

Audio/Video Production





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The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Audio/Video Production Program of Study. The academic standards in this document are theoretical and performance-based. They contain content from the states of Colorado, Maryland, Tennessee, and Texas and were validated by DC business and industry partners. All content is used with permission.

In addition to academic standards, OSSE has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; Work-Based Learning resources and requirements by course level; and a recommended equipment and supply list.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.

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Audio/Video Production

Table of Contents

Course Descriptions: Audio/Video Production.....	4
Industry Certifications.....	5
Work-Based Learning Examples and Resources	5
Labor Market Information Definitions and Data	5
Model Six-Year Plan: Audio/Video Production	7
Course Standards.....	8
Principles of Arts, Audio/Video Technology, and Communications	8
Audio/Video Production I	13
Audio/Video Production II	17
Practicum in Audio/Video Production	21



Course Descriptions: Audio/Video Production

Course Level	Course Information	Description
Level I	Principles of Arts, A/V Technology, and Communications OSSEID: 5030101 Grades: 9-12 Prerequisite: None Credit: 1	Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.
Level II	Audio/Video Production I OSSEID: 5030102 Grades: 10-12 Prerequisite: Principles of Arts, A/V Technology, and Communications Credit: 1	Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.
Level III	Audio/Video Production II OSSEID: 5030103 Grades: 11-12 Prerequisite: Audio/Video Production I Credit: 1	Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.
Level IV	Practicum in Audio/Video Production OSSEID: 5030104 Grades: 12 Prerequisite: Audio/Video Production II Credit: 1	The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses. Careers in audio/video production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production II, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered



		through lab-based classroom experiences or career preparation opportunities.
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Industry Certifications

Autodesk Certified Professional (ACP) in Revit Architecture
 USGBC LEED Green Associate
 National Green Infrastructure Certification

Work-Based Learning Examples and Resources

Level I Course	Level II Course	Level III Course	Level IV Course
Career Exploration Industry Visits Guest Speakers Participate in a CTSO	Career Awareness <i>All of Level I, plus:</i> Postsecondary Visits Program- Specific Site Tours Mock Interviews	Career Preparation <i>All of Level I and II, plus:</i> Job Shadow Paid/Unpaid Internships	Career Preparation Paid/Unpaid Internships Apprenticeships

Several resources are available to help instructors meet the Level I and Level II WBL requirements, including:

Career Coach DC (<http://careercoachdc.emsicc.com>). Online site designed to help students find and connect to a career pathway by providing the most current local data on wages, employment, job postings, and associated education and training. The resource includes a Career Assessment for students.

Nepriis (<https://dc.nepriis.com/>). Connects educators and learners with a network of industry professionals virtually, bringing real-world relevance and career exposure to all students. Nepriis also provides a skills-based volunteering platform for business and industry professionals to extend their educational outreach.

Virtual Job Shadow (<https://virtualjobshadow.com>). Provides interactive tools which empower students to discover, plan, and pursue their dreams. Rich video library presents a “day in the life of” view for thousands of occupations.

Labor Market Information Definitions and Data

Career and Technical Education programs of study in the District of Columbia must meet at least one of the High Wage, High Skill, and In-Demand definitions below to be considered appropriate for our students and the regional labor market. These definitions were created in collaboration with Career and Technical Education leaders from District of Columbia LEA’s, the University of the District of Columbia Community College, and national guidance from Research Triangle International (RTI) and Education Northwest. Additionally, previous work was consulted from researchers at MIT’s Labor Wage Index Project and the DC CTE Task Force’s 2012 Strategic Plan for the District of Columbia.



