

PROGRAM CONCENTRATION: Architecture, Construction, Communications & Transportation
COURSE TITLE: Broadcast and Graphic Communications – Sixth Grade

COURSE DESCRIPTION:

This is a nine week course that introduces students to the basic concepts and careers in the fields of Communications. Students will explore the career field within cooperative learning simulation projects.

This program facilitates basic level student led broadcast/video productions under the guidance of the instructor. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, storyboarding, production teams, planning, writing, directing, recording and editing a production, graphic communications, and professional ethics. All material and mastered skills will be utilized in subsequent courses within this program concentration.

In addition, students acquire a fundamental understanding of the graphic communications and design industry. Topics covered include theories and practices to creating aesthetically pleasing designs and best methods for working with consumers. Important threads in this course include discussion of graphic communications careers, ethical issues relating to graphic communications and design, and exploration of various graphic communications software. All material covered will be utilized in subsequent courses.

HISTORY OF MASS MEDIA/GRAPHIC COMMUNICATIONS:

Students will explore and identify the progress of technological developments in the history of communications.

MSACCT-COM6-1: Students will identify early mass communication inventions.

- a) Define mass communications.
- b) Describe and identify communication inventions to include precursors to today's technology.
- c) Describe the impact of past mass communication inventions on our current society.

ACADEMIC STANDARDS:

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA6W3: The student uses research and technology to support writing.

ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

SAMPLE TASKS:

- Show video clips or photos of early mass communications inventions.
- Make a flipbook.
- Create a wall of pictures to reflect past and current mass communication technology.
- Create a PowerPoint presentation about early inventions.
- Create a rubric for students to choose an early communications invention and develop a PowerPoint of their research findings.
- Demonstrate today's technology, i.e. pod casts, text messaging, and compare to early technology.

MSACCT- COM6-2: Students will identify key developments and individuals relating to the history of the graphics and design industry, and explore emerging trends and technologies.

- a) List the historical events important to the graphic communications industry and recognize its effects on the design industry and society.
- b) Identify persons with major contributions to the field of graphic design.
- c) List and describe emerging trends in software and technologies.
- d) Recognize how current communication technologies impact emerging trends in typography.

ACADEMIC STANDARDS:

M6P2: Students will reason and evaluate mathematical arguments.

M6P4: Students will make connections among mathematical ideas and to other disciplines.

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Create a graphical timeline highlighting historic milestones in graphic communications.
- Create a graphical timeline of the history of typography.
- Create a wall of pictures to reflect past and present historical events within the graphic communications industry.

TRADE TERMINOLOGY

Students will explore and identify correct utilization of trade terminology in the communications field.

MSACCT- COM6-3: Students will understand and utilize trade terminology in an appropriate manner.

- a) Identify and utilize trade terminology in the media production lab.
- b) Identify and utilize trade abbreviations and acronyms as appropriate.
- c) Understand and demonstrate that media has its own language.

ACADEMIC STANDARDS:

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA6RC3: The student acquires new vocabulary in each content area and uses it correctly.

SAMPLE TASKS:

- Create word wall of media trade terminology.
- Vocabulary practice using puzzles and games.
- Create vocabulary graphic organizer.
- Draw symbols/pictures to illustrate each term.

MSACCT- COM6-4: Students will understand and utilize trade terminology in an appropriate manner.

- a) Define graphic communications.
- b) Relate the definition of graphic communications to everyday products.
- c) Identify terminology pertaining to basic layout and design elements and principles.

ACADEMIC STANDARDS:

M6P2: Students will reason and evaluate mathematical arguments.

M6P4: Students will make connections among mathematical ideas and to other disciplines.

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts

SAMPLE TASKS:

- Bring examples of graphic communications (matching graphic communications definition), i.e. page or box of graphic communications products.
- Select a magazine layout and outline each page layout element.
- Complete vocabulary pretest and post-test.
- Participate in add-a-word for word wall.
- Participate in vocabulary building games.

ENVIRONMENTAL HEALTH AND SAFETY

Students will explain and demonstrate safety procedures in the communications field, identify required personal protection equipment, and identify professional and environmental issues.

MSACCT- COM6-5: Students will identify safety and health procedures utilized in the classroom/lab environment.

- a) Identify location of safety and first aid equipment in the classroom.
- b) Describe proper personal protection equipment.
- c) Identify procedures for emergency situations.
- d) Identify equipment safety features.
- e) Read and interpret equipment's operating instructions.
- f) Identify procedures for handling hazardous and combustible materials (MSDS, OSHA).
- g) Describe OSHA, MSDS and EPA.
- h) Explain "Right to Know."

ACADEMIC STANDARDS:

S6CS2: Students will use standard safety practices for all classroom laboratory and field investigations.

SAMPLE TASKS:

- Develop a list of required personal protection equipment.
- List rules for operating basic equipment.

- Demonstrate the correct use of a fire extinguisher.
- Design a poster describing safety rules.
- Practice and demonstrate emergency procedures.
- Practice safety procedure drills.
- Role-play safety procedures.

PROFESSIONAL CAREERS AND ETHICS

Students will explore careers, professional and ethical issues relative to the communications industry. Students are given the opportunity to acquire employability skills by developing leadership, teamwork, and communications industry skills.

MSACCT- COM6-6: Students will explore and demonstrate ethical use of equipment and storytelling through their productions.

- a) Demonstrate ability to give and follow directions.
- b) Demonstrate ability to effectively function as a team member.
- c) Demonstrate strong work ethics.
- d) Identify basic ethics including broadcast law (i.e., copyright, plagiarism, etc.).
- e) Identify and demonstrate ethical issues pertaining to the communications field.

ACADEMIC STANDARDS:

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA6W3: The student uses research and technology to support writing.

ELA6C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

SS6RC1: Students will enhance reading in all curriculum areas.

SAMPLE TASKS:

- Arrange for a professional (i.e. lawyer, mass communications professional, etc.) in the field to visit the classroom as a guest speaker.
- Demonstrate and provide examples of plagiarism by reading a fictional poem that contains a famous quote or music lyrics and pose as author. Students highlight plagiarism.
- Contact plagiarism or copyright specialist for information (School Media Specialists).
- Write a Public Service Announcement or commercial about media ethics.
- Research mass communication law. Create a brochure showing understanding of plagiarism and copyright laws.
- Research the Fair Use Law and make a poster for a classroom.
- Create an FBI warning for the beginning of video project.

MSACCT- COM6-7: Students will demonstrate interpersonal and employability skills required for job retention in the work place.

- a) Become familiar with careers, roles and responsibilities of jobs within communications field.
- b) Demonstrate professional customer relations skills and organizational skills.
- c) Demonstrate employability skills such as punctuality, individual responsibility, and professional dress.
- d) Evaluate and communicate methods of conflict resolution while working with a team.
- e) Participate in SkillsUSA.

ACADEMIC STANDARDS:

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA6W2: The student demonstrates competence in a variety of genres.

ELA6W3: The student uses research and technology to support writing.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SS6RC1: Students will enhance reading in all curriculum areas.

SAMPLE TASKS:

- Research careers in the mass communications field.
- Create a storyboard/comic strip of an interview.
- Make a poster illustrating a career in the mass communications field with the profession's requirements.
- Create a brochure/pamphlet about SkillsUSA.
- Create a help wanted advertisement for a job in the mass communications field.

MSACCT- COM6-8: Students will explore careers available in the field of graphic communications and the design industry.

- a) Associate graphic communications careers to everyday products produced by this industry.
- b) Explore projected growth rate of jobs within the graphic communications industry.
- c) Explore titles, roles, functions, and salaries of individuals in the graphic communications industry.
- d) Identify personal skills needed for job success.
- e) Discuss workplace skills pertaining to acquiring and maintaining a career in the industry.
- f) Understand how education and career development plays a role in the lifelong learning process.

ACADEMIC STANDARDS:

M6P2: Students will reason and evaluate mathematical arguments.

