

Video Production Framework

CIP Code: 100202

Total Framework Hours: up to 1080hr.

**Course: Video Production Technology/
Technician**

Preparatory

COMPONENTS AND COMPETENCIES

Performance Assessments:

STANDARDS AND COMPETENCIES

C-1 Develop employability skills to secure and keep employment in chosen field

Total Learning Hours for Standard:

C

Competency	Competency Description
C-1.1	Evaluate industries, organizations, and careers based on multiple sources of research and information
C-1.2	Assess interest areas to determine potential career pathways, including career ladders
C-1.3	Develop a career plan with alternatives
C-1.4	Complete job applications and related employment documents (e.g. W-4)
C-1.5	Create professional cover letters, resumes, and portfolios in a variety of formats (print and electronic)
C-1.6	Apply job search skills to seek, evaluate, apply for, and accept employment
C-1.7	Demonstrate good interviewing skills
C-1.8	Demonstrate employability skills needed to get and keep a job
C-1.9	Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)

EALRs or GLEs (Taught & Assessed in Standards)

PLEASE NOTE: All EALRs and GLEs will be determined by the school district and included with their framework.

Math		Writing	
		0.3	Write for career applications.
Reading		Communications	
3.3 3.3.1	Read for Career applications. Understand and apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.		
Science		Social Studies	
0.2	Know that science and technology are human endeavors, interrelated to each other, to society, and to the workplace.		
Art		Health and Fitness	
4.1 4.2 4.3 .5	Demonstrate and analyze the connections among the arts disciplines. Demonstrate and analyze the connections among the arts and other content areas. Understand how the arts impact lifelong choices. Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work.		

SKILLS

Leadership: Leadership: Individual Skills

The student will demonstrate self-advocacy skills by achieving planned, individual goals.

Leadership: Community and Career Skills

The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.

Employability: The student will demonstrate the ability to identify, organize, plan and allocate **resources**. This means that the student is able to demonstrate allocating time, money, materials space and staff.

A. *Time* – selects goal- relevant activities, ranks them, allocates time, and prepares and follows schedules.

C. *Material and Facilities* – acquires, stores, allocates, and uses materials or space efficiently.

D. *Human Resources* – assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Analytical, Logical & Creative Thinking:

CRITICAL THINKING

Analysis

CRITICAL THINKING

Predict

APPLIED THINKING

Problem Solving Decision Making Goal Setting

Relevance to Work: The student will carry technical expertise and professional attributes necessary to performing successfully in a work setting.

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: C-2 Communicate in multiple modes to address needs within the career and technical field C

Total Learning Hours for Standard:

Competency	Competency Description
C-2.1	Apply strategies to enhance effectiveness of all types of communications in the workplace
C-2.2	Apply reading skills and strategies to work-related documents
C-2.3	Locate information from books, journals, magazines, and the Internet
C-2.4	Apply basic writing skills to work-related communication
C-2.5	Write work-related materials
C-2.6	Explain information presented graphically
C-2.7	Use writing/publishing/presentation applications
C-2.8	Apply basic skills for work-related oral communication
C-2.9	Explain proper telephone etiquette and skills
C-2.10	Lead formal and informal group discussions
C-2.11	Demonstrate effective negotiation and conflict management
C-2.12	Apply active listening skills to obtain and clarify information
C-2.13	Communicate with others in a diverse workforce
EALRs or GLEs (Taught & Assessed in Standards)	
Math	Writing

Reading		Communications	
2.1	Demonstrate evidence of reading comprehension.	1.1	Focus attention.
2.1.4	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.	1.2	Listen and observe to gain and interpret information.
2.1.5	Apply comprehension- monitoring strategies for informational and technical materials, complex narratives, and expositions: predict and infer/synthesize ideas from selections to make predictions and inferences.	1.3	Check for understanding by asking questions and paraphrasing.
2.1.6	Apply comprehension- monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.	2.1	Communicate clearly to a range of audiences
.7	Apply comprehension- monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text.		
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership: The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.			
Employability: The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communication, and use computers to process information.			
2. Interpret and Communicate Information			
Analytical, Logical & Creative Thinking:			
CRITICAL THINKING			
Evaluation			
CRITICAL THINKING			
Sequence Point of View Conclusion			
CREATIVE THINKING			
Fluency Elaboration Flexibility Originality			
Relevance to Work: Production Assistant			
In a work setting, the student will be able to communicate effectively (speak and listen) with clients and fellow workers.			

Performance Assessments:	
STANDARDS AND COMPETENCIES	
Standard: C-3 Solve problems using critical thinking C	Total Learning Hours for Standard:
Competency	Competency Description
C-3.1	Demonstrate skills used to define and analyze a given problem
C-3.2	Explain the importance and dynamics of individual and teamwork approaches of problem solving
C-3.3	Describe methods of researching and validating reliable information relevant to the problem

C-3.4	Explain strategies used to formulate ideas, proposals and solutions to problems		
C-3.5	Select potential solutions based on reasoned criteria		
C-3.6	Implement and evaluate solution(s)		
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Math		Writing	
1.1	Understand and apply concepts and procedures from number sense		
1.3	Understand and apply the distributive property.		
Reading		Communications	
2.4	Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.		
2.4.2	Analyze author's purpose and evaluate an author's style of writing to influence different audiences.		
2.4.3	Analyze and evaluate text for validity and accuracy.		
2.4.4	Analyze and evaluate the effectiveness of the author's use of persuasive devices to influence an audience.		
2.4.5	(GLE8) Analyze text to generalize, express insight, or respond by connecting to other texts or situations.		
2.4.5	(GLE9-10) Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts.		
2.4.6	(GLE9) Analyze text to generalize, express insight, or respond by connecting to other texts or situations.		
2.4.7	Analyze and evaluate the reasoning and ideas underlying author's beliefs and assumptions within multiple texts.		
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
<p>Leadership: Individual: The student will be involved in activities that require applying theory, problem- solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>Group: 1. The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed. 2. The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.</p> <p>Employability: 1. The student will demonstrate an understanding of complex inter- relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems. 2. <i>Monitors and Corrects Performance</i> – distinguishes trends, predicts impacts on system operations, diagnose deviations in systems' performance and corrects malfunctions 3. <i>Improves or Designs Systems</i> – suggests modifications to existing systems and develops new or alternative systems to improve performance. 4. The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with basic equipment, including computers and other technologies. This means that the student can select basic equipment and tools, apply technology to specific tasks, and maintain and troubleshoot basic equipment. 5. <i>Maintains and Troubleshoots Equipment</i> – prevents, identifies, or solves problems with equipment, including computers and other technologies.</p>			

