to create 10 to 14 professional quality artworks for their Art Portfolio. Students will: research, plan, and develop visual imagery in their uniquely developed Art Styles. Methods of: documentation, presentation, verbal and written communication, and portfolio design will be a key goal. Students will explore elements of drawing and painting through use of different techniques, styles and materials. This course emphasizes illustration not only as an art form and means of personal expression, but also as a way to increase visual literacy; understanding what and how we see the world around us

Introduction to Visual/Commercial Art: Photo I

Basic Course Information:	
Title: Introduction to Visual/Commercial Art: Photo I	
Length of Course: Full Year	Page 294
Subject Area: Visual & Performing Arts / Visual Arts	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.	
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Introduction to Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Photo I (In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 	

CAREER TECHNICAL EDUCATION

- AME Lab: Photo I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Digital Photography is a yearlong course that focuses on understanding the basic operations and functions of a digital single lens reflex (DSLR) camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students will learn image techniques and digital manipulation using Adobe Photoshop teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. They will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Students will explore the significance of photography within the larger context of the art world, and learn about the critical and varied application it has to the modern working world.

Introduction to Visual/Commercial Art: Sculpture I

Basic Course Information:		
Title: Introduction to Visual/Commercial Art: Sculpture I		
Length of Course: Full Year	Page 297	
Subject Area: Visual & Performing Arts / Visual Arts		
UC Honors Designation? No		
Prerequisite: Audition		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Important Course Information:		
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the encorestudent.com course description.		
CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art		
Course Components:		
Students enrolled in this CTE course are required to complete three components		
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Visual/Commercial Art (Career Course/Online Navigation) • AME Lab: Sculpture I (In person lab class) 		
Course Agenda:		
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Introduction Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 		

CAREER TECHNICAL EDUCATION

- AME Lab: Sculpture I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

CTE Completer Pathway: Visual/Commercial Art

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

CAREER TECHNICAL EDUCATION

- Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

In Sculpture 1, students will be introduced to a variety of materials, methods, and concepts of expressing ideas three-dimensionally. Students will explore the history of sculpture from early artifacts and tools, to modern and contemporary examples. Students will explore the human body as represented in sculpture, in relation to sculpture, and as a tool to make and activate sculpture. Students will be assessed on their ability to create original work and write an artist statement, and participate in class discussions and verbal critiques. Students will demonstrate skill in basic sculptural techniques using paper, wood, wire, textiles, clay, plaster, and found objects to create relief work, sculpture in the round, and costumes.

Professional Musical Theater Dance Honors

Basic Course Information:	
Title: Professional Musical Theatre Dance Honors	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Dance	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Important Course Information:	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the encorestudent.com course descriptions.	
CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography	
Course Components:	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> • Arts, Media, Entertainment (Global Course/Online Navigation/Project Based) • Advanced Choreography (Career Course/Online Navigation) • AME Lab: Ballet & Lyrical II (In person lab class) 	
Course Agenda:	
<ul style="list-style-type: none"> • <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course. • <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course. 	

CAREER TECHNICAL EDUCATION

- AME Lab: Ballet & Lyrical III – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

CTE Completer Pathway: Professional Dance/Choreography

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
 - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
 - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
 - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
 - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
 - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
 - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

CAREER TECHNICAL EDUCATION

- Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Course Description: In this course, students will work in a practical lab setting where in depth, advanced dance techniques will be taught and mastered within the Musical Theater Dance genre. Students will create and learn both group and individual performance pieces based on fundamentals and principles within musical theater dance. They build technical dance knowledge based on class choreography, warm-ups, across the floors, and musical theater pieces taught within the class. They will participate in lab classes and master classes that help students participate in discussions and techniques that cover the world of advanced and professional level musical theater dance. This intense lab based class will work in conjunction with the Professional Performance Artist class to create musical tour productions that include fundamental and advanced techniques in dance. The goals of this class are for students to master the techniques and understanding of fundamental and advanced dance skills for musical theater. Students will show advanced skill in musical theater dance. Students will identify and critique professional musical theater performances and be able to create production pieces that display correct technique and advanced knowledge of fundamentals within the genre of musical theater dance. Honors Captstone project is to create a music video featuring musical theater dance as the subject of the project.

Unit 1: Dance Safety, Necessity, and Science behind appropriate dance warm ups

- The Definition of and purpose of dance safety
- The reason why dance warm ups play a vital role in the longevity of professional dancers
- What is an appropriate dance warm up?
- What elements are required for a successful dance warm up?
- Students will also learn a series of dance warm ups that will be used at the beginning of every class.

CAREER TECHNICAL EDUCATION

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will research multiple reputable dance sources to create a report on appropriate dance safety, what should be included in a dance warm up, then explain why a dance warm up is necessary (the science behind a warm up). Students will produce a step by step video of a warm up that is appropriate for a dancer and then lead the class with their warm up.

Unit 2: A Critical Look at Historical Musical Theater Dance

Students will watch a historical music theater movie (Singing in the Rain) and will compare and contrast the classical historic work with a modern contemporary music theater piece (La La Land). Students will complete a critical discussion of the similarities and differences between the two works to gain critical knowledge of musical theater.

Using advanced technique gained from the lab portion of the course and coupling it with the knowledge from the critical discussions of compare and contrast of two separate works, students will create a musical theatre piece that will be used in a production in the style of musical theater.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will participate in a teacher lead critical discussion of the comparison of two timely musical theater pieces.

Students will work in a group to create a musical theater dance piece based on the knowledge gained from the two critical pieces and the critical discussion.

Unit 3: Self Evaluation and Audition Techniques in Musical Theater Dance

Students will go through a comprehensive self evaluation that includes a series of professional audition technique labs to practice audition techniques in dance for the purposes of securing a

job in musical theater as a dancer. These auditions will use instructors and masters from the professional industry to help with audition techniques.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will prepare audition materials and prepared pieces for the audition process that will be turned in a lab based mock audition series.

Students will take part in a "Cattle call" style dance audition and an Improv based dance audition.

Unit 4: Musical Theater Dance in Contemporary Non Musical Theater Production Applications

Students will watch (either live or recorded) two productions that would not be designated as musical theater. They will identify and evaluate how the knowledge and expertise in Musical Theater Dance is helpful and important even in a non musical theater production. Through evaluation, students will create a musical theater based dance piece that would be used in a non musical theater production.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on

specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will watch two performances (Cirque du Soleil's "Toruk" and "Justin Timberlake: Live at Madison Square Garden")

Students take part in a critical discussion about the musical theater dance influence on modern works that are not designated as musical theater.

After critical discussion, students will create a musical theater based dance piece that would be used in a non musical theater production.

Unit 5: Musical Theater Dance in Foreign Applications

Students will research and create a short 2 minute presentation about a musical theater production that was created outside of the United States. Students should be able to discuss the type of choreography that was completed in the foreign musical theater piece and notate differences in choreography between US and foreign musical theater choreography.

Students will work with small groups to create a foreign inspired musical theater choreography piece.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will be reviewing the benchmark assessments to make sure that they are gaining the physical mastery required to move to the next musical theater dance level.

Students will create a 2 minute verbal presentation about a foreign musical theater production. They will present during a regular class period.

Students will work in small groups to create a foreign inspired musical theater choreography piece.

Unit 6: Musical Theater Dance in Domestic Applications

Students will overview the history of American Musical Theater using the primary document. Students will take an academic approach to the dance genre that they have worked to master. Students will observe a variety of musical theater dance pieces that would be considered iconic. Critical classroom discussions will talk about the iconic dance pieces, their choreographers, and the nuances that have made these pieces timeless and/or iconic.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will read passages from the primary document to prepare for the critical classroom discussions regarding the history of American Musical Theater.

Students will break into small groups and recreate as close to the original as possible, iconic choreographed routines made famous in American Musical Theater.

Unit 7: Self Evaluation and Social Media Dance Auditions

Students will evaluate their ongoing progress based on the benchmark matrices created for different levels within the musical theater dance department.

Students will research and conduct critical discussions regarding how to create a professional level social media presence that can help kick start professional dance auditions in the musical theater industry.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may

CAREER TECHNICAL EDUCATION

not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will complete a written self evaluation based on the benchmark matrices created for the musical theater dance program.

Students will complete research regarding social media and how to pivot a social media presence to help break into a dance career.

Students will create a professional social media presence for the purposes of professional dance auditions.

Unit 8 & 9: Producing a Musical Theater Dance Production

Building on previous units, students will work as a group to create a musical theater dance production that will be performed in front of an audience. This production will include solo and group pieces that are all based on the musical theater genre. This production will include knowledge gained in regards to foreign musical theater and domestic musical theater.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will create rehearsal and production schedules and assign each member of the class to a different part of management for the production. Using knowledge gained from the requisite concurrent course, they will be tasked with all elements of the production including sound, lighting, costuming, marketing, choreography, and overall direction of the production.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on

CAREER TECHNICAL EDUCATION

specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Honors Final Exam Details:

HONORS CAPSTONE PROJECT

Students will create a musical theater dance video that will include:

- all aspects of a production (Units 8 & 9)
- posted on their professional social media site (Unit 7)
- Using influences from both domestic and foreign musical theater influences (Units 5 & 6)
- One portion of the music video will use musical theater dance in a non musical theater application (Unit 4)
- Students will document the audition process for casting their music video (Unit 3)

FINAL EXAM

Students will take part in a benchmark assessment based on technical requirements for musical theater dance.

Professional Performance Artist Honors

Basic Course Information:
Title: Professional Performance Artist Honors
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Interdisciplinary Arts
UC Honors Designation? Yes
Prerequisite: Audition / 2 years of college preparatory performing arts coursework
Co-requisites: Must be concurrently enrolled in at least two college preparatory performing arts classes (required)
Integrated (Academics / CTE): Yes
Grade Levels: 10 th , 11 th , 12 th
<p>Course Description:</p> <p>In this course, students will create and learn both group and individual performance pieces based on fundamentals and principles within vocal music, dance, and acrobatics. They build performances based on historical, philosophical and cultural prompts, using appropriate written and verbal performance analysis and descriptions of their work and the work of others. They will participate in lab classes and master classes that help students participate in discussions and techniques that cover the philosophical, cultural and historical place for performing arts in a society. This intense lab based class will create musical tour productions that include fundamental and advanced techniques in solo and choral vocals, dance (including pointe, ballet, lyrical, jazz, hip hop, tap, ballroom, Bollywood), and acrobatics (including tumbling gymnastics, rhythmic gymnastics, aerialist arts, and prop techniques). The goals of this class are for students to master the understanding of fundamental techniques of creating, producing, and executing a full touring production using vocal music, dance, and acrobatics. Students will show advanced skill in all of these performance methods. Students will identify and critique multiple types of professional performances and be able to create production pieces that display correct technique and advanced knowledge of fundamentals within the performing arts covered (vocal music, acrobatics, dance). All students selected to be in this class are required to complete a personal professional portfolio web site, learn and perform multiple shows throughout the tour dates (September through May) at a variety of locations, attend three 1 week boot camp rehearsal and master classes for intensive training, complete cultural project for country based productions, complete a critical analysis project based on an anti-bullying production, complete history research and turn it into a production.</p>

CAREER TECHNICAL EDUCATION

Unit 1: Personal Profession Artistic Development

Students will learn how to create a professional persona in the performing world. For the lab portion of the unit, students will create and be taught performance pieces that will be developed into a full length production(s). Performances are based on a theme that is either a) culturally based, b) societal based, c) historically based. Students are required to create and choose appropriate costuming that fits with the theme. For the academic portion of the unit, students will go through a series of professional "master class" lectures and activities working with professional performing artists to begin to create a professional representation of themselves. Students will complete the production material resulting in a performance, professional biographies including headshots /web sites, and provide an objective critique of the initial production. Students will also learn how to create a professional work calendar / checklist to help them succeed as a professional artist

For the unit covering Personal Professional Artistic Development, students will attend "lab" rehearsals to complete the performance portion of the unit. Students will be able to realize artistic ideas and work through interpretations and presentation. (NCS #4) Students will create and choose appropriate costuming for the performance and show their costumes for class critique in a costume parade. Costumes will show understanding of theme and relevance to the theme of the production. Students will then attend classes of professional performers where they will learn how to create appropriate resume / marketing materials for themselves for the purpose of professional development. Students will complete a professional bio with headshot and a professional marketing web site. They will also create and explain their method of communication and logging a professional work calendar and a checklist of events that need to be completed as a successful professional performer.

Unit 2: Understanding Performance Arts as a Societal Catalyst

Students will learn how to incorporate artistic expression using vocal music, dance, and acrobatics to portray a societal view or catalyst. This unit is designed to teach students the power of arts in social expression. For the lab portion of the unit, students will create and be taught a production that is based on a social theme. For the academic portion of this unit, students will be required to look at the history of social expression for the purposes of giving power to a social concept or theme. Students will discuss how performance can and has been used in society to progress social, political, and humanitarian ideals.