M6P4: Students will make connections among mathematical ideas and to other disciplines.

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Student brings samples of graphic communications products and relate to careers within industry.
- Student views presentation relative to the graphic communication industry's employment opportunities and projected growth rate.
- Student names career opportunities within the graphics/design industry.
- Student lists recent technological changes within industry and relate to the lifelong learning process.

MSACCT- COM6-9: Students will examine professional and ethical issues involved in the graphic communications industry.

- a) Identify basic copyright issues for the graphic communications industry.
- b) Describe the consequences of copyright infringement.
- c) Recognize various ethical issues within the graphic communications business.

ACADEMIC STANDARDS:

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SS6CG1: The student will compare and contrast various forms of government.

SAMPLE TASKS:

- Students obtain formal permission for use of an art form, design, and/or photo.
- Students participate in a class discussion on "work ethics and customer relations."
- Students observe or participate in a role-play illustrating ethical and unethical practices pertaining to job interview, application, and resume writing.
- Develop and present a "total team" project on copyright basics for graphic artists.

PRODUCTION: VIDEO BROADCAST

Students will identify and perform the three stages of production in a collaborative group.

MSACCT- COM6-10: Students will demonstrate, in preproduction, the proper planning process.

- a) Analyze media messages.
- b) Read and compare/contrast a play and video script samples.
- c) Define terminology used in broadcast/video scriptwriting.
- d) Recognize and create a storyboard.
- e) Use basic research skills to gather information for appropriate topics.
- f) Prepare and create basic production design.
- g) Effectively cast on air talent.

ACADEMIC STANDARDS:

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA6C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA6W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.

ELA6W3: The student uses research and technology to support writing.

ELA6W4: The student consistently uses the writing process to develop, revise, and evaluate writing.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

M6D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.

M6P4: Students will make connections among mathematical ideas and to other disciplines.

M6N1: Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.

SAMPLE TASKS:

- Illustrate basic sound design by choosing appropriate music/sound to match video.
- Write a commercial script.
- Create a storyboard organizing researched topic information.
- Write complete copy/script for autobiography, newspaper article, radio commercial, billboard advertisement, TV commercial, etc.
- Write a script for a 3 scene narrative story.

MSACCT- COM6-11: Students will exhibit proper production performance techniques.

- a) Use rubric to create a short broadcast/video program.
- b) Communicate effectively, problem solving, work with a team.
- c) Demonstrate production etiquette.
- d) Assume roles of broadcast/video occupations to include director, assistant director, producer, etc.
- e) Identify camera parts and their function.
- f) Load, record, and play video/audio equipment.
- g) Demonstrate proper set-up and use of basic production equipment.
- h) Demonstrate basic camera shots.
- i) Transport equipment safely and securely.
- j) Demonstrate proper care of equipment.

ACADEMIC STANDARDS:

ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA6W3: The student uses research and technology to support writing.

ELA6W4: The student consistently uses the writing process to develop, revise, and evaluate writing.

ELA6C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

S6E6: Students will describe various sources of energy, and with their uses, and conservation.

S6CS2: Students will use standard safety practices for all classroom laboratory and field investigations.

SAMPLE TASKS:

- Create a 1 ½-2 minute music video.
- Create a video tape and still photo slide show autobiography using personal photos and other mementos.
- Create a basic 3 scene narrative story.
- Create a 30 second commercial.
- Illustrate a poem by creating a video tape and still photo slide show.
- Basic Shot Framing practice.

MSACCT- COM6-12: Students will identify editing methods in post production.

- a) Identify qualities of a technically acceptable audio track.
- b) Demonstrate the care, storage, and use of media hardware and software.
- c) Identify and describe process of recording and use of basic editing devices.
- d) Determine proper cables for set-up and operation of production equipment.
- e) Utilize basic digital audio editing.
- f) Demonstrate basic set up and operation of editing software.

ACADEMIC STANDARDS:

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA6W3: The student uses research and technology to support writing.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

M6P4: Students will make connections among mathematical ideas and to other disciplines.

M6N1: Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.

S6CS4: Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

SAMPLE TASKS:

- Edit video autobiography, 3 scene narrative story, poem, newspaper article, radio commercial, billboard advertisement, TV commercial, etc.
- Edit raw footage according to timing specifications given by instructor.
- Play audio tracks of varying sound quality. Students identify each track's good and bad qualities.

PRODUCTION: DESIGN AND LAYOUT

GRAPHIC COMMUNICATIONS

Students will learn principles of design and general layout procedures as it relates to the graphics communications industry. Content will cover page composition, software programs used in graphic design, and image conversion. Knowledge and skills will be enhanced in a graphic communication productions laboratory facility through projects that simulate industry standards.

MSACCT- COM6-13: Students will develop a working knowledge of the principles and elements of page layout, the appropriate use of color and type, and the graphic design process.

- a) List basic elements and principles of design terminology.
- b) Recognize page layout templates.
- c) Reproduce a basic page layout document using text and illustration.
- d) Discuss the basic design process used to produce graphic communications products.
- e) Identify the differences between primary, secondary, and complimentary colors.
- f) List the major type categories and define distinguishing characteristics of each.

ACADEMIC STANDARD:

M6P4: Students will make connections among mathematical ideas and to other disciplines.

M6M2: Students will use appropriate units of measure for finding length, perimeter, area, and volume and will express each quantity using the appropriate unit.

ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

SAMPLE TASKS:

Students will use the appropriate color schemes, typography, elements and principles of a page layout, and design process techniques when completing the following tasks.

- Select a magazine page layout and identify page layout elements.
- List type categories and how to identify each through their characteristics and personalities.
- Design and print a notepad, book cover, safety poster, flyer and/or CD/DVD cover (using pre-designed templates).
- Design and print a greeting card, invitations, thank you or birthday card (using pre-designed templates).

MSACCT- COM6-14: Students will learn the differences and functions of page layout, raster based/photo manipulation, and vector based/graphic software applications and the art of producing various digital file formats.

- a) Recognize appropriate procedure to log-on/boot-up, name, save and print a document when using a page layout program.

- b) Identify use of traditional and computer-generated tools in the production of a page layout.
- c) Identify the use of file management and file formats.
- d) Identify folder structure to organize documents along with all support files (including client original files, fonts, links, etc.).
- e) Recognize and use page layout templates for production of a product.
- f) Identify spell check and proofreaders marks when proofread, edit, and make corrections or adjustments to documents.
- g) Identify and list the differences between page layout software, and raster-based software, and vector based software.
- h) Identify correct method to use proportionate sizing for illustrations.
- i) Recognize the process used to place scanned graphics/photos into existing page layout program.
- j) Identify file formats used in industry: native/default format; meta files (files that contain fonts, raster, and vector information; example: wmf, PDF, eps) and generic (example: tif, jpg, gif, and txt).

ACADEMIC STANDARDS:

- M6P4: Students will make connections among mathematical ideas and to other disciplines.*
- M6M2: Students will use appropriate units of measure for finding length, perimeter, area, and volume and will express each quantity using the appropriate unit.*
- ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*
- ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*
- ELA6W3: The student uses research and technology to support writing.*

SAMPLE TASKS:

- Design, create, and print a notepad, book cover, safety poster, flyer and/or CD/DVD cover (using pre-designed templates and appropriate software).
- Design, create, and print a greeting card, invitations, thank you or birthday card (using pre-designed templates and appropriate software).

CAREER TECHNOLOGY STUDENT ORGANIZATIONS (CTSOS)

MSACCT- COM6-15: Students will understand the purpose of SkillsUSA.

- a) Explain the history and purpose of SkillsUSA.
- b) Describe the SkillsUSA emblem.
- c) Establish a SkillsUSA chapter.

ACADEMIC STANDARDS:

ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA6R: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA6W3: The student uses research and technology to support writing.

SAMPLE TASKS:

- Draw and label the SkillsUSA emblem.
- Visit the SkillsUSA website: www.skillusa.org.
- Show a SkillsUSA video.
- Invite a guest speaker from a local SkillsUSA high school chapter.
- Conduct a SkillsUSA chapter meeting.

