

9. COURSE OUTLINE**A. Career Preparation Skills**

Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	<ul style="list-style-type: none"> • Attitude and Work Habits <ol style="list-style-type: none"> 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others • Job Employment Skills <ol style="list-style-type: none"> 1. Develop a plan to achieve career goals 2. Complete a career portfolio 3. Use effective job search strategies 4. Perform employment research 5. Complete job application and resume 6. Develop effective interviewing and follow-up skills. 7. Demonstrate an awareness of importance of lifelong learning. 	<p>CPS: Personal Skills; Interpersonal Skills</p> <p>SCANS: Personal Qualities; Interpersonal Qualities</p> <p>CAREER PLANNING 3.0</p> <p>CPS: Employment Literacy</p>

Sources:

CPS - *Career Preparation Standards*. California Department of Education and WestEd

SCANS - *What Work Requires of Schools: A SCANS Report of America 2000*.

The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.

Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
		I. Introduction to Video Production	* See attached pages that follow			
		A. Students will be able to:	R		AME	M
		1. Report on aspects of employment in the video industry	2.1 (2.3) (9,10)	T R	A1.1 (1.3) (9-12)	
		2. Describe the historical background of video and compare with the current video industry.	W 2.2 (1.3)	M	A1.3 (3.2)	M T
		3. Describe recent digital innovations	(1.5)	T	(9-12)	
		4. Contrast other visual medias against video as it relates to artistic appeal	(1.6) (1.7) (11,12)		A1.5 (5.1) (9-12)	
			W 2.2 (2.6) (11,12)	R	AME A1.5 (5.4) (9-12)	M
				R	AME 2.4	M
			WOC 2.2 (11,12)		AME C1.1	M
			2.4 (11, 12)		C2.2	M
				T R	C3.1	M
			USH 11.5.6 (11)	T R T R		
			4.1	T		
			4.5	R		

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
		II. Pre-Production				
		A. Students will be able to:	R	R	AME	T
		1. Define pre-production and screenplay terms	2.1 (3.2)		A1.6 (3.1)	R
		2. Define the writer's role	(8)		(11,12)	
		3. Define the scripting stages (outline, treatment, writing script)	W 2.2 (1.9)	R	A1.7 (1.5) (11,12)	T R
		4. Explore computer programs for scriptwriting	(11,12)			
		5. Understand copyright and clearances	WOC	R	A1.7 (1.9)	T R
		6. Perform pre-production planning	2.3		(11,12)	
		a. Script breakdown	(1.1)			
		b. Shooting schedule	(1.2)		AME	T
		c. Stripboards	(1.3)		2.5	R
		d. Production schedule	(11,12)			
		e. The budget	LS	T	AME	T
		f. Daily call sheets	2.4 (1.8)	R	C2.4 C2.1 C2.3	R
		g. Treatments	(7)		C2.6 C2.8	
			5.0	R	C3.1	
			7.1			
			7.2			
			7.3			
			7.6			
			7.7			
			9.1	T		
			9.3	R		
			9.4			
			9.5			
			9.7			

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
		IV. Lighting				
		A. Students will be able to:	5.0	T	AME	T
		1. Define lighting terms	6.0	R	A2.1 A2.2	R
		2. Measure the light		T	AME	T
		3. Get correct exposure	7.1	R	C2.1	R
		4. Use a monitor to evaluate exposure	7.2		C2.3	
		5. Use a waveform monitor to evaluate exposure	7.3		C2.4	
		6. Determine the color of light	7.6			
		7. Explain the electromagnetic spectrum and the Kelvin scale	7.7			
		8. Use the vectorscope	9.1	T		
		9. Use, mount, and care for filters	9.3	R		
		10. Use and control various types of artificial light	9.4			
		11. Determine electric power requirements	9.5			
		12. Understand basic “Three-Point lighting”	9.7			
		13. Use outdoor lighting including adapting to weather conditions and shooting at night		T		
		14. Use indoor lighting including shooting in available light and low light, bounce lighting, mixed lighting and fluorescent lighting		R		

