

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

Adopted 2010

## Principles of Arts, Audio/Video Technology, and Communications

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

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

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

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

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

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

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

- (A) describe the nature and types of businesses in this cluster;
  - (B) analyze and summarize the history and evolution of the various related fields of study in this cluster;
  - (C) analyze the cluster's economic base; and
  - (D) analyze and summarize evidence of interdependence between the technical and the artistic sides of this career cluster.
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**(6) The student applies safety regulations. The student is expected to implement personal and classroom safety rules and regulations.**

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

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

- (A) exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;
  - (B) examine the First Amendment, Federal Communications Commission regulations, the Freedom of Information Act, liability laws, and other regulations for compliance issues relevant to this cluster;
  - (C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances; and
  - (D) analyze the impact of Arts, Audio/Video Technology, and Communications cluster industries on society.
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**(9) The student develops employability characteristics. The student is expected to:**

- (A) identify training, education, or certification requirements needed for employment;
- (B) identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;
- (C) create a career portfolio to document work samples; and
- (D) demonstrate skills in evaluating and comparing employment opportunities.

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

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

- (A) research the scope of career opportunities;
- (B) develop an understanding of the elements and principles of art;
- (C) develop an understanding of the industry by explaining the history and evolution of cluster career fields and defining and using related terminology;
- (D) evaluate works of art using critical-thinking skills;
- (E) demonstrate knowledge of various communication processes in professional and social contexts by:
  - explaining the importance of effective communication skills in professional and social contexts;
  - identifying the components of the communication process and their functions;
  - identifying standards for making appropriate communication choices for self, listener, occasion, and task;
  - identifying the characteristics of oral language and analyzing standards for using informal, standard, and technical language appropriately;
  - identifying types of nonverbal communication and their effects;
  - recognizing the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;
  - identifying the components of the listening process;
  - identifying specific kinds of listening such as critical, deliberative, and empathic;
  - recognizing the importance of gathering and using accurate and complete information as a basis for making communication decisions;
  - identifying and analyzing ethical and social responsibilities of communicators; and
  - recognizing and analyzing appropriate channels of communication in organizations;
- (F) use appropriate interpersonal communication strategies in professional and social contexts by:
  - identifying types, importance, and purposes of professional and social relationships;
  - employing appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;
  - using communication management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;
  - using professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
  - making clear appropriate requests, giving clear and accurate directions, asking appropriate and purposeful questions, and responding appropriately to the requests, directions, and questions of others;
  - participating appropriately in conversations;
  - communicating effectively in interviews;
  - identifying and using appropriate strategies for dealing with differences, including gender, ethnicity, and age; and
  - analyzing and evaluating the effectiveness of communication;
- (G) communicate effectively in groups in professional and social contexts by:
  - identifying kinds of groups and the importance and purposes they serve;
  - analyzing group dynamics and processes for participating effectively in groups, committees, or teams;
  - identifying and analyzing the roles of group members and their influence on group dynamics;
  - demonstrating skills for assuming productive roles in groups;
  - using appropriate verbal, nonverbal, and listening strategies to promote group

effectiveness;

- Identifying and analyzing leadership styles;
- using effective communication strategies in leadership roles;
- using effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
- analyzing the participation and contributions of group members and evaluating group effectiveness; and

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

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## Audio/Video Production

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

- (A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals; and
- (B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems.

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

- (A) adapt language for audience, purpose, situation, and intent such as structure and style;
- (B) organize oral and written information;
- (C) interpret and communicate information, data, and observations;
- (D) present formal and informal presentations;
- (E) apply active listening skills;
- (F) listen to and speak with diverse individuals; and
- (G) exhibit public relations skills.

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

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

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

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

- (A) implement personal and workplace safety rules and regulations;
- (B) follow emergency procedures; and
- (C) examine and summarize safety-related problems that may result from working with electrical circuits.

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

- (A) employ leadership skills;
- (B) employ teamwork and conflict-management skills;
- (C) conduct and participate in meetings; and
- (D) employ mentoring skills.

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- (8) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:**
- (A) exhibit ethical conduct related to interacting with others and providing proper credit for ideas;
  - (B) discuss and apply copyright laws in relation to fair use and acquisition;
  - (C) model respect of intellectual property; and
  - (D) analyze the ethical impact of the audio and video production industry on society.