READING STANDARD COMMENT:

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAEMRC-1: Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas.
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books.
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.

- Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
- Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context.
- Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

WRITING:

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

CTAEW-1: The student demonstrates competence in a variety of genres.

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a) Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b) Excludes extraneous and inappropriate information.
- c) Follows an organizational pattern appropriate to the type of composition.
- d) Applies rules of Standard English.

CTAEW-2: The student uses research and technology to support writing.

The student:

- a) Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d) Uses appropriate structures to ensure coherence (e.g., transition elements).
- e) Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f) Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.

The student:

- a) Plans and drafts independently and resourcefully.
- b) Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c) Edits writing to improve word choice after checking the precision of the vocabulary.

ENTREPRENEURSHIP:

MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.

- a) Define entrepreneurship.
- b) Identify and analyze characteristics of a successful entrepreneur.
- c) Identify the reasons for planning in entrepreneurial businesses.
- d) Discuss the entrepreneurial discovery processes.
- e) Assess global trends and opportunities.
- f) Determine opportunities for business creation.
- g) Generate ideas for business.
- h) Determine feasibility of ideas.
- i) Determine the major reasons for business failure.

ACADEMIC STANDARDS:

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3: The student uses research and technology to support writing.

SSEF6: The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.

SSEIN1: The student will explain why individuals, businesses and governments trade goods and services.

MKT-EN-2: Explain the fundamental concepts of business ownership.

- a) Determine the relationship of competition to our private, free enterprise system.
- b) Explain the effects of competition on buyers and sellers.
- c) Identify the common types of business ownership.
- d) Compare and contrast the advantages and disadvantages of each type of ownership.
- e) Explain relevant government regulations relating to the operation of a business.
- f) Discuss the types of risks that businesses encounter.
- g) Explain how businesses deal with the various types of risks.
- h) Identify the market segment for the business.
- i) Formulate a marketing mix designed to reach a specific market segment.

- j) Utilize the marketing functions to determine the competitive advantage of the proposed business.

ACADEMIC STANDARDS:

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3: The student uses research and technology to support writing.

SSEF5: The student will describe the roles of government in a market economy.

CTAE FOUNDATION SKILLS:

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

PROGRAM CONCENTRATION: Architecture, Construction, Communications & Transportation
COURSE TITLE: Introduction to Communications – Seventh Grade

COURSE DESCRIPTION:

This is a nine week course that introduces the student to the basic concepts of the Communications career field. Students will explore the career field within cooperative learning simulation projects. This program facilitates basic level student led broadcast/video productions under the guidance of the instructor. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, storyboarding, production teams, planning, writing, directing, recording and editing a production, graphic communications, and professional ethics. All material covered will be utilized in subsequent courses.

In addition, students acquire a fundamental understanding of the graphic communications and design industry. Topics covered include theories and practices to creating aesthetically pleasing designs and best methods for working with consumers. Important threads in this course include discussion of graphic communications careers, ethical issues relating to graphic communications and design, and exploration of various graphic communications software. All material covered will be utilized in subsequent courses.

HISTORY OF MASS MEDIA/GRAPHIC COMMUNICATIONS:

Students will explore and identify the progress of technological developments in the history of communications.

MSACCT- COM7-1: Students will identify early mass communication inventions.

- a. Identify the country's significant historical mass communications landmarks.
- b. Identify key historic events and developments in the country's mass communications industry.
- c. Identify and analyze contributions of the country's key historic mass communications personalities.
- d. Identify and describe emerging trends, software, and technologies of mass communications.

ACADEMIC STANDARDS:

ELA7W3: The student uses research and technology to support writing.

ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

SAMPLE TASKS:

- Using a map of the USA, label location of key historic landmarks in mass communications across the country.
- Analyze historic and contemporary key American mass communications personalities through their creations and their contribution. Create a Hall of Fame wall or bulletin board.
- Research the development of mass communications from the early 1900s and generate a video timeline while practicing production techniques. Create a timeline highlighting key events.

MSACCT- COM7-2: Students will identify key developments and individuals relating to the history of the graphics and design industry, and explore emerging trends and technologies.

- a. Research the history of graphic communications and explain its effects on the design industry and society.
- b. Study persons with major contributions to the field of graphic design.
- c. Research and describe emerging trends in software and technologies.
- d. Research and describe how current communication technologies impact emerging trends in typography.
- e. Describe the evolution of the alphabet, punctuation, upper case letters, lower case letters, and ligatures as elements of typography and explain the effect of each in its development.

ACADEMIC STANDARDS:

M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.

M7P1: Students will solve problems (using appropriate technology).

M7P4: Students will make connections among mathematical ideas and to other disciplines.

ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

SAMPLE TASKS:

- Create a graphical timeline highlighting historic milestones in graphic communications.
- Create a graphical timeline of the history of typography.
- Create a wall of pictures to reflect past and present historical events within the graphic communications industry.
- Compare and contrast past and present forms of graphic communications layout and design techniques.
- Analyze historical and contemporary graphic artists through their creations and their contribution.

TRADE TERMINOLOGY

Students will explore and identify correct utilization of trade terminology in the communications field.

MSACCT- COM7-3: Students will understand and utilize trade terminology in an appropriate manner.

- a. Identify, define, and utilize trade terminology in the media production lab.
- b. Identify, define, and utilize trade abbreviations and acronyms as appropriate.
- c. Utilize trade terminology in writing and speaking.
- d. Understand and demonstrate that media has its own language.

ACADEMIC STANDARDS:

ELA7R1: The student demonstrates comprehension and shows evidence of warranted and responsible explanation of a variety of literary and informational texts.

ELA7RC3: The student acquires new vocabulary in each content area and uses it correctly.

ELA7RC4: The student establishes a context for information acquired by reading across subject areas.

SAMPLE TASKS:

- Create word wall – color code for production stage.
- Vocabulary practice using puzzles and games.
- Create vocabulary graphic organizer.
- Draw symbols/pictures to illustrate each term.
- Create a color coded word wall sorting words by production stage.
- Practice vocabulary using puzzles and games.
- Create a three column graphic organizer sorting words by production stage.
- Draw symbols/pictures to illustrate each term.
- Play vocabulary BINGO.

MSACCT- COM7-4: Students will understand and utilize trade terminology in an appropriate manner.

- a. Define graphic communications.
- b. Relate the definition of graphic communications to everyday products.
- c. Identify terminology pertaining to basic layout and design elements and principles.
- d. Identify, define, and demonstrate the basic categories of typography.

ACADEMIC STANDARDS:

M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.

ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA7R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

SAMPLE TASKS:

- Bring examples of graphic communications (matching graphic communications definition), i.e., page or box of graphic communications products.
- Select a magazine layout and outline each page layout element.
- Complete vocabulary pretest and post-test.
- Participate in add-a-word for word wall.
- Participate in vocabulary building games.
- Complete vocabulary puzzles.
- Design and create vocabulary graphic organizer.
- Design graphical chart illustrating basic categories of typefaces.

ENVIRONMENTAL HEALTH AND SAFETY

Students will explain and demonstrate safety procedures in the communications field, identify required personal protection equipment, and identify professional and environmental issues.

MSACCT- COM7-5: Students will identify safety and health procedures utilized in the classroom/lab environment.

- a. Identify location of safety and first aid equipment.
- b. Describe proper personal protection equipment.
- c. Identify procedures for emergency situations.
- d. Identify equipment safety features.
- e. Read and interpret equipment's operating instructions.
- f. Identify procedures for handling hazardous and combustible materials (MSDS, OSHA).
- g. Describe OSHA, MSDS and EPA.
- h. Explain "Right to Know."

ACADEMIC STANDARDS:

S7CS2: Students will use standard safety practices for all classroom laboratory and field investigations.