Indicator	Definition	Data for the Audio/Visual Program of Study (source: EMSI, August 2021)
<p>High Wage</p>	<p>Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the District of Columbia, and/or leads to a position that pays at least the median hourly or annual wage for the Washington, DC, metropolitan statistical area.</p> <p><i>Note: A 25th percentile hourly wage of \$20.49 or greater is required to meet this definition.</i></p>	<p>Standard Occupational Code (SOC): 27-4032.00—Film and Video Editors</p> <p>Hourly Wages 25th Percentile: \$24.98 50th Percentile: \$32.64 75th Percentile: \$42.13</p>
<p>High Skill</p>	<p>Those occupations located within the Washington, DC, metropolitan statistical area with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate’s degree, or higher.</p>	<p>Typical Entry-Level Education: Bachelor’s Degree</p>
<p>In-Demand</p>	<p>Those occupations in the Washington, DC, metropolitan statistical area having more than the median number of total (growth plus replacement) annual openings over a five-year period.</p> <p><i>Note: An occupation is required to have an annual growth plus replacement rate of 105 openings, or greater, between 2020-25 to meet this definition.</i></p>	<p>Annual Openings: 48</p>



Model Six-Year Plan: Audio/Video Production

College: University of the District of Columbia Community College

Program/CIP:

Plan:

Entity: Office of the State Superintendent of Education

Career Cluster: Arts, A/V Technology, and Communications

Program of Study: Audio/Video Production

High School					College			
Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Semester I	Semester II	Semester III	Semester IV
English (4)	English I	English II	English III	English IV				
Math (4)	Algebra I	Geometry	Algebra II	Math				
Science (4)	Biology	Lab Science	Lab Science	Science				
Social Studies (4)	World History and Geography I: Middle Ages	World History and Geography II: Modern World	U.S. History	U.S. Government (.5) and DC History (.5)				
Health (.5) and Physical Ed (1)	Health (.5) Physical Ed (.5)	Physical Ed (.5)						
World Languages (2)			World Language I	World Language II				
Art (.5)		Art (.5)						
Music (.5)		Music (.5)						
Elective / Major Courses	Principles of Arts, A/V Technology, and Communications	Audio/Video Production I	Audio/Video Production II	Practicum in Audio/Video Production				
Total possible college credits completed in high school: XX					Credit hours required to complete the AAS program: XX			



Course Standards

Principles of Arts, Audio/Video Technology, and Communications

1. **General requirements.** This course is recommended for students in Grade 9-12. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
 - A. Career and technical education instruction provides students with industry-aligned content, challenging academic standards, and relevant technical knowledge to further their education and succeed in current or emerging professions.
 - B. The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
 - C. Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.
 - D. Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and work-place tours relevant to the program of study.
 - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
 - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
 1. explore opportunities in training, education, and certifications for employment;
 2. demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;
 3. demonstrate skills related to seeking and applying for employment;
 4. create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples; and
 5. demonstrate skills in evaluating and comparing employment opportunities.



- B. The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:**
1. demonstrate use of content, technical concepts, and vocabulary;
 2. use correct grammar, punctuation, and terminology to write and edit documents;
 3. identify assumptions, purpose, and propaganda techniques;
 4. compose and edit copy for a variety of written documents;
 5. evaluate oral and written information; and
 6. research topics for the preparation of oral and written communication.
- C. The student applies professional communications strategies. The student is expected to:**
1. adapt language structure and style for audience, purpose, situation, and intent;
 2. organize oral and written information;
 3. interpret and communicate information, data, and observations;
 4. deliver formal and informal presentations;
 5. apply active listening skills to obtain and clarify information;
 6. develop and interpret tables, charts, and figures to support written and oral communications;
 7. listen to and speak with diverse individuals; and
 8. exhibit public relations skills to increase internal and external customer/client satisfaction.
- D. The student understands and examines problem-solving methods. The student is expected to:**
1. employ critical-thinking skills independently and in groups; and
 2. employ interpersonal skills in groups to solve problems.
- E. The student uses technology applications when completing Arts, Audio/Video Technology, and Communications projects and processes. The student is expected to:**
1. use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications projects; and
 2. use processes such as personal information management, file management, and file sharing.
- F. The student understands arts, audio/video technology, and communications systems. The student is expected to:**
1. describe the nature and types of businesses in arts, audio/video technology, and communications;
 2. analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study;
 3. analyze the arts, audio/video technology, and communications economic base; and
 4. analyze and summarize evidence of interdependence between the technical and the artistic sides of arts, audio/video technology, and communications.
- G. The student understands principles of audio/video production. The student is expected to:**
1. apply knowledge of audio and video script production;
 2. discuss the impact of audio and video selection on human emotion;
 3. demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens;



4. demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery;
 5. understand the differences between linear and nonlinear systems; and
 6. demonstrate knowledge of control peripherals for capturing or ingesting media.
- H. **The student understands principles of fashion design that impact consumer purchasing of fashion and apparel accessories. The student is expected to:**
1. describe social, cultural, and life cycle influences;
 2. explain how fashion trends are determined; and
 3. analyze the influence of advertising on consumer apparel choices.
- I. **The student understands principles of video game design. The student is expected to:**
1. demonstrate knowledge and appropriate use of computer operating systems;
 2. demonstrate appropriate use of hardware components, software programs, and storage devices;
 3. demonstrate knowledge of sound editing;
 4. demonstrate knowledge of file formats and cross-platform compatibility;
 5. acquire and exchange information in a variety of electronic file sharing formats; and
 6. combine graphics, images, and sound.
- J. **The student understands principles of graphic design and illustration. The student is expected to:**
1. research the history of visual arts and design;
 2. explain the evolution of art and design;
 3. compare current visual arts technologies with historical technologies;
 4. understand general characteristics in artwork from a variety of cultures; and
 5. analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.
- K. **The student understands principles of commercial photography. The student is expected to:**
1. demonstrate knowledge of photographic composition and layout; and
 2. evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills.
- L. **The student understands principles, elements, and techniques of animation. The student is expected to:**
1. describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats;
 2. describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity;
 3. describe lighting and camera shots; and
 4. describe and use flip books, claymation, or cut-outs.
- M. **The student understands principles of printing and imaging. The student is expected to:**
1. identify processes required for the production of various printed products;
 2. identify basic design elements such as text, graphics, and white space; and
 3. demonstrate basic knowledge of color theory.



- N. The student applies safety regulations. The student is expected to:**
1. implement personal and classroom safety rules and regulations; and
 2. follow emergency procedures as needed.
- O. The student identifies and develops leadership characteristics. The student is expected to:**
1. identify leadership characteristics; and
 2. participate in student leadership and professional development activities.
- P. The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:**
1. demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and giving proper credit for ideas;
 2. examine the First Amendment, Federal Communications Commission regulations, Freedom of Information Act, liability laws, and other regulations for compliance issues;
 3. examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances;
 4. analyze the impact of arts, audio/video technology, and communications industries on society;
 5. demonstrate an understanding of proper digital etiquette, personal security guidelines, use of network resources, and the district's acceptable use policy for technology; and
 6. identify and demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, willingness to learn new knowledge and skills, and pride in quality work.
- Q. The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:**
1. adapt the language and design of a project for audience, purpose, situation, and intent;
 2. organize oral, written, and graphic information into formal and informal projects;
 3. interpret and communicate information for multiple audiences; and
 4. collaborate to create original projects, including seeking and responding to advice from others such as peers or experts in the creation and evaluation process.
- R. The student uses a variety of strategies to plan, obtain, evaluate, and use valid information. The student is expected to:**
1. obtain print and digital information such as graphics, audio, and video from a variety of resources while citing the sources;
 2. evaluate information for accuracy and validity; and
 3. present accurate information using techniques appropriate for the intended audience.
- S. The student applies technical skills for efficiency. The student is expected to:**
1. employ planning and time-management skills to complete work tasks; and
 2. use technology to enhance productivity.