Career Technical Skills						
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		V. Audio				
		A. Students will be able to:	R	R	AME	T
		1. Define audio terminology	2.1		A2.2	R
		2. Explain the nature of sound including pitch and frequency, loudness and amplitude, timbre, duration and velocity	COMPR EHENSI ON (2,6) (9,10)		AME C1.3 C1.2 C1.4 C2.5 C2.6	T R
		3. Use microphones effectively considering directionality, construction, impedance and, positioning	LS 2.4 (2,3) (9,10)	R		
		4. Use cables and connectors	LS	R		
		5. Use recorders	2.4 (1,11)			
		6. Care for Audio equipment	(11,12)			
		7. Understand the elements of microphone pickup including presence, perspective, balance and continuity	LS 2.4 (2,5) (11,12)	R		
		8. Mic voice-overs, sound effects, music, and ambient sounds	5.0	T		
			6.0	R		
			7.1			
			7.2	T		
			7.3	R		
			7.6			
			7.7			
			9.1	T		
			9.3	R		
			9.4			
			9.5			
			9.7			

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		VI. Post-production Process/Editing Types				
		A. Students will be able to: <ol style="list-style-type: none"> 1. Define postproduction terminology 2. Perform linear and nonlinear editing 3. Assume postproduction responsibilities 4. Demonstrate digital moviemaking including special effects and digital compositing 5. Set up preliminaries 6. Use computer editing software 	W 2.2 (2,6) (11,12) 5.0 = 7.1 7.2 7.3 7.6 7.7 9.1 9.3 9.4 9.5 9.7	R T R T R	AME A1.2 (2.3)P (9-12) C1.2 C1.4 C2.1 C2.3 C2.5 C2.6	M T R M T R
		VII. Editing Sound and Approaches				
		A. Students will be able to: <ol style="list-style-type: none"> 1. Define Sound Editing terminology 2. Use conventional Hollywood patterns 3. Perform montage editing 4. Use variations in structuring sound 5. Perform automatic dialogue replacement, voice over, sound effects, and ambient sound 6. Incorporate original and previously composed music 7. Incorporate professional-level multi-track mixing and computer-based mixing 8. Understand the evolution of Sound and the relationship of sound to image 9. Relate the functions of sound 	LS 2.4 (2,3) (9,10) S 1.2 (4,d) (4,e) (4,f) (9-12) 5.0 7.1 7.2 7.3 7.6 7.7 9.1 9.3 9.4 9.5 9.7	R T R T R	AME A2.2 AME C1.2 C1.4 AME C2.1 C2.2 C2.3 C2.5	T R T R T R

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		VIII. Legal Issues				
		Students will be able to:	R 2.6 (11,12)	T R	AME A1.5 (5.4)A	T R
		1. Explain ethics, reputation and copyright as they relate to multimedia				
		2. Discuss insurance, liability and slander issues	W 1.3 1.5	T R	AME 1.7 (2,3) (11,12)	T R
		3. Explain the Federal Communications Commission	5.1 5.3 7.4 7.5 8.0 9.1	T R		
		IX. Review of audio-video production technique				
		A. Students will be able to:	5.0	T R	AME A1.2	R
		1. Operate a Video camera	6.0		(2.1) P	
		2. Adjust and process video	9.1	T	(9-12)	
		3. Use proper microphone technique	9.3	R		
		4. Process sound	9.4		A1.2	R
		5. Perform analog audio mixing	9.5		(2.1) A	
		6. Manipulate video switcher	9.7		(9-12)	
		7. Operate linear and non-linear equipment		T R	A1.5 (5.2)P (9-12)	R
		8. Review sources for studying audio-video production on the net			AME C1.2 C1.3 C1.4 C2.1 C2.3 C2.5 C2.6	R

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		X. Review of computer multimedia technique				
		A. Students will be able to:	5.0	T	AME	T
		1. Operate computer hardware	7.1	R	A1.1	R
		2. Operate software application programs-MS Word, PowerPoint, Excel	7.2	T	(1.3)P	
			7.3	R	(9-12)	
		3. Operate Photo programs--PhotoShop	7.6		A1.2	
		4. Operate NTSC converter	7.7		(2.2)P	T
					(9-12)	R
		5. Review sources for studying multimedia on the net	9.1	T	A1.5	
			9.3	R	(5.4)A	T
			9.4		(9-12)	R
			9.5			
			9.7		A1.7	T
					(2.4)	R
					(11,12)	
					AME	
					C1.2	T
					C1.5	R
					C2.6	
		XI. Digital Video capture theory and techniques				
		A. Students will be able to:	5.0	T	AME	
		1. Project Presets on software programs (Adobe Premiere and Ulead Media Studio Pro)	7.1	R	A1.2	T
			7.2		(2.3)P	R
		2. Demonstrate video compression, frame size and	7.3		(9-12)	
		and	7.6			
		frame rate setting differences	7.7		AME	T
					C1.2	R
		3. Utilize output Options: AVI, QuickTime, Autodesk FLC	9.1	T	C1.4	
			9.3	R	C2.3	
		4. Make movies for full-screen video versus CD-ROM/web applications	9.4		C2.5	
			9.5		C2.6	
		5. Review sources for studying non-linear editing on the net.	9.7			
		XII. Manipulation of digital settings in streaming publication exercises (Advanced)				
		A. Students will be able to:	5.0	T	AME	M
		1. Discuss bandwidth issues, artifacts and download time		R	C3.3	
		2. Explain motion differences				
		3. Complete talking head and live action productions				
		4. Put streaming media samples on the net				