SAMPLE TASKS:

- Develop a list of required personal protection equipment.
- List rules for operating basic equipment.
- Demonstrate the correct use of a fire extinguisher.
- Design a poster describing safety rules.
- Practice and demonstrate emergency procedures.
- Practice safety procedure drills.
- Role-play safety procedures.

PROFESSIONAL CAREERS AND ETHICS

Students will explore careers, professional and ethical issues relative to the communications industry. Students will be given the opportunity to acquire employability skills by developing leadership, teamwork, and industry skills.

MSACCT- COM7-6: Students will explore and demonstrate ethical use of equipment and storytelling through their productions.

- a. Demonstrate ability to give and follow directions.
- b. Demonstrate ability to effectively function as a team member.
- c. Demonstrate strong work ethics.
- d. Describe basic ethics including broadcast law (i.e., copyright, plagiarism, etc.).
- e. Demonstrate ethical issues pertaining to the communications field.

ACADEMIC STANDARDS:

ELA7W2: The student demonstrates competence in a variety of genres.

- ELA7W3: The student uses research and technology to support writing.*
- ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*
- ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

SAMPLE TASKS:

- Arrange a professional i.e. lawyer, mass communications professional, etc. in the field as a special speaker.
- Demonstrate plagiarism by reading a fictional poem that contains a famous quote or music lyrics and pose as author.
- Contact plagiarism or copyright specialist for information.
- Write a Public Service Announcement or commercial about media ethics.
- Research mass communication law. Create a brochure showing understanding of plagiarism and copyright laws.
- Research the Fair Use Law and make a poster for a classroom.
- Create an FBI warning for the beginning of video project.

MSACCT- COM7-7: Students will demonstrate interpersonal and employability skills required for job retention in the work place.

- a. Become familiar with careers, roles, and responsibilities of jobs within communications field.
- b. Demonstrate professional customer relational and organizational skills.
- c. Demonstrate employability skills such as punctuality, individual responsibility, and professional dress.
- d. Evaluate and communicate methods of conflict resolution while working with a team.
- e. Participate in SkillsUSA.

ACADEMIC STANDARDS:

- ELA7R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- ELA7W2: The student demonstrates competence in a variety of genres.*
- ELA7W3: The student uses research and technology to support writing.*
- ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

SAMPLE TASKS:

- Research careers in the mass communications field.
- Role-play a job interview or conflict /resolution issue.
- Create a storyboard/comic strip of an interview.

- Make a poster illustrating a career in the mass communications field with the profession's requirements.
- Create a brochure/pamphlet about SkillsUSA.
- Create a help wanted advertisement for a job in the mass communications field.
- Write a job interview script.
- Write questions for an interview.

MSACCT- COM7-8: Students will explore careers available in the field of graphic communications and the design industry.

- a. Investigate and demonstrate how graphics and design permeates our daily lives.
- b. Research projected growth rate of jobs within the graphic communications industry.
- c. Compare and contrast titles, roles, functions, and salaries of careers in graphics and design, along with their education, training requirements, and salary ranges.
- d. Examine and outline personal skills needed for job success.
- e. Examine and outline workplace skills needed pertaining to acquiring and maintaining a career in the industry.
- f. Discuss the role of education and career development in the lifelong learning process.
- g. Describe employment and entrepreneurial opportunities in the graphic communications industry.

ACADEMIC STANDARDS:

M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.

M7P1: Students will solve problems (using appropriate technology).

M7P4: Students will make connections among mathematical ideas and to other disciplines.

ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SAMPLE TASKS:

- Bring samples of graphic communications products and relate to careers within industry.
- Develop a profile of career opportunities, education requirements, and projected future employment.
- Create a presentation relative to the graphic communication industry's employment opportunities (titles, roles, functions, and salaries) and projected growth rate.
- Create a chart illustrating advantages and disadvantages of entrepreneurship.
- Incorporate professional terminology into conversations.
- Write a report on recent technological changes within industry and relate to the lifelong learning process.

MSACCT- COM7-9: Students will examine professional and ethical issues involved in the graphic communications industry.

- a. Explore basic copyright issues for the graphic communications industry.
- b. Understand the consequences of copyright infringement.

- c. Demonstrate various ethical issues within the graphic communications business.
- d. Examine ethical issues pertaining to job interview, application, and resume writing.

ACADEMIC STANDARDS:

M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.

M7P1: Students will solve problems (using appropriate technology).

ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SS7CG1: The student will compare and contrast various forms of government.

SAMPLE TASKS:

- Students obtain formal permission for use of an art form, design, and/or photo.
- Students participate in a class discussion on “work ethics and customer relations.”
- Students observe or participate in a role-play illustrating ethical and unethical practices pertaining to job interview, application, and resume writing.
- Develop and present a “total team” project on copyright basics for graphic artists.
- Students obtain legal release forms before using an art design on the internet.
- Students create a code of business standard pamphlet.
- Students design a performance guideline tool to evaluate a graphic communication worker in a given scenario for ethics and quality of work.

PRODUCTION: VIDEO BROADCAST

Students will identify and perform the three stages of production in a collaborative group.

MSACCT- COM7-10: Students will demonstrate in preproduction the proper planning process.

- a. Create a video script and identify by format.
- b. Identify messages communicated by audio or video.
- c. Read and compare/contrast a play and video script samples.
- d. Create a video script and identify by format.
- e. Define terminology used in broadcast/video scriptwriting.
- f. Determine that media has a creative language of its own.
- g. Recognize and create a storyboard.
- h. Use intermediate research skills to gather information for appropriate topics.
- i. Prepare and create intermediate production design.
- j. Effectively cast on air talent.

ACADEMIC STANDARDS:

ELA7RC4: The student establishes a context for information acquired by reading across subject areas.

ELA7C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA7W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.

ELA7W3: The student uses research and technology to support writing.

ELA7W4: The student consistently uses the writing process to develop, revise, and evaluate writing.

ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.

M7P4: Students will make connections among mathematical ideas and to other disciplines.

SAMPLE TASKS:

- Contact local TV stations for information on talent, technical and other production positions and create a classroom display using documents received.
- Write copy/script for narrative story using a graphic organizer for plot.
- Write copy/script for Public Service Announcement.
- Create a storyboard for a music video.

MSACCT- COM7-11: Students will exhibit proper production performance techniques.

- a. Demonstrate intermediate shot composition.
- b. Demonstrate production etiquette.
- c. Assume roles of broadcast/video occupations to include director, assistant director, producer etc.
- d. Identify camera parts and their function.
- e. Load, record, and play video/audio equipment.
- f. Demonstrate proper set-up, and use of basic production equipment.
- g. Demonstrate basic camera shots.
- h. Transport equipment safely and securely.
- i. Demonstrate proper care of equipment.
- j. Communicate effectively, problem solving, work with a team.

ACADEMIC STANDARDS:

ELA7R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA7RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA7RC4: The student establishes a context for information acquired by reading across subject areas.

ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

M7P4: Students will make connections among mathematical ideas and to other disciplines.

S7CS2: Students will use standard safety practices for all classroom laboratory and field investigations.

SAMPLE TASKS:

- Create a 1 ½-2 minute Public Service Announcement.
- Create a 4 scene narrative story in project groups simulating a professional production crew.
- Produce a music video using a commercial or other audio recording.
- Research the development of video production from the early 1900s and generate a video timeline while practicing production techniques.

MSACCT- COM7-12: Students will identify editing methods in post production.

- a. Identify qualities of a technically acceptable audio track.
- b. Explain and demonstrate the care, storage, and use of media hardware and software.
- c. Identify and describe intermediate level process of recording techniques and use of basic editing devices.
- d. Describe operational parts of a recording device.
- e. Determine proper cables for set-up and operation of production equipment.
- f. Utilize intermediate digital audio editing techniques.
- g. Demonstrate intermediate operation of editing software.
- h. Demonstrate appropriate use of special and sound effects.

ACADEMIC STANDARDS:

ELA7R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA7RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA7W3: The student uses research and technology to support writing.

ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

M7P4: Students will make connections among mathematical ideas and to other disciplines.