Students will learn how to communicate positive societal ideals through performance. For the lab portion of the unit, students will create a one hour production as an "anti-bullying" campaign featuring messages that will be clear to elementary school aged children. Students will perform the production at elementary school and critique the performance for the effectiveness of communication. For the academic portion of the unit, students will be required to research past performances that were created to make a societal statement. Students will present to the class the findings for their research. Students will research pertinent information on "anti-bullying" and will use personal experiences to build the elementary school production. (NCA #1,2,3)

CAREER TECHNICAL EDUCATION

<p>Unit 3: Using Performance Art as a means of understanding history</p>
<p>Students will learn how to communicate historical ideals through creative expression. This unit is designed to teach students how to research historical works and recreate / modernize them for the purposes of professional production. For the lab portion of the unit, students will create and be taught a production that is based on a historical musician or historical music era. For the academic portion of this unit, students will learn pieces in dance and vocal music from the historical musician to create a tribute production. Students will research the historical musician or historical music era and gain understanding by the evaluating how the arts convey meaning (NCA 7,8,9)</p>
<p>Students will learn how to communicate the history of a figure in a production through performance. For the lab portion of the unit, students will create a one hour production as a "musical tribute" to an era or musician. This production will be performed before an audience. Students will research fundamental dances associated with historical content, costuming relevant to the historical content, and multi media presentations to teach the audience about the historical content. Students will learn exact connections historically to the modern day performance techniques in vocal music, dance, and acrobatics.</p>
<p>Unit 4: Using Performance Art as a means of understanding global cultures</p>
<p>Students will learn specific performance techniques relevant to vocal music, dance, and acrobatics from around the world. This unit is designed to teach students the differences around the world within performing arts. Fundamental worldwide techniques in dance, vocal music, and acrobatics relating artistic ideas and work with personal meaning and external content (NCA 9, 10). For the lab portion of the unit, students will research and be taught culturally significant pieces from around the world that will culminate into a 90 minute production as a dedication to worldwide performing arts. For the academic portion of this unit, students will watch cultural pieces from around the world and work with master teachers fluent in diverse cultural performance from around the world.</p>
<p>Students will learn about the variances of worldwide performance techniques through the study and creation of a full length performance. Students will take part in a rehearsal process that includes both student and teacher created cultural performances based on countries from around the world. The end product will result in a full length artistic performance that is performed in front of a live audience. Students will create a performance piece and will research costumes and performances from specific countries around the world. Guest teachers will be used to teach fundamental techniques of cultural dances (Bollywood, Ballet Folklorico, clogging, African Dance, etc.) Students will complete performance and then do a class critique of a video of the performance.</p>
<p>Unit 5: Using Performance Arts as a means of replicating historic works</p>
<p>Students will model specific historic works of vocal mastery, dance choreography, and acrobatic artistic expressions. This unit is designed to teach students the relevance of mastering historical pieces to progress their own professionalism. For the lab portion of the unit, students will model exactly prior works of art created for performance. The pieces that are modeled will be placed into a</p>

CAREER TECHNICAL EDUCATION

<p>production and performed in front of an audience. For the academic portion of the unit, students will watch specific historic works from both modern and contemporary history. They will provide critiques of the works and then work to replicate the historic pieces. They will also add a relevant update to the replication to help historic pieces move into modern times.</p>
<p>Students will learn about how fundamental techniques in dance, vocal music, and acrobatics are rooted in historical fundamental techniques. Students will take part in a rehearsal process that includes watching and replicating historic performance works. The end product will result in a performance in front of a live audience. Students will provide verbal presentation of critiques of historic works and use critical thinking to discuss the similarities in fundamental technique between the historic works and the modern times technical works.</p>
<p>Unit 6: Understanding the Technical Requirements of a Touring Production</p>
<p>Students will go through specific technical fundamentals of setting up and operating the technical features of a touring productions including sound, lights, sets, props, backstage area, and marketing materials. This unit is designed to teach students how to professionally set up and operate professional production equipment. For the lab portion of this unit, students will put together a full touring set. For the academic portion of the unit, students will work with professional theater, sound, and lighting technicians and create a schematic on how to set up all technical aspects of the touring show.</p>
<p>Students will learn how to set up, operate, and work as a professional theater technician. Students will build and set up the technical stage, backstage area, sound and lighting from the ground up and then perform using the technical set up. Students will complete a technical schematic of the set up.</p>
<p>Unit 7: Understanding the Technical Requirements of a Professional Dancer</p>
<p>Students enrolled in the class are already designated as advanced dancers and have completed prerequisite dance classes or auditions. Students will enhance their vocabulary and fundamentals in dance in the areas of ballet, jazz, lyrical, tap, and hip hop. They will examine a variety of works by choreographers and will participate in choreography and creation of dance works. For the lab portion of the class, students will participate in master classes from professional dancers. For the academic portion of the class, students will create professional resumes for their dance careers and participate in video auditions. They will also cover specific health concerns and health habits that turn dancers into lifelong performers. Students will critique contrasting genres such as ballet and hip hop and will choreograph pieces that include contrasting genres. Skills covered in this unit include: core balance, leaps, turns, extensions, fluidity, flexibility, musicality, repetition, and choreography.</p>
<p>Students will learn the important key factors needed to become a professional dancer, enhance vocabulary used in dance, critique differing genres, and create works in dance representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional dancers. Students will create a combo that will be performed, taught, and critiqued in class. For the academic portion of the class, students will complete research on how</p>

CAREER TECHNICAL EDUCATION

to remain healthy as a dancer, create a written health regimen as a dancer, and complete a professional dancer resume for the purposes of becoming a professional dancer.

Unit 8: Understanding the Technical Requirements of a Professional Singer

Students enrolled in the class are already designated as advanced vocalists and have completed prerequisite vocal classes or auditions. Students will enhance their vocabulary and fundamentals in vocal music in the areas of classical, jazz, pop, rock, rap, musical theater, and choral. They will examine a variety of music involving multiple genres and eras. They will participate in learning music via sight reading, ear pitch, recorded accompaniment, band accompaniment, and piano accompaniment. For the lab portion of the class, students will participate in master classes from professional singers and casting directors. For the academic portion of the class, students will create professional songbooks for the purpose of auditions within their vocal careers and participate in mock vocal auditions. They will also cover specific health concerns and health habits that turn singers into lifelong performers. Students will critique contrasting genres such as classical and pop music and will perform pieces that include contrasting genres. Skills covered in this unit include: vocal health, breath support, memorization, sight reading, pitch, meter, and musicality.

Students will learn the important key factors needed to become a professional singer, enhance sight reading ability, critique differing genres, and create works in vocal music representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional singers and casting directors. Students will perform a variety of vocal pieces with a variety of accompaniment in class and in a live performance. For the academic portion of the class, students will complete research on vocal health, create an audition songbook, and create a comprehensive vocal warmup routine that supports full warmth and longevity of vocal health.

Unit 9: Understanding the Technical Requirements of a Professional Acrobat

Students enrolled in the class are already designated as advanced acrobats and have completed prerequisite classes or auditions. Students will enhance their vocabulary and fundamentals in acrobatics in the areas of gymnastics tumbling, aerialist, hand acrobatics, prop acrobatics, and ground arts. They will examine a variety of live and recorded acrobatic arts pieces and provide written critiques of each. For the lab portion of the class, students will participate in master classes from professional acrobats within the areas of gymnastic tumbling, aerialists, ground acrobatics, prop acrobatics, and balance. For the academic portion of the class, students will submit written critiques of live and recorded performance works within multiple genres of acrobatics. They will also cover specific health concerns and health habits that turn acrobats into lifelong performers. Students will critique contrasting genres such as aerialist and prop acrobatics and will perform pieces that include contrasting genres. Skills covered in this unit include: health habits, strength training, core, musicality, and choreography.

Students will learn the important key factors needed to become a professional acrobat, enhance strength training, critique differing genres, and create works in acrobatics representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given

CAREER TECHNICAL EDUCATION

by professional acrobats. Students will watch live and recorded performance pieces and provide a written critique for each. Students will complete research on gymnast health and create a comprehensive health plan that supports full safety and longevity of acrobatic/gymnast health.

Unit 10: Honors Capstone Performance Arts Research Project

Students will take an academic approach to their performance arts career. Using multi media as a means for presentations, students will use critical thinking and the unite prior to complete a research paper and presentation project that covers the history, cultural, social, and artistic presentations within one of the performance genres covered within the course. Students will learn to approach arts genres with academic objectivity.

Students will learn how to approach their favorite arts genre academically. Outside of the regular assigned classroom, students will create an original research project that will be presented as a multi media report to the classroom. Students will use a variety of resources to create a presentation of one of the main performance arts covered within this class. The capstone project will include: a) the social impact of the art genre and an example of the social use of the art. b) the cultural impact of the art genre and an example of the cultural use of the art. c) the historical impact of the art genre and an example of the historical use of the art. d) the personal impact of the art genre and an example of how the art has become part of their personality. e) the professional impact of the art genre and an example of modern day professional impact. This presentation will be given to the full class at the end of the school year as part of the final.

Honors Final Exam Details

PART 1 - STUDENT PERFORMANCE - The class will work together to create and perform a show based on the pieces that are taught within the course including: all styles and genres within each arts discipline, the technical schematic with lighting and sound plans, pieces that cover social impact of art, pieces that cover historical impact of art, pieces that cover historical impact of art. This performance will be marketed by the students and will culminate into a live public show at the end of the school year.

PART 2 - STUDENT AUDITION - Each student will be required to create an audition within each of the three genres of art covered within this class - dance, vocal music, and acrobatics. Dance will require a 90 second self choreographed piece. Vocal auditions will require students to choose 24 bars of sheet music for the live audition. Acrobatics will require a self choreographed piece that is 90 seconds long. Auditions will be executed live in class and performed in front of the students in class for a jury critiqued audition.

PART 3 - WRITTEN JURY CRITIQUE - Each student will be responsible for creating a written critique of each person that performs their student audition. Written critiques will be provided to the student auditioning. Students will cite both positive and negative parts of the audition, critiquing objectively.



CAREER TECHNICAL EDUCATION

Professional Performance Arts 2 Honors

Basic Course Information:
Title: Advanced Dance/Choreography: Jazz III
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Interdisciplinary Arts
UC Honors Designation? Yes
Prerequisite: Professional Performance Artist Honors (required)
Co-requisites: Must be concurrently enrolled in at least two college preparatory performing arts classes (required)
Integrated (Academics / CTE): Yes
Grade Levels: 10 th , 11 th , 12 th
<p>Course Description:</p> <p>This is a second year course for the Professional Performance Artist course. Year two of this program adds depth to the curriculum from year one and adds additional management training for students enrolled in the class. Students will create and learn both group and individual performances pieces based on fundamentals and principles within vocal music, dance, and acrobatics. They build performances based on historical, philosophical and cultural prompts, using appropriate written and verbal performance analysis and descriptions of their work and the work of others. They will participate in lab classes and master classes that help students participate in discussions and techniques that cover the philosophical, cultural and historical place for performing arts in a society. This intense lab based class will create musical tour productions that include fundamental and advanced techniques in solo and choral vocals, dance (including pointe, ballet, lyrical, jazz, hip hop, tap, ballroom, Bollywood), and acrobatics (including tumbling gymnastics, rhythmic gymnastics, aerialist arts, and prop techniques). The goals of this class are for students to master the understanding of how to engineer, plan, and direct portions of a touring production. Students will show advanced skill in all performance methods introduced in year one of this series of courses. Students will identify and critique multiple types of professional performances and be able to direct productions in a management position. All students selected to be in this class are required to complete a personal professional portfolio web site, learn and perform multiple shows throughout the tour dates (September through May) at a variety of locations, attend three 1 week boot camp rehearsal and master classes for intensive training, complete cultural project for country based productions, complete a critical analysis project based on an anti-bullying production, complete history research and turn it into a production. They also manage parts of the production tour.</p>
Unit 1: Managing Professional Artistic Development

CAREER TECHNICAL EDUCATION

Students will learn how to create and market a professional persona and production in the performing world. For the lab portion of the unit, students will create and work with marketing managers to confirm and book locations of a touring production. They will work with location contacts to confirm needs and wants of the contact location and for the touring production group. Students will complete the production material resulting in a performance, professional biographies including headshots /web sites, and provide an objective critique of the initial production. Students will also learn how to create a professional work calendar / checklist to help them succeed as a professional artist.

For the unit covering Managing Professional Artistic Development, students will work "lab" time scheduled directly with marketing management professionals to create calendars and checklists for production tour planning. They will work directly within this lab class to oversee and manage at least one tour stop for the production tour. They will also create and explain their method of communication and logging a professional work calendar and a checklist of events that need to be completed as a successful professional performance manager.

Unit 2: Understanding Performance Art as a Societal Catalyst

Students will learn how to incorporate artistic expression using vocal music, dance, and acrobatics to portray a societal view or catalyst. This unit is designed to teach students the power of arts in social expression. For the lab portion of the unit, students will create and be taught a production that is based on a social theme. For the academic portion of this unit, students will be required to look at the history of social expression for the purposes of giving power to a social concept or theme. Students will discuss how performance can and has been used in society to progress social, political, and humanitarian ideals.

Students will learn how to communicate positive societal ideals through performance. For the lab portion of the unit, students will create a one hour production as an "anti-bullying" campaign featuring messages that will be clear to elementary school aged children. Students will perform the production at elementary school and critique the performance for the effectiveness of communication. For the academic portion of the unit, students will be required to research past performances that were created to make a societal statement. Students will present to the class the findings for their research. Students will research pertinent information on "anti-bullying" and will use personal experiences to build the elementary school production. (NCA #1,2,3)

Unit 3: Using Performance Arts as a means of understanding history

Students will learn how to communicate historical ideals through creative expression. This unit is designed to teach students how to research historical works and recreate / modernize them for the purposes of professional production. For the lab portion of the unit, students will create and be taught a production that is based on a historical musician or historical music era. For the academic portion of this unit, students will learn pieces in dance and vocal music from the historical musician to create a tribute production. Students will research the historical musician or historical music era and gain understanding by the evaluating how the arts convey meaning (NCA 7,8,9)

Students will learn how to communicate the history of a figure in a production through performance. For the lab portion of the unit, students will create a one hour production as a "musical tribute" to an era or musician. This production will be performed before an

CAREER TECHNICAL EDUCATION

audience. Students will research fundamental dances associated with historical content, costuming relevant to the historical content, and multi media presentations to teach the audience about the historical content. Students will learn exact connections historically to the modern day performance techniques in vocal music, dance, and acrobatics.

Unit 4: Using Performance Arts as a means of understanding global cultures

Students will learn specific performance techniques relevant to vocal music, dance, and acrobatics from around the world. This unit is designed to teach students the differences around the world within performing arts. Fundamental worldwide techniques in dance, vocal music, and acrobatics relating artistic ideas and work with personal meaning and external content (NCA 9, 10). For the lab portion of the unit, students will research and be taught culturally significant pieces from around the world that will culminate into a 90 minute production as a dedication to worldwide performing arts. For the academic portion of this unit, students will watch cultural pieces from around the world and work with master teachers fluent in diverse cultural performance from around the world.

Students will learn about the variances of worldwide performance techniques through the study and creation of a full length performance. Students will take part in a rehearsal process that includes both student and teacher created cultural performances based on countries from around the world. The end product will result in a full length artistic performance that is performed in front of a live audience. Students will create a performance piece and will research costumes and performances from specific countries around the world. Guest teachers will be used to teach fundamental techniques of cultural dances (Bollywood, Ballet Folklorico, clogging, African Dance, etc.) Students will complete performance and then do a class critique of a video of the performance.

Unit 5: Directing and managing Performance Arts as a means of replicating historic works

Students will create and manage/direct specific historic works of vocal mastery, dance choreography, and acrobatic artistic expressions. This unit is designed to teach students the relevance of mastering historical pieces to progress their own professionalism. They will work with year 1 students as their casts to create representations of historical works. For the lab portion of the unit, students will model exactly prior works of art created for performance. The pieces that are modeled will be placed into a production and performed in front of an audience. For the academic portion of the unit, students will watch specific historic works from both modern and contemporary history. They will provide critiques of the works and then work to replicate the historic pieces. They will also add a relevant update to the replication to help historic pieces move into modern times.

Students will learn about how direct and manage cast members using the fundamental techniques in dance, vocal music, and acrobatics are rooted in historical fundamental techniques. Students will take part in a rehearsal process that includes watching and replicating historic performance works. The end product will result in a performance in front of a live audience. Students will provide verbal presentation of critiques of historic works and use critical thinking to discuss the similarities in fundamental technique between the historic works and the modern times technical works.

