Texas CTE

Arts, Audio/Video Technology, and Communications (2010): Grade 9

Adopted 2010

Principles of Arts, Audio/Video Technology, and Communications

(1) The student applies English language arts in Arts, Audio/Video Technology, and Communications cluster projects. The student is expected to:

- (A) demonstrate use of content, technical concepts, and vocabulary;
- (B) use correct grammar, punctuation, and terminology to write and edit documents;
- (C) identify assumptions, purpose, and propaganda techniques;
- (D) compose and edit copy for a variety of written documents;
- (E) evaluate oral and written information; and
- (F) research topics for the preparation of oral and written communication.

(2) The student applies professional communications strategies. The student is expected to:

- (A) adapt language for audience, purpose, situation, and intent such as structure and style;
- (B) organize oral and written information;
- (C) interpret and communicate information, data, and observations;
- (D) give formal and informal presentations;
- (E) apply active listening skills to obtain and clarify information;
- (F) develop and interpret tables, charts, and figures to support written and oral communications;
- (G) listen to and speak with diverse individuals; and
- (H) exhibit public relations skills to increase internal and external customer client satisfaction.

(3) The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.

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(4) The student applies information technology applications when completing Arts, Audio/Video Technology, and Communications cluster projects. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications.

(5) The student understands Arts, Audio/Video Technology, and Communications cluster systems. The student is expected to:

(A) describe the nature and types of businesses in this cluster;

(B) analyze and summarize the history and evolution of the various related fields of study in this cluster;

(C) analyze the cluster's economic base; and

(D) analyze and summarize evidence of interdependence between the technical and the artistic sides of this career cluster.

(6) The student applies safety regulations. The student is expected to implement personal and classroom safety rules and regulations.

(7) The student develops leadership characteristics. The student is expected to participate in student leadership and professional development activities.

(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in the Arts, Audio/Video Technology, and Communications cluster. The student is expected to:

(A) exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;

(B) examine the First Amendment, Federal Communications Commission regulations, the Freedom of Information Act, liability laws, and other regulations for compliance issues relevant to this cluster;

(C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances; and

(D) analyze the impact of Arts, Audio/Video Technology, and Communications cluster industries on society.

(9) The student develops employability characteristics. The student is expected to:

(A) identify training, education, or certification requirements needed for employment;

(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;

(C) create a career portfolio to document work samples; and

(D) demonstrate skills in evaluating and comparing employment opportunities.

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(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.

(11) The student develops a basic understanding of the Arts, Audio/Video Technology, and Communications cluster. The student is expected to:

(A) research the scope of career opportunities;

(B) develop an understanding of the elements and principles of art;

(C) develop an understanding of the industry by explaining the history and evolution of cluster career fields and defining and using related terminology;

(D) evaluate works of art using critical-thinking skills;

(E) demonstrate knowledge of various communication processes in professional and social contexts by:<ol type="i">
explaining the importance of effective communication skills in professional and social contexts;
identifying the components of the communication process and their functions; identifying standards for making appropriate communication choices for self, listener, occasion, and task;
identifying the characteristics of oral language and analyzing standards for using informal, standard, and technical language appropriately;
identifying types of nonverbal communication and their effects;
recognizing the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;
identifying the components of the listening process; identifying specific kinds of listening such as critical, deliberative, and empathic;
recognizing the importance of gathering and using accurate and complete information as a basis for making communication decisions; identifying and analyzing ethical and social responsibilities of communicators; and
recognizing and analyzing appropriate channels of communication in organizations;

(F) use appropriate interpersonal communication strategies in professional and social contexts by:<ol type="i">
identifying types, importance, and purposes of professional and social relationships;
employing appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships; using communication management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;
using professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
making clear appropriate requests, giving clear and accurate directions, asking appropriate and purposeful questions, and responding appropriately to the requests, directions, and questions of others;
participating appropriately in conversations;
communicating effectively in interviews; identifying and using appropriate strategies for dealing with differences, including gender, ethnicity, and age; and
analyzing and evaluating the effectiveness of communication;

