

Arts, A/V Technology, Communications

Middle School	Foundation Courses	Cluster Course	Pathways	Level I	Level II	Pathway Courses	Level III	Level IV	Capstone Experience
	MS I extiles MS Interior Design	Leadership and Service Learning Entrepreneurship Workforce Knowledge and Skills Career Exploration Foundations of Technology		Performing Arts Visual Arts Telecommunications/A-V Technology and Film Printing Tech/Journalism & Broadcasting	Journalistic Design Visual Communications	Graphic Design I Digital Music Production Fashion Design Interior Design I Intro to Drafting and Design Production Tech (Stagecraft) Digital Animation Broadcast Technology Broadcast Technology Photography I	Multimedia Design Photography II Graphic Design II Web Development Network Technology Web Development Interior Design II	Media Production Digital Production for Entertainment	Internship Service Learning Experience Senior Experience

Middle School Interior Design

Career Cluster	Arts, A/V Technology, Communications
Course Code	22200
Prerequisite(s)	None
Credit	
Graduation Requirement	No
Program of Study and Sequence	Middle School Level
Student Organization	FCCLA
Coordinating Work-Based Learning	
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	

Course Description:

Middle School Interior Design explores interior design in the Visual Arts Pathway in the Arts, Audio/Video, Technology, and Communication Career Cluster. Interior design influences all aspects of our lives in home, school, and work. Understanding the knowledge and skills used in interior design will assist students in learning about the elements and principles of design. Space planning is also a focus for the middle school program.

Program of Study Application

Middle School Interior Design is a middle school course that prepares students to participate in the Arts, Audio-Visual Technology and Communications career cluster, particular courses in that cluster with an emphasis on interior design or visual arts.

Course Standards**ID 1: Explore career opportunities in interior design**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 Recall	ID 1.1 Explain career options in interior design Examples: • Interview an interior designer and discuss his/her job or career path. • Research to find a variety of jobs that are associated with the fashion industry and then create a web to illustrate this. Compare with other students.	
Level 2 Skill/Concept	ID 1.2 Classify knowledge and skills associated with interior design. Examples: • Research regional and virtual help wanted ads to list qualifications required. • Interview a person in interior design and share learned skills using an online brainstorming program. • Create a public service announcement (PSA) or other advertisement that markets the knowledge and skills associated with interior design.	

Notes

ID 2: Demonstrate skills used in interior design.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	ID 2.1 Describe the elements and principles of design used in an interior space. Examples: • Create a color wheel. • Find examples of illustrations for elements and principles of design. • Create floor plan using a computer graphic program.	
Level 2 Skill/Concept	ID 2.3 Use space planning guidelines. Examples: • Organize personal space at school or home. • Identify space for diverse living arrangements.	

Notes

Middle School Textiles

Career Cluster	Arts, A/V Technology, Communications
Course Code	22200
Prerequisite(s)	none
Credit	
Graduation Requirement	no
Program of Study and Sequence	Middle School
Student Organization	FCCLA
Coordinating Work-Based Learning	
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	

Course Description:

Middle School Textiles explores the Visual Arts Pathway in the Arts, Audio/Video, Technology, and Communication Career Cluster with an emphasis on textiles and clothing. Students will research jobs associated with the textile and clothing industry. Students will learn textile production terminology, interpret technical instructions, and demonstrate production skills.

Program of Study Application

Middle School Textiles is a middle school course that prepares students to participate in the Arts, Audio-Visual Technology and Communications career cluster, particularly courses in that cluster with an emphasis on textiles or visual arts.

Course Standards**T1: Explore career opportunities in textiles and clothing industry**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 Recall	T 1.1 Explain career options in textiles and clothing industry Examples: • Interview a fashion designer and discuss his/her job or career path. • Research to find a variety of jobs that are associated with the fashion industry and then create a web to illustrate this. Compare with other students.	
Level 2 Skill/Concept	T 1.2 Classify knowledge and skills associated with textiles and clothing careers. Examples: • Research regional and virtual help wanted ads to list qualifications required. • Interview a person in Visual Arts pathway and share learned skills using an online brainstorming program. • Create a public service announcement (PSA) or other advertisement that markets the knowledge and skills associated with the Visual Arts Pathway.	

Notes

T2: Demonstrate skills used in textile production.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 Recall	T 2.1 Recognize textile production terminology. Examples: • Define sewing production terms using a pictorial dictionary. • Give students a completed sewing sample and ask them to identify the sewing elements.	
Level 2 Skill/Concept	T 2.2 Interpret technical instructions. Examples: • Identify various symbols found in textile production. • Read instructions for production processes.	
Level 2 Skill/Concept	T 2.3 Demonstrate textile production skills. Examples: • Implement production line for community project. • Explain one step of a production line in detail through development of a video tutorial. • Create an original label for finished product.	

Notes

Intro to Arts, Audio-Visual Technology and Communications

Career Cluster	Arts, A/V Technology, Communications
Course Code	11000
Prerequisite(s)	none
Credit	.5 or 1 credit
Graduation Requirement	
Program of Study and Sequence	Foundation Course – Introduction to Arts, Audio-Visual Technology and Communications – Level I Pathway Course
Student Organization	Skills USA, FBLA
Coordinating Work-Based Learning	Field trips, guest speakers, job shadowing
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	local postsecondary institutions, media outlets and online tools

Course Description:

Introduction to Arts, A/V Technology & Communication course enables students to understand and critically evaluate the role of media in society. Course content includes: investigation of visual images, printed material and audio segments as tools of information, entertainment and propaganda; improvement of presentation and evaluative skills in relation to mass media; recognition of various techniques for delivery of a particular message; and, in some cases, creation of a media product. The course may concentrate on a particular medium within the selected pathway(s).

Program of Study Application

This is a cluster-level course, preparing students to enter any of the following pathways: Printing Technology and Journalism, Telecommunication/AV Technology and Film, Visual Arts and Performing Arts.

Course Standards

IAC 1 Understand opportunities within Arts, A/V Technology and Communications

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
One Recall	IAC 1.1 Investigate career opportunities in Arts, A/V Technology and Communication occupations Examples: • Research career opportunities that best meet student interests by participating in career exploration activities • Interview a professional working in an occupation that is of interest • Explore the requirements, skills, wages, education and geographic opportunities in one career of each pathway (audio and video technology and film, printing technology, visual arts, performing arts, journalism and broadcasting, and telecommunications) in this career cluster • Prepare and present findings of selected career opportunity(-ies)	Portfolio, SDMyLife.com , PBS News Hour: Student Reporting Labs , American Society of News Editors , Journalism Education Association , Poynter News University , Educational Theatre Association , SchoolJournalism.org , National Art Education Association , United States for Theatre Technology
Two Skill/Concept	IAC 1.2 Explore historically significant events in development of specified pathway(s) Examples: • Research and present a related topic, e.g., yellow journalism, theatre history • Explore progression of video editing	Portfolio, ASNE , JEA , EDTA , SchoolJournalism.org , NAEA , Poynter , PBS , Cyber College: Elements of Mass Communications

Notes

IAC 2 Demonstrate proper usage of tools in the Arts, A/V Technology, and Communication cluster

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	IAC 2.1 Use hardware associated with career cluster Examples: • Research hardware used in various A/V Technology jobs • Use a camera to shoot still images • Use a camera to take video footage • Use a recording device to capture sound • Create a podcast using appropriate hardware • Use various performance-related technology, such as sound and light boards • Discuss topologies of networking	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits
Two Skill/Concept	IAC 2.2 Carry out the proper and safe use of equipment Examples: • Demonstrate proper use of selected equipment • Summarize safety procedures learned from industry standards • Discuss hazards related to working in the A/V, Communications and Visual Arts industries	Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits
Three Strategic Thinking	IAC 2.3 Use software specific to career cluster pathways Examples: • Edit a photograph using image-editing software • Create an advertisement using desktop publishing software • Create a one-page website using a web editing software program • Edit audio and/or video using editing software • Use computer-aided design software to create an illustration • Collaborate using document sharing software • Create a HelloWorld program application	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits
Two Skill/Concept	IAC 2.4 Use appropriate terminology specific to career cluster pathway(s) Examples: • Explain software functions, e.g., cut-and-paste • Demonstrate use of correct structure, e.g., inverted pyramid, timelines, headlines, leads • Create a product using photography and videography principles, e.g., composition, rule of thirds, stages of production	Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits

IAC 3 Analyze various purposes and individuals' responsibilities within communication fields

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	IAC 3.1 Differentiate media messages Examples: • Investigate consumer-specific advertising • Compare and contrast influences conveyed in media • Analyze media for manipulation • Differentiate between fact and opinion in media • Explore how various delivery methods change messages, e.g., broadcast versus print • Evaluate how delivery method can be modified for various audiences	Portfolio
Two Skill/Concept	IAC 3.2 Relate laws and ethics in media Examples: • Rewrite current copyright laws in language easy to understand • Discuss application of copyright laws to downloadable media • Analyze scenarios in relation to copyright laws • Debate ethics of altering graphics, images, written or website content • Review implications of using artists' written or visual material with or without consent	Portfolio, ASNE , JEA , EDTA , SchoolJournalism.org , NAEA , Poynter , PBS
Three Strategic Thinking	IAC 3.3 Integrate personal responsibility into technological forms of communication Examples: • Apply the First Amendment to modes of communication • Develop a list of guidelines for the proper use of email • Justify and build social media • Defend impact of sharing media over internet	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits, ASNE , JEA , EDTA , SchoolJournalism.org , NAEA , Poynter , PBS , firstamendment.org , StaySafeOnline.org

Notes

IAC 4 Explain color theory and design principles

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	IAC 4.1 Demonstrate understanding of color theory impact on art and/or media Examples: • Justify color selection choices, e.g., costumes, set design, print • Explain emotional and symbolic impact of color selection • Examine current color trends	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits, CTE Online , United States for Theatre Technology
Two Skill/Concept	IAC 4.2 Analyze and describe how composition of art and/or media is affected by use of design principles Examples: • Analyze media for effects of the Rule of Thirds • Demonstrate correct use of composition guidelines • Create a costume reflecting a particular time period or era • Combine color and pattern to create a desired effect, e.g., clothing or interior design	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits

Notes

IAC 5 Demonstrate application of professional skills and knowledge

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	IAC 5.1 Using an area of expertise, create a work of self-expression within selected pathway Examples: • Create a video • Perform a dance or dramatic scene • Design an advertisement for a school organization	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits
Three Strategic Thinking	IAC 5.2 Apply course concepts in industry-based collaboration Examples: • Prepare options for prospective client(s) • Provide audio/visual options • Create a written summary • Sketch a plan to address a client's request • Demonstrate editing and revising skills	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits

Notes

Journalistic Design

Career Cluster	Arts, A/V Technology, Communications
Course Code	
Prerequisite(s)	Recommended – Intro. to Art, A/V and Communications
Credit	.5 to 1 Credit
Graduation Requirement	
Program of Study and Sequence	Intro to Arts, Audio Visual Technology and Communications – Journalistic Design – Photography I – Multimedia Design – Media Production
Student Organization	Skills USA, FBLA
Coordinating Work-Based Learning	Field trips, guest speakers, advisory board, job shadowing
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	local postsecondary institutions, media outlets and online tools

Course Description:

Journalistic Design provides students with opportunities to gain insight into technology tools, client expectations and publication procedures. Individuals will explore artistic techniques to effectively communicate ideas and information to selected audiences through digital and printed media. Students will learn fundamentals and tools used to create and manipulate digital graphics. Topics will emphasize career exploration, concept design, tools and various forms of publishing media. The course may concentrate on a particular medium within the selected pathway(s).