CAREER TECHNICAL EDUCATION

<p>Unit 6: Maintenance and Operations of a Touring Production</p>
<p>With the tour production running, students in this course will work through and report maintenance and operations for a touring production. This includes creating training manuals on "how to" within the different departments of the touring department. This unit is designed to teach students how to professionally set up and operate professional production equipment. For the lab portion of this unit, students will put together training materials for how to handle logistics on a tour. For the academic portion of the unit, students will work with human resources professionals to help create step by step manuals.</p>
<p>Students will be assigned a specific technical aspect of the tour to create a training manual for first year students to follow. Areas for manuals include sound, lighting, load, costume, inventory, repertoire, material, scheduling.</p>
<p>Unit 7: Understanding the Technical Requirements of a Professional Dancer</p>
<p>Students enrolled in the class are already designated as advanced dancers and have completed prerequisite dance classes or auditions. Students will enhance their vocabulary and fundamentals in dance in the areas of ballet, jazz, lyrical, tap, and hip hop. They will examine a variety of works by choreographers and will participate in choreography and creation of dance works. For the lab portion of the class, students will participate in master classes from professional dancers. For the academic portion of the class, students will create professional resumes for their dance careers and participate in video auditions. They will also cover specific health concerns and health habits that turn dancers into lifelong performers. Students will critique contrasting genres such as ballet and hip hop and will choreograph pieces that include contrasting genres. Skills covered in this unit include: core balance, leaps, turns, extensions, fluidity, flexibility, musicality, repetition, and choreography.</p>
<p>Unit 8: Understanding the Technical Requirements of a Professional Singer</p>
<p>Students enrolled in the class are already designated as advanced vocalists and have completed prerequisite vocal classes or auditions. Students will enhance their vocabulary and fundamentals in vocal music in the areas of classical, jazz, pop, rock, rap, musical theater, and choral. They will examine a variety of music involving multiple genres and eras. They will participate in learning music via sight reading, ear pitch, recorded accompaniment, band accompaniment, and piano accompaniment. For the lab portion of the class, students will participate in master classes from professional singers and casting directors. For the academic portion of the class, students will create professional songbooks for the purpose of auditions within their vocal careers and participate in mock vocal auditions. They will also cover specific health concerns and health habits that turn singers into lifelong performers. Students will critique contrasting genres such as classical and pop music and will perform pieces that include contrasting genres. Skills covered in this unit include: vocal health, breath support, memorization, sight reading, pitch, meter, and musicality.</p>
<p>Students will learn the important key factors needed to become a professional singer, enhance sight reading ability, critique differing genres, and create works in vocal music representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional singers and casting directors. Students will perform a variety of</p>

CAREER TECHNICAL EDUCATION

<p>vocal pieces with a variety of accompaniment in class and in a live performance. For the academic portion of the class, students will complete research on vocal health, create an audition songbook, and create a comprehensive vocal warmup routine that supports full warmth and longevity of vocal health.</p>
<p>Unit 9: Understanding the Technical Requirements of a Professional Acrobat</p>
<p>Students enrolled in the class are already designated as advanced acrobats and have completed prerequisite classes or auditions. Students will enhance their vocabulary and fundamentals in acrobatics in the areas of gymnastics tumbling, aerialist, hand acrobatics, prop acrobatics, and ground arts. They will examine a variety of live and recorded acrobatic arts pieces and provide written critiques of each. For the lab portion of the class, students will participate in master classes from professional acrobats within the areas of gymnastic tumbling, aerialists, ground acrobatics, prop acrobatics, and balance. For the academic portion of the class, students will submit written critiques of live and recorded performance works within multiple genres of acrobatics. They will also cover specific health concerns and health habits that turn acrobats into lifelong performers. Students will critique contrasting genres such as aerialist and prop acrobatics and will perform pieces that include contrasting genres. Skills covered in this unit include: health habits, strength training, core, musicality, and choreography.</p>
<p>Students will learn the important key factors needed to become a professional acrobat, enhance strength training, critique differing genres, and create works in acrobatics representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional acrobats. Students will watch live and recorded performance pieces and provide a written critique for each. Students will complete research on gymnast health and create a comprehensive health plan that supports full safety and longevity of acrobatic/gymnast health.</p>
<p>Unit 10: Honors Capstone Performance Research Project</p>
<p>Students will take an academic approach to their performance arts career. Using multi media as a means for presentations, students will use critical thinking and the unite prior to complete a research paper and presentation project that covers the history, cultural, social, and artistic presentations within one of the performance genres covered within the course. Students will learn to approach arts genres with academic objectivity.</p>
<p>Students will learn how to approach their favorite arts genre academically. Outside of the regular assigned classroom, students will create an original research project that will be presented as a multi media report to the classroom. Students will use a variety of resources to create a presentation of one of the main performance arts covered within this class. The capstone project will include: a) the social impact of the art genre and an example of the social use of the art. b) the cultural impact of the art genre and an example of the cultural use of the art. c) the historical impact of the art genre and an example of the historical use of the art. d) the personal impact of the art genre and an example of how the art has become part of their personality. e) the professional impact of the art genre and an example of modern day professional impact. This presentation will be given to the full class at the end of the school year as part of the final.</p>
<p>Honors Final Exam Details</p>

CAREER TECHNICAL EDUCATION

PART 1 - PUBLIC FESTIVAL - The class will work together to create and execute a children's arts festival based on the pieces that are taught within the course including marketing, design, scheduling, and execution. This performance will be marketed by the students and will culminate into a live public event at the end of the school year.

PART 2 - STUDENT AUDITION - Each student will be required to create an audition within each of the three genres of art covered within this class - dance, vocal music, and acrobatics. Dance will require a 90 second self choreographed piece. Vocal auditions will require students to choose 24 bars of sheet music for the live audition. Acrobatics will require a self choreographed piece that is 90 seconds long. Auditions will be executed live in class and performed in front of the students in class for a jury critiqued audition.

PART 3 - WRITTEN JURY CRITIQUE - Each student will be responsible for creating a written critique of each person that performs their student audition. Written critiques will be provided to the student auditioning. Students will cite both positive and negative parts of the audition, critiquing objectively.



CAREER TECHNICAL EDUCATION

The following courses are part of the CTE program at Encore Education Corporation that do not also count toward Fine Art credit with A-G. These courses are A-G approved as “G” elective credit.

Arts, Media, Entertainment Level I

Basic Course Information:	
Title: Arts, Media, Entertainment Level I	
Length of Course: Half Year	
Subject Area: College-Preparatory Elective (G) Visual & Performing Arts	
UC Honors Designation? No	
Prerequisite: None	
Co-requisites: None	
Integrated (Academics / CTE): No	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
Course Description: This course is for all Level I Arts Careers students in the area of Arts, Media, and Entertainment. This course covers the career connections to the beginning level lab work that will be completed in their Level I class. This course is offered as one of three in the completer series that completes the 11 Anchor Standards for Arts, Media, and Entertainment. AME Level I is taken in conjunction with a level I arts course in the Arts, Media, Entertainment CTE pathway.	
Unit 1: Arts, Media, and Entertainment Overview	
In this unit, students will go over what the California standards are for CTE Model Curriculum. They will take a look at all four career pathways as an overview into Arts, Media and Entertainment. Within this exploration, students will define careers and goals for all four career pathways within the Arts, Media, and Entertainment realm.	
1. Students will watch six different documentaries chronicling what careers are available in each pathway.	
2. Students will write four three paragraph essays about a job associated with each pathway strand.	
3. Students will take a final exam.	
Unit 2: Communications	

CAREER TECHNICAL EDUCATION

This section will cover the standards from 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. (Direct alignment with LS 9-10, 11-12.6)

Students will watch three different documentaries about effective communication, improvement of communication skills, sender/receiver communication, and barriers to effective communication.

2. Students will read two short Ebooks about sender/receiver communication and barriers to accurate and appropriate communication.

3. Students will complete one questionnaire about sender/receiver communication using Abbot and Costello's "Who's on First" skit as the reference.

4. Students will complete an assignment where they write and record two scripts: one showing effective communication and one showing ineffective communication.

5. Students will complete a project that discusses the barriers to good communication.

6. Students take a final exam.

Unit 3: Career Planning and Management

Standards 3.0 - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

Students will watch three different documentaries about career planning.

2. Students will complete a career personality profiler.

3. Students will write a 3-5 paragraph essay about the results of the career profiler.

4. Students complete a project using technology to create a career planning road map.

5. Students take a final exam.

Unit 4: Technology Communication

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. (Direct alignment with WS 11-12.6)

CAREER TECHNICAL EDUCATION

<ol style="list-style-type: none"> 1. Students will watch three documentaries about technology, plagiarism, and writing introduction letters for resumes. 2. Students will read an Ebook on plagiarism. 3. Students will take part in an online assignment that defines plagiarism. 4. Students will complete an interactive assignment on how to Google responsibly. 5. Students will write an introduction letter for an email resume. 6. Students take a final exam.
<p>Unit 5: Problem Solving and Critical Thinking</p> <p>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. (Direct alignment with WS 11-12.7)</p>
<ol style="list-style-type: none"> 1. Students will watch two documentaries about critical thinking and how to ask questions. 2. Students complete a 3-5 paragraph essay describing how critical thinking is used in their art form/pathway. 3. Students take a final exam.
<p>Unit 6: Health and Safety</p> <p>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. (Direct alignment with RSTS 9-10, 11-12.4)</p>
<ol style="list-style-type: none"> 1. Students will watch two documentaries about MSDS and work safety. 2. Students will write a short essay about the importance of MSDS in their field. 3. Students will create an example business and as a boss, describe what the employees and clients do and what policies and regulations need to be put in place to keep everyone safe. 4. Students share their example business in a presentation.
<p>Unit 7: Responsibility and Flexibility</p> <p>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. (Direct alignment with SLS 9-10, 11-12.1)</p>
<ol style="list-style-type: none"> 1. Students will watch three documentaries about banking, money, and personal finance. 2. Students will write an essay about how banks and credit cards are important to business owners.

CAREER TECHNICAL EDUCATION

3. Students will ask an adult about advice on how to take care of money as an adult.
4. Students will create spreadsheets on items/services that could be revenue streams for their example business.
5. Students will take part in a group discussion where they will report the outcomes of the discussion. The discussion will include: how financial management impacts a community, why accountability is important in the workplace, what is flexibility is and why it is important as an employee/employer, and what happens if you don't pay your bills on time.
6. Students will take a final exam.

Unit 8: 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. (Direct alignment with SLS 11-12.1d)

1. Students will watch two documentaries about quality assurance and legal rights/responsibilities.
2. Students will have two documents to read about "best practices" and "quality assurance" within two separate arts pathways (dance and film)
3. Students will complete an assignment on how to define "quality assurance" in a business and will practice creating their own "quality assurance" plan and statement.
4. Students will work in a small group to create an example business and the "Best practices" guidelines page for that business.
5. In a small group, students will discuss and report out the results of their discussion about ethics and legal rights within Arts, Media, and Entertainment.

Unit 9: 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. (Direct alignment with SLS 11-12.1b)

1. Students will watch two documentaries/video shorts to determine good leadership and teamwork qualities.
2. Using a cartoon short from "Madagascar" students will write a short essay to determine whether or not the penguin was a good leader and why.
3. Students will read a magazine article from Forbes talking about the 8 essential qualities of leadership.
4. Students will take a personal quiz that rates their importance of the 8 essential qualities of leadership.

CAREER TECHNICAL EDUCATION

<ol style="list-style-type: none"> 5. Students will read an Ebook about the importance of leadership and collaboration. 6. Students will complete a project collaboration with a small group of students.
Unit 10: 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. (Direct alignment with WS 11-12.6)
<ol style="list-style-type: none"> 1. Students will watch a documentary short on terminology. 2. Students will create and define a glossary for their arts pathway. 3. Students will create a final unit exam for their terminology glossary.
Unit 11: Final Project: 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.
<ol style="list-style-type: none"> 1. Students will watch a "how to" video on how to create an arts portfolio website. 2. Students will create an arts portfolio website based on their own arts pathway.

Arts, Media, Entertainment: Event Planning/Management

Basic Course Information:		
Title: Arts, Media, Entertainment: Event Planning/Management		
Length of Course: Full Year	Page 328	
Subject Area: College-Preparatory Elective (G) Interdisciplinary		
UC Honors Designation? No		
Prerequisite: Audition or Election		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
<p>Course Description: This is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. The class will focus on standards designed by the <i>California Association of Directors of Activities</i> and <i>Common Core State Standards</i>, including communication & public speaking, creativity, service learning and reflection while positively impacting the entire student body. Students help develop a larger government body, the student council, where parliamentary procedure is taught and followed.</p> <p>Students operate the class as a hands on training course of a series of small business ventures over the course of the school year. Specifically, students create and execute small business ventures including:</p> <ul style="list-style-type: none"> • fundraisers • student store • special events • community outreach events <p>They reflect on the success and possible revisions of each project as it is completed to help build common sense understanding of how to create a successful event planning business.</p>		
Unit 1: Planning makes perfect: Quarterly Projects		

CAREER TECHNICAL EDUCATION

In Unit 1, students will meet at large to go over the master event calendar for the following school year. Students will break into small groups to go through the planning process for their respective events including:

- The name of the event
- Target audience
- Marketing Approach
- Budget
- Plans for the event
- Goals for the event
- Job description for people working the event

- Students will work in small groups to create a marketing and business plan for the upcoming event that they have been given. Students will present their event to the class and take ideas on how to improve the plans.
- Once presentations are discussed and updated, student groups will work on executing and completing the event project.
- Students are responsible for working on the planning and execution of at least one event for each quarter

Unit 2: The Student Store

In Unit 2, students will work together to layout the entire student store. The student store accounts for over half of the funds raised by ASB. Students will meet to go over how to properly set up a retail store.

- Inventory
- Wholesale costs
- Retail markup
- Displays
- Scheduling
- Marketing
- Sales Goals

Students will work in small groups to complete a business plan assignment for the student store. Students will work together to present their business plans. The class will decide on which parts of each business plans are the best to implement for the student store to create one big business plan for the student store. Then students will execute the business plan to run and work the student store.

CAREER TECHNICAL EDUCATION

Unit 3: Student Council and Student Government

In Unit 3, students will learn about parliamentary procedures and how elected committees work within a "corporate" structure. The school will have 2 representatives from each second period classroom elected to become a part of the student council. The ASB class will work each month to create an agenda to follow at the student council meetings. Students of the class will learn how to form committees and help build goal driven projects. Student Council subcommittees will cover:

- Basketball game pep team
- Encore Green committee
- Encore Service Committee
- Encore College Preparation Committee
- Encore teacher evaluation committee
- Other subcommittees as assigned

Students in the class will work together to train the student council and teach parliamentary procedure. At least one member of the class will sit and help lead each subcommittee of the student council. The student council will meet monthly and each subcommittee will meet at least once a month. The students in the ASB class are responsible for reporting the progress of the subcommittees to the class and working to make progress on the subcommittees.

Unit 4: Digital Marketing

With over 1,000 students, 1,800 parents, and over 100 staff members on the campus: the ASB team will learn about various ways to engage in free digital marketing strategies to get their word out. They will be introduced to social media marketing and try various types of digital media for effectiveness. Students will reflect on the value and efficiencies of digital marketing.