Analytical, Logical & Creative Thinking:**CRITICAL THINKING**

Patterns Cause/Effect Finding Evidence Inference

METACOGNITION

Reasoning

APPLIED THINKING

Problem Solving Decision Making Goal Setting

Relevance to Work:**Production Assistants**

In a work setting, the student will be able to resolve problems, mediate the decision-making process, and provide leadership and positive communication skills.

Performance Assessments**STANDARDS AND COMPETENCIES****Standard: C-4 Demonstrate positive work behaviors C****Total Learning Hours for Standard:**

Competency	Competency Description
C-4.1	Identify time management and task prioritization skills
C-4.2	Explain the importance of following workplace etiquette/protocol
C-4.3	Demonstrate willingness to learn and further develop skills
C-4.4	Demonstrate self-management skills
C-4.5	List causes of stress and effective stress management techniques
C-4.6	Describe the importance of having a positive attitude and techniques that boost morale
C-4.7	Show initiative by coming up with unique solutions and taking on extra responsibilities
C-4.8	Explain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goals
C-4.9	Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride
C-4.10	Value the importance of professionalism, including reliability, honesty, responsibility, and ethics
C-4.11	Demonstrate a respect for diversity and its benefit to the workplace

EALRs or GLEs (Taught & Assessed in Standards)

Math		Writing	
Reading		Communications	
		3.1	Use language to interact effectively and responsibly with others.
		3.2	Work cooperatively as a member of a group.
		3.3	Seek agreement and solutions through discussion
Science		Social Studies	
Art		Health and Fitness	

2.1.1	<p>Applies, analyzes, evaluates, and creates visual arts using the creative process independently.</p> <ul style="list-style-type: none"> ▪ Identifies audience and purpose for the creation of a body of original works of art. ▪ Explores, gathers, and interprets information from diverse sources to create original works of art. ▪ Uses ideas, skills, foundations, and techniques to independently create original works of art. ▪ Implements choices of visual arts elements, principles, skills, foundations, techniques and personal experience to create original works of art. ▪ Reflects for the purposes of self-evaluation and artistic improvement. ▪ Refines works of art through feedback and self reflection. ▪ Presents work to others in the community and a variety of visual arts settings. 		
4.5.1	<p>Analyzes and evaluates how arts knowledge, skills, and work habits are vital and transferable to the world of work.</p> <ul style="list-style-type: none"> ▪ Researches visual arts careers and practices appropriate work habits and skills. ▪ Interprets how visual arts skills and knowledge influence the world of work. ▪ Organizes and meets deadlines to complete work. ▪ Demonstrates safety habits, skills, standards, and expectations needed to be successful in the workplace. 		

SKILLS

<p>Leadership:</p>
<p>1. Students will be required to lead projects from original vision to completion using a variety of teamwork strategies. 2. Students will be required to work under other students as they lead projects.</p>
<p>Employability:</p>
<p>Students will develop an understanding of the professional field of digital video.</p>
<p>Analytical, Logical & Creative Thinking:</p>
<p>Students will be able to categorize strengths of themselves as well as other students to develop an efficient work flow.</p>
<p>Relevance to Work:</p>
<p>Students will understand the importance of professionalism, including reliability, honesty, responsibility, and ethics</p>

Performance Assessments:	
STANDARDS AND COMPETENCIES	
Standard: C-5 Define health and safety regulations C	Total Learning Hours for Standard:
Competency	Competency Description
C-5.1	Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area
C-5.2	Identify and apply EPA and other environmental protection regulations that apply to specific tasks and jobs in the occupational area
C-5.3	Identify and apply Right-To-Know (Hazard Communication Policy) and other communicative regulations that apply to specific tasks and jobs in the occupational area
C-5.4	Explain procedures for documenting and reporting hazards to appropriate authorities

C-5.5	List penalties for non-compliance with appropriate health and safety regulations	
C-5.6	Identify contact information for appropriate health and safety agencies and resources	
C-5.7	Create a systematic safety program which would achieve OSHA compliance and promote a safe working environment	
C-5.8	Illustrate a safe environment for students in printing	
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>		
	Math	Writing
	Reading	Communications
	Science	Social Studies
	Art	Health and Fitness
	4.1	Analyze health and safety information.
SKILLS		
Leadership:		
Employability:		
Analytical, Logical & Creative Thinking:		
CRITICAL THINKING		
Analysis		
Relevance to Work:		
In a work setting, the student will have a clear understanding of safety practices related to the production industry to insure a safe environment for clients and fellow workers.		