Program of Study Application

This course is a Level I pathway course that will prepare a student to successfully enter advanced work in any of the following pathways:

- Printing Technology and Journalism
- Telecommunication/AV Technology and Film
- Visual Arts

Course Standards

JD 1 Explore opportunities within journalism

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 Recall	JD 1.1 Investigate career opportunities Examples: • Research opportunities for employment • Interview a publishing professional • Research position requirements, skills, wages, education and geographic opportunities • Job shadow an industry professional • Tour local media outlet	Portfolio, SDMyLife.com , South Dakota High School Activities Association , PBS News Hour: Student Reporting Labs , American Society of News Editors , Journalism Education Association , Poynter News University , SchoolJournalism.org
Level 2 Skill/Concept	JD 1.2 Explain skills needed for journalism Examples: • Identify skills needed to communicate and create broadcast script • Construct ideas for a client's request • Contrast magazines ads to find appealing designs	

Notes

JD 2 Explore and practice skills of journalistic writing

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	JD 2.1 Identify facets of journalistic writing Examples: • View and critique a news broadcast for writing style, e.g., persuasive, informative, biased/unbiased • Compare and contrast traditional and contemporary writing forms, e.g., inverted pyramid, chronological order • Compose a story lead-in in three different formats • Construct captions/cutlines for selected graphics and photos • Create headlines and subheadlines in publication style format • Prepare an article for publication	High School Broadcast Journalism , BBC School Report , PBS News Hour: Student Reporting Labs
Level 2 Skill/Concept	JD 2.2 Explore publishing writing styles Examples: • Apply AP Style in editing and revising • Complete a video news script template, conversational style • Create a rubric clarifying writing style expectations • Discuss fact versus opinions versus informed opinions and their roles in journalism • Examine legal and ethical issues related to news gathering and writing	PBS News Hour: Student Reporting Labs , Jim Lehrer's Ten Rules of Journalism, Portfolio, Journalism and Broadcast Media
Level 2 Skill/Concept	JD 2.3 Demonstrate appropriate interview skills Examples: • Actively listen to discussion and prepare related questions • Take accurate notes for review and story incorporation • Dress appropriately and be on time • Correctly attribute sources within story writing	

Notes

JD 3 Apply design principles and fundamentals

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	JD 3.1 Explain legal and ethical issues related to publication, design and broadcast Examples: • Complete a web quest on legal issues related to publishing • Research instructions and forms for registration of publishing projects with copyright office • Obtain formal permission for use of an art form, design or photograph in a publication • Explore release forms necessary for photographing people and places • Identify copyright materials • Research how to implement a design as a trademark or a copyright • Investigate copyright laws and violation repercussions	Video: "Shattered Glass," Journalism and Broadcast Media
	JD 3.2 Interpret design elements Examples: • Develop a collection of examples from a variety of professionally designed publications • Consider video composition for broadcast • Identify negative space in various works of art • Research impact of brand marketing with computer graphics • Construct color palette for chosen publication • Explore the work of Josef Albers in regard to color • Demonstrate differences between 2D and 3D graphics	
	JD 3.3 Implement design principles Examples: • Evaluate appropriateness and usability of specific publishing program • Compare and contrast differences in page layout, graphic and word processing software • Create a presentation to illustrate or describe design principles • Identify various file types, such as bitmap, JPG, GIF, TIFF, MPG, WAV, etc. • Explore various color technologies, such as process, spot, Pantone, RGB and CMYK • Change a photo's hue and saturation in image editing software	

JD 4 Analyze elements of design

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 Recall	JD 4.1 Identify design elements Examples: • Describe major design principles, e.g., line, color, typography, etc. • Create a presentation explaining one design element • Identify components of a published work, e.g., magazine spread • Dress set for proper broadcast tone	Creative Market , Portfolio, Journalism and Broadcast Media
Level 2 Skill/Concept	JD 4.2 Analyze principles of typography used in design Examples: • Use appropriate graphics and type to inform rather than distract in broadcast medium • Create a chart identifying type fonts, styles, sizes and appropriate uses • Compare and contrast typography from at least two print sources for composition techniques, typestyle and type of justification • Prepare a layout using typography specifications • List rules for type in design layout • Create a design just using type	
Level 3 Strategic Thinking	JD 4.3 Analyze design and layout Examples: • Analyze a publication for readability and attractiveness (use of white space, column width and spacing, grids/guides, margins, and graphic/text placement) • Design a layout for a specific publication that incorporates use of white space, appropriate column width and spacing, use of grids and guides, appropriate margins and effective placement of graphic and text elements • Create a layout that successfully applies elements of line, shape, texture, and value to create form and space • Revise appearance of a current document by incorporating graphic boxes, lines, illustrations, color and/or images • Critique a layout for balance, dominance and harmony	

Level 3 Strategic Thinking	JD 4.4 Apply page layout techniques Examples: • Create a chart that describes each step in the design process • Draw a thumbnail sketch of a planned publication • Evaluate a publication for target audience and purpose of publication • Use the design process to plan a publication • Develop graphic design to meet three different needs, e.g., letterhead, return address and screen printing • Identify design based on client requirements • Create a thumbnail sketch for advertising layout • Design PSA poster for local event	
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Notes

JD 5 Create computer-generated graphics

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	JD 5.1 Investigate journalism and broadcast software and hardware Examples: • Compare and contrast photo editing software • Scan or upload a photo to use on computer • Research various printers and printing mediums and sizes • Create organic shapes using a computer graphic software • Adjust brightness and contrast of a photograph • Design custom studio backgrounds and/or broadcast graphics • Emboss text used in logo	
Level 2 Skill/Concept	JD 5.2 Modify images to meet publication broadcast needs Examples: • Adjust resolution to meet client needs • Add a filter to a photograph • Add a drop shadow to a graphic object • Adjust image parameters to specified needs	

Notes

JD 6 Explore and apply photography and videography techniques

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	JD 6.1 Investigate characteristics of composition Examples: • Critique photos for appropriate angle, action, reaction, emotion, etc. • Justify how photos represent different aspects of photo composition • Analyze video clips for accepted composition • Define characteristics of a quality composition within created rubric	
Level 3 Strategic Thinking	JD 6.2 Explore camera settings and equipment to obtain desired images Examples: • Compare and contrast outcomes of manual versus automatic settings • Analyze impact of stabilized video on an image • Experiment with multiple camera angles to obtain visual image desired by client	

Notes

JD 7 Produce pathway-specific media

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	JD 7.1 Plan out design process in working with client Examples: • Prepare a specific publication for printing • Classify target audiences for various businesses • Construct questions for a client interview • Outline ideas illustrating customer requirements • Set a timeline • Develop story ideas	
Level 2 Skill/Concept	JD 7.2 Determine production roles Examples: • Designate editors, videographers, journalists, on-air talent • Define duties and expectations	
Level 4 Extending Thinking	JD 7.3 Create and critique production piece Examples: • Generate brochures • Construct newsletters • Proof, edit and revise a peer's work • Submit media to professional for critique	

Notes

Visual Communications

Career Cluster	Arts, Audio-Visual Technology and Communications
Course Code	
Prerequisite(s)	Intro to Arts/AV
Credit	.5
Graduation Requirement	
Program of Study and Sequence	Introduction to Arts, A/V Technology & Communications – Visual Communications – Level II pathway course
Student Organization	
Coordinating Work-Based Learning	Guest Speakers, Field Trips
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	

Course Description:

Visual Communications examines the topics of theory, two-dimensional graphic design, environmental graphic design, typography, illustration, photographic illustration and interactive media. Introduction is presented regarding how and why professionals in the field of visual communication create meaning and context through their work. Students explore the language of visual communication, how communication is influenced by form, content and context.

Program of Study Application

Visual Communications is a Level I Pathway Course in the Arts, Audio-Visual Technology & Communications career cluster. Visual Communications will prepare a student to enter a Level II pathway course in any of the Arts, A/V Tech & Communications pathways.

Course Standards

VC 1 Explore careers in the Commercial Visual Arts

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	VC 1.1 Demonstrate knowledge of the jobs available in the visual communications industry Examples: • Illustrator, Graphic Designer, Cartoonist, Photographer, Photo Journalist, Video Game Designer, Set Designer, Art Educator, etc.	SDMyLife
Level 2 Skills Concept	VC 1.2 Examine and critique what makes a professional portfolio Examples: • Digital Portfolio • Physical Portfolio • Resume Creation	

Notes

VC 2 Apply Elements of Art and Principles of Design

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	VC 2.1 Explore the Elements of Art and how they are applied in Visual Communications Elements of Art: Line, Shape, Color, Form, Value, Texture, and Space	
Level 2 Skill/Concept	VC 2.2 Explore the Principles of Design and how they are applied in Visual Communications Principles of Design: Balance, Contrast, Emphasis, Pattern, Unity, Movement, and Rhythm	

Notes

VC 3 Effectively Use Typography

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	VC 3.1 Understand the use and application of typography in visual communication Examples: • Use to provide information • Use to provide emphasis in design	International Typography Association (atypi.org)
Level 1 Recall	VC 3.2 Identify common terminology used in typography Examples: • Point Size, Font, Text, Type, Italic, Bold, Justification, Serif, Sans-Serif, etc.	International Typography Association (atypi.org)

Notes

VC 4 Utilize Methods and Materials used in Visual Communications

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill Concept	VC 4.1 Explore methods used in 2D/3D Visual Communications Examples: • Drawing, painting, printmaking, photography, graphic design, photojournalism, desktop publishing, digital graphics and animation, sculpture, installations, 3D modeling, etc.	
Level 2 Skill Concept	VC 4.2 Explore materials used in 2D/3D Visual Communications Examples: • Paint, graphite, pigment, watercolor, clay, found objects, digital graphics, film photography, digital photography, ink, paper, etc.	
Level 2 Skill Concept	VC 4.3 Explore emerging techniques and technology in Visual Communications Examples: • Virtual Reality, drones, 3D printing, robotics, etc.	