Students in the class will make strategic plans on how to process digital marketing and test for effectiveness. They will create and execute marketing plans for events that are planned by ASB including:

- All Call
- Email blasts
- Instagram
- Facebook
- YouTube
- Closed Caption television
- Internal Radio Programs

Unit 5: Planning Operations & Job Duties

CAREER TECHNICAL EDUCATION

<p>In Unit 5, students will create job title & duties for upcoming events. In order to make sure that an event runs smoothly, ASB will work to create schedules and appropriate coverage needed for a successful event. As a business, managers need to build schedules and employee coverage. In ASB, students will learn how to plan for coverage.</p>
<p>Students will work in small groups to create format schedules based on General Use practices in business. These schedules will be used for event coverage and will be reflected upon after the event is complete.</p> <p>Students will also complete job descriptions to describe what each person on the schedule needs to complete while they are working their scheduled shift.</p>
<p>Unit 6: The Business of Fun</p>
<p>Market research is an important factor of running a successful business. In this unit, ASB students will create surveys, focus groups, and research to find out what the students at Encore want to be involved in as fun and what their definition is of fun. Students will collect data and share data with the class to plan for future events.</p>
<p>Students will plan market research studies to collect data regarding student interests for student events. The research collected will be aggregated and presented to the class. Based on the results of the market research, students will identify which events should be a part of the master calendar for the following school year. Market research will include:</p> <ul style="list-style-type: none"> • surveys • focus groups • attendance counts
<p>Unit 7: Public Communication</p>
<p>In order to be effective in special event planning, it is imperative to have strong public communication skills. In Unit 7, students will learn how to effectively plan for and execute public speaking. Using common practices for public speaking, students will be responsible for writing and delivering a public speech to gain experience.</p>
<ul style="list-style-type: none"> • Students will be given a topic to write a speech about and will present the speech in front of the class. • Students will write opening speeches for a variety of special events and present them publicly.
<p>Unit 8: Budgeting</p>
<p>Every successful event requires planning and a solid budget. Students will be taught how to budget and how to plan for unforeseen circumstances within an event. Students will create budgets for special</p>

CAREER TECHNICAL EDUCATION

events within their student group and then provide a written report on how closely they were able to stay within budget.

Using generally accepted accounting practices format, students will work in small groups to create budgets for events that they are planning. They will make a budget, present it to the class and then report the results of the budget and the event to the student council upon the completion of the event.

Unit 9: Elections

Students will learn about the mechanics of an election through the annual ASB elections. Through a series of events leading to an election. The ASB class will organize and execute schoolwide elections for ASB.

Students will plan, execute, and take part in the schoolwide elections:

- Classroom nominations
- Election training
- Candidate speeches
- Public interviews
- Campaigning
- Classroom votes
- Vote tallies

College Skills / Admissions Skills

Basic Course Information:	
Title: American Literature A and B (online only)	
Length of Course: Full Year	
Subject Area: College-Preparatory Elective (G) English	
UC Honors Designation? No	
Prerequisite: None	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 11 th , 12 th	
<p>Course Description: SEMESTER 1 COLLEGE SKILLS: This course is designed to walk students through how to select the correct college for after high school success and how to maneuver everything needed to get in and go to college. This course covers everything from student aid, scholarships, SAT, and how to choose a college path.</p> <p>SEMESTER 2 SAT / ACT TEST PREP: This course is designed to help students prepare for college entrance exams including the SAT and the ACT.</p> <p>The goal of this course is to appropriately prepare high school students for success in college and in life.</p>	
Unit 1: Getting on Course	
This course covers basic study skills for success, and a personality quiz for career coaching. Students will also identify what kinds of colleges they might be interested in and what their college and career goals are.	
Students will complete the: RIASEC Psychometrics test	
Using data collected from the RIASEC test, students will complete topical research for colleges that interest them and create a personal project of what kind of college and career they can see themselves succeeding in.	
Students will also complete a Chapter on college success study skills.	

CAREER TECHNICAL EDUCATION

<p>Students will start their personal college portfolio that will end up being used as their "go to" for when they start applying for colleges.</p>
<p>Unit 2: College Search Step-by-Step</p>
<p>Students will work through a variety of virtual tours of colleges. They will create critiques of the different colleges, then research and report admissions requirements for each college. Students will create a list of deadlines for colleges that they are interested in attending.</p>
<p>Students will continue to build their personal college portfolio. They will complete a list of colleges that they would like to apply to and the deadlines and requirements needed to attend their college of choice.</p>
<p>Unit 3: Financial Aid</p>
<p>With help from outside college counselors and the school counselors, students will walk through step by step requirements for planning how to afford college and how to search for and apply for various types of financial aid including FAFSA.</p>
<p>Students will continue to build their personal college portfolio. They will complete a list of financial aid streams that are available to them including deadlines and requirements.</p> <p>Each student will be required to complete the application for at least one scholarship.</p>
<p>Unit 4: The College Application</p>
<p>Students will be introduced to a variety of tools needed when applying for college admissions. With the help from college and high school counselors, students will learn how to apply for college.</p>
<p>Students will complete a college application and a college admissions essay. Students will receive critique of their essays and be given coaching on how to improve their college essay. Students will also participate in mock auditions and interviews that will help them prepare for college entry auditions and interviews based on the admissions requirements for the colleges that they are choosing.</p> <p>At the end of Unit 4, students will present their completed college portfolio. They will host a parent night in their class where students will present what they have learned to their parents.</p>
<p>Unit 5,6,7,8: SAT Test Preparation</p>
<p>The purpose of Units 5 - 8 are to appropriately prepare for the SAT and ACT test. Students will engage in a series of study sessions using the SAT PREMIUM EDITION preparation book from Princeton Review to prepare for the SAT test.</p>
<p>Students will take a practice SAT test as a benchmark exam and then work through the workbook, CRACKING THE SAT by Princeton Review.</p>

CAREER TECHNICAL EDUCATION

They will take the practice SAT test at the end of each Unit (about once a month) to see how their benchmark progress is helping.

Students will work in small study teams and take part in class activities to help improve study skills for the SAT.

Page | 335

Unit 9: Final Exams and Project

FINAL PROJECT: Students will create a Powerpoint presentation about themselves using the information in their college portfolio

FINAL EXAM: Students will take a practice SAT test and measure the growth of their test scores by taking the class.

Students will complete a final exam and a personal multimedia project related to the content from this course.

CTE Costuming Lab

Basic Course Information:	
Title: CTE Costuming Lab	
Length of Course: Full Year	
Subject Area: College-Preparatory Elective (G) Intersciplinary	
UC Honors Designation? No	
Prerequisite: None	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
<p>Course Description: This course is designed to help students understand the semantics of how to costume multiple productions at a time. They will help organize and run the costume library, maintain costumes, repair costumes, and check out/in costumes. As a course that meets every other day in a 94 minute class, this hands on training program gives real world job experience on organization, documentation, communication, and event management.</p>	
<p>Unit 1: How to care for costumes, general maintenance</p>	
<p>In the arena of costume maintenance, an Assistant Costume Director can make the starting salary of \$38,000 - \$40,000 annually. This job requires collaborations with with the Costume Director, coordination and planning of the day-to-day operations of a costume shop, including shop and stock maintenance. The person also attends rehearsal and works with designers to meet artistic goals. Students will go over the job or an Assistant Costume Director.</p> <p>Students will be taught the cleaning and maintenance standards for the Costume Shop.</p> <ol style="list-style-type: none"> 1. All parts are cleaned thoroughly inside and out using appropriate cleaning methods 2. Wigs and hats are groomed wiped clean, and sprayed 3. Minor repairs are completed on the costumes (Handsewing, gluing, paint touch up) 4. All parts are checked for loose stitching/buttons/snaps/zippers. 5. All parts that are not washable are disinfected with an aerosol. 	

6. Fur parts are brushed and conditioned to give them a like-new sheen.
7. Any additional care particular to each costume is done to meet the high standards of the costume shop.
8. The costume is carefully packed for storage or stage, depending on what the next step is.

Students will be taught how to work all of the machines in the costume shop. Students will have a practical lab quiz on each of the following machines in the shop.

1. Wash Machine
2. Clothes Dryer
3. Triple sink
4. Line Dryer
5. Clothes Steamer
6. Clothes Iron
7. Sewing Machine

Students will be responsible for completing maintenance and cleaning on a collection during each class visit or lab time.

Unit 2: How to store costumes properly

Students will read an abstract created for a Bachelor's Degree titled, "More Than A Closet: Creating a Props and Costumes Design Lab."

In tandem with the reading, students will design a storage system that will update the Costume Closet. Students will take into consideration specific issues when developing the costume storage system.

- Survey Summary
- Cleaning out the closet
- Organization

- Functional Space
- Policies for storage
- Emergency kits

Students will work in small groups to develop appropriate ways to store and catalog costumes in the costume shop.

Students will be given a section of the costume shop to work as small groups to create an organized costume shop

Students will create policies and procedures that will be discussed for implementation to improve organization in the costume shop.

Unit 3: Preparing Costumes for Performing Artists

In this unit, students will learn the value of an eye for detail as they work to costume individual artists for a production. They will review and catalog the items for costume that will be checked out to the performing artist for a production and then the student will be responsible for prepping the costumes for transport, check out, and check in.

Students work in the theater department as Costume Prep. Costume attendants can make \$21,000 to \$101,000 annually depending on the the position within a company.

Costume Prep -- Works in the costume shop learning to hand sew and machine sew while creating costumes. We deal with shoes, hair, costume props (purses, jewelry, cigarette cases) - whatever the performer wears on his body or is directly related. We have fittings of the costumes with the performers and work closely with them in enhancing the style of dress their character requires. This comes from costume designer vision, director notes, and character choices.

Students will set up costumes and forms for their artist(s) and execute the entire journey of the collection of costumes, including costume checkout, the post production maintenance and return to storage.

Unit 4: Costume Run Crew

During this unit, the students will work with the actors to get ready for a performance. This hands on training will take place during a performance. Students will work as a member of the Costume Run Crew.

Costume Run Crew - Assists actors in the dressing room getting ready for a performance. Assists with quick changes as needed during the show. Ensures the actors put

things away properly after a performance. Costume Run Crew jobs start at \$22,000 - \$44,000 annually.

Students will follow the guidelines of a Costume Run Crew Head (As described by University of Oregon) within a parameters of an actual theater performance.

Costume Run Crew Head

Basic Job Description

The costume run crew head supervises the costume running crew in maintaining costumes and assisting actors with dressing for productions. This position is available to students who have already served as a member of the costume run crew.

SPECIFIC RESPONSIBILITIES

The Costume Running Crew Head attends one run through rehearsal and supervises the running crew in the following activities:

- Inventory costumes before and after each performance
- Repair costumes as needed, inform Shop Supervisor of major repairs
- Supervise daily laundry and pressing for costumes
- Assist with hairstyling and makeup special effects
- Help actors into costumes
- Preset costumes and assist with fast changes
- Prepare nightly performance reports for the Shop Supervisor
- Strike the costumes at the end of the run

Unit 5 & 6: Wardrobe Crew

In these units, students will combine all of the fundamentals learned in the first 4 units of this course. As a member of the Wardrobe Crew, students will gain hands on work experience. Wardrobe Crew is an entry level position that starts between \$20 and \$27 per hour. According to Indeed.com, to work for Disney as a member of wardrobe crew will possess the following responsibilities and qualifications:

Responsibilities

- **Performing costume care and maintenance including laundry, spot cleaning, pressing, and steaming**
- **Completing minor repairs and stitching as needed**
- **Assisting performers with costume changes before, during, and after performances as needed**
- **Maintaining dressing plots and costume related show paperwork**

- **Maintaining costume inventory and dressing room spaces**
- **Maintaining and applying wigs and/or make-up for performances as needed**
- **Maintaining a calm, professional demeanor for performers in your care**

Qualifications

- **Experience in basic machine and hand sewing**
- **Ability to manage time effectively**
- **Ability to remain calm under pressure**
- **Ability to troubleshoot and problem solve quickly**
- **Ability to communicate with other team members concerning problems and possible solutions**
- **Good interpersonal and communication skills**
- **Experience with wigs and make-up is a plus**

Working through multiple productions and multiple performers at one time, students will work as members of the wardrobe crew, being given a group of students that they are responsible for on multiple productions. To complete the assignment, student:

Does the washing, ironing and steaming of costumes in between shows, and general maintenance depending on the needs of the production. Duties could include polishing shoes, jewelry, checking hooks and eyes and snaps to ensure they have not been weakened during performance. One person does not do all of this everyday; it is divided up among the crew.

Unit 7: Analysis

At the conclusion of Units 1 through 6, students will reflect and create a final report for the course.

Students will create an essay as a final report for the course. The course will include the following pieces:

1. Reflect and self analyze strong and weak job attributes that were acquired.
2. Give examples of productive pieces of the costume inventory and maintenance system that was created
3. Give examples of creative ways that the costume inventory and maintenance system could be revised to improve for future terms.
4. Create a conclusion that helps define what was learned with the hands-on training.

Fashion, Costume, and Interior Design Level I

Basic Course Information:		
Title: Fashion, Costume, and Interior Design Level I		
Length of Course: Half Year	Page 341	
Subject Area: College-Preparatory Elective (G) Visual & Performing Arts		
UC Honors Designation? No		
Prerequisite: None		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
Course Description: "The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college. Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. - CTE Pathways		
Unit 1: Fashion, Costume, and Interior Design Level I Overview		
In Unit 1, you will get an introduction into the three different career pathways under the umbrella of Fashion, Costume, and Interior Design.		
<ul style="list-style-type: none"> • 6 Reading Activities • 6 Documentary Videos • 1 Electronic Worksheet • 4 Written Assignments • Unit 1: Final Exam 		
Example:		

There are a variety of careers that are associated with Fashion Design and Merchandising. For this assignment, write a 3-5 paragraph essay about a career that fits in this field. In this essay you need to include: the job title, the job description, and the qualifications for the job. You can expand on the career as much as you wish, but those basics must be included to minimally complete the assignment.

Unit 2: Communications

In Unit 2, you will cover CTE Anchor Standards identified to help you learn how to communicate clearly, effectively, and with reason.

"Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome." - CTE Pathways

- 3 Reading Assignments
- 3 Documentary Videos
- 1 Electronic Worksheet
- 2 Written Assignments
- Unit 2: Final Quiz

Example:

You have watched the most famous comedy sketch by "Abbott and Costello" that perfectly shows the breakdown of communication when the receiver does not understand what the sender is trying to communicate. For this assignment, you will create two dialogues: one where the sender communicates accurately and the receiver understands the communication. The second dialogue will be one where the sender is not communicating well so the receiver does not understand the communication. This assignment can be completed in a variety of ways:

- 1. Script - you can write a script for the dialogues on this page.**
- 2. Group - you can create a group script and record it. Once you have completed the dialogues, you will send the recordings to your teacher via email.**
- 3. Class discussion or Zoom session - In groups of two, you can share your scripts live in class or via livestream**

Unit 3: Career Planning and Management

In Unit 3, you will cover CTE Anchor Standards identified to help you develop an education and career plan aligned with personal goals.

"Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans." - CTE Pathways

- 1 Reading Assignment
- 3 Documentary Videos
- 1 Electronic Worksheet
- 2 Written Assignments
- Unit 3: Final Quiz

Example:

There is a world of information available to you when you are trying to make a career plan for after high school. On this assignment, make a list of at least ten different ways that you can use technology to build your roadmap to a career.

Unit 4: Technology Communication

In Unit 4, you will get an introduction into how technology will play a role in your career. You will learn how to 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." - CTE Pathways

- 2 Reading Assignments
- 3 Documentary Videos
- 4 Externally Linked Exercises
- 1 Digital Worksheet
- 2 Written Assignments
- Unit 4: Final Quiz

Example:

Using the internet has become the normal for submitting job resumes to potential employers. During the sequence of courses, you will be taught how to create a resume, prepare for an interview, and how to communicate effectively using the internet for communication in a business setting. In this exercise, you will create an email that you would send to potential employers as the "virtual cover letter" to your resume. This is going to be a draft, but you should take some time to research what an online email introduction should include for a potential employer.

Unit 5: Problem Solving and Critical Thinking

Using the internet has become the normal for submitting job resumes to potential employers. During the sequence of courses, you will be taught how to create a resume, prepare for an interview, and how to communicate effectively using the internet for communication in a business setting. In this exercise, you will create an email that you would send to potential employers as the "virtual cover letter" to your resume. This is going to be a draft, but you should take some time to research what an online email introduction should include for a potential employer.

- 1 Reading Assignment
- 2 Documentary Videos
- 1 Written Assignment
- Unit 5: Final Quiz

Example:

After watching the introduction to critical thinking, write a three paragraph essay on how critical thinking is used in your career pathway. Be specific.

Unit 6: Health and Safety

In Unit 6, you will 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." - CTE Pathways

- 1 Reading Assignment
- 2 Documentary Videos
- 2 Written Assignments

Example:

For this exercise, you are going to pretend like you have opened a business of your choice based on Fashion, Costume, and Interior Design career plans.

Write a paragraph about what business you have opened. Please describe what your employees do and what your clients do.

Unit 7: Responsibility and Flexibility

In Unit 7, you will begin to learn how to act as a responsible citizen in the workplace and the community.

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

- 1 Reading Assignment
- 3 Documentary Videos
- 3 Written Assignments
- Unit 7: Final Quiz

Example:

After watching the Crash Course video, think about the business that you could open with your Fashion, Costume, and Interior Design knowledge. Make a list of all the things that you could include in your revenue stream for your business. Write your list here.

Unit 8: Ethics and Legal Responsibilities

In Unit 8, you will get an introduction to 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." - CTE Pathways

- 3 Reading Assignments
- 2 Documentary Videos
- 3 Written Assignments

Example:

You just watched a video that talks about the difference between ethics and legal rights of people. Now you will work in a small group to complete this assignment. Your group owns a business. Come up with a skit that shows how ethics and legal rights might make some hard decisions in business. Record the skit and email to your teacher.

Example: Dr. Sue owns a business and had to fire an employee because they were posting content on their social media that did not reflect the values of the company.

Unit 9: Leadership and Teamwork

In Unit 9 you will begin to learn how to work productively in teams while integrating cultural and global competence.

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

- 3 Reading Assignments
- 2 Documentary Videos
- 3 Written Assignments

Example:

This will be your final exam for this unit. Using the knowledge that you have gained from the online portion of this class and the hands on experience that you have gained in your fashion, costume, and interior design lab, write a three paragraph essay about a personal experience within your arts genre where collaboration and good leadership was important to the event.

Unit 10: Technical Knowledge and Skills

In Unit 10, you will begin to demonstrate creativity, innovation, knowledge, and technical skill within your arts conservatory.

"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."

- 1 Reading Assignment
- 1 Documentary Video
- 1 Written Assignments

Example:

This will be the only assignment in Unit 10. This assignment acts as your final quiz for this section. You will write 10 terms that are specific for your arts field, then write the official definition of that term (cite your source) Finally, you will write your definition of the term in your own words.

Unit 11: Final Project – Demonstration and Application Overview

In Unit 11, you will create a beginner level professional website to 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." - CTE Pathway

- 1 Reading Assignment
- 1 Documentary Video
- Final Project for the entire course

Example:

For your final project in your level I arts class, you will need to create an "Art Portfolio" website. It is recommended that you make this website public, but this is not mandatory. Wix offers free websites and you can keep them private. The video shows visual arts, but a website is critical for all artists. To get inspiration for your website, check out professional websites from your art form from other people. This will help you target what is needed for your professional portfolio.

To turn in this project, you will need to share the website with your teacher. You can leave the web address here so your teacher knows where to look.

This assignment will ask you to complete this project in order. Please write the date of completion of each task completed.

- 1. Create your website on paper.***
- 2. Create the website.***
- 3. Optimize your website for your phone.***
- 4. Share your website with your teacher.***

Hospitality, Tourism, and Recreation Level I

Basic Course Information:	
Title: Hospitality, Tourism, and Recreation Level I	
Length of Course: Half Year	
Subject Area: College-Preparatory Elective (G) Intersciplinary	
UC Honors Designation? No	
Prerequisite: None	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
<p>Course Description: This course is for all Level I Arts Careers students in the area of Hospitality, Tourism, and Recreation. This course covers the career connections to the beginning level lab work that will be completed in your Level I class.</p>	
Unit 1: Hospitality, Tourism, and Recreation Overview	
<p>In Unit 1, you will get an introduction into the three different career pathways under the umbrella of Hospitality, Tourism, and Recreation.</p> <p>"The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college. Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. - CTE Pathways</p>	
<ul style="list-style-type: none"> • 6 Reading Activities • 6 Documentary Videos 	

- 1 Digital Worksheet
- 4 Written Assignments
- 1 Final Exam

Example:

There are a variety of careers that are associated with Food Science, Dietetics, and Nutrition. For this assignment, write a 3-5 paragraph essay about a career that fits in this field. In this essay you need to include: the job title, the job description, and the qualifications for the job. You can expand on the career as much as you wish, but those basics must be included to minimally complete the assignment.

Unit 2: Communications Overview

In Unit 2, you will cover CTE Anchor Standards identified to help you learn how to communicate clearly, effectively, and with reason.

"Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listen-ers who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome." - CTE Pathways

- 3 Reading Assignments
- 3 Documentary Videos
- 1 Digital Worksheet
- 2 Written Assignments
- 1 Final Exam

Example:

You have watched the most famous comedy sketch by "Abbott and Costello" that perfectly shows the breakdown of communication when the receiver does not understand what the sender is trying to communicate. For this assignment, you will create two dialogues: one where the sender communicates accurately and the receiver understands the communication. The second dialogue will be one where the sender is not communicating well

so the receiver does not understand the communication. This assignment can be completed in a variety of ways:

1. Script - you can write a script for the dialogues on this page.
2. Group - you can create a group script and record it. Once you have completed the dialogues, you will send the recordings to your teacher via email.
3. Class discussion or Zoom session - In groups of two, you can share your scripts live in class or via livestream.

Page | 352

Unit 3: Career Planning and Management

In Unit 3, you will cover CTE Anchor Standards identified to help you develop an education and career plan aligned with personal goals.

"Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans." - CTE Pathways

- 1 Reading Assignments
- 3 Documentary Videos
- 1 Digital Worksheet
- 2 Written Assignments
- 1 Final Exam

Example:

In this assignment, write one paragraph about three different professions that you might be interested in exploring after high school. Each open ended answer should be a one paragraph description about a career you are interested in. Talk about the career, why you are interested in the career and what education you need to get a job in this career.

Unit 4: Technology Communication Overview

In Unit 4, you will get an introduction into how technology will play a role in your career. You will learn how to apply technology to engage 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." - CTE Pathways

- 2 Reading Assignments
- 3 Documentary Videos
- 4 Externally Linked Exercises
- 1 Digital Worksheet
- 2 Written Assignments
- 1 Final Exam

Example:

Using the internet has become the normal for submitting job resumes to potential employers. During the sequence of courses, you will be taught how to create a resume, prepare for an interview, and how to communicate effectively using the internet for communication in a business setting. In this exercise, you will create an email that you would send to potential employers as the "virtual cover letter" to your resume. This is going to be a draft, but you should take some time to research what an online email introduction should include for a potential employer.

Unit 5: Problem Solving and Critical Thinking

In Unit 5, you will utilize critical thinking to make sense of problems and perseveres in solving them.

"Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve

the problem and, once agreed upon, follow through to ensure the problem is resolved." - CTE Pathway

- 1 Reading Assignment
- 2 Documentary Videos
- 1 Written Assignment
- 1 Final Exam

Example:

Watch the TedX Talk of "The Arts of Asking Questions | Dan Moulthrop | TedxSHHS" Then take the ten question quiz.

Unit 6: Health and Safety Overview

In Unit 6, you will 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." - CTE Pathways

- 1 Reading Assignment
- 2 Documentary Videos
- 2 Written Assignments
- 1 Final Exam

Example:

You are studying a complete program in Hospitality, Tourism, Recreation. Learning how to read a Material Safety Data Sheet is one of the anchor standards created for this complete series. Write a paragraph about why you think learning how to read an MSDS is appropriate for your arts vein.

Unit 7: Responsibility and Flexibility

In Unit 7, you will begin to learn how to act as a responsible citizen in the workplace and the community.

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

- 1 Reading Assignment
- 3 Documentary Videos
- 3 Written Assignments
- Unit 7: Final Quiz

Example:

For this assignment, you will work in small groups to have a discussion about responsibility and flexibility in business. You should keep track of your notes and each member of the group should submit their notes from the discussion.

Using Covid-19 as an example, how does financial management impact a community?

Unit 8: Ethics and Legal Responsibilities

In Unit 8, you will get an introduction to 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." - CTE Pathways

- 3 Reading Assignments
- 2 Documentary Videos
- 3 Written Assignments
- 1 final Exam

Example:

You just watched a video that talks about the difference between ethics and legal rights of people. Now you will work in a small group to complete this assignment. Your group owns a business. Come up with a skit that shows how ethics and legal rights might make some hard decisions in business. Record the skit and email to your teacher.

Example: Dr. Sue owns a business and had to fire an employee because they were posting content on their social media that did not reflect the values of the company.

In a small group, discuss how legal and ethic challenges work in Hospitality, Tourism, Recreation. Write your answers here.

Unit 9: Leadership and Teamwork Overview

OVERVIEW

In Unit 9 you will begin to learn how to work productively in teams while integrating cultural and global competence.

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

- 3 Reading Assignments
- 2 Documentary Videos

- 3 Written Assignments
- 1 final exam

Example:

You just read an article about the 8 essential qualities that define a great leader. Put these qualities in order of what you think is the most important to the least important and tell us why.

The eight qualities were: enthusiasm, integrity, communication, loyalty, decisiveness, competence, empowerment, charisma

Unit 10: Technical Knowledge and Skills Overview

OVERVIEW

In Unit 10, you will begin to demonstrate creativity, innovation, knowledge, and technical skill within your arts conservatory.

"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."

- 1 Reading Assignment
- 1 Documentary Video
- 1 Written Assignment

Example:

This assignment acts as your final quiz for this section. You will write 10 terms that are specific for your arts field, then write the official definition of that term (cite your source) Finally, you will write your definition of the term in your own words.

Unit 11: Final Project: Demonstration and Application Overview

In Unit 11, you will create a beginner level professional website to 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." - CTE Pathway

- 1 Reading Assignment
- 1 Documentary Video
- Final Project for the entire course, project based learning

Example:

For your final project in your level I hospitality class, you will need to create a mock "event plan" website. It is recommended that you make this website private, but this is not mandatory. Wix offers free websites and you can keep them private. You should work in small groups to decide what kind of event you can create, plan and execute as your final project.

To turn in this project, you will need to share the website with your teacher. You can leave the web address here so your teacher knows where to look.

This assignment will ask you to complete this project in order. Please write the date of completion of each task completed.

1. Create your Event Planning Checklist
2. What are the goals of the event?
3. What is the budget for your event?

4. Who will be responsible for what?
5. Where will your event be?
6. What will your event cover?
7. How will people eat?
8. What is the entertainment plan?
9. How will people be invited to attend?
10. How will tear down work?
11. Event Feedback

When you have completed your plan, figure out how you can implement your plan. Discuss your ideas with your team and your teacher to make your event a reality. This can be virtual or in real space (CDC permitting.)

Intermediate Food Service and Hospitality: Cooking

Basic Course Information:		
Title: Intermediate Food Service and Hospitality: COoking		
Length of Course: Full Year	Page 360	
Subject Area: College-Preparatory Elective (G) English		
UC Honors Designation? No		
Prerequisite: None		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 9 th , 10 th , 11 th , 12 th		
<p>Course Description: Cooking is an introductory course in the Food Service and Hospitality pathway. It is designed to teach students the fundamental skills they will need to begin a career in the industry. The study and application of safety and sanitation, food preparation skills and techniques, food service and nutrition is addressed in this course. Lab experiences are provided throughout the semester to reinforce these skills.</p> <p>The course will also focus on relevant and timely topics from global cuisines to sustainability. Students who complete this course will have the ability to earn a California Food Handlers Card Certification.</p> <p>This course meets common core academic standards along with the standards in the the area of Hospitality, Tourism, and Recreation (HTR).</p>		
Unit 1: Overview of the Restaurant and Food Service Industry		
<p>Students will gain a perspective of the current trends in the food industry. Students will understand the organization and function of a professional kitchen. Students will explore soft skills necessary in the management of a professional setting. They will develop an understanding in the operation and function in a culinary environment such as work responsibilities, the tasks of a professional kitchen, and the ways of a professional chef. Students will be able to recall sources for finding job opportunities, explain factors to consider when submitting a resume, and summarize the importance of completing a job application.</p>		
Labs/Assessments		

CAREER TECHNICAL EDUCATION

Students will research the various career opportunities in the food service industry using periodicals, short videos, and online resources. Students will identify a culinary trend and a career associated with that trend. Students will write a brief paper on what it means to be a professional in their chosen career in the food service industry.

Students will research various job opportunities, select one, and then complete a job application and resume for that position. They will then participate in a mock interview for that position.

Throughout the year students will also have the opportunity to gain experience in an industrial kitchen, where they will participate in different positions such as, dish washer, cook, server and restaurant manager. These experiences will take place on campus during Theater Dinner Shows, which is a student produced and performed theater production where dinner is provided that has been prepped, cooked and served by the students in the culinary program.

Page | 361

Unit 2: Kitchen Basics

Students receive instruction on the principles and practices of sanitation and hygiene as applied to the food service industry. Students will be able to understand the role of food safety, demonstrate knowledge of sanitation standards, explain various sources of foodborne illnesses and contamination, describe responsibilities of a safe food handler, as well as present the steps necessary for ensuring safe and sanitary working conditions. Instruction will be given in the form of lecture, videos, independent reading and quizzes to verify complete understanding of concepts. By the end of this unit, students will be able to pass the California Food Handlers exam. Sanitation standards will be followed and review often to ensure the students are producing food products that are safe to eat as well as sell to consumers.