S7CS4: Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

SAMPLE TASKS:

- Edit Public Service Announcement, music video, narrative story, or video timeline.
- Edit sound clips to create soundscape which tells a story.
- Manipulate audio by increasing and decreasing volume using editing software.
- Apply special effects to a video clip as directed by instructor.

PRODUCTION: DESIGN AND LAYOUT

GRAPHIC COMMUNICATIONS

Students will learn principles of design and general layout procedures as it relates to the graphics communications industry. Content will cover page composition, software programs used in graphic design, and image conversion. Knowledge and skills will be enhanced in a graphic communication productions laboratory facility through projects that simulate industry standards.

MSACCT- COM7-13: Students will develop a working knowledge of the principles and elements of page layout, the appropriate use of color and type, and the graphic design process.

- a. Examine and demonstrate the appropriate use of basic page layout elements and principles.
- b. Research and present the major type categories and define distinguishing characteristics of each.
- c. Define the concept of “mood and theme” in typography.
- d. Identify effects applied to typefaces to achieve “readability” and evaluate when each is – or is not – appropriate to use.
- e. Demonstrate text alignment, element positioning, and rules of page design for printed matter.
- f. Distinguish the differences between primary, secondary, and complimentary colors.
- g. Summarize and demonstrate each stage of a document design and layout methods/process.
- h. Define CMYK and RGB and understand the difference between them and when to use them.

ACADEMIC STANDARD:

- M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*
- M7P1: Students will solve problems (using appropriate technology).*
- M7P4: Students will make connections among mathematical ideas and to other disciplines.*
- ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*
- ELA7W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.*
- ELA7W3: The student uses research and technology to support writing.*

SAMPLE TASKS:

Students will use appropriate color schemes, typography, elements and principles of a page layout, and design process techniques, when doing the following tasks.

- Create a magazine page layout and illustrate page layout elements.
- Create a “What’s In a Name?” poster utilizing no more than two typefaces to interpret the student’s personality.
- Research a library of typefaces available in computer lab to develop a list of “Favorite Fonts,” and organize by type category.
- Develop and present a project on type categories and how to identify each through their characteristics.
- Design and print a notepad, book cover, safety poster, flyer and/or CD/DVD cover.
- Design and print a French fold greeting card, invitations, thank you card or birthday card.
- Create a 2-sided, 3 panel brochure using graphic and text.

MSACCT- COM7-14: Students will learn the differences and functions of page layout, raster based/photo manipulation, and vector based/graphic software applications and the art of producing various digital file formats.

- a. Select appropriate procedure to log-on/boot-up, name, save and print a document when using a page layout program.
- b. Understand the use of traditional and computer-generated tools in the production of a page layout.
- c. Understand use of file management and file formats.
- d. Understand folder structure to organize documents along with all support files (including client original files, fonts, links, etc.).
- e. Design and create page layout templates for production of a product.
- f. Understand appropriate pagination for a given job.
- g. Demonstrate knowledge of spell check and proofreaders marks. Proofread, edit, and make corrections or adjustments to documents.
- h. Identify and understand the differences and applications for using page layout software, raster based photo manipulation software, and vector based graphic software.
- i. Comprehend appropriate method to sizing an illustration.
- j. Demonstrate how to place scanned graphics/photos into existing page layout program.
- k. Understand file formats used in industry: native/default format; meta files (files that contain fonts, raster, and vector information; example: wmf, PDF, eps) and generic (example: tif, jpg, gif, and txt).

ACADEMIC STANDARDS:

M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.

M7P1: Students will solve problems (using appropriate technology).

M7P4: Students will make connections among mathematical ideas and to other disciplines.

ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA7R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA7R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA7RC4: The student establishes a context for information acquired by reading across subject areas.

ELA7W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.

ELA7W3: The student uses research and technology to support writing.

SAMPLE TASKS:

Students will use the appropriate software for the following tasks.

- Create a “What’s In a Name?” poster utilizing no more than two typefaces to interpret the student’s personality.
- Design, create, and print a notepad, book cover, safety poster, flyer and/or CD/DVD cover.
- Design, create, and print a French fold greeting card, invitations, thank you card or birthday card.

- Create a magazine page layout and illustrate page layout elements.
- Create a 2-sided, 3 panel brochure using graphic and text.

CAREER TECHNOLOGY STUDENT ORGANIZATIONS (COSTS)

MSACCT- COM7-15: Students will participate in SkillsUSA activities.

- a. Establish a SkillsUSA chapter.
- b. Hold SkillsUSA chapter meetings.
- c. Attend a high school SkillsUSA event.

ACADEMIC STANDARDS:

ELA7R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA7RC2: The student participates in discussions related to curricular learning in all subject areas.

SAMPLE TASKS:

- Invite a high school officer to talk to chapter.
- Establish the different officers needed in the local chapter.
- Run for an office in the local chapter.
- Attend a high school SkillsUSA chapter meeting.
- Attend a regional SkillsUSA competition.
- Attend a state level SkillsUSA competition.
- Attend the SkillsUSA Career Expo.

READING STANDARD COMMENT:

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAEMRC-1: Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas.
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books.
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context.
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

WRITING:

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

CTAEW-1: The student demonstrates competence in a variety of genres.

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b. Excludes extraneous and inappropriate information.
- c. Follows an organizational pattern appropriate to the type of composition.
- d. Applies rules of Standard English.

CTAEW-2: The student uses research and technology to support writing.

The student:

- a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).

- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.

The student:

- a. Plans and drafts independently and resourcefully.
- b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c. Edits writing to improve word choice after checking the precision of the vocabulary.

ENTREPRENEURSHIP:

MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.

- a. Define entrepreneurship.
- b. Identify and analyze characteristics of a successful entrepreneur.
- c. Identify the reasons for planning in entrepreneurial businesses.
- d. Discuss the entrepreneurial discovery processes.
- e. Assess global trends and opportunities.
- f. Determine opportunities for business creation.
- g. Generate ideas for business.
- h. Determine feasibility of ideas.
- i. Determine the major reasons for business failure.

ACADEMIC STANDARDS:

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3: The student uses research and technology to support writing.

SSEF6: The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.

SSEIN1: The student will explain why individuals, businesses and governments trade goods and services.

MKT-EN-2: Explain the fundamental concepts of business ownership.

- a. Determine the relationship of competition to our private, free enterprise system.
- b. Explain the effects of competition on buyers and sellers.
- c. Identify the common types of business ownership.
- d. Compare and contrast the advantages and disadvantages of each type of ownership.

- e. Explain relevant government regulations relating to the operation of a business.
- f. Discuss the types of risks that businesses encounter.
- g. Explain how businesses deal with the various types of risks.
- h. Identify the market segment for the business.
- i. Formulate a marketing mix designed to reach a specific market segment.
- j. Utilize the marketing functions to determine the competitive advantage of the proposed business.

ACADEMIC STANDARDS:

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3: The student uses research and technology to support writing.

SSEF5: The student will describe the roles of government in a market economy.

CTAE FOUNDATION SKILLS:

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

PROGRAM CONCENTRATION: Architecture, Construction, Communications & Transportation
COURSE TITLE: Applications of Communications – Eighth Grade

COURSE DESCRIPTION:

This is a nine week course that introduces students to the basic concepts of the Communications career fields. Students will explore these career fields within cooperative learning simulation projects. This program facilitates basic level student led broadcast/video productions under the guidance of the instructor. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, storyboarding, production teams, planning, writing, directing, recording and editing a production, graphic communications, and professional ethics. All material covered will be utilized in subsequent courses. This course will introduce students to opportunities and high school Career Pathways in Graphic Communications, Broadcast & Video Production, and Graphic Design.

In addition, students acquire a fundamental understanding of the graphic communications and design industry. Topics covered include theories and practices to creating aesthetically pleasing designs and best methods for working with consumers. Important topic threads in this course include discussion of graphic communications careers, ethical issues relating to graphic communications and design, and exploration of various graphic communications software. All material covered will be utilized in subsequent courses.