Performance Assessments:		
STANDARDS AND COMPETENCIES		
Standard: C-6 Demonstrate health and safety practices C		Total Learning Hours for Standard:
Competency	Competency Description	
C-6.1	Identify, describe and demonstrate the effective use of Material Safety Data Sheets (MSDS)	
C-6.2	Read chemical, product, and equipment labels to determine appropriate health and safety considerations	
C-6.3	Identify, describe and demonstrate personal, shop and job site safety practices and procedures	
C-6.4	Demonstrate safe dress and use of relevant safety gear and personal protective equipment (PPE), including wrist rests, adjustable workspaces and equipment, gloves, boots, earplugs, eye protection, and breathing apparatus	
C-6.5	Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics	
C-6.6	Locate emergency equipment in your lab, shop, and classroom, including (where appropriate) eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches, and emergency exits	
C-6.7	Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom	
C-6.8	Describe safety practices and procedures to be followed when working with and around electricity	
C-6.9	Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling	

C-6.10	Demonstrate proper workspace cleaning procedures		
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
	4.1	Analyze health and safety information.	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
CRITICAL THINKING			
Analysis			
Relevance to Work:			
In a work setting, the student will have a clear understanding of safety practices related to the production industry to insure a safe environment for clients and fellow workers.			

Performance Assessments:			
<i>STANDARDS AND COMPETENCIES</i>			
Standard: C-7 Demonstrate responses to situations that threaten health and safety C			Total Learning Hours for Standard:
Competency	Competency Description		
C-7.1	Illustrate First Aid procedures for potential injuries and other health concerns in the occupational area		
C-7.2	Describe the importance of emergency preparedness and an emergency action plan		
C-7.3	Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures		
C-7.4	Identify practices used to avoid accidents		
C-7.5	Identify and describe fire protection, precautions and response procedures		
C-7.6	Discuss the role of the individual and the company/organization in ensuring workplace safety		
C-7.7	Discuss ways to identify and prevent workplace/school violence		
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Math		Writing	

Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
	4.1	Analyze health and safety information.	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking: Analysis			
Relevance to Work: In a work setting, the student will have a clear understanding of safety practices related to the production industry to insure a safe environment for clients and fellow workers.			

Performance Assessments:			
STANDARDS AND COMPETENCIES			
Standard: C-8 Compare and contrast how the responsibility for health is dependent upon the individual, as opposed to a supervisor or others C			Total Learning Hours for Standard:
Competency	Competency Description		
C-8.1	Demonstrate preventive maintenance and lubrication procedures		
C-8.2	Demonstrate awareness that all machine guards are in place and operating properly before using equipment		
C-8.3	Identify the existence of pinch points located behind the machine guarding on a sheet fed-offset press		
C-8.4	Create a Lockout/Tagout system		
EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
	4.1	Analyze health and safety information.	
SKILLS			
Leadership:			
Employability:			

Analytical, Logical & Creative Thinking:

Analysis

Relevance to Work:

In a work setting, the student will have a clear understanding of safety practices related to the production industry to insure a safe environment for clients and fellow workers.

Performance Assessments:**STANDARDS AND COMPETENCIES****Standard: C-9 Production Overview C****Total Learning Hours for Standard:**

Competency	Competency Description
C-9.1	Video Production careers
C-9.2	Production overview
C-9.3	Program Proposals and Treatments
C-9.4	Production Steps
C-9.5	Scripts
C-9.6	Scriptwriting Guidelines
C-9.7	Costing Out Productions
C-9.8	How Video Process Works
C-9.9	World Video Standards
C-9.10	HDTV Standard

EALRs or GLEs (Taught & Assessed in Standards)

Math		Writing	
		2	Write for different purposes, such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, and explaining concepts and procedures.
Reading		Communications	

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: C-10 Video Technology and Video Quality and Color C

**Total Learning Hours for Standard:
up to 180**

Competency	Competency Description
C-10.1	Fields and Frames
C-10.2	Interlaced Scanning
C-10.3	Progressive Scanning
C-10.4	Analog and Digital Signals
C-10.5	Component and Composite Video
C-10.6	Underexposure/ Overexposure
C-10.7	Video Noise
C-10.8	Saturation
C-10.9	Brightness or Luma Level
C-10.10	Waveform Monitor and Vectorscope
C-10.11	Principles of Color

EALRs or GLEs (Taught & Assessed in Standards)

Math		Writing	
1.1 3 1.4 1.4.4 1.47 3.2 3.2.1	Understand and apply concepts and procedures from number sense. (GLE8) Apply ratio, percent, and direct proportion in complex situations; understand and apply direct and inverse proportion. Understand and apply concepts and procedures from probability and statistics. (GLE8) Understand how different samples of a population affect the data. (GLE 8-10) Analyze data and evaluate the inferences that can be drawn from bivariate data; evaluate a statistical argument and its relevancy to support a point of view. 3.2: Organize and Interpret Information 3.2.1 Understand how to organize, clarify, and refine mathematical information for a given purpose in multiple ways (reflecting, verbalizing, discussing, or writing).	3.5	Publish—select a publishing form and produce a completed writing project to share with chosen audience
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	

1.1.1	<p>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a video</p> <ul style="list-style-type: none"> ▪ Examines the expressive line qualities of a shot, and critiques how the line impacts the frame. ▪ Selects and produces line qualities both realistically and expressively. ▪ Uses a variety of line types and qualities for observational video. ▪ Selects line qualities for a variety of purposes. ▪ Selects and produces lines in combination with other visual arts elements in a variety of styles, art forms/media and subject matter. ▪ Selects and produces line qualities around a student defined theme. ▪ <p>▪Creates a series of artworks using line qualities in combination with other elements around a specific student defined theme.</p>		
1.1.6	<p>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture and space in the production of a work of art.</p> <ul style="list-style-type: none"> ▪ Differentiates, uses, and produces warm and cool colors as advancing and receding in space. ▪ Differentiates, uses, and produces primary, secondary, and tertiary/intermediate, complementary, analogous, and monochromatic color schemes. ▪ Examines the color wheel to differentiate between color schemes such as primary, secondary, tertiary/intermediate, complementary, and/or analogous color schemes. ▪ Uses, and produces tints and shades to show color value. ▪ Selects, uses and produces a variety of color schemes to construct a work of art such as warm and cool, analogous, complementary, and monochromatic. ▪ Mixes complementary colors to create neutral and semi-neutral colors, such as red and green to produce brown; purple and yellow to produce earth tones and grays. ▪ Produces a work of art through synthesis of intentional use of color for a specific purpose in a variety of media, such as two-dimensional and three-dimensional drawing, illustration, painting, sculpting, photography and digital media, digital images, graphic design/advertising, web design, etc. ▪ Selects, evaluates, and produces a work of art through intentional use of color attributes for a specific purpose in a variety of media. ▪ Uses color in combination with other art elements in a variety of style, art forms, media and subject matter. ▪ Combines color with other art elements around a student selected theme. ▪ Critiques and justifies the use of color in a variety of works of art. 		
1.1.3	<p>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a video.</p> <ul style="list-style-type: none"> ▪ Produces a range of value and value gradations in a work of art. ▪ Uses value to produce a mood, an idea or a concept ▪ Produces a range of color values to create the illusion of form. ▪ Uses value in combination with other art elements in a variety of style, art forms, media and subject matter. ▪ Uses value in combination with other art elements around a student selected theme. ▪ Creates and justifies the use of value in a variety of artworks 		