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(G) communicate effectively in groups in professional and social contexts by:<ol type="i">
identifying kinds of groups and the importance and purposes they serve;
analyzing group dynamics and processes for participating effectively in groups, committees, or teams;
identifying and analyzing the roles of group members and their influence on group dynamics;
demonstrating skills for assuming productive roles in groups;
using appropriate verbal, nonverbal, and listening strategies to promote group effectiveness;
identifying and analyzing leadership styles;
using effective communication strategies in leadership roles;
using effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
analyzing the participation and contributions of group members and evaluating group effectiveness; and

(H) make and evaluate formal and informal professional presentations by:<ol type="i">
analyzing the audience, occasion, and purpose when designing presentations;
determining specific topics and purposes for presentations;
researching topics using primary and secondary sources, including electronic technology;
using effective strategies to organize and outline presentations;
using information effectively to support and clarify points in presentations;
preparing scripts or notes for presentations;
preparing and using visual or auditory aids, including technology, to enhance presentations;
using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;
using effective verbal and nonverbal strategies in presentations;
preparing, organizing, and participating in an informative or persuasive group discussion for an audience;
making individual presentations to inform, persuade, or motivate an audience;
participating in question and answer sessions following presentations;
applying critical-listening strategies to evaluate presentations; and
evaluating effectiveness of presentations.

Audio/Video Production

(1) The student applies academic knowledge and skills in audio and video projects. The student is expected to:

(A) 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

(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems.

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(2) The student understands professional communications strategies. The student is expected to:

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(A) adapt language for audience, purpose, situation, and intent such as structure and style;

(B) organize oral and written information;

(C) interpret and communicate information, data, and observations;

(D) present formal and informal presentations;

(E) apply active listening skills;

(F) listen to and speak with diverse individuals; and

(G) exhibit public relations skills.

(3) The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.

(4) The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio/video production projects.

(5) The student understands design systems. The student is expected to analyze and summarize the history and evolution of the audio and video production fields.

(6) The student applies safety regulations. The student is expected to:

(A) implement personal and workplace safety rules and regulations;

(B) follow emergency procedures; and

(C) examine and summarize safety-related problems that may result from working with electrical circuits.

(7) The student develops leadership characteristics. The student is expected to:

(A) employ leadership skills;

(B) employ teamwork and conflict-management skills;

(C) conduct and participate in meetings; and

(D) employ mentoring skills.

(8) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:

(A) exhibit ethical conduct related to interacting with others and providing proper credit for ideas;

(B) discuss and apply copyright laws in relation to fair use and acquisition;

(C) model respect of intellectual property; and

(D) analyze the ethical impact of the audio and video production industry on society.

(9) The student develops employability characteristics. The student is expected to:

(A) identify and participate in training, education, or certification required for employment;

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(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable;

(C) demonstrate skills related to seeking and applying for employment;

(D) develop a resumé and letter of application;

(E) create a career portfolio to document work experiences, licenses, certifications, and work samples;

(F) demonstrate skills in evaluating and comparing employment opportunities; and

(G) examine employment opportunities in entrepreneurship.

(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.

(11) The student develops a basic understanding of audio and video production. The student is expected to:

(A) understand the industry, including history, current practice, and future trends by:<ol type="i">
explaining the beginnings and evolution of audio, video, and film;
describing how the changing technology is impacting the audio, video, and film industries; and
defining terminology associated with the industry;

(B) employ knowledge regarding use of audio by:<ol type="i">
identifying the key elements required in audio scripts;
applying writing skills to develop an audio script;
explaining how various styles of music can create a specific emotional impact;
identifying various audio tape, tapeless, and file formats;
understanding various microphones based upon type and pickup patterns; and
understanding various audio cables and connectors;