Students receive instruction on knife and kitchen safety that will be put into practice during laboratory activities in order to maintain a safe working environment. Students will be able to demonstrate basic knife cuts throughout the course of the class. Students will be trained on proper knife selection for the task at hand, how to hold a knife to lessen the risk of injury and how to properly maintain a knife's edge. Students will use worksheets to identify proper names and usage of knives. Instructor demonstration of knife cuts and handling techniques will be revisited throughout all the units.

Labs/Assessments:

Students will integrate and apply their knowledge by obtaining a state approved food handler's permit and/or ServSafe certification and will pass a safety and sanitation test. This certification is used by the students for employment in the food service industry.

Students are evaluated on their safety and sanitation techniques throughout the course as observed by the instructor in hands on labs and practical tests.

Students will demonstrate and apply their knowledge of safety/sanitation, professionalism, and proper etiquette in the kitchen through a variety of kitchen activities including the proper procedure when dealing with accidents or emergencies that may arise.

Unit 3: Culinary Basics

Students will utilize critical thinking to use equipment in multiple ways. Students will use proper tools and equipment through weekly labs, as well as, learn the names of and proper uses for a pairing, fillet, chef's, and serrated knives. Students will know the parts of the knife. Students will demonstrate proper care for knives (storage, maintenance, and use). Students will perform the following knife cuts during this unit and throughout the course of the year.

* Dice

* Mince

* Julienne

* Chiffonade

* Roll Cut

*Brunoise

Labs/Assessments:

Students will demonstrate the use and care of a minimum of 10 teacher identified pieces of equipment and tools used in the laboratory. Students need to complete and pass a culminating teacher prepared exam on equipment and tool usage, care, and storage.

Students will prepare a series of items while mastering the above knife skills. Students will write a knife use manual that attractively present the proper use of knives.

As a cumulative assignment students will participate in a Salsa Competition allowing them to demonstrate knife skills and safety/sanitation.

Unit 4: Standardized Recipes

Students will practice equivalents, measurement conversions and recipe conversions. They will be able to define the culinary terminology used in a variety of recipes, as well as understand what the recipe is asking them to do. Students will learn how use of "mise en place" strategies to reduce errors while cooking. This knowledge is necessary as we move through the year; the more understanding students possess of these rules, the more in-depth our cooking experiences can be and the more prepared they will be to move into a level 2 class or obtain an industry job. Students will continue to practice the different cooking methods and when its appropriate to use them.

Labs/Assessments:

Students will take notes on the different types of recipes and take a quiz that demonstrates knowledge of recipe structure and organization. Students will research multiple recipes for the same dish, identify differences, and make claims about why the recipes differ. They will then create a recipe of their own to follow for the item. Their recipe will be accompanied by a short explanatory piece of justification.

Students will practice "mise en place" during every food lab. When they write their food lab, they will list what steps needed to be taken to accomplish "mise en place".

Students will use their knowledge of recipes to create their own recipe containing the three elements required to be considered a proper recipe.

Unit 5: Culinary Math

Instructor will present information about measuring equipment and how fractions and algebra skills are used on a daily basis in a kitchen setting. Students will discuss and practice culinary math skills through recipe conversion, and measurements used in food production. Students will be able to identify different types of standard measuring; both volume and liquid; and the proper use of each. Students will be able to identify different types of measuring tools, and properly use scales.

Students will perform some form of kitchen math on a daily basis. Daily bellwork includes recipe conversions in the form of doubling, tripling and halving of measurements including whole numbers and fractions. Students will also be required to convert units of measure such as teaspoons to tablespoons or quarts to pounds for bellwork. During laboratory activities, students will be required to choose the proper measuring equipment depending on the recipe. Students will demonstrate proper measurement, scaling and portioning with every recipe that is used during the course.

Unit 6: Ingredient Identification and Applications

Students are working to understand the building blocks of many dishes. Students will be able to identify and describe different types of fruit and vegetables, as well as the USDA quality grades for produce. They will be able to list factors that affect produce purchasing decisions and identify the procedures for storing them. Students will be able to identify and describe the different types of potatoes and grains. Students will outline methods for selecting, receiving, and storing potatoes, as well as use a variety of cooking methods. Students will compare and contrast the flavors of homemade and store bought products. Students will learn properties that allow sauces to thicken (roux, slurry and a reductions). Students will understand how an emulsion is formed, and the science behind forming a permanent and temporary emulsion, using different ingredients. Analysis of taste, appearance and quality of an emulsion sauce will be documented and formulas recorded.

Labs/Assessments:

Students will practice making soups and sauces from scratch in the food labs. Students will prepare a variety of dishes using fruits, vegetables, potatoes and grains. Each kitchen will fill out and submit a lab plan, as well as keep an on going portfolio/ journal of the recipes they completed and a reflection for each one.

Unit 7: Cooking Fundamentals

Students will be introduced to the perception of flavor and how it impacts the basic building blocks of a quality dish. Students will be introduced to fundamental cooking techniques and theory through the reading of textbooks, instructor lectures, peer presentation and application of knowledge in laboratory activities. Students will be able to demonstrate and describe both moist and dry heat cooking methods as they apply to a variety of common ingredients. Students will also demonstrate time management skills in order to complete laboratory activities in a timely manner. Students will be able to apply appropriate cooking methods for eggs, salads, dressings, sandwiches, fruits, vegetables, grains, soups, meat, and poultry. Students will also be introduced to the 5 mother sauces and how they apply to traditional culinary dishes.

Topics to be covered

*Dry heat method (sauté, griddle, pan-fry, deep fry, baking, roasting, grilling)

*Moist heat method (poaching, simmering, boiling, steaming)

*Combination Cooking Methods (Braising and Stewing)

*Breakfast cookery

*Vegetable cookery

*Starch cookery

*Soups

*Sauces

*Protein cookery

Unit 7-Cooking Fundamentals

Students will prepare a variety of culinary dishes to develop skills and reinforce knowledge acquired during lectures and readings. Students will also learn about and discuss vegan or vegetarianism and the affects these decisions have on individuals and global society, as well as, "bugs" as a cuisine. At the end of each cooking unit, quizzes will be given to check for understanding of concepts and procedure. Each cooking unit will be accompanied by laboratory activities to allow for ample hands-on experience.

Methods and Food Preparations

*Breakfast cookery-Pancakes, egg cookery, hash browns, crepes, sausage gravy, frittatas

*Vegetable cookery-Sautéed, steamed, roasted, stir-fried

*Starch cookery-Pasta & sauces, risotto, rice pilaf, steamed rice, fried rice, boiled potatoes

*Vegetable cookery- Roasted vegetable, steamed vegetable, grilled vegetables, sweet potatoes

* Grains- Quinoa, farroh, rice and whole wheat items

* Vegan/Vegetarian Cookery- Avocado mousse, quinoa burritos, and tempeh/tofu, chocolate covered crickets

Each lab is accompanied by a Lab Plan where students will practice recipe and measurement adjustments and a Reflection paper where students will reflect on group cooperation, lab plan, execution of the lab and the final product.



CAREER TECHNICAL EDUCATION

Masters Conservatory Certification

Basic Course Information:		
Title: Masters Conservatory Certification		
Length of Course: Half Year	Page 367	
Subject Area: College-Preparatory Elective (G) Interdisciplinary		
UC Honors Designation? No		
Prerequisite: 10 semester credits in Level III+ in a conservatory (Required) 10 semester credits in an alternate conservatory (Required) 70 semester credits in the same conservatory (Required) 200 hours annually in events and activities outside of the classroom (Required) 20 hours as a TA, Intern, or Production Assistant during senior year (Required)		
Co-requisites: None		
Integrated (Academics / CTE): Yes		
Grade Levels: 11 th , 12 th		
<p>Course Description: Earning a conservatory certification from Encore is the highest distinction that can be earned by graduating seniors. The project is extensive and involves compiling elements from all years of the students high school career at Encore. Students awarded with this distinction receive a plaque and stole upon graduation, as well as recognition indicated on their transcript. Due to the workload, it is encouraged that students begin their process prior to the start of senior year.</p> <p>This rigorous course creates a polished tools for students to be able to get into a college program or advance their artistic career. The purpose for this course it to make sure students are graduating prepared to be competitive in the workplace after high school</p>		
Unit 1: Personal Branding		
<i>n today's marketplace, it's tough to stand out. Good grades and lots of extracurricular activities won't guarantee that you'll land the job of your dreams, or that you'll even land an</i>		

CAREER TECHNICAL EDUCATION

interview. There are many qualified candidates out there. The secret to standing out is to impress recruiters with the unique and authentic you—in person, on paper, and online.

Your personal brand matters, your brand is your reputation. It's your calling card. It's what you're known for and how people experience you. It's about bringing who you are to what you do and how you do it. Delivering your brand clearly and consistently will create a memorable experience in the minds of those you interact with and can open doors to new opportunities.

- Two documentary videos on branding
- Multiple reading activities on branding
- Eight written activities to create an outline and understanding of what the student's personal branding will be
- Three Digital worksheets that help a student figure out personal branding
- An online career assessment quiz

Unit 2: Resume Binder

Completing a resume binder will help students prepare for college applications and agent, manager, and potential employers. The "resume binder" is the first step in completing the "Masters work" to earn the high school certification. The resume binder will include a professional headshot, business card / business card layout, 5x7 marketing card, resume (including training, education, experience, hobbies, and expertise), copies of conservatory relevant awards and accolades, 5 to 8 audition pieces / bodies of work.

Students complete the resume binder with all of the needed items:

- Headshot
- business card
- Comp Card
- Resume
- Outline of Awards and Accolades
- Audition pieces

Unit 3: Social Media

Social Media is more and more relevant every day for finding a good job. In this unit, students learn how to create a professional social media presence.

- 4 Reading Assignments on how to create professional social media
- 5 Video documentaries

CAREER TECHNICAL EDUCATION

<ul style="list-style-type: none"> • Students then create professional platforms that mimic the resume from Unit 2 on Facebook, YouTube, Instagram, and a personal website
<p>Unit 4: The Gallery Portfolio</p> <p>For this unit, students are going to be putting their artistic work in a "gallery style" presentation binding. This portfolio is what they would carry with them as an artist, performing or visual arts, so they can showcase what they do and capture their work in their own private (and holdable) gallery.</p> <p>Students will be creating both a completed 2D portfolio that they can keep that they will use in their panel interview AND a USB version of the same work that they would typically leave with the agent, manager, or employer.</p>
<p>Unit 5: Course, Event, & Involvement Requirements</p> <p>Students will complete a worksheet that identifies all of the prerequisites for the completion of this course. They will also face their final review.</p> <ul style="list-style-type: none"> • Students will complete a supporting document that shows they have completed all of the prerequisite items toward mastery. • Students will have a panel review of all materials submitted and will revise materials as requested. • Students will have a panel interview to go through a "job interview" process • Students will have a panel audition of their conservatory work.

Office Internship

Basic Course Information:
Title: Office Internship
Length of Course: Full Year
Subject Area: College-Preparatory Elective (G) Interdisciplinary
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 th , 10 th , 11 th , 12 th
<p>Course Description: A student internship is an unpaid, career-focused experience during which students become directly involved in the workplace. This experience provides an opportunity for a student to apply the skills obtained in school to real work situations and to learn additional skills. Students will gain hands-on training in the front office completing entry level office duties. Students will work in the office, shadowing different stations of the office to gain hands on experience in an office setting. Students will intern for approximately 135 hours per year.</p> <p>Program Goals. At the end of the semester, students should be able to:</p> <ul style="list-style-type: none"> • Prepare a resume • Write a resume cover letter • Develop interviewing skills • Set priorities, plan use of time, adhere to a schedule • Develop effective communication skills for public office • Develop important work habits including timeliness, accuracy, and responsibility • Explain the correct business attire and etiquette • Answer phones and operate a reception desk • Take messages and deliver messages
Unit 1: An Overview of Working in a Business Office
This unit is designed to go over the norms within a professional office workplace and specific vocabulary that is required to be successful in an office. Students will research requirements to obtain an entry level office position.

CAREER TECHNICAL EDUCATION

- Vocabulary test on common office phrases
- Students will complete a standard job application
- Students will learn how to complete a standard time sheet
- Students will complete standard training modules and take the training module tests

Unit 2: Effective Office Strategies

Students will be assigned two separate office people to shadow during the entire unit. They will be tasked with comparing and contrasting the two positions and the employee approaches to their jobs. Researching effective office strategies is a portion of this unit. Students will have a critical discussion about effective office worker strategies.

Students will meet with the internship coach to discuss the results of working in two separate work environments / positions.

- Students will reflect on how each class was set up and what the strengths were in each office position.
- Students will discuss how each office worker presents their job to the general public and how their delivery is accepted by the public.
- Students will create a list on what they believe are effective office work habits and a separate list of office work habits that were not effective.
- Students will research and explain different types of methodologies used in general office work.

Unit 3: Office Training (Mailroom)

During this unit, students will work in the office as the position of mailroom disbursement. As the mailroom disbursement courier, Students will be responsible for making sure that all mail is processed and delivered in a timely manner. While working directly with the office staff, students will note strategies used by office staff to make sure that mail communication is completed effectively.

Students will check in with their internship coach and then report to the mailroom for the entire unit. Students will collect and deliver mail throughout the entire campus as a courier. They will coordinate interoffice mail, FedEx, and USPS to make sure that it is completed in a timely manner.

The students essay for this unit will include:

- Job description of a mail room courier researched from the internet versus what was expected on the job training.
- Analyze one task that is required of a mailroom courier that was extremely effective.

CAREER TECHNICAL EDUCATION

- Analyze one task that is required of a mailroom courier that was not effective. Describe ways that the process could be improved.

Unit 4: Office Training (Receptionist)

During this unit, students will work in the office as the position of phone receptionist. As the phone receptionist, students will be responsible for answering phone and answering general knowledge questions about the school. While working directly with the office staff, students will note strategies used by the office staff to make sure that phone reception is completed effectively.

Students will check in with their internship coach and then report to the reception desk for the entire unit. Students will answer the phone and direct traffic that comes through the reception office.

The students essay for this unit will include:

- Job description of a phone receptionist researched from the internet versus what was expected on the job training.
- Analyze one task that is required of a phone receptionist that was extremely effective.
- Analyze one task that is required of a phone receptionist that was not effective. Describe ways that the process could be improved.

Unit 5: On the Job Training (AP/AR Filing Clerk)

During this unit, students will work in the office as the position of office filing for the accounts payable / accounts receivables office. As the AP/AR Filing Clerk, students will be responsible for sending invoices to central bookkeeping and then filing the AP/AR invoices in the business files. While working directly with the office staff, students will note strategies used by the office staff to make sure that AP/AR filing clerk is completed effectively.

Students will check in with their internship coach and then report to the office manager for the entire unit. Students will scan invoices and email them to central bookkeeping and then file the invoices.