Notes

VC 5 Demonstrate Safe Practice and Ethics in Visual Communications

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	VC 5.1 Demonstrate safe practices in a work environment Examples: • Proper use of equipment • Identify hazardous materials • Demonstrate proper safety procedures	Office of Safety and Health Administration (OSHA)
Level 1 Recall	VC 5.2 Define copyright and how it impacts visual communications Examples: • Fair use • Public Domain • Copyright Laws	US Copyright Laws
Level 2 Skill/Concept	VC 5.3 Practice correct copyright usage Examples: • Practice of copyright laws • Students will not copy or plagiarize work which is not their own	US Copyright Laws

Notes

Graphic Design I

Career Cluster	Arts, A/V Technology, Communications
Course Code	10202
Prerequisite(s)	Recommended: Introduction To Arts/AV Technology & Communications 11000
Credit	
Graduation Requirement	
Program of Study and Sequence	Introduction to Art/AV Technology & Communications – Level I Pathway Course – Graphic Design I - Level III Pathway Course
Student Organization	SkillsUSA
Coordinating Work-Based Learning	Guest Speakers, Field Trips, Informational Interviews, Tours,
Industry Certifications	Student can work toward Adobe Certified Associate(ACA) Certification in Adobe Products (http://www.adobe.com/education/certification-programs.html)
Dual Credit or Dual Enrollment	
Teacher Certification	K-12 Technology
Resources	Suggested Software: Photoshop, Illustrator, Flash, Pixlar, etc.

Course Description:

Graphic Design I explores Legal and Ethical Issues, Career Opportunities, Fundamentals of Computer Graphics, Raster or Vector Graphics, Tools Used to Create Graphics, 2D & 3D Basic Animations.

Program of Study Application

Graphic Design I is a Level II pathway course in the Arts/AV Technology & Communications cluster: Printing Tech/Journalism & Broadcasting, Telecommunications/A-V Technology and Film, and Visual Arts pathways.

Course Standards**GD 1 Develop an Awareness of Career Opportunities and Professionalism in Graphic Design**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	GD 1.1 Identify personal interests and abilities related to graphic design careers. Examples: • identify personal creative talents • identify technical/design & animation talents	Portfolio, SD MyLife
Level 2 Skill/Concept	GD 1.2 Investigate career opportunities, trends, and requirements related to graphic design careers Examples • Research job opportunities • Investigate trends associated with graphic design • Discuss related career pathways	
Level 3 Strategic Thinking	GD 1.3 Demonstrate job skills for graphic design Industries. • Attendance and punctuality • Positive attitude • Positive work ethic • Use of proper social skills • Display ability to work as part of a team and take direction from others	
Level 3 Strategic Thinking	GD 1.4 Explore legal and ethical issues related to graphic design Examples • Complete a web quest on legal issues related to digital animation • Research instruction and forms for registration of an graphic design product with copyright office • Obtain formal permission for use of an art form, design, or photograph in an graphic design Publication	

Notes

GD 2 Explore fundamentals related to graphic design

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	GD 2.1 Illustrate the use of computer graphics • List where graphics are found • Research impact of brand marketing with computer graphics • Discuss the use of graphics in various business scenarios • Compare uses of graphics in business products	
Level 4 Extended Thinking	GD 2.2 Identify graphic design concepts Examples: • Complete a vocabulary worksheet with various graphic design terms such as pixels per inch (PPI), dots per inch (DPI), dither, halftone, posterization etc. • Identify various file types e.g. Bitmaps, JPG, PNG, GIF, TIFF, etc. • Paint a picture made up of dots or draw a model based on measurements to demonstrate the difference of raster graphics vs vector graphics.	
Level 4 Extended Thinking	GD 2.3 Differentiate 2D and 3D graphic design concepts Examples • Research software used in various animation jobs • Demonstrate the differences between 2D and 3D graphics • Graph 2D and 3D Models	

Level 4 Extended Thinking	GD 2.4 Utilize color technologies Examples • Research different color technologies such as process, spot or Pantone • Write Codes for specific colors in RGB, CMYK or Hexadecimal • Change the Hue and saturation of a photo in image editing software	
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Notes**GD 3 Create Graphic Designs**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	GD 3.1 Explore hardware and software utilized in graphic design Examples • Scan a photo using a scanner to use on computer • Draw an object using a graphics tablet • Research various printers and printing mediums and sizes • Research monitors and graphic resolution quality	
Level 4 Extended Thinking	GD 3.2 Implement graphic design software Example • Create organic shapes using a computer graphic software • Break apart text to reshape it in a computer graphic software • Adjust brightness and contrast of a photograph • Emboss text used in logo • Add a filter to a photograph • Add a drop shadow to a computer graphic object	

Notes:

Career Cluster: Arts, A/V Tech, Communications

Course: Graphic Design I

GD 4 Identify and Utilize a Graphic Design Environment

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 Extended Thinking	GD 4.1 Construct transformation of graphics Examples • Graph a mirror image of an object • Rotate, skew, distort or scale an object in computer graphic software • Move the z-axis of a 3D model	
Level 4 Extended Thinking	GD 4.2 Construct animations of graphics Example • Create 2D flash animation using a shape tween • Create a flip book to illustrate a hand held animation • Create a photo animation in image editing software	
Level 4 Extended Thinking	GD 4.3 Create Graphic Design Products Example • Publishing computer graphics for sublimation • Determine different mediums to print photos • Render Text Animation for video • Embed Flash .swf in Web page	

Notes:

Graphic Design II

Career Cluster	Arts, A/V Technology, Communications
Course Code	11154
Prerequisite(s)	Recommended: Introduction To Arts/AV Technology & Communications 11000, Graphic Design I 10202
Credit	.5/unit
Graduation Requirement	
Program of Study and Sequence	Introduction to Art/AV Technology & Communications – Level I Pathway Course – Level II Pathway Course – Graphic Design II – Level IV Pathway Course
Student Organization	SkillsUSA
Coordinating Work-Based Learning	Guest Speakers, Field Trips, Informational Interviews, Tours,
Industry Certifications	Student can work toward Adobe Certified Associate(ACA) Certification in Adobe Products (http://www.adobe.com/education/certification-programs.html)
Dual Credit or Dual Enrollment	
Teacher Certification	K-12 Technology
Resources	Suggested Software: Photoshop, Illustrator, In-Design, Pixlar, etc.

Course Description:

Graphic Design II explores legal and ethical issues, career opportunities, graphic design methods, design elements, design principles, page layout, typography, color theory, creating media, and forms of published media.

Program of Study Application:

Graphic Design II is a Level III pathway course in the Arts, A/V Technology and Communications career cluster appropriate for three pathways: Printing Tech/Journalism & Broadcasting, Telecommunications/A-V Technology and Film, and Visual Arts. Completion of Graphic Design II will prepare a student for a Level IV course or capstone experience.

Course Standards

GD 2-1 Develop an Awareness of Career Opportunities and Professionalism in Graphic Design

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	GD2 1.1 Identify personal interests and abilities related to graphic design careers. Examples: • identify personal creative talents • identify technical/graphic design talents	Portfolio, SD MyLife
Two Skill/Concept	GD2 1.2 Investigate career opportunities, trends, and requirements related to graphic design careers Examples: • Research job opportunities • Investigate trends associated with graphic design • Discuss related career pathways	
Three Strategic Thinking	GD2 1.3 Demonstrate job skills for graphic design Industries. • Attendance and punctuality • Positive attitude • Positive work ethic • Use of proper Social Skills • Display ability to work as part of a team and take direction from others	
Three Strategic Thinking	GD2 1.4 Explore legal and ethical issues related to graphic design Examples: • Complete a web quest on legal issues related to digital animation • Research instruction and forms for registration of an graphic design product with Copyright Office • Obtain formal permission for use of an art form, design, or photograph in an graphic design Publication	

Notes

GD 2-2 Apply design fundamentals

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	GD2 2.1 Execute color theory Examples: • Translate the colors on a color wheel • Construct Artwork – Using Pastels in analogous colors • Define the terms used in color theory	
Four Extended Thinking	GD2 2.2 Implement the principles of design Examples: • Draw a still using graphite pencils illustrating organic shapes • Identify the negative space in various works of art • Select textures for a study in fashion or interior design • Paint a watercolor that illustrates movement • Draw linear perspective illustrations to depict proportion • Construct a Power-Point that Illustrates or describes the principles	

Notes

GD 2-3 Apply techniques used in creating print media

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	GD2 3.1 Evaluate various printing methods Examples: • Write a paper on selected printing processes • Print color separations for a poster • Create Sublimation transfer for products	
Three Strategic Thinking	GD2 3.2 Demonstrate typography techniques Examples: • Identify various fonts to fit design types • List rules for type in design layout • Create a design just using type	
Four Extended Thinking	GD2 3.3 Apply page layout techniques Examples: • Identify design based on client requirements • Create a thumbnail sketch for advertising layout • Design a PSA Poster for local	

Notes:

GD 2-4 Design Graphic Media Project

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	GD2 4.1 Utilize design process Examples: • Classify target audiences for various businesses • Construct questions for a client interview • Sketch design illustrating customer requirements	
Three Strategic Thinking	GD2 4.2 Implement use of tools used to create graphic media Example • Tour a newspaper shop to see negatives being printed • Create a brochure using publishing software • Etch a rubber plate to use in ink transfer design	

Notes:

GD 2-5 Create graphic Media Product

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	GD2 5.1 Evaluate types of materials for various graphic design products Examples: • Calculate size of printed materials to print billboard • Research online photo lab and identify finishes and materials in which photos can be printed • Identify and describe the differences among watercolor, oil and acrylic	
Three Strategic Thinking	GD2 5.2 Publish printed or digital media Example • Devise a chart of types of printers used for various jobs • Tour a newspaper to view plates used for negatives • Paint on canvas or print vinyl sign	

Notes:

Fashion Design

Career Cluster	Arts, A/V Technology, Communications
Course Code	22214
Prerequisite(s)	none
Credit	.5
Graduation Requirement	No
Program of Study and Sequence	Introduction to Arts/AV Technology and Communications – Level 1 pathway course – Fashion Design – Level 3 pathway course
Student Organization	FCCLA
Coordinating Work-Based Learning	Field trip, industry-personnel interviews
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	FCCLA Fashion Design STAR Event, FCCLA Fashion Sketch Skill Demonstration Event, FCCLA Recycle and Redesign STAR Event, Institute of Design and Technology of South Dakota

Course Description:

Fashion Design is an applied knowledge course intended to help students explore different aspects of careers in the fashion design industry. Students will study the history of the fashion industry, elements and principles of design, textile composition, and fashion illustration. Students will explore trends in fashion design and engage with industry specific technology used to produce fabrics and create fashion lines.

Program of Study Application

Fashion Design is a Level 2 pathway course in the Arts, A/V Technology and Communication cluster, visual arts and performing arts pathways.