HISTORY OF COMMUNICATIONS

Students will explore and identify the progress of technological developments in the history of communications.

MSACCT- COM8-1: Students will identify early mass communication inventions.

- a. Identify Georgia’s significant historical mass communications landmarks.
- b. Identify and explain historic events and developments in Georgia’s mass communication industry.
- c. Identify and analyze contributions of Georgia’s historic mass communications personalities.
- d. Identify and describe emerging trends, software, and technologies of mass communications in Georgia.

ACADEMIC STANDARDS:

ELA8R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA8W3: The student uses research and technology to support writing.

ELA8LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

SS8H8: The student will analyze the important events that occurred after World War I and their impact on Georgia.

SS8H9: The student will describe the impact of World War II on Georgia’s development economically, socially, and politically.

SS8H10: The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

SS8H11: The student will evaluate the role of Georgia in the modern civil rights movement.

SS8H12: The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

SS8E1: The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

SAMPLE TASKS:

- Using a Georgia map, label historic landmarks in mass communications in Georgia.
- Create a timeline highlighting Georgia's historic milestones in mass media.
- Compare and contrast past and present mass communications in Georgia.
- Analyze historical and contemporary mass communications personalities in Georgia through their creations and their contribution.
- Research Georgia's historic milestones in mass communications. Create a timeline highlighting key events.

MSACCT- COM8-2: Students will identify key developments and individuals relating to the history of the graphics and design industry, and explore emerging trends and technologies.

- a. Research the history of graphic communications and explain its effects on the design industry and society.
- b. Research and present information pertaining to persons with major contributions to the field of graphic design.
- c. Research and describe emerging trends in software and technologies.
- d. Research and diagram how current communication technologies impact emerging trends in typography.
- e. Illustrate the evolution of the alphabet, punctuation, upper case letters, lower case letters, and ligatures as elements of typography and explain the effect of each in its development.

ACADEMIC STANDARDS:

M8D3: Students will use the basic laws of probability.

M8P1: Students will solve problems (using appropriate technology).

ELA8LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA8R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Create a graphical timeline highlighting historic milestones in graphic communications.
- Create a graphical timeline of the history of typography.
- Create a wall of pictures to reflect past and present historical events within the graphic communications industry.
- Compare and contrast past and present forms of graphic communications layout and design techniques.
- Analyze historical and contemporary graphic artists through their creations and their contribution.
- Develop a PowerPoint presentation to demonstrate the evolution of typography.
- Research and present information on industry focus and trends.
- Write a research paper and give a presentation on a graphic designer.

TRADE TERMINOLOGY

Students will explore and identify correct utilization of trade terminology in the communications field.

MSACCT- COM8-3: Students will understand and utilize trade terminology in an appropriate manner.

- a. Identify, define, and utilize trade terminology in the media production lab.
- b. Identify, define, and utilize trade abbreviations and acronyms as appropriate.
- c. Utilize trade terminology in writing and speaking.
- d. Understand and demonstrate that media has its own language.

ACADEMIC STANDARDS:

ELA8R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA8RC3: The student acquires new vocabulary in each content area and uses it correctly.

ELA8RC4: The student establishes a context for information acquired by reading across subject areas.

SAMPLE TASKS:

- Demonstrate basic lighting and sound set up using appropriate terms.
- Give a vocabulary pretest and post-test.
- Create a color coded word wall sorting words by production stage.
- Practice vocabulary using puzzles and games.
- Create a three column graphic organizer sorting words by production stage.
- Draw symbols/pictures to illustrate each term.
- Play vocabulary BINGO.

MSACCT- COM8-4: Students will understand and utilize trade terminology in an appropriate manner.

- a. Define graphic communications.
- b. Relate the definition of graphic communications to everyday products.
- c. Identify terminology pertaining to basic layout and design elements and principles.
- d. Identify, define, and demonstrate the basic categories of typography.
- e. Define terminology used to describe the layout and design processes/stages.
- f. Demonstrate knowledge of basic vocabulary used to identify graphic design software (draw programs/vector images, paint programs/bitmap images, page layout program, etc.).

ACADEMIC STANDARDS:

M8P4: Students will make connections among mathematical ideas and to other disciplines.

ELA8LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA8R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Bring examples of graphic communications (matching graphic communications definition), i.e., page or box of graphic communications products.
- Select a magazine layout and outline each page layout element.
- Complete vocabulary pretest and post-test.
- Participate in add-a-word for word wall.
- Participate in vocabulary building games.
- Complete vocabulary puzzles.
- Design graphical chart illustrating basic categories of typefaces.
- Design and create vocabulary graphic organizer.
- Incorporate professional terminology into conversations.
- Illustrate each terms with pictures.

ENVIRONMENTAL HEALTH AND SAFETY

Students will explain and demonstrate safety procedures in the communications field, identify required personal protection equipment, and identify professional and environmental issues.

MSACCT- COM8-5: Students will identify safety and health procedures utilized in the classroom/lab environment.

- a. Identify location of safety and first aid equipment.
- b. Describe proper personal protection equipment.
- c. Identify procedures for emergency situations.
- d. Identify equipment safety features.
- e. Read and interpret equipment's operating instructions.
- f. Identify procedures for handling hazardous and combustible materials (MSDS, OSHA).
- g. Describe OSHA, MDSD and EPA.
- h. Explain "Right to Know."

ACADEMIC STANDARDS:

S8CS2 Students will use standard safety practices for all classroom laboratory and field investigations.

SAMPLE TASKS:

- Develop a list of required personal protection equipment.
- List rules for operating basic equipment.
- Demonstrate the correct use of a fire extinguisher.
- Design a poster describing safety rules.
- Practice and demonstrate emergency procedures.
- Practice safety procedure drills.
- Role-play safety procedures.

PROFESSIONAL CAREERS AND ETHICS

Students will explore careers, professional and ethical issues relative to the communications industry. Students will be given the opportunity to acquire employability skills by developing leadership, teamwork, and industry skills.

MSACCT- COM8-6: Students will explore and demonstrate ethical use of equipment and storytelling through their productions.

- a. Demonstrate ability to give and follow directions.
- b. Demonstrate ability to effectively function as a team member.
- c. Demonstrate strong work ethics.
- d. Describe basic ethics including broadcast law (i.e., copyright, plagiarism, etc.).
- e. Demonstrate ethical issues pertaining to the communications field.

ACADEMIC STANDARDS:

ELA8RC1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA8W2: The student demonstrates competence in a variety of genres.

ELA8W3: The student uses research and technology to support writing.

ELA8LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA8LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

SS8RC1: Students will enhance reading in all curriculum areas.

SAMPLE TASKS:

- Arrange a professional (i.e. lawyer, mass communications professional, etc.) in the field as a special speaker.
- Demonstrate plagiarism by reading a fictional poem that contains a famous quote or music lyrics and pose as author.
- Contact plagiarism or copyright specialist for information.
- Write a Public Service Announcement or commercial about media ethics.
- Research mass communication law. Create a brochure showing understanding of plagiarism and copyright laws.
- Research the Fair Use Law and make a poster for a classroom.
- Create an FBI warning for the beginning of video project.

MSACCT- COM8-7: Students will demonstrate interpersonal and employability skills required for job retention in the work place.

- a. Become familiar with careers, roles and responsibilities of jobs within communications field.
- b. Demonstrate professional organizational skills.
- c. Demonstrate employability skills such as punctuality, individual responsibility, and professional dress.

- d. Evaluate and communicate methods of conflict resolution while working with a team.
- e. Participate in SkillsUSA.

ACADEMIC STANDARDS:

- ELA8R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- ELA8W2: The student demonstrates competence in a variety of genres.*
- ELA8W3: The student uses research and technology to support writing.*
- EL86LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- SS8RC1: Students will enhance reading in all curriculum areas.*

SAMPLE TASKS:

- Research careers in the mass communications field.
- Role-play a job interview or conflict /resolution stressful issue in professional dress.
- Create a storyboard/comic strip of an interview.
- Make a poster illustrating a career in the mass communications field with the profession's requirements.
- Create a brochure/pamphlet about SkillsUSA.
- Create a help wanted advertisement for a job in the mass communications field.
- Write a job interview script.
- Write questions for an interview.