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		XIII. Function and demonstration of audio encoders and players (Advanced)				
		A. Students will be able to:	5.0	T	AME	M
		1. Operate real audio encoder	7.1	R	C1.1	T
		2. Use Microsoft Net Show	7.2		C1.2	
		3. Use audio encoder help and tutorials on the net	7.3	T	C1.3	
			7.6	R		
			7.7			
		XIV. Digital Audio Production				
		A. Students will be able to:	S	T	AME	T
		1. Work with sound file formats (Sound Forge)	1.2	R	C1.2	R
		2. Record voice	(4.d)		C1.4	
		3. Achieve CD quality recording	(4.e)			
		4. Use digital sound processing and effects	(4.f)			
		5. Use digital sound editing and navigation	(9-12)			
		6. Complete video-sound publication exercises in each area	5.0	T		
			7.1	R		
			7.2			
			7.3			
			7.6			
			7.7			
			9.1			
			9.3			
			9.4			
			9.5			
			9.7			
		XV. Digital Sound Mixing (Software demos)				
		A. Students will be able to mix digital sound using a variety of software programs including:	S	T	AME	T
		1. SAW Plus Digital Audio Software	1.2	R	C1.2	R
		2. Pro Tools Software Demo	(4.d)		C1.4	
		3. Premiere Audio Mixing	(4.e)			
		4. Software downloads on the net	(4.f)			
		5. Video-Sound Publication Exercises in each area	(9-12)			
			5.0	T		
			7.1	R		
			7.2			
			7.3			
			7.6			
			7.7			
			9.1			
			9.3			
			9.4			
			9.5			
			9.7			

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		XVI. Web page Construction Review				
		A. Students will review a variety of web page construction techniques and skills including: 1. Host Sites Templates (goplay, xoom, etc.) 2. Word/Word Perfect HTML conversion 3. Netscape Composer 4. Microsoft FrontPage 5. System networking, dial up configuration and access 6. FTP operations 7. Web Tutorials on the net	5.5	T R	AME C3.3	T R
		XVII. Audio-Video Streaming				
		A. Students will be able to use a variety of internet players, encoders, and servers including: 1. Internet players (real player, net player, vivo, audio active player) a. Streamworks b. Real System-G2 c. Vivo Producer d. Microsoft Net Show/Theater e. Windows Media Technologies 4 f. Web capture and templates 3. Compare streams on the Net 4. Complete sound Publication Streaming Exercises and Video-Sound Publication Streaming Exercises in each area	5.0 9.1 9.3 9.4 9.5 9.7	R R	AME C3.3	M
		XVIII. Web page Editing (Advanced)				
		A. Students will be able to use: 1. HTML on-line tutorials 2. Cut-N-Paste Java Scripts 3. Java Applets and Scripts 4. Real Networks and Microsoft Editing 5. Web page Editing of Publications 6. Promoting web page publications on the net.	7.1 7.2 7.3 7.6 7.7 9.1 9.3 9.4 9.5 9.7	R	AME C3.3	M

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		XIX. Streaming Audio-Radio Programming				
		A. Students will be able to: 1. Use Internet Bitcasting 2. Use bitcasters on the net 3. Complete streaming audio/radio publication exercises	7.1 7.2 7.3 7.6 7.7	R	AME C3.3	M
		XX. Animation and multimedia authoring				
		A. Students will be able to: 1. Integrate animation into websites 2. Complete animation tutorials on the net	7.1 7.2 7.3 7.6 7.7	R	AME C3.3	T R
		XXI. Video Servers Tomorrow (Advanced)				
		A. Students will be able to: 1. Resolve technical problems and issues (copyright protection) 2. Use storage technology (dvd, arrays, etc.) 3. Do you need a server? Making the right choice. 4. Explain the Battle between Real Networks and Microsoft 5. Discuss marketing a product and making money 6. Vistation Report 7. Complete an Audio-Video Streaming Marketing Plan Project	ECON 12.2 (12) 5.0 9.1 9.3 9.4 9.5 9.7	M R R	AME C1.1 AME C3.1 C3.2	T R M T R
280	105	Total Hours				