Course Standards

FD 1 Explore opportunities in the fashion industry.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	FD 1.1 Classify career opportunities in fashion design • Research the role of a fashion designer in the fashion production process. • Research a current fashion designer, including the market segment for which he/she designs, and his/her career track • Research the effect of world design centers on career opportunities in fashion design • Interview a fashion designer about his/her job	
Level 1 Recall	FD 1.2 Identify basic resources commonly used in the fashion design industry	

Notes

FD2: Exhibit ethical and legal conduct in the fashion industry

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	FD 2.1 Differentiate legal and copyright issues related to the fashion design industry Research laws that affect the fashion design industry	Innovation Design Protection Act International Textile and Apparel Association
Level 1 Recall	FD 2.2 Identify professional codes of ethics	International Textile and Apparel Association

Notes

FD3: Analyze the relationship between history and fashion.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	FD 3.1 Interpret the influences of art and media on fashion • Research how celebrities, movies, and television inspire current fashions • Watch a media presentation and write an essay detailing how the media influences today's fashion	
Level 3 Strategic Thinking	FD 3.2 Differentiate how politics, society, economics, culture, and aesthetics influence fashion • Research textile crafts and designs in other parts of the world to explain economics, politics, and social conditions that affect textile design • Using old yearbooks, catalogs or magazines, compare past styles for the decade influencing present styles • Research changes in clothing for the past 50 years and construct a clothing history timeline with illustrated fashions and important events • Work with a local museum to prepare a display on the history of fashion	

Notes

FD4: Evaluate performance characteristics of textiles and textile products

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	FD 4.1 Classify clothing details used to recognize, understand, and interpret fashion • Select a garment and write a narration that could be used to describe garment style • Choose collar and sleeve styles and creatively combine the styles into shirt designs	
Level 3 Strategic Thinking	FD 4.2 Evaluate fibers, yarns, fabrics and finishes for end use • Create a commercial, poster, or presentation on a selected fiber • Conduct fiber tests and develop a resource manual of fiber characteristics • Research methods of fabric construction • Participate in a field trip to a clothing store to examine fiber content and fabric type of current fashion	

Notes

FD5: Design fashion products.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	FD 5.1 Critique fashion for application of the elements and principles of design • Create a portfolio that illustrates use of elements and principles of design in fashion • Evaluate current fashion garments for elements and principles of design	
Level 3 Strategic Thinking	FD 5.2 Critique how color theory and color forecasting impact fashion design • Interview a person in the fashion industry about resources available to designers for information on fashion trends and color forecasting • Using fashion resources, research the current fashion and color trends and write an industry fashion report on your findings	
Level 4 Extended Thinking	FD 5.3 Create a fashion line • Draw an illustration of one item of fashion line • Research the procedures for developing a line of clothing (researching trends and preparing sketches, color plates, and presentation boards) • Draw and color illustrations for a fashion line	

Notes

Interior Design I

Career Cluster	Arts, A/V Technology, Communications
Course Code	19205
Prerequisite(s)	None
Credit	.5
Graduation Requirement	No
Program of Study and Sequence	Introduction to Arts, A/V Technology and Communication – Level 1 pathway course – Interior Design I – Level 3 pathway course
Student Organization	FCCLA
Coordinating Work-Based Learning	Professional interviews, tours of homes
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	International Interior Design Association (IIDA); American Society of Interior Designers (ASID); FCCLA Illustrated Talk STAR Event

Course Description:

Interior Design I helps students prepare for careers in interior design. Students will explore the history and current trends in interior design, career options within the interior design industry, the elements and principles of design, design and function of interior spaces, items used in interior environments, and interior design project and presentation skills.

Program of Study Application

Interior Design I is a Level 2 pathway course in the Arts, A/V Technology and Communication career cluster, Visual Arts and Performing Arts pathways.

Course Standards

FID 1 Summarize the history and current trends in interior design

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	FID 1.1 Explain the influence of past and present interior designers on the profession	
Level 2 Skill/Concept	FID 1.2 Describe current trends in the interior design profession	

Notes

FID 2 Explore career opportunities and professional practices in interior design

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	FID 2.1 Summarize career opportunities in the interior design profession	
Level 2 Skill/Concept	FID 2.2 Evaluate relationship between designer and client	

Notes

FID 3 Evaluate use of design elements and principles in interior design

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	FID 3.1 Analyze the effect and application of elements of design in interior design Examples: Investigate the psychological characteristics of color in relation to interior space	
Level 2 Skill/Concept	FID 3.2 Describe the use of principles of design in interior design Examples: Describe how color creates unity in interior environments	

Notes

FID 4 Investigate design and function of interior spaces

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	FID 4.1 Explain the components of floor plans, such as living zones, circulation patterns, open and closed plans	
Level 2 Skill/Concept	FID 4.2 Apply guidelines for space planning and traffic patterns in interior spaces	
Level 2 Skill/Concept	FID 4.3 Interpret blueprints and elevation drawings, including legends, keys, and architectural symbols	
Level 2 Skill/Concept	FID 4.4 Demonstrate proficiency in basic concepts of scale drawings for interior space	

Notes

FID 5 Critique items used in creating interior environments

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	FID 5.1 Compare characteristics of different components of the interior environment, such as types of flooring, lighting, wall and surface finishes, and accessories	
Level 2 Skill/Concept	FID 5.2 Distinguish key features of architectural structural elements, such as windows, doors, cabinetry, and fixtures.	
Level 2 Skill/Concept	FID 5.3 Compare different types of window treatments	
Level 3 Strategic Thinking	FID 5.4 Formulate guidelines for selection of furniture	

Notes

FID 6 Analyze interior design project and presentation skills

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	FID 6.1 Describe the basic components of project budgets used in interior design proposals	
Level 1 Recall	FID 6.2 Identify characteristics of effective visual presentations tools used for interior design proposals	
Level 2 Skill/Concept	FID 6.4 Explain the components of verbal presentation of interior design proposals	
Level 4 Extended Thinking	FID 6.3 Apply concepts of proposal development to meet client's needs Examples: • Create written, oral, or visual proposal	

Notes

Interior Design II

Career Cluster	Arts, A/V Technology, Communications
Course Code	19206
Prerequisite(s)	Interior Design I
Credit	.5
Graduation Requirement	No
Program of Study and Sequence	Introduction to Arts, A/V Technology and Communication – Level I pathway course – Interior Design I – Interior Design II – Level IV pathway course or capstone experience
Student Organization	FCCLA
Coordinating Work-Based Learning	
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	International Interior Design Association (IIDA); American Society of Interior Designers (ASID); FCCLA Interior Design STAR Event

Course Description:

Interior Design II is an applied-knowledge course intended to prepare students for careers in the interior design industry. Students in Interior Design II will create a design for a specific space and purpose, either residential or commercial, applying skills and knowledge from previous courses using industry-specific technologies.

Program of Study Application

Interior Design II is a level three course in the Arts, A/V Technology, Communications career cluster, Visual Arts and Performing Arts pathways. Interior Design I is a prerequisite for this course. Participation in Interior Design II would prepare a student to participate in a level IV pathway course or capstone experience.

Course Standards**ID2-1: Analyze opportunities and professional practices in interior design**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level Three Strategic Thinking	ID2 1.1 Investigate employment and entrepreneurial endeavors in interior design	
Level Two Skill/Concept	ID2 1.2 Describe credentials and licensing requirements for interior designers	American Society of Interior Designers (ASID) International Interior Design Association (IIDA)
Level Three Strategic Thinking	ID2 1.3 Critique professional codes of ethics	
Level Two Skill/Concept	ID2 1.4 Demonstrate effective communication skills within the industry	Communication with clients and contractors
Level Two Skill/Concept	ID2 1.5 Demonstrate evaluation techniques for professional portfolios	

Notes

ID2-2: Investigate safety practices in the interior design profession

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level Two Skill/Concept	ID2 2.1 Demonstrate personal and environmental safety practices	
Level Two Skill/Concept	ID2 2.2 Describe Occupational Safety and Health Administration (OSHA) policies and regulations related to the interior design profession	

Notes

ID2-3: Assess policies and regulations related to the interior design profession

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level Two Skill/Concept	ID2 3.1 Explain legislation, regulations, and public policy that affect interior design	Universal/Barrier Free design principles
Level Two Skill/Concept	ID2 3.2 Describe applicable building codes, universal design guidelines, and regulations in architectural designs	
Level Three Strategic Thinking	ID2 3.3 Investigate community zoning regulations and other community regulations	

Notes

ID2- 4: Analyze design and development of architecture, interiors and furnishings through the ages

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level Two Skill/Concept	ID2 4.1 Describe features of furnishing characteristics of various historical periods	
Level Two Skill/Concept	ID2 4.2 Illustrate the development of architectural styles throughout history	
Level Three Strategic Thinking	ID2 4.3 Compare historical architectural details to current housing and interior design trends	
Level Three Strategic Thinking	ID2 4.4 Predict future design and development trends in architecture, interiors, and furnishings	

Notes

ID2- 5: Differentiate residential interior design and commercial interior design

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level Three Strategic Thinking	ID2 5.1 Compare and contrast the fields of residential interior design and commercial interior design	
Level Three Strategic Thinking	ID2 5.2 Compare space planning techniques for commercial interior design and residential interior design	
Level Three Strategic Thinking	ID2 5.3 Investigate space requirements, traffic flow, and design features for commercial and residential spaces	

Notes

ID2-6: Investigate design processes and project management

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 Recall	ID2 6.1 Identify components of design process used in meeting interior design problems	
Level 1 Recall	ID2 6.2 Identify common principles of successful project management	
Level Three Strategic Thinking	ID2 6.3 Analyze potential design obstacles to create possible design solutions	
Level Four Extended Thinking	ID2 6.4 Create a plan to meet proposal requirements	

Notes

Photography I

Career Cluster	Arts, A/V Technology, Communications
Course Code	11054
Prerequisite(s)	None
Credit	.5
Graduation Requirement	
Program of Study and Sequence	Introduction to Arts, A/V Technology and Communication – Level 1 pathway course – Photography I – Photography II
Student Organization	Skills USA
Coordinating Work-Based Learning	
Industry Certifications	Working toward ACA certification in Adobe Photoshop
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	

Course Description:

In Photography I, students will be able to apply principles of visual literacy to produce visual content. This gives students an advantage in today's global, multimedia society. Students will be taught industry-relevant technical skills and have the opportunity to work with a variety of technology, including digital cameras, design software, and editing tools to stage, shoot, process, print, and present professional-grade images. Students will evaluate and critique photographic work and investigate the history of photography.

Program of Study Application

Photography I is a Level 2 pathway course in the Arts, A/V Technology and Communications cluster, Printing Technology/Journalism & Broadcasting; Telecommunications/A-V Technology and Film; and Visual Arts pathways. Photography I would be preceded by a level I course. Completion of Photography I would prepare a student to successfully participate in Photography II.