MSACCT- COM8-8: Students will explore careers available in the field of graphic communications and the design industry.

- a. Investigate and demonstrate how graphics and design permeates our daily lives.
- b. Diagram projected growth rate of jobs within the graphic communications industry.
- c. Research and evaluate career opportunities and career paths within the graphic communications industry.
- d. Research and evaluate various career options within each career path in the graphic communications industry and their required certification, education, licensure, and registries.
- e. Evaluate and demonstrate knowledge of personal characteristics and job skills required for working in the graphic communications industry.
- f. Illustrate understanding lifelong learning relative the effects of technological changes.
- g. Analyze advantages and disadvantages relative to entrepreneurial opportunities in the graphic communications industry.

ACADEMIC STANDARDS:

- M8D3: Students will use the basic laws of probability.*
- M8P1: Students will solve problems (using appropriate technology).*
- M8P2: Students will reason and evaluate mathematical arguments.*
- M8P4: Students will make connections among mathematical ideas and to other disciplines.*

ELA8LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA8R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Student brings samples of graphic communications products and relate to careers within industry.
- Student develops a profile of career opportunities, education requirements, and projected future employment.
- Student creates presentation relative to the graphic communication industry’s employment opportunities (titles, roles, functions, and salaries) and projected growth rate.
- Student interviews professional working in the industry and present information to the class.
- Student develops personal resume relevant to job criteria.
- Student role-plays job interview skills.
- Student develops an individual career plan.
- Student demonstrates professional dress.
- Student prepares questions to interview speaker from industry.
- Student creates a business plan for an entrepreneurial business.

MSACCT- COM8-9: Students will examine professional and ethical issues involved in the graphic communications industry.

- a. Analyze basic copyright issues for the graphic communications industry.
- b. Explain the consequences of copyright infringement.
- c. Recognize various ethical issues within the graphic communications business.
- d. Demonstrate ethical issues pertaining to job interview, application, and resume writing.
- e. Determine ethics to professional conduct, individual responsibility, and customer relations.
- f. Describe consequences to unethical practices pertaining to professional conduct, individual responsibility and customer relations.

ACADEMIC STANDARDS:

M8D3: Students will use the basic laws of probability.

ELA8LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA8R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

SAMPLE TASKS:

- Students obtain formal permission for use of an art form, design, and/or photo.
- Students participate in a class discussion on “work ethics and customer relations.”
- Students observe or participate in a role-play illustrating ethical and unethical practices pertaining to job interview, application, and resume writing.

- Develop and present a “total team” project on copyright basics for graphic artists.
- Students design a performance guideline tool to evaluate a graphic communication worker in a given scenario for ethics and quality of work.
- Students role-play ethical and unethical practices pertaining to job interview, application, and resume writing.
- Students design and produce a graphic communications product, request a copyright, and use copyright guidelines for registering the product.

PRODUCTION: VIDEO BROADCAST

Students will identify and perform the three stages of production in a collaborative group.

MSACCT- COM8-10: Students will demonstrate in preproduction the proper planning process.

- a. Analyze and explain media messages.
- b. Identify messages sent by audio or video or identify messages communicated by audio or video.
- c. Use rubrics to create a short broadcast/video program.
- d. Read and compare/contrast a play and video script samples.
- e. Create a video script and identify by format.
- f. Define terminology used in broadcast/video scriptwriting.
- g. Explain that media has a creative language of its own.
- h. Identify and create a storyboard.
- i. Use basic research skills to gather information about appropriate topics
- j. Prepare and create basic production design.
- k. Effectively cast on air talent.
- l. Identify and explain copyright laws.

ACADEMIC STANDARDS:

- ELA8R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.*
- ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*
- ELA8W3: The student uses research and technology to support writing.*
- ELA8W4: The student consistently uses the writing process to develop, revise, and evaluate writing.*
- ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*
- ELA8LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- S8CS5: Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.*

SAMPLE TASKS:

- Write questions for an interview.
- Research copyright laws and the impact on video production.
- Show pictures on LCD projector and identify the visual message.
- Play recorded music identifying visuals and feelings that come to mind.
- Examine language used in an example of print media chosen by student. List words/phrases strictly used by media.
- Use a Venn Diagram to compare/contrast a play and a video script.
- Give each student a comic strip example and compare to layout of a storyboard.
- Show a commercial: identify the creators, message conveyed, conventions used to attract attention, reason message sent and values represented.
- Bring in articles about media current events and summarize/share with class.

MSACCT- COM8-11: Students will exhibit proper production performance techniques.

- a. Demonstrate basic shot composition.
- b. Demonstrate production etiquette.
- c. Assume roles of broadcast/video occupations to include director, assistant director, producer etc.
- d. Identify camera parts and their function.
- e. Load, record, and play video/audio equipment.
- f. Demonstrate proper set-up, and use of basic production equipment.
- g. Demonstrate basic camera shots.
- h. Transport equipment safely and securely.
- i. Demonstrate proper care of equipment.
- j. Communicate effectively, problem solving, while work with a team.
- k. Create production graphics.

ACADEMIC STANDARDS:

- ELA8R3: The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.*
- ELA8W4: The student consistently uses the writing process to develop, revise, and evaluate writing.*
- ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*
- S8CS2: Students will use standard safety practices for all classroom laboratory and field investigations.*
- S8P4: Students will explore the wave nature of sound and electromagnetic radiation.*
- S8P5: Students will recognize characteristics of gravity, electricity, and magnetism as major kinds of forces acting in nature.*
- M8P1: Students will solve problems (using appropriate technology).*

SAMPLE TASKS:

- Slating practice: students record a 10-20 second introduction including name, age, homeroom, the reason for the tape, etc.

- Continuity: Demonstrate smooth movement by recording a student moving from one place to another using in camera editing.
- Create a basic 5 scene narrative story.
- Camera Movement: Demonstrate movement shots: pan-left, pan-right, tilt-up, tilt-down, tracking/dolly-shot.
- 30 second continuous filming to tell a story within time allotment as assigned by instructor.

MSACCT- COM8-12: Students will identify editing methods in post production.

- a. Identify qualities of a technically acceptable audio track.
- b. Explain and demonstrate the care, storage, and use of media hardware and software.
- c. Identify and describe process of recording and use of basic editing devices.
- d. Describe operational parts of a recording device.
- e. Determine proper cables for set-up and operation of production equipment.
- f. Utilize intermediate digital audio editing.
- g. Demonstrate intermediate operation of editing software.
- h. Demonstrate appropriate use of special effects and sound effects.

ACADEMIC STANDARDS:

- ELA8R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- S8CS4: Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities utilizing safe laboratory procedures.*
- S8P4: Students will explore the wave nature of sound and electromagnetic radiation.*
- S8P5: Students will recognize characteristics of gravity, electricity, and magnetism as major kinds of forces acting in nature.*
- M8P1: Students will solve problems (using appropriate technology).*
- M8P4: Students will make connections among mathematical ideas and to other disciplines.*
- M6N1: Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.*

SAMPLE TASKS:

- Edit source footage of one continuous shot into a storyline with a clear beginning, middle, and end.
- Edit 1 minute of source footage/audio to 30 seconds to tell a story.
- Apply special effect to video clips: slow motion, audio and video filters, color corrections, etc.
- Edit one continuous audio recording into a storyline that has a clear beginning, middle, and end.
- Titling Basics Students will use program to create titles for news broadcast: station header, names of segment; sports, etc.

Production: Design and Layout

GRAPHIC COMMUNICATIONS: Students will learn principles of design and general layout procedures as it relates to the graphics communications industry. Content will cover page composition,

software programs used in graphic design, and image conversion. Knowledge and skills will be enhanced in a graphic communication productions laboratory facility through projects that simulate industry standards.