The student essay for this unit will include:

- Job description of a AP/AR filing clerk researched from the internet versus what was expected on the job training.
- Analyze one task that is required of a AP/AR filing clerk that was extremely effective.
- Analyze one task that is required of a AP/AR filing clerk that was not effective. Describe ways that the process could be improved.

Unit 6: Interview with an office staff

Why do people go into office work? While students are gaining the front seat access to working in an office as an inter, they will also schedule a time to interview and create an essay based on the interview of the office staff that they are assisting as an intern.

Students will ask:

- Why did you decide to work in an office?
- What is the hardest part about being in an office?
- What qualifications did you need to get your job in the office?
- What is your favorite part about working in the office?
- What did you not anticipate going into your current job?
- What advice do you have for someone that want to work in an office?

Students will continue to work with an office staff throughout this unit by shadowing them and assisting them during their individual class. Students will take notes for what the objectives are for the office staff and turn those in to their internship coach.

Students will conduct an interview with the assigned office staff and then complete an essay based on the staff response.

Unit 7: On the Job Training (Data Collection)

During this unit, students will work in the office as the position of data collection for the enrollment office. As the Data Collector, students will be responsible for researching entities that would be helpful for advertising the school and the school's enrollment. While working directly with the office staff, students will note strategies used by the office staff to make sure that data collection is completed effectively.

Students will check in with their internship coach and then report to the enrollment manager for the entire unit. Students will do internet research to find possible donors for the school and / or possible direct mail clients for future enrollment

The student essay for this unit will include:

- Job description of a Data collector researched from the internet versus what was expected on the job training.
- Analyze one task that is required of a Data collector that was extremely effective.
- Analyze one task that is required of a Data collector that was not effective. Describe ways that the process could be improved.

Unit 8: Exploring the World of Office Positions

Finding the correct path into the business world is different for every student. In this program, the office internship program will have students explore multiple options and appropriate colleges and postsecondary schools that a student can pursue after high school. They will find out what type of degree, credential, etc. is needed to become gainfully employed in the business world. They will also explore differences in education and find out what the differences are with different levels of education.

In this unit, students will explore college options for office careers that they are most interest in. They will find out what the minimum requirements are for the chosen office position and they will create a print advertisement for their office position that includes what they want to do in the office and what they need to do to obtain an office position. They will also identify three separate school choices that offer appropriate preparation for a business job.

Restaurant Occupations

Basic Course Information:	
Title: Restaurant Occupations	
Length of Course: Full Year	
Subject Area: College-Preparatory Elective (G) Interdisciplinary	
UC Honors Designation? No	
Prerequisite: None	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 10 th , 11 th , 12 th	
<p>Course Description: Restaurant Occupations is an advanced course in the Food Service and Hospitality pathway within the Hospitality and Tourism sector.</p> <p>This course is an applied laboratory based course that focuses on advanced skills and terminology used in meal and restaurant management and food preparation. The course focuses instruction on advanced food safety and sanitation, chemical composition of food, reactions of food and food microbiology as related to food preparation and techniques, along with facilities, storage and equipment. Students use the ability to research, collect data, analyze information, report findings, and evaluate products and performance.</p> <p>Throughout the course content, students will collaborate to develop an understanding of the historical and cultural influences on global cuisine, the science of culinary processes, and engage in analyzing the contents and properties of food. Students will understand the application of the physical and chemical properties of foods. Students will use traditional and emerging laboratory and food preparation equipment to prepare food. Students learn and utilize standardized knife skills in order to meet industry standards. Students will show problem solving skills, analytical thinking, and be rigorously challenged to build reading, writing and speaking skills throughout the entire course.</p> <p>They will also develop laboratory reports that employ deductive reasoning. Students will improve their mathematical skills through measuring, analyzing and recording data. Students will explore the properties of major nutrients, including their sources and functions.</p>	

CAREER TECHNICAL EDUCATION

Students will develop a working knowledge of the elements involved in establishing and managing a food-service operation. Students will employ menu planning, purchasing, pricing, and food preparation techniques designed to maximize guest satisfaction and financial profitability. Students will be exposed to the Hospitality and Tourism Industry through exploration of front of the house and back of the house careers.

Students will research the basic local, state and federal sanitation regulations as they pertain to the food industry and learn the principles of Hazard Analysis Critical Control Points (HACCP).

Unit 1: Introduction to Advanced Culinary Arts and Management

Students will gain a perspective of the history of culinary arts with current and emerging trends in the food service industry. Students will understand the organization and function of a professional kitchen. Students will explore soft skills necessary in the management of a professional setting. Students will develop an understanding in the operation and function in a culinary environment such as work responsibilities and the organization of tasks in a professional kitchen. Students will develop academic language associated with menu terms, formats and layouts.

Assignment Summary:

Students will research and investigate an emerging trend in the restaurant industry using industry periodicals. Students will identify the trend and a career associated with that trend. Students will write a brief paper and present their findings to the class.

Students will also create a business plan based on a restaurant idea of their choice. They will need a theme, marketing plan, funding, equipment list and desired location. The students will present the business plan as an "elevator pitch" to peers.

Unit 2: Safety and Sanitation

Students will review food borne illnesses and food spoilage. They will also review the requirements of personal hygiene and safety and sanitation practices and techniques. Students will apply standardized culinary laboratory procedures and safety regulations utilized at the local and national level. Students will practice proper handling, preparation and storage of food, the "flow of food". Students will learn the food safety and management system, Hazard Analysis Critical Control Point (HACCP) as practiced in the restaurant industry. Students will also demonstrate proper knife skills and be asked to demonstrate these skills through written and practical testing throughout the year.

Assignment Summary:

If the students do not already have a county approved food handlers permit they will need to obtain one or pass a food safety and sanitation test in class. This certification is used by the students for future employment in the food service industry. Students are evaluated on their techniques throughout the course through teacher observation and self-evaluation.

Students will also complete a HACCP plan for a minimum of 5 Labs as part of their lab reflection.

While working in small groups the students will research the chemicals used to collaboratively complete a MSDS folder.

Unit 3: Advanced Principles of Food Production

Students will practice equivalents, measurement conversions and recipe conversions. Students will determine procedures for calculating food costs and percentage yield and cost per portion. Students will analyze how this effects profit margins. Students will calculate and practice recipe costing forms and market orders. Students will utilize industry standard equipment and technology for meal planning and the preparation of food. . Students will synthesize cooking terminology in classroom activities and during laboratory experiences.

Assignment Summary:

In small collaborative groups, students will be assigned a piece of industrial kitchen equipment. The students will research the equipment for proper use and safety procedures. The groups will then select a recipe specific to the equipment, create a market order and then demonstrate to the class how the equipment is used. The groups will be required to use proper lab procedures and terminology as they give the demonstration. The students observing the demonstrations will evaluating the presentations.

In small groups students will create procedure cards for each piece of equipment assigned to them. This will be an index card providing step by step instruction on how to properly set-up, store, break-down and clean a specified piece of equipment.

Unit 4: Meat, Poultry, and Seafood and understanding proteins

In this unit, students will be focusing on protein; specifically meat, poultry, and plant based proteins. Students will distinguish and analyze grade yields, use of different grades of meat in accordance with

the USDA Food Safety and Inspection division, and cuts of meat. Students will differentiate between chemical tenderizing and mechanical tenderizing of different types and cuts of meat, and poultry. Students will determine what factors go into purchasing, fabricating, and storing different types of meat. Preparation will also include maximizing tenderness while minimizing the loss of moisture as a function of water temperature and molecule movement and how proteins interact with heat. Students will also correlate the different cuts of meat with the best cooking techniques.

Assignment Summary:

Students will plan, prepare and serve representative meals and will demonstrate proper food preparation and cooking techniques and skills that enhance the flavor, tenderness, and appearance of meats.

Fabricating a Chicken Assignment: Students will be able to set up a safe work station, utilize the correct tools to butcher a whole chicken into 9 pieces and clean up and sanitize after completion of lab. They will use the fabricated chicken pieces to create additional recipes.

Students will also explore plant-based proteins and learn how to substitute animal products. After lecture on this information the students will practice a lab focusing on plant-based proteins.

Unit 5: Desserts and Baked Goods

Students will identify and experiment with a common list of bakers ingredients that fall into eight categories: chemical, organic, and physical leaveners, strengtheners, fats/shortenings, sweeteners, flavorings, thickeners, liquids, and additives. Students will analyze and convert recipe formulas to achieve different yields of product; content will include measurement conversions, proportion, and weight of ingredients. Students will distinguish between the various mixing methods for preparing bread and cake batter. Students will explore chocolate preparation, storage, and tempering of chocolate including the cause and effect relationship between chocolate taste and texture with fat content, temperature, and cocoa content. Students will distinguish between sauces and creams and when and how to use them. Students will be able to understand, demonstrate, apply and evaluate bakery tools, supplies, equipment and formulas. Students will be able to plan, prepare and evaluate a variety of bakery and pastry products. Students will use safety, sanitation and nutrition concepts to this unit

Assignment Summary:

Students will use the scientific method to determine the effects of mixing rates on the texture and moisture of baked muffins. Students will make modifications and submit their product for peer review.

Students will use the same basic ingredients to create three different labs and then write a reflection paper describing why and how the products all contain the same ingredients but produced very different products.

Unit 6: Global Cuisine

Students will study cuisine of the Americas, Europe, the Mediterranean, the Middle East, and Asia with an emphasis on the diversity of the natural resources and cultural influences unique to each region. Students will demonstrate the ability to identify the characteristics and traditions related to global cuisine. Students will distinguish between the different traditional dishes, flavors, ingredients, equipment and cooking methods in the various regions. Students will perform cooking techniques from worldwide regions utilizing authentic ingredients and tools for preparation and service. Students will develop flavor profiles for different regions, source ingredients for a global menu, and identify global influences on American cuisine.

Assignment Summary:

Students will explore current Latin American food trends. From their research, students will develop a Latin American cuisine concept that they will be introduced to restaurant customers (their peers). The concept must be authentic, professional, and easy to communicate to their patrons and reflect a flavorful blend of the different cultural influences. Students will provide a list of ingredients, and sources from which to purchase them, and a narrative describing why their chosen ingredients and flavors go together.

Students will research and create two dishes, Bruschetta and Salsa, which contain mostly the same ingredients and then write a brief compare and contrast paper on the two dishes.

Cultural Foods Assignment: Students will ponder questions such as: how does the location, culture and history of a country or region affect the food that they eat? Students learn new information through reading and collaboration, then share what they have learned with their group.

Unit 7: Food Service, Hospitality, Management Careers

Students will research sectors of the hospitality industry. Students will prepare a resume to be incorporated into a portfolio. Students will investigate the differences amongst the various careers in the industry. They will then determine the avenues that best suits their interests and skills. Students will participate in Dinner Theater Shows, fundraisers, field trips, and competitions utilizing skills mastered in the classroom.

Assignment Summary:

Through out the content of the curriculum, students will be creating a portfolio to use in industry to gain employment. The portfolio will include a cover letter, a resume, a job

application, sample evidence of created recipes and visuals of prepared dishes. Students can use the portfolio in both job interviews and college admission interviews.

Food Truck Wars: After lecture and research, as and end of year project, students will complete a Food Truck Project that will be used as a Summative assessment. The students will create a 3-D Food Truck Model, business plan, and menu which will presented to the class and graded by peers and the instructor.

Menu Design and Plate Presentation

Students will understand a variety of types of menus, menu formats and vocabulary. Students will utilize this knowledge to write and evaluate menus. Students will understand market strategies and demonstrate this knowledge through practical applications in food service and hospitality scenarios.

They will also explore classical to modern plate design. Simple steps such as "full cover" to other variations of plating. Garnishes and edible art presentations for plates and buffet table are included in this unit.

Menu Designing Assignment: Students will learn how to design a menu by using tools and knowledge they have gained from previous lessons on different types of menus, menu planning, menu pricing and design. Class will be broken up into small groups and each group will be designing a menu for a new local restaurant.

Steps to follow...

One person from each group will draw an index card. On the card, it will list the specific type of menu the group will create.(Du Jour, A' La Carte, Semi' A La carte, Table d' Hote, or Prix Fixe)

Each group must create a menu with...

At least four categories

At least six dishes for each category

Dish descriptions need to follow the truth-in-menu guidelines and should appeal to customers. Decide which pricing method will be used for the menu dishes, organize and plan out the design and flow of menu. After each group has made their menu, they will present it to the class. Students will peer assess by completing a rubric for each groups menu. Student groups

CAREER TECHNICAL EDUCATION

will be reminded that they will need to consider all they have learned from planning principles, truth-in-menu guidelines, pricing, style and design factors as you create your menu.

Students will use play-dough to practice different plating styles and techniques discussed earlier in the unit. This will help students to learn, practice and retain plating techniques and vocabulary in a hands-on way and without the stress of using real food.

Students will be provided a variety of random and "less appealing" items such as, a can of re-fried beans or Twinkies for example, and asked to create a plate presentation with the goal being to make the items look as appealing as possible.

Desserts

Students will be able to understand, demonstrate, apply and evaluate bakery tools, supplies, equipment and formulas. Students will be able to plan, prepare and evaluate a variety of bakery and pastry products. Students will use safety, sanitation and nutrition concepts to this unit

Pie Pastry Assignment: The students will learn the history of pies through an education “Good Eats” short video. Following the video, students will learn how to prepare a single crust pie pastry. The students will learn the ingredients, terms, and equipment used in making pie pastry. This will be demonstrated through a teacher demo before students begin their own pie crust. The students will learn about different types of pie crust and edge finishes through demo first, then hands-on experience using different techniques

Ganache Assignment: Students will define emulsion, define ganache, describe factors that can cause ganache to separate and tell how to fix it, describe a flavor infusing technique and prepare a ganache to be used for truffles.

Front of the House and Serving Techniques

Students will understand and demonstrate a variety of front of the house serving techniques, set up and service for a variety of serving methods. Students will practice and implement front of the house customer service proper technique, etiquette, trouble shooting and dealing with customer complaints. This unit will cover sales techniques as applied to front of the house staff. Understanding of sales and marketing as applied to food service and hospitality is a "bottom line" ingredient to increased profits.

Customer Service Assignment: During this lesson students will have an introduction to why customer service is vital to the Hospitality industry. Students, through interactive lessons, will have a chance to learn, apply and practice customer service situations that might be challenging. Students will participate in mock customer service scenarios that challenges students to learn new strategies and phrases that provide for a more positive customer service

CAREER TECHNICAL EDUCATION

experience. Students will then write a dialog to resolve negative situations or identify a more positive customer service interaction.

Customer service will also be practiced during the Dinner Theater Shows where students participate in the prepping, cooking and serving of a three course meal during a theater production.