Course Standards

P1-1: Explore opportunities in photographic arts

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	P1-1.1 Summarize career opportunities in the area of photography and photojournalism Examples: • Research opportunities for employment in photography • Interview a professional working in the area of photography • Research the requirements, skills, wages, education, and geographic opportunities in the area of photography	

Notes

P1-2: Examine fundamentals related to photographic arts

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	P1-2.1 Classify digital cameras and accessories for intended use Examples: • Identify the advantages and disadvantages of different types of digital cameras (cell phone, point and shoot, mirrorless, DSLR) • Compare digital camera features for personal use vs. professional use • Analyze the appropriateness and usability of a specific digital camera and accessories for a given situation	
Level 4 Extended Thinking	P1-2.2 Implement digital darkroom management Examples: • Research types of storage devices for digital images • Compare different types of image file formats • Explain the transfer of images from one device (digital camera) to another device (computer) • Research the use of color management systems for color consistency and predictability	
Level 2 Skill/Concept	P1-2.3 Differentiate legal and copyright issues related to photography and photojournalism Examples: • Complete a web quest on legal issues related to photographic arts • Research instructions and forms for registration of photographic arts with copyright office • Explore release forms necessary for commercial photography	

Notes

P1-3: Analyze camera operations

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	P1-3.1 Implement appropriate care, maintenance, and safety related to the operation of a digital camera Examples: • Demonstrate appropriate care instructions when cleaning a digital camera • Demonstrate proper storage and care for digital camera • Demonstrate appropriate maintenance of digital camera	
Level 4 Extended Thinking	P1-3.2 Analyze the effect of exposure on the quality of photographs Examples: • Differentiate the effect of different shutter speeds on the quality of a photograph by taking photographs using different shutter speeds • Differentiate the effect of different aperture settings on the quality of a photograph by taking photographs using different aperture settings • Demonstrate the concept of bracketing for determining the best exposure for photographs by taking three photographs using different exposure settings.	
Level 4 Extended Thinking	P1-3.3 Analyze how techniques impact the quality of photographs Examples: • Illustrate shallow depth of field and maximum depth of field by taking photographs to illustrate each • Compare the effect of different camera settings on photographing subject movement • Differentiate between the use of normal, long, and short focal length on the quality of photographs by taking a photograph of the same subject using each focal length • Compare the effect of using flash vs. not using flash for photographing subjects in different lighting situations	

Notes

P1-4: Evaluate photographs for effective composition

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 Extended Thinking	P1-4.1 Critique photographs for effective use of the elements of composition Examples: • Develop a checklist for assessing the elements of composition in a photograph • Create a portfolio of photographs that illustrates each of the elements of composition • Analyze peer photographs for the use of the elements of composition	
Level 3 Strategic Thinking	P1-4.2 Check light and color to produce effective photographs Examples: • Illustrate the effect of the time of day on the lighting in your photograph • Compare the effect of different types of directional lighting when taking a photograph • Illustrate the effect of different types of directional lighting on a subject	

Notes

P1-5: Create artistic photographs

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skills/Concept	P1-5.1 Implement the use of image editing software for manipulation of photographs Examples: • Demonstrate the use of basic image editing tools (select, cut, copy, paste, crop) • Compare and contrast the use of the Variations, Levels, and Curves tools for color adjustment of an image • Compare and contrast the use of the Hue/Saturation and Brightness/Contrast tools for color adjustment of an image • Select the appropriate color adjustment tools to improve image quality of specific images • Differentiate between the use of the Brush tool and History Brush tool for artistic expression in the enhancement of images • Demonstrate the use of the eraser tools in artistic enhancement of images • Select appropriate image editing tools for the artistic enhancement of specific images	
Level 4 Extended Thinking	P1-5.2 Produce photographs for visual display Examples: • Compare the effect of resolution on the quality of photographs by taking photographs at different resolution settings • Calculate the appropriate size of image for a specific use • Demonstrate mounting photographic images • Create a showcase of photographic arts work • Create a portfolio of photographs that illustrates each of the elements of composition	

Photography II

Career Cluster	Arts, A/V Technology, Communications
Course Code	11052
Prerequisite(s)	Photography I
Credit	.5
Graduation Requirement	No
Program of Study and Sequence	Introduction to Arts, A/V Technology and Communication – Level 1 pathway course – Photography I – Photography II – Level IV pathway course or capstone experience
Student Organization	Skills USA
Coordinating Work-Based Learning	
Industry Certifications	Work toward ACA certification in Adobe Photoshop
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	Skills USA Photography PDT Program, Professional Photographers of America, National Press Photographers Association

Course Description:

Photography II provides the advanced photography student with practical knowledge and highly advanced skills for a comprehensive career in photography. Students will explore advanced lighting and editing techniques and the commercial distribution of photographic works.

Program of Study Application

Photography II is a Level III course in the Arts, A/V Technology, Communications career cluster, Printing Technology, Journalism & Broadcasting; Telecommunications/A-V Technology and Film; or Visual Arts pathways. Photography I is a prerequisite for this course. Completion of Photography II would prepare a student to successfully participate in a level IV course or capstone experience.

Course Standard**P2-1 Explore opportunities in commercial photography**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level Four Extended Thinking	P2 1.1 Plan for employment and entrepreneurial endeavors in commercial photography Examples: • Explore professional organizations and create a chart of the roles, benefits and resources available • Create an employment portfolio for use in applying for internships and work-based learning opportunities	
Level Two Skill/Concept	P2 1.2 Demonstrate interpersonal skills essential to workplace success Examples: • An ability to work with people, with an emphasis on wedding, portraiture, fashion and editorial photography	
Level One Recall	P2 1.3 Identify basic resources commonly used in the photography industry	

Notes

P2-2 Exhibit legal and ethical conduct

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level Three Strategic Thinking	P2 2.1 Evaluate professional codes of conduct	NPPA Code of Ethics PPA Code of Ethics
Level Two Skill/Concept	P2 2.2 Demonstrate personal professionalism related to commercial photography	

Notes

P2-3 Evaluate photographic techniques

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level Four Extended Thinking	P2 3.1 Analyze how the combination of camera settings and desired aesthetics influence the creation of a photograph	P2 3.1 Analyze how the combination of camera settings and desired aesthetics influence the creation of a photograph
Level Three Strategic Thinking	P2 3.2 Evaluate how camera accessories are used to produce commercial photography	P2 3.2 Evaluate how camera accessories are used to produce commercial photography
Level Two Skill/Concept	P2 3.3 Demonstrate proficiency in using advanced lighting techniques	

Notes

P2-4 Evaluate photographs for effective composition

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level Four Extended Thinking	P2 4.1 Apply professional aesthetics to compositional elements in photographs Examples: • Develop checklists for assessing the elements of composition in people, place and nature photography	
Level Four Extended Thinking	P2 4.2 Critique photographs to a professional standard	12 Elements of a Merit Image – Professional Photographers of America National Press Photographers Association

Notes

P2-5 Create commercial photographic products

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level Three Strategic Thinking	P2 5.1 Demonstrate advanced proficiency in digital darkroom software	
Level Three Strategic Thinking	P2 5.2 Demonstrate use of evaluation techniques for professional portfolios Produce artistic photographic products for visual display	

Notes

Multimedia Design

Career Cluster	Arts, A/V Technology, Communications
Course Code	10203
Prerequisite(s)	
Credit	.5 to 1 Credit
Graduation Requirement	
Program of Study and Sequence	Intro to Arts, A/V Technology & Communications – Visual Communications or Journalistic Design – Photography I – Multimedia Design – Media Production
Student Organization	Skills USA, FBLA
Coordinating Work-Based Learning	Field trips, guest speakers, advisory board, job shadowing
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	local postsecondary institutions, media outlets and online tools

Course Description:

Multimedia Design gives students experience and knowledge in all forms of mixed media and content. Multimedia presentations combine text, graphics, animation, images and sound from a wide range of media, such as films, newspapers, magazines, online information, television, videos, streaming and electronic media-generated images. Students will learn how to select the appropriate medium for each element of the presentation and gauge the needs of clients and the intended audience. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in technology and what employers require to gain and maintain employment in these careers. The course may concentrate on a particular medium within the selected pathway(s).

Program of Study Application

Multimedia Design is a level III pathway course in the Arts, A/V Technology and Communications career cluster in any of the four pathways: Printing Technology, Journalism & Broadcasting; Telecommunications/AV Technology and Film; Visual Arts; and Performing Arts

Course Standards**MD 1 Explain career opportunities in multimedia**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
One Recall	MD 1.1 Summarize multimedia career opportunities Examples: • Define various types of media that make up a multimedia project • Research careers in multimedia • Recognize components of multimedia • Describe necessary skills for multimedia creation	Portfolio, SDMyLife.com , US Dept. of Labor , American Institute of Graphic Arts , International Council on Communication Design
Two Skill/Concept	MD 1.2 Explain professional behaviors, skills and abilities needed for multimedia careers Examples: • Understand copyright laws concerning multimedia • Differentiate between educational and commercial guidelines for copyright • Compare multimedia tools used by professionals • Research skills needed in multimedia professions • Identify and describe the roles of communication, such as informing, persuading and educating • Conduct guest interviews	
Three Strategic Thinking	MD 1.3 Recognize levels of quality in multimedia based on industry standards Examples: • Compare and contrast various project examples • Define criteria needed to create quality multimedia projects • Recommend how quality of a product can be improved • Illustrate client factors that affect quality of products	

Notes

MD 2 Explore fundamentals within multimedia collaboration

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	MD 2.1 Interpret use of multimedia in everyday life Examples: • Recognize audio, visual and interactive components of multimedia • Gather examples of multimedia embedded in websites. • Explore the many uses of multimedia in advertising • Explain how multimedia can enhance visual and performing arts	YouTube
Two Skill/Concept	MD 2.2 Interpret design layout to reflect client expectations Examples: • Use graphics, design and multimedia terminology to present proposal to client • Compare multimedia to meet specific needs • Analyze and critique various examples of multimedia projects; develop a rubric identifying exemplary components of multimedia	Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits
Two Skill/Concept	MD 2.3 Demonstrate appropriate use of multimedia tools Examples: • Identify multimedia creation tools • Practice recording sound and voice • Locate recorded audio file in computer storage • Manipulate an image or sound • Use graphics, transitions and titles	Adweek.com , Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits
Two Skill/Concept	MD 2.4 Apply proper maintenance procedures for equipment Examples: • Handle and store tools, equipment and materials properly • Locate and perform manufacturers' maintenance procedures on selected tools, equipment and machines • Follow safety manuals, instructions and requirements	Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits, Equipment Manuals

Notes

MD 3 Organize multimedia projects

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	MD 3.1 Outline customer requirements Examples: - Analyze customer needs - Research ways businesses use multimedia in marketing - Brainstorm new ideas for a multimedia advertisement - Identify a product for a target audience, target audience needs and how to meet those needs - Observe and critique an existing multimedia presentation - Prepare a storyboard to meet expectations	Maslow's Law, Storyboard That , Utah Education Network , Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits
Four Extended Thinking	MD 3.2 Construct a multimedia plan Examples: - Create a basic script and storyboard with an effective message - Develop three or more ideas for multimedia projects - Evaluate/revise scripts and storyboards - Proofread content in a multimedia project - Present script/storyboard to the class for feedback - Analyze edited projects for quality - Develop timeline for completion - Apply a budget for pre- and post-production - Determine the most effective strategies to minimize costs - Create a yearbook ladder or newspaper dummy sheet	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits
Two Skill/Concept	MD 3.3 Categorize project tasks into tools, techniques and personnel Examples: - Examine production roles to be filled - Collaborate with design layout team - Develop cast, props, locations and sets - Explore role of the project leader - Explore software selections and equipment needs	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits

Notes

MD 4 Create a multimedia project based on current industry standards

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	MD 4.1 Construct multimedia projects based on developed plans Examples: • Produce a multimedia web advertisement for a client • Produce an informational tutorial • Create an interactive newsletter • Publish a multimedia project	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits
Four Extended Thinking	MD 4.2 Analyze multimedia presentation Examples: • Critique multimedia presentations • Present final multimedia in class for peer review • Screen multimedia with customer for review and feedback	Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits

Notes

Digital Music Production

Career Cluster	Arts, A/V Technology, Communications
Course Code	11056
Prerequisite(s)	Recommendation only: Introduction to Arts, A/V Technology, and Communications Cluster class and basic music appreciation or musical experience
Credit	½ or 1 credit
Graduation Requirement	
Program of Study and Sequence	Cluster Course – Digital Music Production – Level 2 pathway course – Any Level 3 pathway course, Level 4 pathway course, or Capstone Experience
Student Organization	SkillsUSA
Coordinating Work-Based Learning	Field trips, guest speakers, Internships, Job Shadows, Conference calls with Industry leaders, Industry Leader critiques
Industry Certifications	Student can work towards a GarageBand Certificate
Dual Credit or Dual Enrollment	
Teacher Certification	

Course Description:

The Digital Music Production course provides students with the basic knowledge and technical skills needed to prepare them for postsecondary study or entry-level employment in the Digital Music Production industry. Students will develop knowledge of the business of music, music copyright laws and ethics, studio recording, basic music theory needed to create music, and the creation and performance of electronic music.