- T. The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:**
1. research the scope of career opportunities;
 2. develop an understanding of the elements and principles of art;
 3. develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology;
 4. evaluate works of art using critical-thinking skills;
 5. determine the use of art elements such as color, texture, form, line, and space; and
 6. determine the use of principles of design such as continuity, pattern, rhythm, balance, proportion, and unity in products.
- U. The student makes informed judgments about product designs and the designs of others. The student is expected to:**
1. interpret, evaluate, and justify artistic decisions; and
 2. select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings.
- V. The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information.
 2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
 3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
 4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



Audio/Video Production I

1. **General requirements.** This course is recommended for students in Grades 10-12. Prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
 - A. Career and technical education instruction provides students with industry-aligned content, challenging academic standards, and relevant technical knowledge to further their education and succeed in current or emerging professions.
 - B. The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.
 - C. Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.
 - D. Students will participate in at least two Career Awareness Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
 - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
 - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
 1. participate in training, education, or certification for employment;
 2. demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;
 3. demonstrate skills related to seeking and applying for employment; and
 4. create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples.
 - B. **The student applies academic knowledge and skills in audio and video projects. The student is expected to:**
 1. apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals; and



2. apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems.
- C. **The student understands professional communications strategies. The student is expected to:**
1. adapt language for audience, purpose, situation, and intent through structure and style;
 2. organize oral and written information;
 3. interpret and communicate information, data, and observations;
 4. deliver formal and informal presentations;
 5. apply active listening skills;
 6. listen to and speak with diverse individuals; and
 7. exhibit public relations skills.
- D. **The student understands and examines problem-solving methods. The student is expected to:**
1. employ critical-thinking skills independently and in groups; and
 2. employ interpersonal skills in groups to solve problems.
- E. **The student uses technology applications and processes. The student is expected to:**
1. use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and
 2. use processes such as personal information management, file management, and file sharing.
- F. **The student understands the evolution and current trends of the audio and video production industry. The student is expected to:**
1. summarize the history and evolution of the audio and video production industry; and
 2. analyze the current trends of the audio and video production industry.
- G. **The student applies safety regulations. The student is expected to:**
1. implement personal and workplace safety rules and regulations;
 2. follow emergency procedures; and
 3. examine and summarize safety-related problems that may result from working on location.
- H. **The student develops leadership characteristics. The student is expected to:**
1. employ leadership skills;
 2. employ teamwork and conflict-management skills;
 3. participate in meetings; and
 4. participate in mentoring activities.
- I. **The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:**
1. demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas;
 2. discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws;
 3. model respect for intellectual property;



4. analyze the ethical impact of the audio and video production industry on society; and
 5. evaluate audio and video products for accuracy and validity.
- J. **The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a digital product. The student is expected to:**
1. examine real-world issues relating to current topics such as health care, government, business, or education; and
 2. create unique methods and products for audiences beyond the classroom such as school officials, non-profit organizations, higher education officials, government, or other stakeholders.
- K. **The student develops career-building characteristics. The student is expected to:**
1. create a career portfolio to document information such as work experiences, licenses, certifications, and work samples;
 2. demonstrate skills in evaluating and comparing employment opportunities;
 3. examine and employ professional networking opportunities such as career and technical student organizations, professional social media, and industry professional organizations; and
 4. examine employment opportunities in entrepreneurship.
- L. **The student applies technical skills for efficiency. The student is expected to:**
1. employ planning and time-management skills to complete work tasks; and
 2. use technology to enhance productivity.
- M. **The student develops a basic understanding of audio and video production. The student is expected to:**
1. understand the audio, video, and film industry, including the history, current practices, and future trends;
 2. explain the beginning and evolution of the audio, video, and film industry;
 3. describe how changing technology is impacting the audio, video, and film industry;
 4. define and use terminology associated with the audio, video, and film industry;
 5. identify various audio tape, tapeless, and file formats and the key elements required in audio scripts;
 6. apply writing skills to develop an audio script;
 7. explain how various styles of music can create a specific emotional impact;
 8. understand various microphones based upon type, pickup patterns, and various audio cables and connectors;
 9. identify the key elements required in video scripts;
 10. apply writing skills to develop a video script;
 11. identify various video tape, tapeless, and file formats;
 12. understand various video cables and connectors;
 13. distinguish between analog and digital formats;
 14. describe various videography techniques, including picture composition, focus, camera and tripod movements, and proper exposure and white balance;
 15. understand the basics of audio and video editing platforms such as differences between linear and nonlinear editing systems; and
 16. describe various digital platforms, including high definition and standard definition.