SKILLS

Leadership:

Employability:

The student will demonstrate an understanding of complex inter- relationships (**systems**). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including **computers and other technologies**. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

Analytical, Logical & Creative Thinking: Classify Compare/contrast Analysis Evaluation

Relevance to Work:

Audio Technician

In a work setting the student will be able to properly wire a multi-mic set.

Equipment Tech

In the workplace setting, the student will use scientific knowledge to solve technological problems.

In a work setting, the student will be able to independently operate intricate systems and troubleshoot problems

Producer / Director

In the workplace setting, the student will use scientific knowledge to solve technological problems.

In a work setting, the student will be able to independently operate intricate systems and troubleshoot problems

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: C-11 Lens Operation and Control C

Total Learning Hours for Standard:

Competency	Competency Description
C-11.1	Type of Lenses
C-11.2	Focal length
C-11.3	Zoom Lenses
C-11.4	Angle of View
C-11.5	Zoom and Zoom Ratio
C-11.6	F-Stops/Lens Speed/Iris
C-11.7	Depth of Field
C-11.8	Focusing/Follow Focus/Rack Focus
C-11.9	Macro Focus
C-11.10	Filters
C-11.11	Image Stabilization

EALRs or GLEs (Taught & Assessed in Standards)

Math	Writing
Reading	Communications

Science		Social Studies	
	optics		
Art		Health and Fitness	
1.1.5	<p>Students will understand focal length and depth of field of a collection of lenses.</p> <p>Students will understand the impact that lenses and perspectives have on a shot.</p> <p>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a video.</p> <ul style="list-style-type: none"> ▪ Examines and uses value and color to create atmospheric perspective to create the illusion of depth. ▪ Uses one and two-point linear perspective and other spatial devices to create depth in a variety of artwork. ▪ Examines, uses and constructs spatial devices to create the illusion of depth in a variety of compositions. ▪ Develops space realistically, expressively and or abstractly in works of art in a variety of media. ▪ Justifies the use of spatial devices to create depth in a variety of artworks. ▪ Creates a series of artworks using space, designed around a student selected theme. 		
1.1.4	<p>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a video.</p> <ul style="list-style-type: none"> ▪ Examines and produces a variety of visual/implied textures in two-dimensional work of art, in a variety of media. ▪ Selects and produces actual textures in three-dimensional works of art, in a variety of media. ▪ Develops texture realistically, expressively and or abstractly in works of art in a variety of media. ▪ Justifies the use of texture in a variety of artworks. selected theme. ▪ Uses texture in combination with other art elements around a student 		
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:	
STANDARDS AND COMPETENCIES	
Standard: C-12 Camera Operation and Control C	Total Learning Hours for Standard:

Competency	Competency Description		
C-12.1	Imaging Device		
C-12.2	Video Resolution		
C-12.3	Camera Mounts and Tripod		
C-12.4	Camera Pan Heads		
C-12.5	Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal		
C-12.6	Color Balancing/ White Balancing		
C-12.7	Shutter Speed		
C-12.8	Shutter Speeds and F-Stops		
C-12.9	Frame Rate		
C-12.10	Viewfinder		
C-12.11	Title Safe Areas		
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
1.1.4	<p>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a video.</p> <ul style="list-style-type: none"> ▪ Examines and produces a variety of visual/implied textures in two-dimensional work of art, in a variety of media. ▪ Selects and produces actual textures in three-dimensional works of art, in a variety of media. ▪ Develops texture realistically, expressively and or abstractly in works of art in a variety of media. ▪ Justifies the use of texture in a variety of artworks. selected theme. ▪ Uses texture in combination with other art elements around a student 		
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:**STANDARDS AND COMPETENCIES****Standard: C-13 Composition C****Total Learning Hours for Standard:**

Competency	Competency Description	
C-13.1	Form vs. Content	
C-13.2	Insert Shots and Cutaways	
C-13.3	Defining Composition	
C-13.4	Static Composition	
C-13.5	Dynamic Composition	
C-13.6	Clearly Establish Your Objectives	
C-13.7	Single Center of Interest	
C-13.8	Shifting the Center of Interest	
C-13.9	Leading the Subject	
C-13.10	Rule of Thirds	
C-13.11	Maintaining Tonal Balance	
C-13.12	Balance Mass	
C-13.13	The Concrete and the Abstract	
C-13.14	Frame Central Subject Matter	
C-13.15	Convey Meaning Through Colors and Tones	
C-13.16	Control the Number of Prime Objects	
C-13.17	Balance Complexity and Order	
C-13.18	Movement and Meaning	
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>		
Math		Writing
Reading		Communications
Science		Social Studies
Art		Health and Fitness