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- (9) The student develops employability characteristics. The student is expected to:**
- (A) identify and participate in training, education, or certification required for employment;
  - (B) identify and demonstrate positive work behaviors and personal qualities needed to be employable;
  - (C) demonstrate skills related to seeking and applying for employment;
  - (D) develop a resumé and letter of application;
  - (E) create a career portfolio to document work experiences, licenses, certifications, and work samples;
  - (F) demonstrate skills in evaluating and comparing employment opportunities; and
  - (G) examine employment opportunities in entrepreneurship.

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

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

- (A) understand the industry, including history, current practice, and future trends by:
  - explaining the beginnings and evolution of audio, video, and film;
  - describing how the changing technology is impacting the audio, video, and film industries; and
  - defining terminology associated with the industry;
- (B) employ knowledge regarding use of audio by:
  - identifying the key elements required in audio scripts;
  - applying writing skills to develop an audio script;
  - explaining how various styles of music can create a specific emotional impact;
  - identifying various audio tape, tapeless, and file formats;
  - understanding various microphones based upon type and pickup patterns; and
  - understanding various audio cables and connectors;
- (C) employ knowledge regarding use of video by:
  - identifying the key elements required in video scripts;
  - applying writing skills to develop a video script;
  - identifying various video tape, tapeless, and file formats;
  - understanding various video cables and connectors;
  - distinguishing between analog and digital formats;
  - demonstrating operation of video cameras; and
  - demonstrating how to properly maintain video equipment;
- (D) demonstrate various cinematography techniques by:
  - demonstrating how to frame and maintain picture composition;
  - demonstrating focusing techniques;
  - demonstrating camera and tripod movements; and
  - demonstrating proper exposure and white balance; and
- (E) edit basic audio and video productions by:
  - understanding the differences in linear and nonlinear systems;
  - demonstrating skills required for editing using linear and nonlinear systems;
  - employing knowledge of control peripherals for capturing or ingesting media; and
  - describing various digital platforms, including high definition and standard definition.

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

- (A) identify critical elements in the pre-production stage;
- (B) use technology applications to facilitate pre-production by:
  - designing and implementing procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product;
  - responding to advice from peers and professionals;
  - creating technology specifications;
  - monitoring process and product quality using established criteria;
  - creating a script and identifying resources needed to begin the production; and
  - identifying budgeting considerations for crew, cast, and equipment;
- (C) analyze the script and storyboard development processes for a successful production;
- (D) identify and participate in the team roles required for completion of a production;
- (E) identify equipment, crew, and cast requirements for a scripted production; and
- (F) understand the casting or audition process.

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

- (A) understand the coherent sequence of events to successfully produce a script;
- (B) use lighting techniques by:
  - demonstrating three-point lighting, including key, fill, and back lights;
  - using reflected light;
  - understanding color temperatures; and
  - using filters;
- (C) understand audio techniques, including microphone variances and sound mixing; and
- (D) demonstrate knowledge of interpersonal skills with sensitivity to diversity when directing crew or talent.

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

- (A) demonstrate appropriate use of hardware components, software programs, and their connections by:
    - demonstrating knowledge of video systems such as digital and analog systems, software applications, and communication and networking components;
    - using various computer peripherals appropriately;
    - making appropriate decisions regarding the selection of software; and
    - making necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;
  - (B) apply animation effects to video by:
    - using character generators, fonts, colors, and principles of compositions to create graphic images; and
    - creating captions or titles for video and graphics;
  - (C) demonstrate proficiency in the use of a variety of electronic input devices;
  - (D) use a variety of strategies to acquire information from online resources;
  - (E) acquire electronic information in a variety of formats;
  - (F) use different compression techniques to output for distribution;
  - (G) format digital information for effective communication with a defined audience by:
    - using appropriate font attributes and color;
    - using appropriate white space and graphics;
    - using appropriate camera perspective;
    - using appropriate content selection and presentation; and
    - understanding target audiences and demographics;
  - (H) deliver the product in a variety of media by:
    - understanding the various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery;
    - researching to determine appropriate delivery method based on distribution needs; and
    - extending the learning environment through digital sharing;
  - (I) use appropriate computer-based productivity tools to create and modify solutions to problems by:
    - integrating productivity tools;
    - creating audio and video technology products for a variety of purposes and audiences;
    - developing technical documentation related to audio and video technology; and
    - critiquing a production; and
  - (J) use technology applications to facilitate evaluation of work, both process and product by:
    - evaluating the project's success in meeting established criteria; and
    - researching the best method for promoting the product.
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## Professional Communications

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

- (A) demonstrate use of content, technical concepts, and vocabulary;
  - (B) use correct grammar, punctuation, and terminology to write and edit documents;
  - (C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques;
  - (D) compose and edit copy for a variety of written documents;
  - (E) evaluate oral and written information; and
  - (F) research topics for the preparation of oral and written communications.
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**(2) The student applies professional communications strategies. The student is expected to:**