N. The student understands the pre-production process. The student is expected to:

1. design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product;
2. respond to advice from peers and professionals;
3. create technology specifications;
4. monitor process and product quality using established criteria;
5. create a script and identify resources needed to begin the production;
6. identify budgeting considerations for cast, crew, equipment, and location;
7. analyze the script and storyboard development processes for a successful production;
8. identify and participate in the team roles required for completion of a production;
9. identify cast, crew, equipment, and location requirements for a scripted production; and
10. understand the casting or audition process.

O. The student understands the post-production process. The student is expected to:

1. use technology applications to facilitate evaluation of work, both process and product, by evaluating the project's success in meeting established criteria; and
2. research the best method for promoting the product by identifying and analyzing market research such as market share, audience-measurement ratings, sweeps periods, distribution, product release dates, demographics, target audience, and advertising rates and revenue.

P. The student develops technology skills. The student is expected to:

1. use technology as a tool to research, organize, evaluate, and communicate information.
2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



Audio/Video Production II

1. **General requirements.** This course is recommended for students in Grades 11-12. Prerequisite: Audio/Video Production I. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
 - A. Career and technical education instruction provides students with industry-aligned content, challenging academic standards, and relevant technical knowledge to further their education and succeed in current or emerging professions.
 - B. The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.
 - C. Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.
 - D. Students will participate in a Career Preparation Work-Based Learning experience in this course, which might include paid or unpaid internship experiences relevant to the program of study.
 - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
 - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
 1. participate in training, education, or certification for employment;
 2. demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;
 3. demonstrate skills related to seeking and applying for employment; and
 4. create resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples.
 - B. **The student applies academic knowledge and skills in production projects. The student is expected to:**
 1. apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents; and



2. apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems.
- C. **The student applies professional communications strategies. The student is expected to:**
1. adapt language for audience, purpose, situation, and intent through structure and style;
 2. analyze and organize oral and written information;
 3. analyze, interpret, and communicate information, data, and observations;
 4. create and deliver formal and informal presentations;
 5. apply active listening skills to obtain and clarify information;
 6. listen to and speak with diverse individuals; and
 7. exhibit public relations skills to increase internal and external customer/client satisfaction.
- D. **The student understands and examines problem-solving methods. The student is expected to:**
1. employ critical-thinking skills independently and in groups; and
 2. employ interpersonal skills in groups to solve problems.
- E. **The student uses technology applications and processes. The student is expected to:**
1. use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and
 2. use processes such as personal information management, file management, and file sharing.
- F. **The student understands the evolution and current trends of the audio and video production industry. The student is expected to:**
1. summarize the history and evolution of the audio and video production industry; and
 2. analyze the current trends of the audio and video production industry.
- G. **The student applies safety regulations. The student is expected to:**
1. implement personal and workplace safety rules and regulations;
 2. recognize and resolve potential safety concerns; and
 3. follow emergency procedures.
- H. **The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:**
1. employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;
 2. employ teamwork and conflict-management skills to achieve collective goals;
 3. establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;
 4. prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas;
 5. conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed; and



