



# Goodheart-Willcox Publisher

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<b>Goodheart-Willcox Publisher Correlation of            Television Production &amp; Broadcast Journalism ©2012            to Texas Essential Knowledge and Skills (TEKS)            §130.85. Audio/Video Production (One to Two Credits).</b>		
STANDARD		CORRELATING PAGES
<b>Standard (1) The student applies academic knowledge and skills in audio and video projects. The student is expected to:</b>		
(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	58, 108, 130, 165–186, 216–221, 223, 227–228, 238, 273
(B)	apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems.	33, 58, 108, 130, 153, 186, 210, 218–221, 223, 237, 259, 273, 294, 327, 345, 352, 360, 400–404, 416, 453, 484
<b>Standard (2) The student applies professional communications strategies. The student is expected to:</b>		
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	28–30, 166–171, 185, 194–202, 209, 210, 223
(B)	organize oral and written information;	173–175, 226–228
(C)	interpret and communicate information, data, and observations;	26, 28–31, 90, 169, 178–180, 182–183, 189–193, 220, 243, 244, 287, 288, 306, 315, 331, 362, 401–404, 412, 433, 473
(D)	present formal and informal presentations;	33, 58, 129, 130, 153, 259, 453
(E)	apply active listening skills;	234–235, 376–378
(F)	listen to and speak with diverse individuals; and	212–215
(G)	exhibit public relations skills	25–30
<b>Standard (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.</b>		
		36, 129, 408
<b>Standard (4) The student applies information technology applications. The student is expected to use personal information management, e-mail, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio/video projects.</b>		
		58, 129, 175–177, 186, 253, 259, 272, 273, 382, 435, 453, 502



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<b>Standard (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.</b>		
		18–20, 25–56
<b>Standard (6) The student applies safety regulations. The student is expected to:</b>		
(A)	implement personal and workplace safety rules and regulations;	300, 302, 305, 306, 316, 332, 352-354, 421, 428
(B)	follow emergency procedures; and	
(C)	examine and summarize safety-related problems that may result from working with electrical circuits.	352–353
<b>Standard (7) The student develops leadership characteristics. The student is expected to:</b>		
(A)	employ leadership skills;	413–414
(B)	employ teamwork and conflict-management skills;	111-113, 142-143, 161, 192-193, 212, 233-236, 252-254, 265, 290-292, 310-313, 324, 340-341, 351, 355, 363-364, 369, 394, 400-404, 429-432, 491-493
(C)	conduct and participate in meetings; and	206, 330, 408–409
(D)	employ mentoring skills.	
<b>Standard (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:</b>		
(A)	exhibit ethical conduct related to interacting with others and providing proper credit for ideas;	246–254, 262–271
(B)	discuss and apply copyright laws in relation to fair use and acquisition;	240–254, 262–271
(C)	model respect of intellectual property; and	240–254, 264–271
(D)	analyze the ethical impact of the audio and video production industry on society;.	33, 153, 436
<b>Standard (9) The student develops employability characteristics. The student is expected to:</b>		
(A)	identify and participate in training, education, or certification required for employment;	37–50
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable;	37–50, 191
(C)	demonstrate skills related to seeking and applying for employment;	
(D)	Develop a resume' and letter of application;	
(E)	create a career portfolio to document work experiences, licenses, certifications, and work samples; and	



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(F)	Demonstrate skills in evaluating and comparing employment opportunities; and	34
(G)	examine employment opportunities in entrepreneurship.	34, 154, 374, 398, 454
<b>Standard (10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</b>		
		36-38, 255-257, 330, 393-394, 400-414, 505-508
<b>Standard (11) The student develops a basic understanding of audio and video production. The student is expected to:</b>		
<b>(A)</b>	<b>understand the industry, including history, current practice, and future trends by:</b>	
(i)	explaining the beginnings and evolution of audio, video, and film;	18–20, 488–491, 493–497
(ii)	describing how the changing technology is impacting the audio, video, and film industries; and	25–31, 207–208, 493–501
(iii)	defining terminology associated with the industry;	17, 35, 37, 59, 61, 68, 85, 102, 109, 112, 131, 135, 139, 155, 156, 165, 187, 211, 225, 239, 261, 275, 295, 322, 329, 347, 361, 375, 399, 417, 437, 441, 455, 469, 479, 487
<b>(B)</b>	<b>employ knowledge regarding use of audio by:</b>	
(i)	identifying the key elements required in audio scripts;	169, 175–183, 216–218, 220
(ii)	applying writing skills to develop an audio script;	186
(iii)	explaining how various styles of music can create a specific emotional impact;	132–135, 262–265
(iv)	identifying various audio tape, tapeless, and file formats;	117–121, 124–127
(v)	understanding various microphones based upon type and pickup patterns; and	135–144
(vi)	understanding various audio cables and connectors;	145–146, 156–162
<b>(C)</b>	<b>employ knowledge regarding use of video by:</b>	
(i)	identifying the key elements required in video scripts;	166–171, 175–183
(ii)	applying writing skills to develop a video script;	185, 186
(iii)	identifying various video tape, tapeless, and file formats;	117–121, 124–127