- (A) adapt language for audience, purpose, situation, and intent;
  - (B) organize oral and written information;
  - (C) interpret and communicate information, data, and observations;
  - (D) present formal and informal presentations;
  - (E) apply active listening skills;
  - (F) develop and interpret tables, charts, and figures;
  - (G) listen to and speak with diverse individuals; and
  - (H) exhibit public relations skills.
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**(3) The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.**

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

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

- (A) describe the nature and types of businesses;
  - (B) analyze and summarize the history and evolution of the various related fields of study; and
  - (C) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole.
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**(6) The student applies safety regulations. The student is expected to implement personal and classroom safety rules and regulations.**

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

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

(A) exhibit ethical conduct;

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

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

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

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

- (A) develop an understanding of the evolution of the career cluster by:
  - explaining the history and evolution of career cluster fields;
  - defining and using related terminology;
  - analyzing foundation elements and principles of career fields; and
  - analyzing the communicative effects of career fields;
- (B) demonstrate knowledge of various communication processes in professional contexts by:
  - explaining the importance of effective communication skills in professional contexts;
  - identifying the components and functions of the communication process;
  - identifying standards for making appropriate communication choices;
  - identifying the characteristics of oral language;
  - analyzing standards for using informal, standard, and technical language appropriately;
  - identifying types and effects of nonverbal communication;
  - recognizing the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;
  - identifying the components of the listening process;
  - identifying specific kinds of listening such as critical, deliberative, and empathic;
  - recognizing the importance of using accurate and complete information as a basis for making communication decisions;
  - identifying and analyzing ethical and social responsibilities of communicators; and
  - recognizing and analyzing appropriate channels of communication in organizations;
- (C) use appropriate interpersonal communication strategies in professional contexts by:
  - identifying types and purposes of professional communications;
  - employing appropriate verbal, nonverbal, and listening skills;
  - using communication management skills;
  - using professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
  - using clear and appropriate communications with others;
  - participating appropriately in conversations;
  - communicating effectively in interviews;
  - identifying and using appropriate strategies for dealing with differences such as gender, ethnicity, and age; and
  - analyzing and evaluating the effectiveness of communications;
- (D) communicate effectively in professional group contexts by:
  - identifying types and purposes of groups;
  - analyzing group dynamics and processes;
  - identifying and analyzing the roles of group members;
  - demonstrating skills for assuming productive roles in groups;
  - using appropriate verbal, nonverbal, and listening strategies;
  - identifying and analyzing leadership styles;
  - using effective communication strategies in leadership roles;
  - using effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
  - analyzing and evaluating group effectiveness;
- (E) make and evaluate formal and informal professional presentations by:
  - analyzing the audience, occasion, and purpose;

- </li>determining specific topics and purposes for presentations;</li>
- </li>researching topics using primary and secondary sources;</li></li></li>using effective strategies to organize presentations;</li></li></li>using information to support points in presentations;</li></li></li>preparing scripts or notes for presentations;</li></li></li>using visual or auditory aids to enhance presentations;</li></li></li>using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;</li></li></li>using effective verbal and nonverbal strategies in presentations;</li></li></li>participating in an informative or persuasive group discussion;</li></li></li>making individual presentations to inform, persuade, or motivate an audience;</li></li></li>participating in question-and-answer sessions following presentations;</li></li></li>applying critical-listening strategies to evaluate presentations; and</li></li></li>evaluating effectiveness of presentations;</li></li></ol>
- (F) use a variety of strategies to acquire information from electronic resources;
- (G) acquire electronic information in a variety of formats;
- (H) use research skills and electronic communications;
- (I) format digital information for appropriate and effective communication by:<ol type="i"></li>defining the purpose of a product;</li></li></li>identifying the intended audience;</li></li></li>using the principles of page design to create a product, including leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap; and</li></li></li>creating a master template that includes page specifications and other repetitive tasks;</li></li></ol>
- (J) apply desktop publishing to create products by:<ol type="i"></li>using word processing, graphics, or drawing programs;</li></li></li>applying design elements such as text, graphics, headlines, use of color, and white space;</li></li></li>applying typography concepts, including font, size, and style;</li></li></li>applying graphic design concepts such as contrast, alignment, repetition, and proximity;</li></li></li>editing products; and</li></li></li>developing and referencing technical documentation; and</li></li></ol>
- (K) deliver digital products in a variety of appropriate media.