6. employ mentoring skills to inspire and teach others.
- I. **The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:**
 1. demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas;
 2. apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws;
 3. model respect for intellectual property; and
 4. demonstrate proper etiquette and knowledge of acceptable use policies.
 - J. **The student develops career-building characteristics. The student is expected to:**
 1. update a career portfolio to document information such as work experiences, licenses, certifications, and work samples;
 2. demonstrate skills in evaluating and comparing employment opportunities;
 3. examine and employ professional networking opportunities such as career and technical student organizations, professional social media, industry professional organizations; and
 4. examine employment opportunities in entrepreneurship.
 - K. **The student applies technical skills for efficiency. The student is expected to:**
 1. employ planning and time-management skills to complete work tasks; and
 2. use technology to enhance productivity.
 - L. **The student demonstrates knowledge of audio and video production. The student is expected to:**
 1. understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes;
 2. employ knowledge of recording equipment usage by explaining analog and digital formats;
 3. describe tape and tapeless formats;
 4. demonstrate the operation of recording devices, including metering a recording signal for proper levels and proper maintenance of recording equipment; and
 5. apply appropriate industry-related terminology.
 - M. **The student understands the pre-production process. The student is expected to:**
 1. apply critical elements, including purpose, target audience, and distribution, in the pre-production stage to identify and evaluate the production;
 2. demonstrate procedures to establish timelines;
 3. develop a budget with considerations for cast, crew, equipment, and location;
 4. write documents of the scripting process such as treatments, storyboards, rundowns, and scripts for various types of programs using proper formatting for the specific type of production document;
 5. identify specific elements needed for successful production such as cast, crew, equipment, location, props, and sound effects;
 6. discuss how various styles of music can create a specific emotional impact;
 7. examine the end goal of the production to determine the appropriate format for recording and distributing;
 8. identify several means to work within budget restraints;



9. conduct auditions for the talent and secure the crew required for a successful production; and
 10. examine various contracts related to industry tasks, including talent releases for productions, and key elements for contracts such as crew, talent, location, and distribution.
- N. The student understands the business aspects of the industry. The student is expected to:**
1. understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team;
 2. understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance self-promotion techniques, proposals, technology applications for freelance entrepreneurs, best practices for various freelance job responsibilities, and standard billing practices for freelance labor, including invoices and collections rates;
 3. understand the unique characteristics of live productions such as roles, equipment, time accountability, back-timing, time-based mathematics, and financial support; and
 4. identify roles, costs, equipment, and strategies for financially supporting studio and field productions.
- O. The student demonstrates an understanding of regulatory agency guidelines for content**
1. **appropriateness. The student is expected to:**
 2. identify applicable guidelines based on production distribution methods; and
 3. distinguish between Federal Communications Commission (FCC), National Public Radio (NPR), and other regulatory agencies.
- P. The student understands the technical broadcast standards established by the FCC. The student is expected to:**
1. **expected to:**
 2. apply knowledge of broadcast formats by distinguishing between analog and digital formats;
 3. describe the difference in data signals and equipment for analog and digital technology;
 4. identify the evolution of the broadcast signal and standards such as High-Definition (HD), Standard-Definition (SDTV), National Television System Committee (NTSC), Phase Alternating Line (PAL), and Sequential Color with Memory (SECAM); and
 5. identify the location of radio and television frequencies in the electromagnetic spectrum.
- Q. The student understands the evolution of various media formats. The student is expected to:**
1. identify the evolution of various media formats such as tape, tapeless, film, and electronic; and
 2. identify the evolution and application of digital media formats and compression standards.
- R. The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information.
 2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
 3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
 4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



Practicum in Audio/Video Production

1. **General requirements.** This course is recommended for students in Grades 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, AV Technology, and Communication Career Cluster. Prerequisite: Audio/Video Production II. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
 - A. Career and technical education instruction provides students with industry-aligned content, challenging academic standards, and relevant technical knowledge to further their education and succeed in current or emerging professions.
 - B. The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.
 - C. Careers in audio/video production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production II, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.
 - D. Students will participate in a Career Preparation Work-Based Learning experience in this course, which includes paid or unpaid internship, pre-apprenticeship, or apprenticeship experiences relevant to the program of study.
 - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
 - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
 1. participate in training, education, or certification for employment;
 2. demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;
 3. demonstrate skills related to seeking and applying for employment; and
 4. create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples.