Teacher Internship

Basic Course Information:	
Title: Teacher Internship	
Length of Course: Full Year	
Subject Area: College-Preparatory Elective (G) Interdisciplinary	
UC Honors Designation? No	
Prerequisite: None	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 th , 10 th , 11 th , 12 th	
<p>Course Description: This course is designed to work directly with the academic administration during the full school year in a lab / hands on setting. The purpose of this course is to give students a hands on insight into the world of teaching. Students that are selected to be a part of the teacher internship program will evaluate and review different styles of teaching in a variety of classrooms and sharing responses with a member of administration for critical discussions. Students will also evaluate pacing plans and curricula within a variety of classrooms. Hands on training including shadow teaching and in classroom teaching are a part of the advanced sections within the internship program. Students meet on a block schedule with their internship coach, then complete assignments within various classrooms on campus.</p> <p>Students completing this course will gain:</p> <ul style="list-style-type: none"> • Understanding of the requirements within the teaching profession • A portfolio to gain admissions into a college program that leads to a credential in teaching • Hands on training on how to create pacing plans and course curriculum and in class teaching • Ability to think critically about professional development 	
Unit 1: AN Overview of the Teaching Profession	
This unit is designed to go over the profession of teaching and specific vocabulary that is required to be successful including pacing plans, state standards, curriculum, benchmarks, prerequisites, differentiated instruction, and other basic terms. Students will create plans on	

how to do a 3 minute walk through of a classroom and be able to evaluate the purpose of an assignment within a classroom.

- Vocabulary test on common teaching phrases
- Students will conduct 3 minute walk through evaluations of classrooms to identify what they see in a classroom
- Students will submit an essay that describes best practices for making a classroom ready for a maximum learning environment.

Unit 2: Effective Teaching Strategies

Students will be assigned to two separate teachers during the entire unit. They will be tasked with comparing and contrasting two separate teaching styles by shadowing and attending the teacher classes. Researching effective teaching strategies is a portion of this unit. Students will have a critical discussion about effective teaching strategies.

Students will meet with the internship coach to discuss the results of working in two separate classrooms with two separate teachers for the entire unit.

- Students will reflect on how each class was set up and what the strengths were in each classrooms
- Students will discuss how each teacher presents their material to the classroom and how the material is accepted by the students
- Students will create a list on what they believe are effective teaching methods and a separate list on teaching methods that did not work
- Students will research and explain different types of teaching methodologies used within different types of classrooms.

Unit 3: Teacher Shadow

During this unit, students will work with a teacher that has been a teacher for more than one year. They will shadow directly in the classroom for that teacher for the entire month and act as an extra set of hands within the classroom. While working directly with the teacher they will note strategies used by the teacher that are effective and strategies that did not work in the classroom. The students will also work with the teacher to design a part of the room and help decorate a part of the classroom to convey a specific message about the course curriculum within the classroom.

Students will check in with their internship coach and then report to their assigned teacher for the entire unit. Students will shadow a specific teacher and then write an essay based on the experience gained within the classroom. Students will decorate a portion of the classroom to convey a curriculum message and take a photo of the completed work to turn in to the internship coach.

The student essay for this unit will include:

- Description of the teacher style and what they do in their class that gives them credibility among the students
- Analyze one task that the teacher completed with their students that was extremely effective and resulted in the desired actions by the student
- Analyze one task that the teacher completed with their students that was not effective. Describe ways that the teacher could have changed the directive to get the desired result.

Unit 4: Interview with a Teacher

Why do people decide to become a teacher? While students are gaining the front seat access to a teacher in their classroom as an intern, they will also schedule a time to interview and create an essay based on the interview of the teacher that they are assisting in class.

Students will ask:

- Why did you decide to become a teacher?
- What is the hardest part about being a teacher?
- What did you have to do to become a teacher?
- What is your favorite part about being a teacher?
- What did you not anticipate going into the teaching profession?
- What advice do you have for someone that wants to become a teacher?

Students will continue to work with a teacher throughout this unit by shadowing them and assisting them during their individual class. Students will take notes on what the objectives are for each lesson day and turn those in to their internship coach.

Students will conduct an interview with the assigned teacher and then complete an essay based on the teacher responses.

Unit 5: Being a Good Student

In this unit, students will take part in the class that is administered by the teacher by taking note of the different types of students that are within the classroom during the class period. Students may view more than one classroom over the course of the unit to find a variety of students and student behaviors. Once students have identified multiple behaviors, students will take note on strategies that teachers use to be effective for multiple behaviors within the classroom. How did the teacher deal with the different behaviors?

CAREER TECHNICAL EDUCATION

Students will work with an assigned teacher throughout this unit by shadowing them and assisting them during their individual class. Students will be allowed to take attendance, collect homework, and pass back homework that has already been graded.

- Students will observe multiple classes and take note of and analyze different behaviors of students within the same class.
- Once a student behavior is identified (like the student that likes to talk), analyze how the teacher differentiates the instruction for each behavior
- Create a multimedia presentation on effective differentiation within the classroom based on how the teacher approaches each behavior
- Reflect on ways that the teacher could have responded that you think would have made the student respond in a positive way and add that to the multimedia project.

Unit 6: Exploring the World of Teaching

Finding the correct path into teaching is different for every student. In this student, the teaching internship program will have students explore appropriate colleges for the teaching profession that the student is wishing to go into after high school. They will find out what type of degree, credential, etc. is needed to teach the courses that they want to teach. They will also explore the different credentials available and the differences in education that it takes to become a credentialed teacher in their area of interest.

In this unit, students will explore college options for the teaching careers that they are most interested in. They will find out what the minimum requirements are for the chosen teaching job and they will create a print advertisement for teaching that includes what they want to teach and what they need to do to become a teacher. They will also identify three choice colleges that offer the appropriate teaching programs.

Students will work with an assigned teacher throughout this unit by shadowing them and assisting them during their individual class. Students will be allowed to take attendance, collect homework, and pass back homework that has already been graded.

Unit 7: Developing a Class

In this unit, students will work directly with an approved course curriculum and pacing plan to develop a class to be taught. Students will work with their assigned teacher to create a class that will be taught in their classroom. This unit will give the student hands on insight to what the teaching profession entails for preparation and execution of a strong lesson plan.

In this course, student interns will take one of the course assignments that is used a class and create a class that will be taught to the assigned teacher's class. Students will use the

CAREER TECHNICAL EDUCATION

guidelines within the course curriculum and pacing plans to cover all that is needed to create and teach a class. Once the class is approved, the student intern will teach a class for the teacher. The teacher will give a written critique of the delivery of the class.

Students will work with an assigned teacher throughout this unit by shadowing them and assisting them during their individual class. Students will be allowed to take attendance, collect homework, and pass back homework that has already been graded.

Unit 8: Introduction to State Standards

Teaching can be a lot of fun and when a person is passionate about the subject they are teaching, there are a million and one ideas to cover in a single year. In this unit, interns will be tasked with pulling the state standards and analyzing how a teacher maps out the school year using the state standards as the guideline for what is covered over the course of a school year. Students will gain the knowledge of the state standards that are expected to be covered over the course of the class that they are interning in.

Students will research what the state standards are for the class that they are the intern for. They will go through the teacher pacing plan and the state standards and identify in which month each standard is covered to complete a full course of standards. If a standard is skipped or bears less attention than what a student feels is necessary, they will discuss the choice for that standard with the teacher.

Students will complete an analysis essay of the state standards for their class and how many they believe are being completed within the school year.

Students will also complete a grid based on the pacing plan of what month each standard is covered.

Unit 9: Creating a Pacing Plan

Interns have covered what effective teaching is, what state standards are, and have talked with teachers to find out the ins and outs of teaching. Using the state standards for the course that they have covered, students will create a mock pacing plan that they would want to use to teach a course that they would want to teach.

Students will create a mock pacing plan for a school year that will cover state standards and use the knowledge gained from the internship experience in class.

CAREER TECHNICAL EDUCATION

CTE Credentials

The following table outlines what types of credentials qualify a person to teach each of these CTE courses. The credential guidelines changed in 2020. Instructors and teachers that were teaching subjects in charter schools by June of 2020 have until 2025 to provide the new credential requirements.

Name of Course	Credential Required
Advanced Dance/Choreography Ballet & Lyrical III	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Advanced Dance/Choreography: Jazz III	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Advanced Dance/Choreography: Pointe I	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Advanced Dance/Choreography: Pointe II	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Advanced Fashion Design: Costume III/IV Lab	CTE: Fashion & Interior Design
Advanced Film/Video Production: Film III	CTE: Arts, Media, Entertainment
Advanced Media Arts: Film/Television	CTE: Arts, Media, Entertainment
Advanced Professional Music: Guitar III	CTE: Arts, Media, Entertainment OR Single Subject Music
Advanced Professional Music: Jazz Band	CTE: Arts, Media, Entertainment OR Single Subject Music
Advanced Professional Music: Madrigals	CTE: Arts, Media, Entertainment

CAREER TECHNICAL EDUCATION

	OR Single Subject Music
Advanced Professional Music: Performance Musician Honors	CTE: Arts, Media, Entertainment OR Single Subject Music
Advanced Professional Music: Piano III	CTE: Arts, Media, Entertainment OR Single Subject Music
Advanced Professional Music: Symphonic Winds	CTE: Arts, Media, Entertainment OR Single Subject Music
Advanced Professional Music: Vocal Artist Honors	CTE: Arts, Media, Entertainment OR Single Subject Music
Advanced Visual/Commercial Art: Art III	CTE: Arts, Media, Entertainment OR Single Subject Art
Advanced Visual/Commercial Art: Drawing & Painting III	CTE: Arts, Media, Entertainment OR Single Subject Art
Advanced Visual/Commercial Art: Photo Lab	CTE: Arts, Media, Entertainment OR Single Subject Art
Advanced Visual/Commercial Art: Yearbook	CTE: Arts, Media, Entertainment OR Single Subject Art

CAREER TECHNICAL EDUCATION

Capstone Professional Music: Guitar IV	CTE: Arts, Media, Entertainment OR Single Subject Music
Capstone Professional Music: Piano IV	CTE: Arts, Media, Entertainment OR Single Subject Music
Intermediate Choreography: Circus Props	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Intermediate Choreography: Ballet & Lyrical II	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Intermediate Choreography: Men's Ballet	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Intermediate Film/Video Production: Film II	CTE: Arts, Media, Entertainment
Intermediate Media Arts: Publishing	CTE: Arts, Media, Entertainment
Intermediate Professional Music: Chamber Choir	CTE: Arts, Media, Entertainment OR Single Subject Music
Intermediate Professional Music: Concert Band	CTE: Arts, Media, Entertainment OR Single Subject Music
Intermediate Professional Music: Concert Choir	CTE: Arts, Media, Entertainment OR Single Subject Music

CAREER TECHNICAL EDUCATION

Intermediate Professional Music: Guitar II	CTE: Arts, Media, Entertainment OR Single Subject Music
Intermediate Professional Music: Piano II	CTE: Arts, Media, Entertainment OR Single Subject Music
Intermediate Professional Music: Strings	CTE: Arts, Media, Entertainment OR Single Subject Music
Intermediate Professional Music: Symphony Orchestra	CTE: Arts, Media, Entertainment OR Single Subject Music
Intermediate Visual/Commercial Art: Drawing & Painting II	CTE: Arts, Media, Entertainment OR Single Subject Art
Intermediate Visual/Commercial Art: Art II	CTE: Arts, Media, Entertainment OR Single Subject Art
Intermediate Visual/Commercial Art: Mural Design	CTE: Arts, Media, Entertainment OR Single Subject Art
Intermediate Visual/Commercial Art: Photo II	CTE: Arts, Media, Entertainment OR Single Subject Art
Intermediate Visual/Commercial Art: Sculpture II	CTE: Arts, Media, Entertainment OR

CAREER TECHNICAL EDUCATION

	Single Subject Art
Introduction to Arts, Media, and Entertainment	CTE: Arts, Media, Entertainment
Introduction to Choreography: Aerialist I	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Introduction to Choreography: Circus	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Introduction to Choreography: Circus Props I	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Introduction to Choreography: Ballet & Lyrical I	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Introduction to Choreography: Jazz I	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Introduction to Choreography: Men's Dance	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Introduction to Choreography: Technique	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Introduction to Choreography: Urban Dance	CTE: Arts, Media, Entertainment OR Single Subject Physical Education

CAREER TECHNICAL EDUCATION

Introduction to Fashion Design: Costume I	CTE: Fashion and Interior Design
Introduction to Film/Video: Film	CTE: Arts, Media, Entertainment
Introduction to Media Arts: Radio	CTE: Arts, Media, Entertainment
Introduction to Professional Music: Drumline	CTE: Arts, Media, Entertainment OR Single Subject Music
Introduction to Professional Music: High School Choir	CTE: Arts, Media, Entertainment OR Single Subject Music
Introduction to Professional Music: Music Theory	CTE: Arts, Media, Entertainment OR Single Subject Music
Introduction to Professional Music: Beginning Music	CTE: Arts, Media, Entertainment OR Single Subject Music
Introduction to Professional Music: Beginning Strings	CTE: Arts, Media, Entertainment OR Single Subject Music
Introduction to Professional Music: Guitar I	CTE: Arts, Media, Entertainment OR Single Subject Music
Introduction to Professional Music: Piano I	CTE: Arts, Media, Entertainment OR Single Subject Music
Introduction to Professional Theatre: Acting I	CTE: Arts, Media, Entertainment OR

CAREER TECHNICAL EDUCATION

	Single Subject Drama
Introduction to Professional Theatre: Beginners	CTE: Arts, Media, Entertainment OR Single Subject Drama
Introduction to Professional Theatre: Musical Theatre	CTE: Arts, Media, Entertainment OR Single Subject Drama
Introduction to Visual/Commercial Art	CTE: Arts, Media, Entertainment OR Single Subject Art
Introduction to Visual/Commercial Art: Drawing & Painting	CTE: Arts, Media, Entertainment OR Single Subject Art
Introduction to Visual/Commercial Art: Photo I	CTE: Arts, Media, Entertainment
Introduction to Visual/Commercial Art: Sculpture I	CTE: Arts, Media, Entertainment OR Single Subject Art
Professional Musical Theatre Dance Honors	CTE: Arts, Media, Entertainment OR Single Subject Physical Education
Professional Performance Artist Honors	CTE: Arts, Media, Entertainment
Professional Performance Arts 2 Honors	CTE: Arts, Media, Entertainment
Arts, Media, Entertainment Level I	CTE: Arts, Media, Entertainment
Arts, Media, Entertainment: Event Planning/Management	CTE: Arts, Media, Entertainment
College Skills/Admissions Skills	Any California Credential
CTE Costuming Lab	CTE: Arts, Media, Entertainment

CAREER TECHNICAL EDUCATION

	OR CTE: Fashion and Interior Design
Fashion, Costume, and Interior Design Level I	CTE: Fashion and Interior Design
Hospitality, Tourism, and Recreation Level I	CTE: Hospitality, Tourism, Recreation
Intermediate Food Service and Hospitality: Cooking	CTE: Hospitality, Tourism, Recreation
Masters Conservatory Certification	Any California Credential
Office Internship	CTE: Business and Finance
Restaurant Occupations	CTE: Hospitality, Tourism, Recreation
Teacher Internship	CTE: Education, Child Development, Family Services OR Any California Teaching Credential



Junior & Senior High School for the Arts

CAREER TECHNICAL EDUCATION