1.1.2	<p>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a video.</p> <ul style="list-style-type: none"> ▪ Selects and produces geometric and organic shapes and/or forms both realistically and expressively in a variety of two- dimensional and three-dimensional artworks. ▪ Selects and produces shapes and/or forms to communicate a specific idea and/or concept around a student defined theme. ▪ Selects and produces shapes and/or forms in combination with other art elements in a variety of styles, art forms, media, and subject matter. ▪ Selects, produces and critiques shapes and/or forms to communicate a specific idea and/or concept around a student defined theme. ▪ Critiques and justifies the use of shapes and/or forms in a variety of artworks. ▪ Selects and produces positive and negative shapes in both two-dimensional and three-dimensional artworks. ▪ Creates a series of artworks using shapes/forms in combination with other elements around a specific student defined theme. 		
1.1.7	<p>Creates, analyzes, and evaluates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, emphasis/dominance, and harmony/unity in a work of art.</p> <ul style="list-style-type: none"> ▪ Examines how artists develop artistic compositions through the use of the principles of design. ▪ Selects, evaluates, and produces a series of artworks combining the principles of design for a specific purpose in a variety of media. 		
2.3.1	<p>Applies, analyzes, evaluates and creates using a responding process through visual arts</p> <ul style="list-style-type: none"> ▪ Engages the senses actively and purposefully while experiencing visual arts. ▪ Discusses what is perceived and experienced through the senses (seen, felt, smelled, tasted and/or heard). ▪ Analyzes the use and organization of elements, principles and foundations. ▪ Interprets meaning based on personal experiences, background knowledge and research. ▪ Evaluates and justifies using supportive evidence and aesthetic criteria. 		

SKILLS

Leadership:

Employability:

Analytical, Logical & Creative Thinking:

Relevance to Work:

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: C-14 Video Lighting C

Total Learning Hours for Standard:

Competency	Competency Description		
C-14.1	Light Coherence		
C-14.2	Hard Light		
C-14.3	Soft Light		
C-14.4	Color Temperature		
C-14.5	Studio and Field Light Levels		
C-14.6	Intensity Control Through Varying Distance		
C-14.7	Quartz Lamps		
C-14.8	Lighting Instruments		
C-14.9	Camera Lights		
C-14.10	Attachments to Lighting Instruments		
C-14.11	Three Point Lighting-Key/Fill/Back Light		
C-14.12	Lighting Ratios		
C-14.13	Back Light Intensity		
C-14.14	Subject-to-Background Distance		
C-14.15	Area Lighting		
C-14.16	Existing (Natural) Light		
C-14.17	Drawing A Lighting Plot		
C-14.18	Lighting Boards		
C-14.19	On-Location Power Issues		
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	

STANDARDS AND COMPETENCIES

Standard: C-15 iAudio C

Total Learning Hours for Standard:

Competency	Competency Description
C-15.1	Loudness
C-15.2	Frequency
C-15.3	The Frequency-Loudness Relationship
C-15.4	Room Acoustics
C-15.5	Major Microphone Designs
C-15.6	Directional Characteristics
C-15.7	Handheld Microphones
C-15.8	Positioning Handheld Mics
C-15.9	Personal Microphones
C-15.10	Mic Connectors
C-15.11	Positioning Mic Cables
C-15.12	Wireless Microphones
C-15.13	Phase Cancellation
C-15.14	Creating the Stereo Effect
C-15.15	Multi-Track Recording
C-15.16	Digital Audio
C-15.17	Converting Analog to Digital
C-15.18	Analog Audio Levels
C-15.19	Boards, Consoles, and Mixers
C-15.20	Using Audio From PA Systems
C-15.21	Audio Recording, Editing and Playback
C-15.22	Production Communication Systems

EALRs or GLEs (Taught & Assessed in Standards)

Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	

2.3.1	<p>Applies, analyzes, evaluates and creates using a responding process through visual arts</p> <p>Engages the senses actively and purposefully while experiencing visual arts. Discusses what is perceived and experienced through the senses (seen, felt, smelled, tasted and/or heard). Analyzes the use and organization of elements, principles and foundations. Interprets meaning based on personal experiences, background knowledge and research. Evaluates and justifies using supportive evidence and aesthetic criteria.</p>		
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:			
STANDARDS AND COMPETENCIES			
Standard: C-16 Video Recording Media C			Total Learning Hours for Standard:
Competency	Competency Description		
C-16.1	The Videotape Recording Process		
C-16.2	Disk-Based Recording		
C-16.3	Disk-Based Camcorders		
C-16.4	Solid State Memory		
C-16.5	Video Servers		
C-16.6	Consumer Video Formats		
C-16.7	Digital Compression		
C-16.8	MPEG-2 and MPEG-4 Compression		
C-16.9	JPEG Compression		
C-16.10	Professional Video Formats		
EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	

	Art		Health and Fitness
1.2.1	<p>Analyzes, applies and evaluates visual arts skills and techniques to create original works of arts in two and/or three dimensions.</p> <ul style="list-style-type: none"> ▪ Creates and justifies the use of arts skills and techniques around a student defined theme. ▪ Extends arts skills, techniques and processes. ▪ Uses perceptual skills to create imagery from observation, imagination and forming skills for specific purposes in drawing and painting. ▪ Selects and uses a variety of art media and techniques in two and three dimensions for specific purposes. ▪ Uses a variety of photographic and digital media techniques in developing compositions for expressive purposes. ▪ Creates and justifies the use of arts skills and techniques around a student defined theme. 		
1.3.1	<p>Analyzes, creates and evaluates an artistic composition using visual art styles and genres from various films, cultures, places and times.</p> <ul style="list-style-type: none"> ▪ Selects, examines and critiques historically significant works of video from a variety of filmmakers, styles, cultures and times, and their relationship to a larger group of artworks. ▪ Creates and justifies works of art using influences from diverse artists, styles, cultures and times. ▪ Uses visual thinking strategies to discuss and interpret a variety of video. 		
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:			
STANDARDS AND COMPETENCIES			
Standard: C-17 Video Editing C			Total Learning Hours for Standard:
Competency	Competency Description		
C-17.1	Continuity Editing		
C-17.2	Acceleration Editing		
C-17.3	Continuity Techniques		
C-17.4	Insert Shots		
C-17.5	Cutaways		