C. Expected Student Proficiencies**PRE-PRODUCTION**

Writing treatment, scene outline, and a script
Perform pre-production planning

PRODUCTION PROCESS/CAMERAS & SHOOTING

Video Camera
Video Switcher Operations
Linear Editing (Theory)

LIGHTING

Lighting Theory

LEGAL ISSUES

Explain ethics, reputation and
copyright as they relate to multimedia

AUDIO VIDEO PRODUCTION TECHNIQUES

Perform Production Techniques
Audio Sound File Format
Recording Voice
Digital sound processing and effects
Digital sound editing

COMPUTER MULTIMEDIA TECHNIQUES

Hardware Operation
Software Operation

DIGITAL VIDEO CAPTURE TECHNIQUES

Capture Card Operation
Non-linear Editing

DIGITAL STREAMING TECHNIQUES

None

WEBPAGE CONSTRUCTION

Perform web page construction techniques and skills

ANIMATION AND MULTIMEDIA AUTHORIZING

Integrate animation into projects
PowerPoint Presentations

D. Instructional Materials:

- http://bmrc.berkeley.edu/frame/resources/how_to/premedit/index.html
(editing with premiere tutorial)
- <http://www.webreference.com/3d/indexa.html>
(3-D animation workshop tutorial)
- <http://www.adaptec.com/technology/standards/1394formats1.html>
(digital video recording standards)
- <http://www.radiodiscjockey.com/>
(radio production handbook)
- http://cctpwww.cityu.edu.hk/graphics/g2_movie.html
(information on digital movie making)
- http://www.soltec.com/movpic/TV_Book.html
(video production textbook on-line)
- http://www.cybercollege.com/tvp_ind.html
(television production textbook on-line)
- <http://www.real.com/>
(real networks home page--the leader in streaming audio-video)
- <http://internetradio.miningco.com/library/weekly/aa012199.html>
(A guide to internet broadcasting)
- <http://www.webtools.com/story/multimedia/TLS19980819S0007>
(A guide to setting up web video cameras)
- <http://desktopvideo.miningco.com/msub34.html>
(streaming video reference page)
- <http://home.att.net/peterutz/tv3chap.html>
(today's video book on-line)
- <http://www.videonics.com/educators/>
(educators video pages from videonics--advisory input)
- <http://www.webcapture.com/>
(start-up streaming video program-advisory input)
- <http://www.dvcomputers.com/>
(video digital computer stations information-advisory input)

11. FOUNDATION STANDARDS ALIGNED		*CAHSEE Test Item
1.0 Academics		
Students understand the academic content required for entry into postsecondary education and employment in the Arts, Media, and Entertainment sector. <i>(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)</i>		
Math		
*	2.3 Multiply, divide, and simplify rational numbers by using exponent rules.	
Geometry		
	3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.	
History/Social Science		
	United States History and Geography: continuity and Change in the Twentieth Century	
	11.5.6 Trace the growth and effects of radio and movies and their role in the world-wide diffusion of popular culture.	
	Principles of Economics	
	12.4 Students analyze the elements of the U.S. Labor market in a global setting.	
Science		
	Physics	
	4b. Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).	
	4d. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.	
	4e. Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second).	
	Investigation and Experimentation	
	1d. Formulate explanations by using logic and evidence. (Chemistry & Earth Science)	
2.0 Communications		
Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. <i>(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)</i>		
Reading		
*	Literary Response and Analysis	
	(3.2) Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.	
	Reading Comprehension	
	(2.3) Generate relevant questions about readings on issues that can be researched.	
	(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	
	Expository Critique	
	2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).	
Writing		
	2.2 Writing Applications (8)	
	(2.5) Write documents related to career development, including simple business letters and job applications:	
	a. Present information purposefully and succinctly and meet the needs of the intended audience.	
	b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).	
	Writing Strategies and Applications (11,12)	
	(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	
	(1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.	
	(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).	
	(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).	