MSACCT- COM8-13: Students will develop a working knowledge of the principles and elements of page layout, the appropriate use of color and type, and the graphic design process.

- a. Analyze and illustrate the appropriate use of basic page layout design elements and principles.
- b. Research and diagram the major type categories and define distinguishing characteristics of each.
- c. Demonstrate the concept of “mood and theme” in typography.
- d. Compare effects applied to typefaces to achieve “readability” and evaluate when each is – or is not – appropriate to use.
- e. Define the use of reverse type and the concept of weight and color as a type effect.
- f. Distinguish the differences between primary, secondary, and complimentary colors.
- g. Choose and implement optimal color schemes in the productions of products.
- h. Define CMYK and RGB and understand the difference between them and when to use them.
- i. Summarize and demonstrate each stage of a document design and layout methods/process.
- j. Plan and design graphic communications products using the design process/ layout methods/stages.
- k. Demonstrate text alignment, element positioning, and rules of page design for printed matter.
- l. Compare and contrast or critique professionally completed works.
- m. Apply knowledge of design principles to new products.
- n. Design a successful composition that employs elements found in an existing collateral design piece.

ACADEMIC STANDARD:

M8P1: Students will solve problems (using appropriate technology).

M8P4: Students will make connections among mathematical ideas and to other disciplines.

ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA8LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA8RC4: The student establishes a context for information acquired by reading across subject areas.

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3: The student uses research and technology to support writing.

SAMPLE TASKS:

The following tasks are to be completed using appropriate color schemes, typography, elements and principles of a page layout, and design process techniques.

- Design and produce a magazine page layout and illustrate page layout elements.
- Create a “What’s In a Name?” poster utilizing no more than two typefaces to interpret the student’s personality.

- Produce a library of typefaces available in computer lab detailing “Favorite Fonts” and organize by type category.
- Develop and present a project on type categories and how to identify each through their characteristics.
- Demonstrate knowledge of type effects by applying to existing text of a well-known fairy tale as a means of interpreting the mood of the story.
- Design and print a notepad, book cover, safety poster, flyer and/or CD/DVD cover (use student designed templates).
- Design and print a French fold greeting card, invitations, thank you card or birthday card (use student designed templates).
- Create a 2-sided, 3 panel brochure using graphic and text.
- Design and produce a promotional product; provide an example of how it would appear in each of the three identified media (desktop publishing, signage, Web page) and identify the distinctions in using each.
- Design and produce a document which edits photo images, placing various images with various backgrounds and/or placements.
- Design and produce a logo utilizing a vector based software application.

MSACCT- COM8-14: Students will learn the differences and functions of page layout, raster based/photo manipulation, and vector based/graphic software applications and the art of producing various digital file formats.

- a. Demonstrate appropriate procedure to log-on/boot-up, name, save and print a document when using a page layout program.
- b. Demonstrate use of traditional and computer-generated tools in the production of page layout.
- c. Demonstrate knowledge of file management and file formats.
- d. Create folder structure to organize documents along with all support files (including client original files, fonts, links, etc.).
- e. Design and create page layout templates for production of a product.
- f. Create setup and select appropriate pagination for a given job.
- g. Demonstrate knowledge of spell check and proofreaders marks. Proofread, edit, and make corrections or adjustments to documents.
- h. Examine and demonstrate the basic capabilities of page layout, raster based photo manipulation, and vector based software applications as they apply to the completion of graphic communications projects.
- i. Apply correct method to use proportionate sizing for an illustrations (able to convert point to picas; convert inches to points and picas; calculate the space needed for text; measure a box in points and picas).
- j. Demonstrate how to place scanned graphics/photos into existing page layout program.
- k. Identify file formats and describe the strengths and weaknesses of file formats used in the industry: native/default format; meta files (files that contain fonts, raster, and vector information; example: wmf, PDF, eps) and generic (example: tif, jpg, gif, and txt).
- l. Demonstrate the ability to save and format files as digital files.
- m. Demonstrate appropriate digital camera operations for image capture.
- n. Demonstrate appropriate setup of a document using predefined measurements for font sizes, paragraph formatting, margins, indents, tabs, gutters, header and footer, guides, trims, folds, and proper leading.

ACADEMIC STANDARDS:

M8P1: Students will solve problems (using appropriate technology).

M8P3: Students will communicate mathematically.

M8P4: Students will make connections among mathematical ideas and to other disciplines.

ELA8C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA8LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA8R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA8RC4: The student establishes a context for information acquired by reading across subject areas.

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3: The student uses research and technology to support writing.

SAMPLE TASKS:

Use the appropriate software in each of the following designs.

- Design and produce a magazine page layout and illustrate page layout elements.
- Create a “What’s In a Name?” poster utilizing no more than two typefaces to interpret the student’s personality.
- Design, create, and print a notepad, book cover, safety poster, flyer and/or CD/DVD cover (use student designed templates).
- Design, create, and print a French fold greeting card, invitations, thank you card or birthday card (use student designed templates).
- Create a 2-sided, 3 panel brochure using graphic and text.
- Design and produce a promotional product; provide an example of how it would appear in each of the three identified media (desktop publishing, signage, Web page) and identify the distinctions in using each.
- Design and produce a document which edits photo images, placing various images with various backgrounds and/or placements.
- Design and produce a logo utilizing a vector based software application.

MSACCT- COM8-15: Students will participate in all areas of SkillsUSA.

- a. Establish and maintain a SkillsUSA chapter.
- b. Research SkillsUSA competitions on both a state and national level.
- c. Participate in SkillsUSA competitions.

ACADEMIC STANDARDS:

ELA8RC3: The student acquires new vocabulary in each content area and uses it correctly.

ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.

SAMPLE TASKS:

- Attend SkillsUSA meetings.
- Compete in a SkillsUSA competition.
- Attend a regional or state SkillsUSA competition.

READING STANDARD COMMENT:

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAEMRC-1: Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas.
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books.
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context.
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

WRITING:

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

CTAEW-1: The student demonstrates competence in a variety of genres.

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b. Excludes extraneous and inappropriate information.
- c. Follows an organizational pattern appropriate to the type of composition.
- d. Applies rules of Standard English.

CTAEW-2: The student uses research and technology to support writing.

The student:

- a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).
- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.

The student:

- a. Plans and drafts independently and resourcefully.
- b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c. Edits writing to improve word choice after checking the precision of the vocabulary.

ENTREPRENEURSHIP:**MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.**

- a. Define entrepreneurship.
- b. Identify and analyze characteristics of a successful entrepreneur.
- c. Identify the reasons for planning in entrepreneurial businesses.
- d. Discuss the entrepreneurial discovery processes.

- e. Assess global trends and opportunities.
- f. Determine opportunities for business creation.
- g. Generate ideas for business.
- h. Determine feasibility of ideas.
- i. Determine the major reasons for business failure.

ACADEMIC STANDARDS:

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3: The student uses research and technology to support writing.

SSEF6: The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.

SSEIN1: The student will explain why individuals, businesses and governments trade goods and services.

MKT-EN-2: Explain the fundamental concepts of business ownership.

- a. Determine the relationship of competition to our private, free enterprise system.
- b. Explain the effects of competition on buyers and sellers.
- c. Identify the common types of business ownership.
- d. Compare and contrast the advantages and disadvantages of each type of ownership.
- e. Explain relevant government regulations relating to the operation of a business.
- f. Discuss the types of risks that businesses encounter.
- g. Explain how businesses deal with the various types of risks.
- h. Identify the market segment for the business.
- i. Formulate a marketing mix designed to reach a specific market segment.
- j. Utilize the marketing functions to determine the competitive advantage of the proposed business.

ACADEMIC STANDARDS:

ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W3: The student uses research and technology to support writing.

SSEF5: The student will describe the roles of government in a market economy.

CTAE FOUNDATION SKILLS:

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the

National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.