(C) employ knowledge regarding use of video by:<ol type="i">
identifying the key elements required in video scripts;
applying writing skills to develop a video script;
identifying various video tape, tapeless, and file formats;
understanding various video cables and connectors;
distinguishing between analog and digital formats;
demonstrating operation of video cameras; and
demonstrating how to properly maintain video equipment;

(D) demonstrate various cinematography techniques by:<ol type="i">
demonstrating how to frame and maintain picture composition;
demonstrating focusing techniques;
demonstrating camera and tripod movements; and
demonstrating proper exposure and white balance; and

(E) edit basic audio and video productions by:<ol type="i">
understanding the differences in linear and nonlinear systems;
demonstrating skills required for editing using linear and nonlinear systems;
employing knowledge of control peripherals for capturing or ingesting media; and
describing various digital platforms, including high definition and standard definition.

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(12) The student understands the pre-production process. The student is expected to:

(A) identify critical elements in the pre-production stage;

(B) use technology applications to facilitate pre-production by:<ol type="i">
designing and implementing procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product;
responding to advice from peers and professionals;
creating technology specifications;
monitoring process and product quality using established criteria;
creating a script and identifying resources needed to begin the production; and
identifying budgeting considerations for crew, cast, and equipment;

(C) analyze the script and storyboard development processes for a successful production;

(D) identify and participate in the team roles required for completion of a production;

(E) identify equipment, crew, and cast requirements for a scripted production; and

(F) understand the casting or audition process.

(13) The student understands the production process. The student is expected to:

(A) understand the coherent sequence of events to successfully produce a script;

(B) use lighting techniques by:<ol type="i">
demonstrating three-point lighting, including key, fill, and back lights;
using reflected light;
understanding color temperatures; and
using filters;

(C) understand audio techniques, including microphone variances and sound mixing; and

(D) demonstrate knowledge of interpersonal skills with sensitivity to diversity when directing crew or talent.

(14) The student understands the post-production process. The student is expected to:

(A) demonstrate appropriate use of hardware components, software programs, and their connections by:<ol type="i">
demonstrating knowledge of video systems such as digital and analog systems, software applications, and communication and networking components;
using various computer peripherals appropriately;
making appropriate decisions regarding the selection of software; and
making necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;

(B) apply animation effects to video by:<ol type="i">
using character generators, fonts, colors, and principles of compositions to create graphic images; and
creating captions or titles for video and graphics;

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(C) demonstrate proficiency in the use of a variety of electronic input devices;

(D) use a variety of strategies to acquire information from online resources;

(E) acquire electronic information in a variety of formats;

(F) use different compression techniques to output for distribution;

(G) format digital information for effective communication with a defined audience by:<ol type="i">
using appropriate font attributes and color;
using appropriate white space and graphics;
using appropriate camera perspective;
using appropriate content selection and presentation; and
understanding target audiences and demographics;

(H) deliver the product in a variety of media by:<ol type="i">
understanding the various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery;
researching to determine appropriate delivery method based on distribution needs; and
extending the learning environment through digital sharing;

(I) use appropriate computer-based productivity tools to create and modify solutions to problems by:<ol type="i">
integrating productivity tools;
creating audio and video technology products for a variety of purposes and audiences;
developing technical documentation related to audio and video technology; and
critiquing a production; and

(J) use technology applications to facilitate evaluation of work, both process and product by:<ol type="i">
evaluating the project's success in meeting established criteria; and
researching the best method for promoting the product.

Professional Communications

(1) The student applies English language arts in professional communications projects. The student is expected to:

(A) demonstrate use of content, technical concepts, and vocabulary;

(B) use correct grammar, punctuation, and terminology to write and edit documents;

(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques;

(D) compose and edit copy for a variety of written documents;

(E) evaluate oral and written information; and

(F) research topics for the preparation of oral and written communications.

(2) The student applies professional communications strategies. The student is expected to:

(A) adapt language for audience, purpose, situation, and intent;

(B) organize oral and written information;

(C) interpret and communicate information, data, and observations;

(D) present formal and informal presentations;

(E) apply active listening skills;

(F) develop and interpret tables, charts, and figures;

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(G) listen to and speak with diverse individuals; and

(H) exhibit public relations skills.