C-17.6	Thematic Editing
C-17.7	Relational Editing
C-17.8	Continuity
C-17.9	Bridging Jumps in Action
C-17.10	Bridging Interview Edits
C-17.11	Shooting Angles
C-17.12	Audio Continuity
C-17.13	Maintaining Consistency in Action and Detail
C-17.14	Dedicated and Software-Based Editors
C-17.15	Linear and Non-Linear Editing Systems
C-17.16	Time-Code
C-17.17	On-Line and Off-Line Editing
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	
Writing	
Reading	
Communications	
Science	
Social Studies	
Art	
Health and Fitness	
1.2.1	Analyzes, applies and evaluates visual arts skills and techniques to create original works of arts in two and/or three dimensions. <ul style="list-style-type: none"> ▪ Creates and justifies the use of arts skills and techniques around a student defined theme. ▪ Extends arts skills, techniques and processes. ▪ Uses perceptual skills to create imagery from observation, imagination and forming skills for specific purposes in drawing and painting. ▪ Selects and uses a variety of art media and techniques in two and three dimensions for specific purposes. ▪ Uses a variety of photographic and digital media techniques in developing compositions for expressive purposes. ▪ Creates and justifies the use of arts skills and techniques around a student defined theme.
1.3.1	Analyzes, creates and evaluates an artistic composition using visual art styles and genres from various films, cultures, places and times. <ul style="list-style-type: none"> ▪ Selects, examines and critiques historically significant works of video from a variety of filmmakers, styles, cultures and times, and their relationship to a larger group of artworks. ▪ Creates and justifies works of art using influences from diverse artists, styles, cultures and times. ▪ Uses visual thinking strategies to discuss and interpret a variety of video.

SKILLS
Leadership:
Employability:
Analytical, Logical & Creative Thinking:
Relevance to Work:

Performance Assessments:	
STANDARDS AND COMPETENCIES	
Standard: C-18 Graphics C	Total Learning Hours for Standard:
Competency	Competency Description
C-18.1	Titling
C-18.2	Character Generator
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>	
Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness

1.1.2	<p>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a video.</p> <ul style="list-style-type: none"> ▪ Selects and produces geometric and organic shapes and/or forms both realistically and expressively in a variety of two- dimensional and three-dimensional artworks. ▪ Selects and produces shapes and/or forms to communicate a specific idea and/or concept around a student defined theme. ▪ Selects and produces shapes and/or forms in combination with other art elements in a variety of styles, art forms, media, and subject matter. ▪ Selects, produces and critiques shapes and/or forms to communicate a specific idea and/or concept around a student defined theme. ▪ Critiques and justifies the use of shapes and/or forms in a variety of artworks. ▪ Selects and produces positive and negative shapes in both two-dimensional and three-dimensional artworks. ▪ Creates a series of artworks using shapes/forms in combination with other elements around a specific student defined theme. 		
1.1.7	<p>Creates, analyzes, and evaluates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, emphasis/dominance, and harmony/unity in a work of art.</p> <ul style="list-style-type: none"> ▪ Examines how artists develop artistic compositions through the use of the principles of design. ▪ Selects, evaluates, and produces a series of artworks combining the principles of design for a specific purpose in a variety of media. 		
2.3.1	<p>Applies, analyzes, evaluates and creates using a responding process through visual arts</p> <ul style="list-style-type: none"> ▪ Engages the senses actively and purposefully while experiencing visual arts. ▪ Discusses what is perceived and experienced through the senses (seen, felt, smelled, tasted and/or heard). ▪ Analyzes the use and organization of elements, principles and foundations. ▪ Interprets meaning based on personal experiences, background knowledge and research. ▪ Evaluates and justifies using supportive evidence and aesthetic criteria. 		

SKILLS

Leadership:

Employability:

Analytical, Logical & Creative Thinking:

Relevance to Work:

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: A-1 Studio Production A

Total Learning Hours for Standard:

Competency	Competency Description		
A-1.1	Equipment and Facilities		
A-1.2	Studio Sets		
A-1.3	Studio Hand Signals		
A-1.4	Studio Crew Positions		
A-1.5	Role of the Director		
A-1.6	Directing Process		
A-1.7	On-Camera Talent		
A-1.8	Video Switchers		
A-1.9	Multiple-Camera Studio Productions		
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
2.2.1	<p>Applies, analyzes, evaluates, and creates using a performance process through visual arts.</p> <ul style="list-style-type: none"> ▪ Identifies audience and purpose of the work and/or performance. ▪ Selects artistic resources and materials, to create, perform, and present. ▪ Analyzes the structure, context, and/or aesthetics of the work. ▪ Interprets meaning through personal understanding of the work and/or performance. ▪ Practices, revises, adjusts, and refines through evaluation, reflection, and problem solving. ▪ Presents and produces work and/or performance for others. ▪ Reflects and self-evaluates work and/or performance to set goals. 		
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:	
STANDARDS AND COMPETENCIES	
Standard: A-2 Remotes A	Total Learning Hours for Standard:

Competency	Competency Description		
A-2.1	Location Survey		
A-2.2	Camera Positions		
A-2.3	On-Location Audio		
A-2.4	Lighting		
A-2.5	Production Communication		
A-2.6	Single-Camera vs. Multiple-Camera Production		
A-2.7	Multiple-Camera Production		
A-2.8	Single-Camera Production		
A-2.9	Film-Style Dramatic Production		
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	