(1.9) Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

(2.5) Write job applications and resumes:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Written & Oral English Language Conventions

English Language Conventions (11,12)

- * 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (11th grade)
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. (11th grade)
- 1.3 Reflect appropriate manuscript requirements in writing. (11th grade)

Listening & Speaking

2.4 Listening and Speaking Strategies (7)

1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied

Speaking applications (9,10)

2.3 Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

3.0 CAREER PLANNING & MANAGEMENT

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.
- 3.7 Understand the impact of the economic environment on the arts industry.
- 3.8 Understand the use of contracts in the arts industry and the principles and responsibilities of working as an

independent contractor, including budgeting, project planning, advertising, and marketing strategies.

4.0 TECHNOLOGY

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand digital applications appropriate to specific media and projects.
- 4.5 Know the key technological skills appropriate for occupations in the arts industry.
- 4.6 Know how technology and the arts are interrelated in the development of presentations and productions.
- 4.7 Understand how technology can reinforce, enhance, or alter products and performances.

5.0 PROBLEM SOLVING & CRITICAL THINKING

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Use the elements of the particular art form to observe, perceive, and respond.
- 5.5 Understand the application of research and analysis skills to the creation of content.

6.0 HEALTH & SAFETY

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Know how to take responsibility for a safe and healthy work environment.
- 6.4 Understand the lifestyle choices and physical preparation required to function and maintain work activities in the chosen field.
- 6.5 Understand the opportunities for and challenges to maintaining physical and emotional health.

7.0 RESPONSIBILITY & FLEXIBILITY

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Know the current issues and trends related to the field, distinguishing the different and convergent objectives that drive the industry.
- 7.6 Understand the value of flexibility in all aspects of the creative process (e.g., nonconforming ideas and concepts) and how flexibility influences business relationships (e.g., employer-client).
- 7.7 Develop a personal commitment to and apply high-quality

8.0 ETHICS & LEGAL RESPONSIBILITY

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.
- 8.5 Understand the ethical implications of the degree of influence media, arts, and performances have on individuals.
- 8.6 Understand liability and compliance issues relevant to the arts, media, and entertainment industries.

9.0 LEADERSHIP & TEAMWORK

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand the fluid and diverse organizational structures in the field.
- 9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.

10.0 TECHNICAL KNOWLEDGE & SKILLS

- 10.1 Know universal cultural concepts and identify cultural differences.
- 10.2 Articulate the characteristics of various art forms from past and present cultures and analyze similar themes used by various cultures in a variety of arts settings.
- 10.3 Understand the historic impact of the arts and technology on society.
- 10.4 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 10.5 Define the factors that could affect creators, performers, and others involved in the production and presentation of the arts.
- 10.6 Know the appropriate skills and vocabulary of the art form.
- 10.7 Understand and analyze the elements of the art form.
- 10.8 Know key influences on the origin and evolution of art, technology, media, and performance (e.g., the influence of historical styles on contemporary idioms).
- 10.9 Understand the economic basis of for-profit and not-for-profit performing arts organizational structures.
- 10.10 Use technical applications in the creative process, where appropriate.
- 10.11 Know the ways in which literature builds an understanding of the many dimensions (e.g., intellectual and philosophical, moral and ethical, aesthetic) of human experience.
- 10.12 Use a variety of strategies (e.g., personal experience, discussion, research) to comprehend, interpret, evaluate, and appreciate source and technical documents and materials.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. A. Media and Design Arts Pathway

The Media and Design Arts Pathway includes those occupations that use tools and material as the primary means of creative expression. This career pathway requires the development of knowledge and skills by which individuals are able to express themselves through manipulation of physical objects. Careers in Media and Design Arts may be found in the following broad fields:

- **Visual.** Traditional fine artist, photographer, designer in various media, commercial artist, architect
- **Aural.** Manipulator of sound; for example, sound engineer involved in mixing, recording, sampling, and broadcasting
- **Written.** Writer, publisher, printer, scriptwriter, poet
- **Electronic.** Computer graphics artist, computer game developer, Web designer (Many new and traditional art forms depend on electronic technology in the creative process.)

A1.0 Students master appropriate visual and performing arts (VPA) and English–language arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products.