Program of Study Application

This is a secondary level pathway class in the Arts, A/V Technology and Communications Career Cluster, Telecommunications/A-V Technology and Film or Performing Arts pathway. It is preceded by the Introduction to Arts, A/V Technology, and Communications cluster class. It may be followed up with any pathway level 3 or 4 class or a Capstone Experience.

Course Standards

DMP 1: Discuss careers in digital music and audio production

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 Recall	DMP 1.1 Identify opportunities and occupations in the field of digital music Examples: • Research audio and music production companies that supply music to the entertainment industry • Interview professional musicians who create music for broadcast • Explore the requirements, skills, wages, education, and geographic opportunities in audio and music technology • Evaluate the importance of music and audio in entertainment	SDMylife
Level 3 Strategic Thinking	DMP 1.2 Demonstrate personal musical knowledge and interests Examples: • Assess computer games for effectiveness of music and sound effects • Rate movies, television and films according to audio production • Identify music technology in pre-recorded music beds and sound effects • Illustrate the affect of music production in movies • Write a music review for a popular music band • Generate a presentation of favorite genres with examples	Music Genre Lists - http://www.musicgenreslist.com/
Level 3 Strategic Thinking	DMP 1.3 Examine music copyright laws and ethics Examples: • Distinguish basic copyright laws and ethics as they relate to music technology applications • Examine ethical and legal issues relating to digital music recording • Compare copywriting procedures for original compositions or productions	Digital Music Association - http://www.digmedia.org/issues-and-policy/copyright-and-royalties/139-copyright-in-music US Copyright Office - http://copyright.gov/policy/musiclicensingstudy/copyright-and-the-music-marketplace.pdf Teaching Copyright – https://www.teachingcopyright.org/

Level 1 Recall	DMP 1.4 Identify safety concerns and soft skills in the field of digital music Examples: • Proper handling of equipment and instruments • Standard practice of situational awareness on stage or at a music venue (cord layout, where instruments are, edge of stage, other people) • Time management • Effective communication (written and verbal) • Read and understand contracts • Effective and appropriate interactions with employers and audience • Discuss proper use of social media in this area (SoundCloud) • Have the students create and properly utilize a SoundCloud account to share their music	Health/Safety - http://www.airsworld.com/blog/posts/2014/november/health-and-safety-in-the-music-events-industry/#.V2vjpVexqYU Social Media for Teachers - http://www.edutopia.org/blog/social-media-resources-educators-matt-davis Soundcloud.com
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DMP 2: Analyze digital audio production equipment & software

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 Extended Thinking	DMP 2.1 Examine the process of basic sound recording and capturing Examples: - Identify major types of recording media and advantages and disadvantages of each - Record and listen to sounds (Foley - recorded sound effects for movies) using available recording devices – for example - cell phones, audio recorders, mp3 players, video camcorders, GoPros, computer/microphones - Write a reflection on historical development of sound recording devices, methods, or usage - Draw examples of sound frequencies - Compare recording equipment for sound quality	- John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html - Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum - Foley – www.Marblehead.net/foley/jack.html
Level 4 Extended Thinking	DMP 2.2 Analyze recorded, live music, and computer generated music for technical and aesthetic quality Examples: - Listen to and discuss "live" audio and compare it to studio recordings - Research digital studios based on acoustics, microphone placement, and ceiling height - Explore live concert venues and discuss speaker placement, microphone amounts, placement, and area capacity - Compare real guitar or piano sound with a digitally created guitar or piano piece - Differentiate analog and digital sound quality	- John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html - Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum

Notes

DMP 3: Create digital music

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 Extended Thinking	DMP 3.1 Integrate basic music structure Examples: • Explore basic music structure (form - AB/ABA; Intro/Verse/Chorus/Bridge/Outro) • Practice writing music down using basic music notation (staff, clef, ledger lines, measures, time signature, notes, rests, key signature) • Identify tempo/beat, meter, dynamics, melody, harmony, rhythm of music, chords, scales • Discuss general music rules (most commonly used techniques, what you should/should not consider doing when creating music)	• MuseScore – www.musescore.org • Music Theory - http://tobyrrush.com/theorypages/ • Noteflight – www.noteflight.com
Level 2 Skill/ Concept	DMP 3.2 Distinguish appropriate audio production software, equipment, and techniques Examples: • Use basic audio and editing industry terminology in context • Transfer recorded sounds from recording device into appropriate audio production software (Free shareware or Licensed software) • Change volume levels for multiple audio tracks • Use meters to identify overloading or clipping in playback of recorded material • Apply audio effects to audio samples (panning, equalization, compression)	• John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum
Level 4 Extended Thinking	DMP 3.3 Generate audio (music, sound effects, vocal work) separately for use in musical piece Examples: • Produce drum beats using music production software • Create strings and horn tracks to design layered music bed • Compose guitar track to blend with digitally created musical instruments • Record audio to blend with digitally created musical instruments • Record live drum beats to blend with digitally created musical instruments, recorded audio or guitar tracks • Construct track by "cutting and pasting" sections of recorded material	• John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum

Level 4 Extended Thinking	DMP 3.4 Construct layered digital music for publication or performance Examples: • Create music soundtracks for movie scenes • Create music to express a specific mood of a visual art piece • Compose music influenced by the genre and time periods of other artistic mediums • Apply electronic equalization effects to enhance individual music layers	• John Muir Middle School Digital Music Program - http://www.sjusd.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum
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DMP 4: Perform Digital Music

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic/ Thinking	DMP 4.1 - Perform or demonstrate personally created music in front of a live audience Examples: • Compose various musical pieces to present to audience • GarageBand has an option to join a band and the band leader can record the session for playback • Create a "band" project to collaborate and create a song as a small group and present the song for critique	• John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum
Level 4 Extended/ Thinking	DMP 4.2 - Analyze and evaluate personally created music performances Examples: • Listen, analyze, and critique student created music • Write critiques about what the student "liked" and "suggestions to make it better"	• John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum
Level 4 Extended/ thinking	DMP 4.3 - Analyze the venue and audience for appropriate presentation of performance Examples: • Assess and discuss the layout of different venues • Create a visual layout of a music venue, include stage, audience, equipment placement • Create a visual layout of the cabling needed to connect all of the equipment	• John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum

Notes

Resources	Websites include: • Bassgorilla (tutorials) - https://bassgorilla.com/ • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum • Digital Music Association - http://www.digmedia.org/issues-and-policy/copyright-and-royalties/139-copyright-in-music • Foley – www.Marblehead.net/foley/jack.html • Health/Safety - http://www.airsworld.com/blog/posts/2014/november/health-and-safety-in-the-music-events-industry/#.V2vjpVexqYU • John Muir Middle School Digital Music Program - http://www.sjusd.org/schools/john_muir/Pages/music/digital_music_program.html • Music Genre Lists - http://www.musicgenreslist.com/ • Music Theory - http://tobyrrush.com/theorypages/ • Music.tutsplus.com • Social Media for Teachers - http://www.edutopia.org/blog/social-media-resources-educators-matt-davis • Soundcloud.com • Teaching Copyright – https://www.teachingcopyright.org/ • US Copyright Office - http://copyright.gov/policy/musiclicensingstudy/copyright-and-the-music-marketplace.pdf Online publications: • DigitalMusicNews.com • Pcmag.com When looking for a Digital Audio Workstation (DAW), look for guides such as "The Ultimate Guide to DAW Software for 2015" (www.ehomerecordingstudio.com/best-daw-software/). Youtube is an excellent resource for all different types of tutorials.
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Digital Animation

Career Cluster	Arts, A/V Technology, Communications
Course Code	10205
Prerequisite(s)	Recommended: Introduction To Arts/AV Technology & Communications 11000
Credit	
Graduation Requirement	
Program of Study and Sequence	Introduction to Art/AV Technology & Communications – Level I Pathway Course – Digital Animation – Level III Pathway Course
Student Organization	SkillsUSA
Coordinating Work-Based Learning	Guest Speakers, Field Trips, Informational Interviews, Tours,
Industry Certifications	Student can work toward Adobe Certified Associate(ACA) Certification in Adobe Products (http://www.adobe.com/education/certification-programs.html)
Dual Credit or Dual Enrollment	
Teacher Certification	K-12 Technology
Resources	Suggested Software: Adobe Flash, Fireworks, After Effects, vtc.com, youtube.com

Course Description:

Digital Animation explores Legal and Ethical Issues, Career Opportunities, Use of Animations, Animation Software Tools, Basic Animation Techniques, Interactivity in Animation, and how to Publish Animated Movies.

Program of Study Application

Digital Animation is a Level II pathway course in the Arts, A/V Technology & Communications career cluster that is appropriate for both the Visual Arts and Telecommunications/AV Technology and Film pathways.