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(iv)	understanding various video cables and connectors;	145–146, 156–162
(v)	distinguishing between analog and digital formats;	117–120
(vi)	demonstrating operation of video cameras; and	64–80, 101–104
(vii)	demonstrating how to properly maintain video equipment;	80–82
<b>(D)</b>	<b>demonstrate various cinematography techniques by:</b>	
(i)	demonstrating how to frame and maintain picture composition;	90–101
(ii)	demonstrating focusing techniques;	87–90
(iii)	demonstrating camera and tripod movements; and	101–104
(iv)	demonstrating proper exposure and white balance; and	68–74, 86
<b>(E)</b>	<b>edit basic audio and video productions by:</b>	
(i)	understanding the differences in linear and nonlinear systems;	470–472
(ii)	demonstrating skills required for editing using linear and nonlinear systems;	472–483
(iii)	employing knowledge of control peripherals for capturing or ingesting media; and	478–479
(iv)	describing various digital platforms, including high definition and standard definition.	493–497
<b>Standard (12) The student understands the pre-production process. The student is expected to:</b>		
<b>(A)</b>	<b>identify critical elements in the pre-production stage;</b>	38, 408
<b>(B)</b>	<b>use technology applications to facilitate pre-production by:</b>	
(i)	designing and implementing procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product;	400–404, 408
(ii)	responding to advice from peers and professionals;	
(iii)	creating technology specifications;	
(iv)	monitoring process and product quality using established criteria;	491–493
(v)	creating a script and identifying resources needed to begin the production; and	175–177, 186



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(vi)	identifying budgeting considerations for crew, cast, and equipment;	29–30, 37–38
(C)	<b>analyze the script and storyboard development processes for a successful production;</b>	172–173, 404–406
(D)	<b>identify and participate in the team roles required for completion of a production;</b>	330, 408
(E)	<b>identify equipment, crew, and cast requirements for a scripted production; and</b>	36–50, 400–404
(F)	<b>understand the casting or audition process.</b>	393, 407
<b>Standard (13) The student understands the production process. The student is expected to:</b>		
(A)	<b>understand the coherent sequence of events to successfully produce a script;</b>	50–56, 166–177, 400–406
(B)	<b>use lighting techniques by:</b>	
(i)	demonstrating three-point lighting, including key, fill, and back lights;	317–319
(ii)	using reflected light;	312–313
(iii)	understanding color temperatures; and	306–309
(iv)	using filters;	309–310
(C)	<b>understand audio techniques, including microphone variances and sound mixing; and</b>	135–141, 143, 147–151, 475, 482
(D)	<b>demonstrate knowledge of interpersonal skills with sensitivity to diversity when directing crew or talent.</b>	393–394, 509–511
<b>Standard (14) The student understands the post-production process. The student is expected to:</b>		
(A)	<b>demonstrate appropriate use of hardware components, software programs, and their connections by:</b>	
(i)	demonstrating knowledge of video systems such as digital and analog systems, software applications, and communication and networking components;	118–121, 123–124, 337–338, 356, 470–472, 488–491, 493–495
(ii)	using various computer peripherals appropriately;	438–450
(iii)	making appropriate decisions regarding the selection of software; and	470–472
(iv)	making necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;	121, 493–497
(B)	<b>apply animation effects to video by:</b>	



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(i)	using character generators, fonts, colors, and principles of compositions to create graphic images; and	279–281, 284–286
(ii)	creating captions or titles for video and graphics;	458–461, 483
<b>(C)</b>	<b>demonstrate proficiency in the use of a variety of electronic input devices;</b>	276–279, 285–287, 337–338, 463–465, 478–480
<b>(D)</b>	<b>use a variety of strategies to acquire information from online resources;</b>	250, 253, 259, 269–270, 273
<b>(E)</b>	<b>acquire electronic information in a variety of formats;</b>	266–270, 276–279
<b>(F)</b>	<b>use different compression techniques to output for distribution;</b>	56, 483, 493–497
<b>(G)</b>	<b>format digital information for effective communication with a defined audience by:</b>	
(i)	using appropriate font attributes and color;	279–281, 285–286
(ii)	using appropriate white space and graphics;	91–94, 280–284, 482
(iii)	using appropriate camera perspective;	95–105
(iv)	using appropriate content selection and presentation; and	20–24, 410–413
(v)	understanding target audiences and demographics;	27–31
<b>(H)</b>	<b>deliver the product in a variety of media by:</b>	
(i)	understanding the various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery;	20–23, 207–208, 483
(ii)	researching to determine appropriate delivery method based on distribution needs; and	56
(iii)	extending the learning environment through digital sharing;	252, 254–257
<b>(I)</b>	<b>use appropriate computer-based productivity tools to create and modify solutions to problems by:</b>	
(i)	integrating productivity tools;	
(ii)	creating audio and video technology products for a variety of purposes and audiences;	50–56



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(iii)	developing technical documentation related to audio and video technology; and	172–173, 175–177
(iv)	critiquing a production; and	
<b>(J)</b>	<b>use technology applications to facilitate evaluation of work, both process and product by:</b>	
(i)	evaluating the project's success in meeting established criteria; and	
(ii)	researching the best method for promoting the product.	30