- A1.1 Specific applications of VPA Artistic Perception standards for Visual Arts at the **proficient** level (grades nine through twelve):

- (1.3) Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- (2.2) Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- A1.2 Specific applications of VPA Creative Expression standards for Visual Arts at the **proficient** level (grades nine through twelve):
- (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- (2.2) Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- (2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).
- A1.2 Specific applications of VPA Creative Expression standards for Visual Arts at the **advanced** level (grades nine through twelve):
- (2.1) Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- A1.3 Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the **proficient** level (grades nine through twelve):
- (3.2) Identify and describe the role and influence of new technologies on contemporary works of art.
- A1.5 Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the **proficient** level (grades nine through twelve):
- (5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
- (5.4) Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.
- A1.5 Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the **advanced** level (grades nine through twelve):
- (5.1) Speculate on how advances in technology might change the definition and function of the visual arts.
- (5.4) Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.
- A1.6 Specific applications of ELA Literary Response and Analysis standards (grades eleven and twelve):
- (3.1) Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- (3.3) Analyze the ways in which
- A1.7 Specific applications of ELA Writing Strategies and Applications standards (grades eleven and twelve):
- (1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.
- (1.9) Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- (2.3) Write reflective compositions:
- Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
 - Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
- (2.4) Write historical investigation reports:
- Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
 - Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
 - Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - Include a formal bibliography.

A2.0 Students understand the key technical and technological requirements applicable to various segments

of the Media and Design Arts Pathway:

A2.1 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.

A2.2 Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

A2.3 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A2.4 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A2.5 Know the writing processes, formats, and conventions used for various media.

C. Production and Managerial Arts Pathway

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

- **Theatrical and Exhibition.** Technicians; talent managers for actors; producers for theatre, television, and motion pictures; managers for stage, theatres, and museums; event planners
- **Aural.** Technicians; talent managers for musicians, singers, and voice-over artists; producers for musical programs and events (e.g., concerts, musical theatre, opera)
- **Written.** Technicians; managers and agents for writers; acquisitions editors in publishing; proofreaders; music copyists; publishers
- **Electronic.** Technicians; managers for online publishing, entertainment, and Web sites

C1.0 Students understand important elements of technical and technology-related production management:

C1.1 Understand technical support functions in the arts industry.

C1.2 Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.

C1.3 Apply decision-making and problem-solving techniques to repair and replacement procedures for media and arts equipment and facilities.

C1.4 Know the elements involved in creating a media or performing arts production for video or electronic presentation.

C2.0 Students demonstrate important skills and an understanding of the complexities of production planning:

C2.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.

C2.2 Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.

C2.3 Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.

C2.4 Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.

C2.5 Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.

C2.6 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.

C2.5 Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.

C2.6 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.

C2.8 Critique the general coordination of various elements in a project or production.

C3.0 Students understand the key elements of promoting a production:

C3.1 Know the business aspects of the arts, media, and entertainment industry.

C3.2 Understand basic marketing principles and the use of promotional materials, such as standard public service announcements, commercials/advertisements, press kits, and advertising tags.

C3.3 Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.

LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.

Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts:

R Reading
W Writing
WOC Written & Oral Conventions
LS Listening & Speaking

CRP: Connections, Relationships,
Proficient

CRA: Connections, Relationships,
Advanced

Mathematics:

NS Number Sense
AF Algebra & Functions
SDP Statistics, Data Analysis & Probability
MR Mathematical Reasoning
MG Measurement & Geometry
AI Algebra I
G Geometry
AII Algebra II
P&S Probability & Statistics
APP&S Advanced Placement Probability &
Statistics
C Calculus

ELA: English-Language Arts with in VPA

ELA- LRA: Literary Response and Analysis

ELA-WSA: Writing Strategies &
Applications

ELA-WOELC: Written & Oral English
Language Conventions

Sectors

AME Arts, Media and Entertainment
BTC Building Trades and Construction
ECDFS Education, Child Development &
Family Services
EU Energy & Utilities
ED Engineering & Design
FID Fashion and Interior Design
FAB Finance and Business
HSMT Health Science & Medical Technology
HTR Hospitality, Tourism & Recreation
IT Information Technology
MPD Manufacturing and Product
Development
MSS Marketing, Sales, & Services
PS Public Services
T Transportation

Science:

PH Physics
CH Chemistry
ES Earth Science
I&E Investigation and Experimentation

History-Social Science:

WH World History, Culture and Geography
USH United States History and Geography
AD American Democracy
ECON Economics

Visual and Performing Arts:

APP: Artistic Perception Proficient Level
APA: Artistic Perception Advanced
CEP: Creative Expression Proficient
CEA: Creative Expression Advanced
HCCP: Historical & Cultural Proficient
HCCA: Historical & Cultural Advanced
AVP: Aesthetic Valuing Proficient
AVA: Aesthetic Valuing Advanced