Course Standards:**DA 1 Develop an Awareness of Career Opportunities and Professionalism in Digital Animation**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	DA 1.1 Identify personal interests and abilities related to digital animation careers. Examples • Identify personal creative talents • Identify technical/animation talents	Portfolio, SD MyLife
Two Skill/Concept	DA 1.2 Investigate career opportunities, trends, and requirements related to digital animation careers. Examples • Research job opportunities • Investigate trends associated with digital animation • Discuss related career pathways	
Three Strategic Thinking	DA 1.3 Demonstrate job skills for digital animation Industries. • Attendance and punctuality • Positive attitude • Positive work ethic • Use of proper Social Skills • Display ability to work as part of a team and take direction from others	
Three Strategic Thinking	DA 1.4 Explore legal and ethical issues related to digital animation Examples • Complete a web quest on legal issues related to digital animation • Research instruction and forms for registration of an animation product with Copyright Office • Obtain formal permission for use of an art form, design, or photograph in an animation Publication	

Notes

DA2 Demonstrate Basic Digital Animation Skills

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	DA 2.1 Understand Animation Development Process Examples • Develop a chart that explains each step of the animation development process • Determine the number of drawings needed to animate a given situation • Create drawings to illustrate the animation of a given situation such as picking up a pencil, taking a drink of water, lifting a weight	
Four Extended Thinking	DA 2.2 Create clips using animation software tools Examples • Identify the tools available in animation software (e.g. Adobe Flash, Fireworks, Photoshop, and AfterEffects) • Create and Modify Objects • Change the color, size and shape of objects • Use the Pen Tool to draw an object	
Four Extended Thinking	DA 2.3 Implement a preproduction plan Examples • Plan a theme premise and timeline • Create Objects • Creating scenes • Create a skeletal structure • Select Textures	
Four Extended Thinking	DA 2.4 Analyze and Critique Animation Production Examples • Select at least three websites that integrate animation and evaluate the effectiveness of the animation • Develop a collection of examples for a variety of professionally designed animations • Differentiate between 2D and 3D • Explore animation styles in film	

Notes

DA 3 Employ Standard Convention for the Creation and Design of Animation Concepts

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	DA 3.1 Produce Basic Animation Examples • Use objects in animations • Compare and Contrast Frame-By-Frame Animation vs a Tweened Animation • Compare Shape Tweening vs Motion Tweening • Create a Motion Guide • Create a Movie	
Four Extended Thinking	DA 3.2 Generate Audio in Animation Example • Select at least two animated movies and analyze the effectiveness of the use of sound in the movies • Add a sound to a symbol and/or movie that you created • Create an animated greeting card that includes instances of a symbol Tweening, a Motion Guide, and Sound	
Four Extended Thinking	DA 3.3 Design User Interface/Interactivity in Animations Examples • Compare the use of rollover and invisible buttons in animations • Create a button symbol that can be used in an animated movie • Use scripting to stop a movie from continuous looping • Create a movie that incorporates action scripting to encourage viewer interactivity • Use complex light and camera controls	
Four Extended Thinking	DA 3.4 Evaluate and analyze animations for publication Examples • Research the publishing formats available for your animated movie • Evaluate the publish format for a specified end use of an animated movie • Publish animation external sources	

Notes:

Digital Production for Entertainment

Career Cluster	Arts, A/V Technology, Communications
Course Code	10156
Prerequisite(s)	Algebra I or Programming I
Credit	.5/unit
Graduation Requirement	
Program of Study and Sequence	Introduction to Arts, A/V Technology & Communications – Level I pathway course – Level II pathway course – Level III pathway course – Digital Production for Entertainment – capstone experience
Student Organization	SkillsUSA, Local University Program Development Competitions (PDC)
Coordinating Work-Based Learning	Guest Speakers, Field Trips, Informational Interviews, Tours,
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	K-12 Educational Technology
Resources	Examples of Software Environments and Languages: Visual Studio/Basic, C++, Java, Alice, etc.

Course Description:

Digital Production for Entertainment prepares students to extend their knowledge of computer programming and design. Students will be given opportunities to design, implement, and present meaningful entertainment through a variety of media.

Program of Study Application

Digital Production for Entertainment is a Level IV pathway course appropriate for two pathways in the Arts/AV Technology & Communications cluster: Telecommunications/A-V Technology & Film and Visual Arts.

Course Standards**DPE 1 Develop an Awareness of Opportunities and Professionalism in Digital Entertainment careers**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	DPE 1.1 Identify personal interests and abilities related to careers in digital entertainment Examples: • Identify personal creative talents • Identify technical/developer talents	Portfolio, SD MyLife
Two Skill/Concept	DPE 1.2 Investigate opportunities, trends, and requirements related to careers in digital entertainment Examples • Research job opportunities • Investigate trends associated with digital entertainment • Discuss related career pathways	
Three Strategic Thinking	DPE 1.3 Demonstrate job skills for digital entertainment Industries. • Attendance and punctuality • Positive attitude • Positive work ethic • Use of Proper Social Skills • Ability to work as part of a team and take direction from others	
Three Strategic Thinking	DPE 1.4 Explore legal and ethical issues related to digital entertainment Examples • Complete a web quest on legal issues related to Digital Production for Entertainment • Research instruction and forms for registration of digital entertainment products	

Notes

DPE 2 Identify and Analyze Basic Entertainment Design Elements

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	DPE 2.1 Explore basic entertainment design elements. Examples: • conceptual ideas • storyline • visualization • sound elements • Game play	
Two Skill/Concept	DPE 2.2 Explore the fundamentals of entertainment art. Examples: • Look & feel • Shading • Basics of Color & Color Palettes	

Notes

DPE 3 Create and Design Entertainment Projects

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	DPE 3.1 Design and implement procedures and timelines. Examples: • Evaluate a video game project • Create a Table of Object and Events (TOE) • Write Pseudo Code (Sentence Format)	
Four Extended Thinking	DPE 3.2 Develop Digital Production Components and Resources Examples: • Create Appropriate Data Size Graphics (Low Data Volume) • Import Resources into Root Folders	

Notes

DPE 4 Demonstrate Knowledge of Software Development processes

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	DPE 4.1 Identify and Utilize software development methodology Examples: • Demonstrate knowledge of system analysis issues related to design, testing, implementation, and maintenance. • Identify roles of team members/customers in the software development process. • Identify constraints of the current project. • Demonstrate knowledge of modeling and analyzing functional requirements (e.g., dataflow diagrams, process specifications, and a data dictionary).	
Two Skill/Concept	DPE 4.2 Utilize tools for developing software applications. Examples: • Demonstrate knowledge of software development environment. • Use prototyping techniques. • Use desk checking • Analyze the applicability of structured, object oriented, event-driven logical design methods. • Design system input, output, processing, and interfaces.	
Three Strategic Thinking	DPE 4.3 Apply language specific programming tools/techniques. Examples: • Develop programs using appropriate environment and language. • Demonstrate knowledge of the basics of structured, object-oriented, and event-driven programming • Demonstrate knowledge of concepts of data and procedural representation	

Notes

DPE 5 Identify and Utilize a Programming Environment

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	DPE 5.1 Develop an application using selected programming language or software. Examples: • Translate logical design into code in an appropriate language argument. • Demonstrate knowledge of specific language syntax • Design and Create a video game, robotic simulation, or drone activity	
Four Extended Thinking	DPE 5.2 Evaluate and Troubleshoot an application for distribution. Examples: • Compile and debug code. • Prepare code documentation. • Conduct code walkthrough and/or inspection. • Troubleshoot unexpected results. • Access needed information using company and manufacturers' references	

Notes

Broadcast Technology

Career Cluster	Arts, A/V Technology, Communications
Course Code	11103
Prerequisite(s)	None
Credit	.5 to 1 Credit
Graduation Requirement	
Program of Study and Sequence	Introduction to Arts, A/V Technology & Communications – Level I pathway course – Broadcast Technology – Level III pathway course
Student Organization	Skills USA
Coordinating Work-Based Learning	Guest speakers, project-based learning, community outreach, internships, field trips, and industry partnerships
Industry Certifications	
Dual Credit or Dual Enrollment	None
Teacher Certification	
Resources	

Course Description:

Broadcast Technology explores the ever-changing world of television, radio, entertainment, and commercial video performance. Students gain valuable insight into the careers of broadcast journalism in news, sports, and entertainment. Students will gain industry experience by writing scripts, filming, editing, and producing original performances. Students will work in collaborative teams to produce video projects using relevant A/V equipment and editing software. Special emphasis is placed on creativity, writing, and the editing process.

Program of Study Application

This is a second level pathway course in the Arts, A/V Technology and Communications Career Cluster, Printing Technology/Journalism & Broadcasting; Telecommunications/A-V Technology and Film; and Performing Arts pathways. It is preceded by the Introduction to Arts, A/V Technology, and Communications cluster class. It may be followed up with any pathway level 3 or 4 class or a Capstone Experience.

Course Standards

BT 1 Explore career opportunities, copyright laws, ethics, and safety in the broadcast field

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	BT 1.1 Analyze and evaluate various careers in the broadcast field Examples: • Television • Radio • Media	• SD MY LIFE (www.sdmylife.com) • National Association of Broadcasters (www.nab.org) • SD Broadcasters Association (www.sdba.org)
Level 2 Skill/Concept	BT 1.2 Distinguish broadcast journalism copyright laws and ethics Examples: • Distinguish basic copyright laws and ethics as they relate to broadcast technology productions • Examine ethical and legal issues relating to broadcast journalism • Compare copywriting procedures for production	• Broadcast Legal and Ethics (http://cybercollege.com/tvp067.htm) • Copyright laws (http://www.copyright.gov/title17/) • Teaching Copyright (https://www.teachingcopyright.org/curriculum/hs)
Level 1 Recall	BT 1.3 Identify safety concerns and soft skills in the field of broadcast journalism Examples: • Proper handling of broadcast equipment • Time management • Effective communication (written and verbal) • Read and understand contracts • Effective and appropriate interactions with employers and audience	• TV Studio Safety Procedures (http://class.csueastbay.edu/tvstudio/safety_guide.pdf) • Reading Guide for Contracts (http://cashmoneylife.com/read-sign-understand-contract/)

Notes

BT 2 Demonstrate proper use and terminology of broadcast equipment

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	BT 2.1 Summarize broadcast equipment and terminology • Video Camera • Audio Equipment • Lighting • Green Screen • Computer equipment • Editing Software • A/V Accessories	• Video Production 101 Course http://video101course.com/ • JEA Digital Media Guide to Broadcast/Video http://www.jeadigitalmedia.org/guide-to-broadcast-video/
Level 2: Skill/Concept	BT 2.2 Execute proper use of broadcast equipment • Set-up equipment correctly • Maintain equipment • Troubleshoot technical issues • Properly take down and store equipment	• How to set up equipment and studio (https://www.youtube.com/watch?v=Gx4NT5PrZj8)

Notes

BT 3 Create original broadcast performances

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 Extended Thinking	BT 3.1 Produce media project using broadcasting tools and terminology • Sports Broadcast • News Segment • Public Service Announcement • Commercial • Radio Broadcast • Game Show	• 10 Ideas for Classroom Video Projects http://educationaltechnology.ca/cool/2127 • 20 Video Project Ideas http://ditchthattextbook.com/2014/02/06/20-video-project-ideas-to-engage-students/ • Media Resources http://www.mediacollege.com
Level 4 Extended Thinking	BT 3.2 Analyze and evaluate students' broadcasts • Self-evaluation of media project • Group evaluation of media project	• Radio Broadcast Rubric http://www.lkstevens.wednet.edu/cms/lib03/WA01001468/Centricity/Domain/98/Radio%20Broadcast%20Rubric.doc

Notes

BT 4 Compare and contrast professional broadcasts

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	BT 4.1 Evaluate professional broadcasts	Radio Broadcast Rubric http://www.lkstevens.wednet.edu/cms/lib03/WA01001468/Centricity/Domain/98/Radio%20Broadcast%20Rubric.doc

Notes

Production Technology

Career Cluster	Arts, A/V Technology, Communications
Course Code	
Prerequisite(s)	<i>Recommended prerequisite courses:</i> Intro to Arts, AV Tech & Communication
Credit	.5 or 1 credit
Graduation Requirement	
Program of Study and Sequence	Introduction to Arts, A/V Technology & Communications – Level I pathway course – Production Technology – Level III pathway course
Student Organization	International Thespian Association, United States Institute for Theatre Technology, Educational Theatre Association
Coordinating Work-Based Learning	
Industry Certifications	
Dual Credit or Dual Enrollment	
Teacher Certification	
Resources	Local postsecondary institutions, Standard Hyperlinks

Course Description: Production Technology introduces the student to the fundamental elements and principles of technical productions through applied learning that makes use of production facilities, operations, methods, and technologies used in professional, amateur, and educational theaters and production studios. The course includes a brief history of technical theatre and broadcast media. Students will learn the functions of the creative team, production staff, technicians and stage crew. Basic elements of scenic construction, design concepts, theatrical lighting, sound technologies, and production management will be introduced and assessed through practical application.