STANDARDS AND COMPETENCIES

Standard: A-3 News Production A **Total Learning Hours for Standard:**

Competency	Competency Description
A-3.1	ENG and EFP
A-3.2	Video Journalists
A-3.3	News Producer
A-3.4	News Sources
A-3.5	On-Location News Interview
A-3.6	News Editing
A-3.7	Rundowns
A-3.8	News Studio Crew
A-3.9	News Bias
A-3.10	Newsworthiness
A-3.11	News Writing Guidelines

EALRs or GLEs (Taught & Assessed in Standards)

Math		Writing	
Reading		Communications	
3.3	Read for Career applications.		
3.3.1	Understand and apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.		
Science		Social Studies	
Art		Health and Fitness	

4.1.1	Analyzes, evaluates, and creates arts presentations that integrate multiple arts disciplines. <ul style="list-style-type: none"> ▪ Creates an arts presentation integrating multiple disciplines. ▪ Critiques arts presentations integrating multiple disciplines. 		
4.2.1	Analyzes, evaluates, and creates presentations that integrate the arts with other content areas. <ul style="list-style-type: none"> ▪ Creates an arts presentation integrating the arts with another content area. ▪ Analyzes the connections between the arts and other content areas in artworks. ▪ Analyzes and critiques an arts presentation that uses arts and other content areas. 		
4.4.1	Analyzes and evaluates how the arts shape/influence and reflect culture, place and history. <ul style="list-style-type: none"> ▪ Critiques, interprets and evaluates how an artwork can shape and reflect culture and history over time. ▪ Determines how specific artworks or designs have shaped or reflected culture and history. ▪ Researches specific works of art that have shaped cultures or history. ▪ Compares and contrasts specific attributes of artworks from different time periods. 		

SKILLS

Leadership:

Employability:

Analytical, Logical & Creative Thinking:

Relevance to Work:

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: A-4 Documentary Production A

Total Learning Hours for Standard:

Competency	Competency Description
A-4.1	Subject Matter
A-4.2	Documentaries that Changed Thinking
A-4.3	Demographics and Audience

EALRs or GLEs (Taught & Assessed in Standards)

Math	Writing
Reading	Communications
Science	Social Studies

	Art		Health and Fitness
3.2.1	<p>Applies, analyzes, evaluates and creates visual artworks that communicate for a specific purpose.</p> <ul style="list-style-type: none"> ▪ Analyzes and interprets social perceptions and audience preferences in the production of artworks created for a specific purpose. ▪ Plans and creates artworks in a variety of media individually and/or in collaboration with others to communicate for a specific purpose independently or with teacher mentoring. ▪ Plans for the deliberate use of media, materials and resources to communicate for a specific purpose, independently or with teacher mentoring. ▪ Articulates and justifies the rationale used in making artistic choices when communicating for a specific purpose or audience. ▪ Presents fluency of ideas for visual communications for a specific purpose. 		
4.1.1	<p>Analyzes, evaluates, and creates arts presentations that integrate multiple arts disciplines.</p> <ul style="list-style-type: none"> ▪ Creates an arts presentation integrating multiple disciplines. ▪ Critiques arts presentations integrating multiple disciplines. 		
4.2.1	<p>Analyzes, evaluates, and creates presentations that integrate the arts with other content areas.</p> <ul style="list-style-type: none"> ▪ Creates an arts presentation integrating the arts with another content area. ▪ Analyzes the connections between the arts and other content areas in artworks. ▪ Analyzes and critiques an arts presentation that uses arts and other content areas. 		
4.4.1	<p>Analyzes and evaluates how the arts shape/influence and reflect culture, place and history.</p> <ul style="list-style-type: none"> ▪ Critiques, interprets and evaluates how an artwork can shape and reflect culture and history over time. ▪ Determines how specific artworks or designs have shaped or reflected culture and history. ▪ Researches specific works of art that have shaped cultures or history. ▪ <p>Compares and contrasts specific attributes of artworks from different time periods.</p>		
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: A-5 Legal and Ethical Issues A **Total Learning Hours for Standard:**

Competency	Competency Description
A-5.1	Invasion of Privacy
A-5.2	Access Restrictions and Rights
A-5.3	Libel and Slander
A-5.4	Copyright
A-5.5	Talent and Location Releases
A-5.6	The Fair Use Act
A-5.7	Public Domain
A-5.8	Securing Rights to Music

EALRs or GLEs (Taught & Assessed in Standards)

Math		Writing	
Reading		Communications	
1.2	Use vocabulary (word meaning) strategies to comprehend text.		
1.2.2	Apply strategies to comprehend words and ideas.		
1.3	Build vocabulary through wide reading.		
1.3.2	Understand and apply content/ academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.		
3.1	Read to learn new information.		
3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. Read to perform a task.		
3.2	Apply understanding of complex information, including functional documents, to perform a task.		
3.2.2	Assess reading strengths and need for improvement.		
4.1	Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals		
4.2			
Science		Social Studies	
Art		Health and Fitness	

3.1.1	<p>Applies, analyzes, evaluates and creates visual arts to express and present ideas and feelings.</p> <ul style="list-style-type: none"> ▪ Expresses, synthesizes and presents original ideas and feelings using visual arts symbols in a variety of genres, styles and media, working independently with teacher mentoring. ▪ Expresses and/or represents what is perceived and experienced through the senses (seen, felt, smelled, tasted and/or heard) in works of art/design. ▪ Articulates and justifies artistic/design choices in a variety of media and/or styles. ▪ Critiques representations of original ideas and feelings through the arts in a variety of styles. ▪ Describes the use and misuse of appropriating (plagiarism) of art works and designs that are copy written to communicate ideas and feelings. <p>Analyzes and evaluates how the arts impact local, economic, political, and environmental choices.</p> <ul style="list-style-type: none"> ▪ Researches and justifies how the arts impact future personal choices. ▪ Analyzes how the arts impact lifelong choices. 		
4.3.1			