(3) The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.

(4) The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for professional communications projects.

(5) The student understands communications systems. The student is expected to:

(A) describe the nature and types of businesses;

(B) analyze and summarize the history and evolution of the various related fields of study; and

(C) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole.

(6) The student applies safety regulations. The student is expected to implement personal and classroom safety rules and regulations.

(7) The student develops leadership characteristics. The student is expected to participate in student leadership and professional development activities.

(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:

(A) exhibit ethical conduct;

(B) discuss copyright laws in relation to fair use and duplication of materials; and

(C) analyze the impact of communications on society, including concepts related to persuasiveness, marketing, and point of view.

(9) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to relate to professional communications.

(10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:

(A) develop an understanding of the evolution of the career cluster by:<ol type="i">
explaining the history and evolution of career cluster fields;
defining and using related terminology;
analyzing foundation elements and principles of career fields; and
analyzing the communicative effects of career fields;

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(B) demonstrate knowledge of various communication processes in professional contexts by:<ol type="i">
explaining the importance of effective communication skills in professional contexts;
identifying the components and functions of the communication process;
identifying standards for making appropriate communication choices;
identifying the characteristics of oral language;
analyzing standards for using informal, standard, and technical language appropriately;
identifying types and effects of nonverbal communication;
recognizing the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;
identifying the components of the listening process;
identifying specific kinds of listening such as critical, deliberative, and empathic;
recognizing the importance of using accurate and complete information as a basis for making communication decisions;
identifying and analyzing ethical and social responsibilities of communicators; and
recognizing and analyzing appropriate channels of communication in organizations;

(C) use appropriate interpersonal communication strategies in professional contexts by:<ol type="i">
identifying types and purposes of professional communications;
employing appropriate verbal, nonverbal, and listening skills;
using communication management skills;
using professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
using clear and appropriate communications with others;
participating appropriately in conversations;
communicating effectively in interviews;
identifying and using appropriate strategies for dealing with differences such as gender, ethnicity, and age; and
analyzing and evaluating the effectiveness of communications;

(D) communicate effectively in professional group contexts by:<ol type="i">
identifying types and purposes of groups;
analyzing group dynamics and processes;
identifying and analyzing the roles of group members;
demonstrating skills for assuming productive roles in groups;
using appropriate verbal, nonverbal, and listening strategies;
identifying and analyzing leadership styles;
using effective communication strategies in leadership roles;
using effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
analyzing and evaluating group effectiveness;

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(E) make and evaluate formal and informal professional presentations by:<ol type="i">
analyzing the audience, occasion, and purpose; determining specific topics and purposes for presentations; researching topics using primary and secondary sources;
using effective strategies to organize presentations;
using information to support points in presentations;
preparing scripts or notes for presentations;
using visual or auditory aids to enhance presentations; using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information; using effective verbal and nonverbal strategies in presentations; participating in an informative or persuasive group discussion; making individual presentations to inform, persuade, or motivate an audience;
participating in question-and-answer sessions following presentations;
applying critical-listening strategies to evaluate presentations; and
evaluating effectiveness of presentations;

(F) use a variety of strategies to acquire information from electronic resources;

(G) acquire electronic information in a variety of formats;

(H) use research skills and electronic communications;

(I) format digital information for appropriate and effective communication by:<ol type="i">
defining the purpose of a product;
identifying the intended audience;
using the principles of page design to create a product, including leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap; and
creating a master template that includes page specifications and other repetitive tasks;

(J) apply desktop publishing to create products by:<ol type="i">
using word processing, graphics, or drawing programs;
applying design elements such as text, graphics, headlines, use of color, and white space;
applying typography concepts, including font, size, and style;
applying graphic design concepts such as contrast, alignment, repetition, and proximity; editing products; and
developing and referencing technical documentation; and

(K) deliver digital products in a variety of appropriate media.