

Course	CCTC Standard A/V Technology and Film (AR-AV)	Benchmark	Performance Standard	Assessment Measure	Resources
Media Arts I	4. Design an audio, video and/or film production.	4.3 Apply computer-based development in video production and editing with an emphasis on digital technology.	2. Demonstrate how to use software for a simple video. 3. Demonstrate using software to edit a video.	Students will edit raw film footage, individually or within a cooperative group, for an emotion video montage, commercial, Public Service Announcement or video project. Teacher Generated Rubric	Textbook, Video editing software such as iMovie
	2. Demonstrate the use of basic tools and equipment used in audio, video and film production.	2.2 Employ knowledge regarding audio equipment use for production including basic recording equipment, equalizers, mixing consoles, and quality monitoring equipment.	1. Identify basic recording session equipment. 2. Select equipment required for specific types of audio production.	Students will use basic music creation software and equipment to create music, individually or within a cooperative group for an emotion video montage, commercial, Public Service Announcement or video project. Teacher Generated Rubric	Video Editing software and music creation software such as iMovie and Garage Band.
		2.7 Demonstrate camera operation and video signals.	1. Describe how to frame and maintain picture composition. 2. Demonstrate focusing and adjusting images and performing pans and zooms.	Students will use a video camera to film individually or within a cooperative group for an emotion video montage, commercial, Public Service Announcement or video project.	Video Cameras, Tripods, SD Cards
		2.6 Demonstrate operation of video systems.	1. Demonstrate SD Cards and non-linear memory devices and HDTV. 2. Demonstrate operation of video cameras and switchers. 3. Demonstrate video-system maintenance procedures.	Students will use a video camera to film individually or within a cooperative group for an emotion video montage, commercial, Public Service Announcement or video project.	Video Cameras, Tripods, SD Cards
		2.1 Describe the types of microphones, pick-up patterns, and techniques required for a variety of audio presentation.	1. Identify microphones use for audio/video productions, music, and theatre. 2. Explain why audio pick-up differs in various types of microphones. 3. Describe the techniques to maximize sound performance using various audio formats.	Students will design audio configurations individually or within a cooperative group for an emotion video montage, commercial, Public Service Announcement or video project.	

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		2.5 Apply knowledge of lighting requirements to a planned production.	1. Identify types and placement of lighting fixtures for various lighting effects. 2. Deonstrate lighting techniques used for portable and studio production.	Students will demonstrate the use of safety standards and procedures while designing and implementing lighting individually or within a cooperative group for an emotion video montage, commercial, Public Service Announcement or video project.	
	CCTC Arts, A/V Technology and Communications (AR)				
	2. Analyze importance of health and safety environmental management systems, policies and procedures common in arts, audio/video technology and communication activities and facilities.	2.4 Illustrate situations that demonstrate compliance with OSHA safety regulations and practices as it relates to this cluster.	1. Define OSHA Safety regulations related to this cluster. 2. Classify critical safety issues and practices identified by OSHA in relation to Career Pathways in this cluster.	Studetns will demonstrate the use of safety standards and procedures while designing and implementing lighting individually or within a cooperative group for an emotion video montage, commercial, Public Service Announcement or video project.	
		2.1 Assess workplace conditions with regard to safety and health.	1. Identify the types of risk of injury/illness at work. 2. Identify those who are susceptible to risk of injury/illness at work. 3. Describe ways to positively impact occupational safety and health. 4. Demonstrate safety practices for workong “on-location.”	Studetns will demonstrate the use of safety standards and procedures while designing and implementing lighting individually or within a cooperative group for an emotion video montage, commercial, Public Service Announcement or video project.	
	Performing Arts (AR-PRF)				