- B. The student applies academic knowledge and skills in production projects. The student is expected to:**
1. apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents; and
 2. apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems.
- C. The student implements advanced professional communications strategies. The student is expected to:**
1. adapt language such as structure and style for audience, purpose, situation, and intent;
 2. formulate, analyze, and organize oral and written information;
 3. formulate, analyze, interpret, and communicate information, data, and observations;
 4. create and deliver formal and informal presentations;
 5. apply active listening skills to obtain and clarify information;
 6. listen to and speak with diverse individuals; and
 7. exhibit public relations skills to increase internal and external customer/client satisfaction.
- D. The student implements advanced problem-solving methods. The student is expected to:**
1. employ critical-thinking skills, including data gathering and interpretation independently and in groups; and
 2. employ interpersonal skills in groups to solve problems and make decisions.
- E. The student implements advanced technology applications and processes. The student is expected to:**
1. use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and
 2. use processes such as personal information management, file management, and file sharing.
- F. The student implements advanced knowledge of the evolution and current trends of the audio and video production industries. The student is expected to:**
1. summarize the history and evolution of audio and video production industries; and
 2. analyze the current trends of audio and video production industries.
- G. The student applies safety regulations. The student is expected to:**
1. consistently implement personal and workplace safety rules and regulations;
 2. recognize and resolve potential safety concerns; and
 3. follow emergency procedures.
- H. The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:**
1. employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;
 2. employ teamwork and conflict-management skills to achieve collective goals;
 3. establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;



4. prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas;
 5. conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed; and
 6. employ mentoring skills to inspire and teach others.
- I. **The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:**
1. exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content;
 2. discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods;
 3. model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;
 4. demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and
 5. analyze the impact of the audio/video production industry on society.
- J. **The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:**
1. maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples;
 2. demonstrate skills in evaluating and comparing employment opportunities;
 3. examine and employ professional networking opportunities such as career and technical student organizations, professional social media, and industry professional organizations; and
 4. examine employment opportunities in entrepreneurship.
- K. **The student employs effective planning and time-management skills to enhance productivity. The student is expected to:**
1. employ effective planning and time-management skills to complete work tasks; and
 2. use technology to enhance productivity.
- L. **The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:**
1. determine and meet client needs by conducting client meetings to identify specific project requirements and target demographics; and
 2. develop a production proposal for client approval that includes a production schedule, research-based production costs, and appropriate delivery and distribution options.
- M. **The student engages in pre-production activities for a successful execution of the project. The student is expected to:**
1. identify cast, crew, equipment, and location requirements;
 2. develop a budget with considerations for cast, crew, equipment, and location;
 3. analyze the script and storyboard processes; and



4. assign team roles required for production.
- N. The student engages in production activities for successful execution of the project. The student is expected to:**
1. conduct a client meeting for presenting production strategies and implement client feedback;
 2. implement a coherent sequence of production events;
 3. use necessary equipment and crew for quality productions;
 4. demonstrate teamwork and knowledge of interpersonal skills with sensitivity to diversity;
 5. demonstrate appropriate use of editing systems; and
 6. make decisions appropriate for each element of production.
- O. The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:**
1. make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;
 2. use various compression standards;
 3. research the appropriate delivery formats for the target audience;
 4. advise clients on optimal delivery options; and
 5. discuss distribution options with optimal project reach.
- P. The student practices business skills for freelance entrepreneurs. The student is expected to:**
1. implement standard freelance entrepreneur self-promotion techniques;
 2. develop proposals, standard billing, and collection practices;
 3. research freelance entrepreneur start-up practices; and
 4. use technology applications common to freelance entrepreneurs.
- Q. The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:**
1. identify types and requirements of potential employers;
 2. use professional etiquette and protocol in situations such as making introductions, speaking on the phone, communicating via electronic devices, offering and receiving criticism, and making follow-up communication; and
 3. exhibit appropriate grooming and attire.
- R. The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:**
1. employ appropriate verbal, nonverbal, and listening skills;
 2. use clear and appropriate communications to convey skill set to others;
 3. understand and apply federal laws regarding lawful employment interviews; and
 4. identify and use appropriate strategies for dealing with diverse individuals.
- S. The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information.



2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.