CTE Standards Unpacking
Intro to Arts, Audio-Visual Technology and Communications

Course: Intro to Arts, Audio-Visual Technology and Communications
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).
Career Cluster: Arts, A/V Technology, Communications
Prerequisites: None
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.

INDICATOR #IAC 1: Understand opportunities within Arts, A/V Technology and Communications		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Investigate career opportunities in Arts, A/V Technology and Communication occupations		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Explore historically significant events in development of specified pathway(s)		
Knowledge (Factual):	**Understand (Conceptual):**	**Do (Application):**
-Six pathways in Arts/AV Technology, Communications. -Career Opportunities available in each of the six pathways. -Historically significant changes within each pathway.	-Career pathway options within local, regional, national and global communities. -Impact of historically significant events upon selected pathway(s).	-Select pathway focus and research career opportunities. -Research historically significant changes in a selected pathway. -Complete an interest inventory to determine personal cluster/pathway connection.

Benchmarks:
Students will be assessed on their ability to:
- Evaluate personal connection for the selected pathway(s) and/or cluster.
- Determine and explain historical events and impact within selected pathway(s).

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
CCSS.ELA-LITERACY.SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	-Share information about selected pathway.
CCSS.ELA-LITERACY.SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	-Determine and use communication tool(s) for selected purpose.

INDICATOR #IAC 2: **Demonstrate proper usage of tools in the Arts, A/V Technology, and Communication cluster**
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Use hardware associated with career cluster
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Carry out the proper and safe use of equipment
SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking): Use software specific to career cluster pathways
SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept): Use appropriate terminology specific to career cluster pathway(s)

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Operations of relevant tools. -Software applications and usefulness. -Safety and handling procedures.	-Troubleshooting processes. -How the use of a variety of hardware and software, relates to various pathways. -Purpose of safety and handling rules.	-Determine needs and select appropriate tool(s) for purpose. -Practice proper usage of hardware and software tools.

Benchmarks:
Students will be assessed on their ability to:
- Demonstrate industry acceptable hardware and software tool usage.
- Apply correct terminology in testing situations.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
Standard ET.CT.3 Students evaluate and select technology tools based on the specific tasks.	-Locate required tools and conduct a broadcast interview.

INDICATOR #IAC 3: **Analyze various purposes and individuals' responsibilities within communication fields**

SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Differentiate media messages

SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Relate laws and ethics in media

SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Integrate personal responsibility into technological forms of communication

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Copyright and Fair Use Laws. -Types of media messages. -Informal versus formal communication.	• Purpose of media messages. • Why laws exist to protect media and people. • Consequences of media misuse.	-Craft clear and concise communication. -Differentiate between credible and non-credible sources.

Benchmarks:
Students will be assessed on their ability to:
- Differentiate between propaganda and persuasive media messages.
- Demonstrate ability to create ethical media by producing a media product.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
Technology: ET.RL.2. Students determine the reliability and relevancy of information.	-Fact check media by using credible resources.
ET.DC.1. Students analyze the safe, ethical, legal and societal issues related to technology.	-Conduct a mock trial, role playing recent media lawsuits.

INDICATOR #IAC 4: **Explain color theory and design principles**		
SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Demonstrate understanding of color theory impact on art and/or media		
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Analyze and describe how composition of art and/or media is affected by use of design principles		
Knowledge (Factual):	**Understand (Conceptual):**	**Do (Application):**
-Additive and subtractive color theories (RGB, CMYK). -Color wheel and color schemes. -Design principles.	-Color effects on mood. -Using tints, tones and shades create additional color effects. -How design principles affect media composition.	-Explain product color selections. -Examine patterns used in media. -Create media using design principles.

Benchmarks:
Students will be assessed on their ability to:
- Identify color scheme used in product.
- Evaluate design principles used in creation.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
CCSS.ELA-LITERACY.SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	-Create PSA media (e.g., poster, video, etc.) using an appropriate color scheme.

INDICATOR #IAC 5: **Demonstrate application of professional skills and knowledge**		
SUB-INDICATOR 5.1 (Webb Level: 4 Extended Thinking): Using an area of expertise, create a work of self-expression within selected pathway		
SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Apply course concepts in industry-based collaboration		
Knowledge (Factual):	**Understand (Conceptual):**	**Do (Application):**
-Industry-based concepts. -Employability skills.	-How employability skills can help tasks progress. -Importance of effective industry collaboration. -Why jargon is specific to industry areas.	-Apply previously gained skills and concepts when creating work of self-expression. -Work collaboratively to construct media. -Conduct mock interview.

Benchmarks:
Students will be assessed on their ability to:
- Create and present individual or collaborative product.
- Assess employability skills.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
ET.CI.1. Students use technology to generate ideas and promote creativity.	-In a collaborative setting, design a magazine layout, create a multimedia PSA or a photo shoot.

Additional Resources
SD Career Cluster Information: http://doe.sd.gov/octe/careerclusters_arts.aspx
SD Dept. of Labor: http://dlr.sd.gov/ - Labor Market Information:
http://dlr.sd.gov/lmic/default.aspx
Nebraska State Arts/AV Career Cluster:
https://www.education.ne.gov/nce/documents/ArtsAVTech_Communications.pdf