	6. Create stage, film, television, or electronic media scripts in a variety of traditional and current formats.	6.3 Write television scripts in a variety of traditional or current formats.	1. Identify structural elements for a television script in a traditional or current format. 2. Create a television script in a traditional or current format.	Students will write a script, individually or within a cooperative group an emotion video montage, commercial, Public Service Announcement or video project.	
		6.2 Write film scripts in a variety of traditional and current formats.	1. Identify structural elements for a film script in a traditional or current format. 2. Create a film script.	Students will write a script, individually or within a cooperative group an emotion video montage, commercial, Public Service Announcement or video project.	
	New Mexico Career & Technical Standards Grades 7-12				
		C. Demonstrate marketable skills for entry into post secondary education or training program or a chosen career field.	1.24 Demonstrate the use of technical knowledge and skills that relate to pathways in the communication and information career cluster.	Students will: <ul style="list-style-type: none"> • Maintain a personal video portfolio containing examples of editing, filming, interviewing, mixing etc skills that they will need to enter the field of Media Production. 	
	2. Students will utilize and manage resources effectively to produce quality services and products.	A. Maintain a personal management system which includes goals, identifies required resources, prioritizes activities, and evaluates progress toward achievement of goals within a specified timeline.	1.18 Practice and apply time-management skills when scheduling tasks and completing assigned projects and lessons by pre-determined deadlines.	Students will: <ul style="list-style-type: none"> • Create outlines, storyboards and set deadlines for completing media projects. • Research the results of not meeting deadlines in the media industry. • List steps that must be met in order to meet set deadlines. • Evaluate & predict the amount of time needed to accomplish tasks. 	
		C. Prepare a budget and make cost and revenue forecasts to support a simulated business enterprise which designs and markets a product or service developed by the student(s).	1.50 Calculate the cost of good sold. 1.51 Compute product sale price. 1.52 Determine the supply and demand for product.	Students will: <ul style="list-style-type: none"> • Calculate the amount of time and material needed to produce film footage. Students will then translate that amount to a dollar for which to retail their video/music/media productions. 	

		B. Demonstrate knowledge of advanced computer operations used to design, develop, and maintain products and services.		Students will: <ul style="list-style-type: none"> • Maintain portfolio containing examples of their knowledge and use of editing and mixing software. 	
		C. Analyze and evaluate advanced technological systems used within the various career fields and identify the knowledge and skills required for advanced training or employment.		Students will: <ul style="list-style-type: none"> • Compare and contrast the software and equipment in use in the CHS Tech lab with what is used by professionals working in various areas of media production. 	
		D. Demonstrate advanced technological knowledge and skills required for entry into career fields of interest.		Students will: <ul style="list-style-type: none"> • Complete a checklist of how media, video, audio, & music equipment attaches and is utilized. 	
	4. Students will develop and demonstrate responsible and ethical workplace behaviors.	A. Analyze and integrate positive behavior, conduct, and social manners with the school, workplace, and community.	1.16 Identify and demonstrate positive work behaviors and personal qualities.	Students will create videos, individually or within a cooperative group.	
		B. Demonstrate ability to work cooperatively to accomplish objectives.	1.01 Develop and practice interpersonal skills required to function as a contributing member of a class.	Students will: Students will create videos, individually or within a cooperative group.	
		C. Demonstrate a high level of effort and perseverance toward goal attainment, both individually and as a team member.	1.02 Develop effective interview skills to gather information.	Students will create videos, individually or within a cooperative group.	
		D. Demonstrate appropriate and legal behaviors necessary to obtain and maintain employment.		Students will create videos, individually or within a cooperative group.	

		E. Investigate, analyze, and apply safety standards related to the school, community, and workplace.	1.23 Demonstrate personal responsibility for developing and maintaining a safe and healthy work/classroom environment related to communication and information careers.	Students will create videos, individually or within a cooperative group.	
	5. Students will develop effective leadership, interpersonal, and team skills.	A. Identify and utilize individual interests, aptitudes, and skills with the group to accomplish goals.		Students will create videos, individually or within a cooperative group.	
		B. Analyze how individual differences impact the school and work settings.		Students will create videos, individually or within a cooperative group.	
		C. Demonstrate the ability to work with others from diverse backgrounds.		Students will create videos, individually or within a cooperative group.	
		D. Demonstrate leadership within a group through effective communication, ability to motivate team members, and effective delegation of responsibility.		Students will create videos, individually or within a cooperative group.	

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