SKILLS

Leadership:

Employability:

Analytical, Logical & Creative Thinking:

Relevance to Work:

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: A-6 Institutional Video A

Total Learning Hours for Standard:

Competency	Competency Description
A-6.1	Public Relations Video
A-6.2	Marketing Video
A-6.3	Instructional Videos
A-6.4	Presentation Formats

EALRs or GLEs (Taught & Assessed in Standards)

Math	Writing
Reading	Communications
Science	Social Studies
Art	Health and Fitness

3.2.1	<p>Applies, analyzes, evaluates and creates visual artworks that communicate for a specific purpose.</p> <ul style="list-style-type: none"> ▪ Analyzes and interprets social perceptions and audience preferences in the production of artworks created for a specific purpose. ▪ Plans and creates artworks in a variety of media individually and/or in collaboration with others to communicate for a specific purpose independently or with teacher mentoring. ▪ Plans for the deliberate use of media, materials and resources to communicate for a specific purpose, independently or with teacher mentoring. ▪ Articulates and justifies the rationale used in making artistic choices when communicating for a specific purpose or audience. ▪ Presents fluency of ideas for visual communications for a specific purpose. 		
4.1.1	<p>Analyzes, evaluates, and creates arts presentations that integrate multiple arts disciplines.</p> <ul style="list-style-type: none"> ▪ Creates an arts presentation integrating multiple disciplines. ▪ Critiques arts presentations integrating multiple disciplines. 		
4.2.1	<p>Analyzes, evaluates, and creates presentations that integrate the arts with other content areas.</p> <ul style="list-style-type: none"> ▪ Creates an arts presentation integrating the arts with another content area. ▪ Analyzes the connections between the arts and other content areas in artworks. ▪ Analyzes and critiques an arts presentation that uses arts and other content areas. 		

SKILLS

Leadership:

Employability:

Analytical, Logical & Creative Thinking:

Relevance to Work:

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: A-7 Video Short Film Style Production A

Total Learning Hours for Standard:

Competency	Competency Description
A-7.1	Costing-Out Production
A-7.2	Return on Investment
A-7.3	Equipment Needs
A-7.4	Scriptwriting
A-7.5	Script Terms and Abbreviations

EALRs or GLEs (Taught & Assessed in Standards)

Math		Writing	
		3.1.2	<p>Analyzes and selects effective organizational structures.</p> <p>Writes unified, cohesive paragraphs (e.g., repetition of key terms; parallel structure).</p> <p>Selects from a variety of opening strategies and composes an engaging introduction (e.g., vivid, detailed description; historical/cultural background; contrasting situation).</p> <p>Selects from a variety of ending/ conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction (e.g., prediction, anecdote, question).</p> <p>Uses transitional words and phrases between paragraphs to signal emphasis or show logical relationships among ideas (e.g., in fact, consequently, as a result, on the other hand ...).</p> <p>Determines effective sequence between and within paragraphs by using transitions to emphasize points in an argument or show logical connections (e.g., inasmuch as ... , possibly ... , therefore ...).</p> <p>Selects and uses effective organizational patterns as determined by purpose:</p> <ul style="list-style-type: none"> ~ varied placement of thesis for effect ~ persuasion using comparisons (e.g., all similarities grouped together and all differences grouped together) ~ explanations (e.g., scientific report pattern: introduction with hypothesis, materials and methods, data, conclusions) ~ narrative (e.g., story within a story) <p>Emphasizes key ideas through appropriate use of text features (e.g., headings, diagrams, graphs, bullets, blank space).</p>
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	

3.1.1	<p>Applies, analyzes, evaluates and creates visual arts to express and present ideas and feelings.</p> <ul style="list-style-type: none"> Expresses, synthesizes and presents original ideas and feelings using visual arts symbols in a variety of genres, styles and media, working independently with teacher mentoring. Expresses and/or represents what is perceived and experienced through the senses (seen, felt, smelled, tasted and/or heard) in works of art/design. Articulates and justifies artistic/design choices in a variety of media and/or styles. Critiques representations of original ideas and feelings through the arts in a variety of styles. Describes the use and misuse of appropriating (plagiarism) of art works and designs that are copy written to communicate ideas and feelings. 		
3.3.1	<p>Analyzes and evaluates, how personal aesthetic choices are influenced</p> <ul style="list-style-type: none"> Critiques and justifies how personal aesthetic choices are reflected in visual artworks. Examines and evaluates how geographical, cultural and historical perspectives in visual artworks influence personal aesthetic criteria. 		
4.1.1	<p>Analyzes, evaluates, and creates arts presentations that integrate multiple arts disciplines.</p> <ul style="list-style-type: none"> Creates an arts presentation integrating multiple disciplines. Critiques arts presentations integrating multiple disciplines. 		
4.2.1	<p>Analyzes, evaluates, and creates presentations that integrate the arts with other content areas.</p> <ul style="list-style-type: none"> Creates an arts presentation integrating the arts with another content area. Analyzes the connections between the arts and other content areas in artworks. Analyzes and critiques an arts presentation that uses arts and other content areas. 		

SKILLS

Leadership:

Employability:

Analytical, Logical & Creative Thinking:

Relevance to Work:

Performance Assessments:

STANDARDS AND COMPETENCIES

Standard: A-8 Video and Audio for the Internet A

Total Learning Hours for Standard:

Competency	Competency Description	
A-8.1	Pod casting formats	
A-8.2	Streaming live video	
A-8.3	Video posting websites	
A-8.4	Export protocols	
A-8.5	Internet terminology	

A-8.6	File size and compression		
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
	Math		Writing
	Reading		Communications
	Science		Social Studies
	Art		Health and Fitness
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			