Program of Study Application: Production Technology (Stagecraft) is a level II course in the Arts, A/V Technology & Communications career cluster. Production Technology (Stagecraft) pertains to all four career pathways: Printing Technology/Journalism and Broadcasting; Telecommunications/A-V Technology and Film; Visual Arts; and Performance Arts.

PT 1 Identify the components of the performance space and potential safety hazards

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 Recall	PT 1.1 Explore, label, and define usage of all areas adjacent to the stage and within the performance space. • Recognize and explain terminology to define the space. • Create a scale model of the space and label it	EdTA, Theatre Projects, Portfolio
Level 1 Recall	PT 1.2 Identify all areas and equipment in a performance area that have potential to cause harm. • Identify safety precautions present in the theatre • Research history of famous theatre fires • Research present day fire codes • Demonstrate how to properly secure lighting fixtures • Demonstrate proper coiling and storage of cables	Fire codes

Notes

PT 2 Examine applications of past and present forms of technology in performing arts

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	PT 2.1 Compare and contrast historical and contemporary performance spaces - Evaluate the impact of historical cultural and societal trends on performance venues of different time periods. - Create a PowerPoint or other visual presentation comparing performance spaces	Portfolio
Level 2 Skill/Concept	PT 2.2 Identify and define the properties of different performance spaces - Explain the desired intent of Amphitheatre, thrust stage, arena stage, and black box spaces. - Survey local performance venues and explain design function - Analyze YouTube or other online videos which show technical performance spaces.	Portfolio

Notes

PT 3 Describe career possibilities in technical production

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	PT 3.1 Research job titles and duties for technical personnel. • Define areas of responsibility and job skills of technical positions • Identify various duties of broadcast studio technical crews • Explain protocols for responding to other leaders on the technical team • Shadow a working production technical crew	SDMyLife , Jobs , EdTA , Sneak on the Lot , Theatre People
Level 2 Skill/Concept	PT 3.2 Demonstrate and practice basic crew functions • Practice follow spot operation • Demonstrate proper handling of stage lighting and electrical cables • Create hypothetical performance conditions and how to respond properly	YouTube

Notes

PT 4 Analyze scripts collaboratively with production crew for understanding of performance design and technical needs

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 Skill/Concept	PT 4.1 Identify specific cues for sound, lighting, and set derived from action or dialogue in the text • Highlight existing cues within stage directions • Analyze writing for perceived changes in mood	Portfolio, local postsecondary institutions
Level 3 Strategic Thinking	PT 4.2 Determine choices of production color and style which reflect intended mood, environment, and era • Research suggested era for correct color and construction design • Explain symbolism of color and the impact it has on mood and tone	Stage Color

Notes

PT 5 Plan scenic elements and set construction

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 Recall	PT 5.1 Identify industry terminology for scene design and construction Classify basic terminology (e.g. unit set, box set, flat, platform, props)	CTE Online Video Production Model
Level 3 Strategic Thinking	PT 5.2 Design and create a floor plan for a specific production - Analyze and interpret floor plans, elevations and renderings of sample set designs - Prepare a sketch of a floor plan with given requirements - Create an original floor plan and translate it to the stage/studio floor (spike the plan)	Stage Plans
Level 2 Skill/Concept	PT 5.3 Demonstrate safety procedures for operation, maintenance, and storage of set construction items and tools - Justify reasoning behind safety procedures - Safely operate power tools	Tool Safety

Notes

PT 6 Construct various elements of set according to industry standards

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 Strategic Thinking	PT 6.1: Evaluate the function and application of framed scenery and build suitable set pieces • Build a scale model muslin flat • Design and construct studio flats, door and window flats, hard-covered flats • Create 3-dimensional pieces and props (e.g. doors, windows, rocks, columns, trees)	Set Construction , Theatre Sets
Level 3 Strategic Thinking	PT 6.2: Design and construct weight-bearing scenic units • Design platform suitable for elevated stage. • Compute the rise and run for stair stringers to be used onstage	
Level 2 Skill/Concept	PT 6.3 Apply knowledge of installation and rigging techniques to securely join set pieces • Demonstrate joining techniques for traditional flats (e.g. stiffening, bracing, rope rigging) • Demonstrate scene shifting techniques (e.g. shifting on the deck and rigging to fly)	Hanging and Attaching Hardware , ControlBooth
Level 2 Skill/concept	PT 6.4 Demonstrate various elements of scenic art • Present scene-painting techniques (e.g. dry-brushing, splattering, distressing, sponge) • Research and exhibit period-specific set dressing methods	What do scenic artists do? , Theatrical Scenery

Notes

PT 7 Design practical applications for lighting and sound

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 Recall	PT 7.1 Identify and recall names of common lighting instruments Recognize types and functions of lights used in school's performance area	Stage Lighting Handbook
Level 3 Strategic Thinking	PT 7.2 Design lighting plot for screenplay or script - Observe and discuss recorded interview with professional lighting designer - Create and execute original lighting look based on previously analyzed script	Stage Lighting Primer
Level 2 Skill/concept	PT 7.3 Demonstrate proper procedure for hanging and focusing lighting instruments - Using proper safety techniques, hang lights according to plot - Experiment with lighting gels to create intended mood for scene	Stage Lighting Primer
Level 3 Strategic Thinking	PT 7.4 Develop sound design for production - Observe and discuss recorded interview with professional sound designer - Create a narrative using music excerpts and sound effects - Recall types of microphones and uses: dynamic/cardiod, wired and wireless, condense/cardiod, boundary, lavalier.	Sound Design
Level 2 Skill/concept	PT 7.5 Observe and apply knowledge of sound and light board operation - Demonstrate sound board on/off, channel, sub, and component functions - Program multi-scene light plot	Sound Board Basics Light Board Basics

Notes

Media Production

Career Cluster	Arts, A/V Technology, Communications
Course Code	
Prerequisite(s)	Recommend: Multi-Media Design
Credit	
Graduation Requirement	
Program of Study and Sequence	Introduction to Arts, A/V Technology & Communications – Level I pathway course – Level II pathway course – Multimedia Design – Media Production – capstone experience
Student Organization	SkillsUSA
Coordinating Work-Based Learning	Guest Speakers, Field Trips, Informational Interviews, Tours,
Industry Certifications	Student can work toward Adobe Certified Associate(ACA) Certification in Adobe Products (http://www.adobe.com/education/certification-programs.html)
Dual Credit or Dual Enrollment	
Teacher Certification	K-12 Educational Technology
Resources	ISMFilms.com, vtc.com, youtube.com

Course Description:

Media Production focuses on technical skills and knowledge in all phases of Media Production. Students will also explore equipment operation, software applications, careers, social networking, and media law.

Program of Study Application:

Media Production is a Level IV pathway course appropriate for all four pathways in the Arts, A/V Technology & Communications cluster: Printing Technology/Journalism & Broadcasting, Telecommunications/A-V Technology & Film, Visual Arts, and Performing Arts. It is recommended that Media Production would be preceded by Multimedia Design. Completion of Media Production would prepare a student for a capstone experience.

Course Standards

MP 1 Develop an Awareness of Career Opportunities and Professionalism in Media Production

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	MP 1.1 Identify personal interests and abilities related to media production careers. Examples: • identify personal creative talents • identify technical/production talents	
Two Skill/Concept	MP 1.2 Investigate career opportunities, trends, and requirements related to media production careers Examples: • Research job opportunities • Investigate trends associated with media production • Discuss related career pathways	
Three Strategic Thinking	MP 1.3 Demonstrate Employability Skills required by business and industry Examples: • Attendance and punctuality • Positive attitude • Positive work ethic • Use of Proper Social Skills • Display ability to work as part of a team and take direction from others	
Three Strategic Thinking	MP 1.4 Describe and Apply Principles of Media Law Examples: • Identify and apply principles of copyright • Explore the Federal Communications Commission's (FCC) role in mass media • Predict consequences of media misuse • Role-play filmmaker explaining "informed consent" to subject	

Notes

MP 2 Evaluate Information in Media

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	MP 2.1 Evaluate Web-Based Social Networks Examples: • Distinguish differences in media delivery • Differentiate among fact finding sites • Critique numerous social media sites	
Two Skill/Concept	MP 2.2 Categorize Digital Media Communication Examples: • Compare differences in media • Explain media biases	
Three Strategic Thinking	MP 2.3 Evaluate information in the media Examples: • Distinguish role of society in media • Determine source credibility • Analyze the impact of print and television commercials	

Notes

MP 3 Exhibit basic skills in operating production equipment

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	MP 3.1 Demonstrate skills and safety procedures used in video production Examples: • Select equipment based on a specific project • Demonstrate skills with specific pieces of equipment • Discuss basic equipment care, how to maintain batteries, use of auxiliary power • Discuss problems that occur in different production scenarios • Demonstrate safety practices for both operator and equipment	

Notes

MP 4 Produce Media for Distribution using Phases of Production

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	MP 4.1 Design and connect production plans, techniques, and roles Examples: • Brainstorm new ideas for a media project • Create a Script and Storyboard with a coherent theme • Evaluate/Revise Scripts and Storyboards • Analyze edited projects for shot composition and/or sound quality • Develop cast, director, props, locations, and sets	
Three Strategic Thinking	MP 4.2 Utilize Production Plan to Capture raw Media Footage Examples: • Prepare set (site location), cast, and equipment • Ensure proper lighting and sound • Record from multiple angles and takes	
Four Extended Thinking	MP 4.3 Produce a Final Media Project Using an Editing Software Examples: • Combine all raw media footage • Insert Special Effects, Animation, Layer Audio, Visual Effects, Transition, Title Pages, Credit, • Review and Edit for Corrections	
Three Strategic Thinking	MP 4.4 Prepare finished production for distribution via desired delivery format Examples: • Render Final Media Production • Research the publishing formats available for your media • Evaluate the publish format for a specified end use of media. • Publish media to external sources	

Notes