<table>
<thead>
<tr>
<th>STANDARD</th>
<th>CORRELATING PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Accurately read, interpret, and demonstrate adherence to safety rules, including but not limited to rules published by the Occupational Safety and Health Administration (OSHA), and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply in a written, oral, or digital presentation using domain-specific terminology.</td>
</tr>
<tr>
<td>2</td>
<td>Explain the intended use of equipment available in the classroom. Demonstrate how to properly inspect, use, and maintain safe operating procedures with equipment. Incorporate safety procedures and complete a safety test with 100 percent accuracy.</td>
</tr>
<tr>
<td>3</td>
<td>Determine the safety considerations for working both in the studio and in the field. Create a hazard assessment checklist and perform safety inspections for various environments, including a classroom studio.</td>
</tr>
<tr>
<td><strong>History and Evolution of A/V Production</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Research the development of A/V production throughout history, analyzing how advances in technology have impacted the industry. Create an annotated timeline or visual graphic illustrating the significant people, time periods, and technological advances affecting A/V production. Citing resources from informational texts, include justification for why each identified item is significant.</td>
</tr>
<tr>
<td>5</td>
<td>Analyze the impact A/V productions have on society. Investigate the role of media in communicating ideas in society, emphasizing how social, cultural, economic, and political developments are reflected in and influenced by media, including the impact of social media on A/V production. For example, compose a persuasive essay describing how a given social media application has positively or negatively impacted society, such as the rise of cyberbullying on social networks or how non-profit organizations use social media to fundraise.</td>
</tr>
</tbody>
</table>
## Career Exploration

| 6 | Research A/V production occupations, such as film and video editor, A/V equipment technician, broadcast engineering technician, multimedia animator, camera operator, announcer, producer, director, or reporter. Interpret labor market data, such as information from the Bureau of Labor Statistics and O*Net OnLine, to identify the industries in which A/V production professionals work, including but not limited to the motion picture industry, radio and television broadcasting, advertising, and more. Determine areas of largest growth and discuss emerging trends and careers in A/V production-related industries. | 19–45, 521–535 |

## Ethical and Legal Issues

| 7 | Investigate the laws impacting the work of A/V production professionals. Accurately describe the First Amendment to the U.S. Constitution and make a claim about its impact on the media industry, citing specific textual evidence from landmark legal cases. | 196–202 |

| 8 | Drawing evidence from a variety of resources, conduct a short research project to evaluate the proper procedures for legally obtaining and using content for production purposes, including attribution procedures. Examine copyright laws and fair use. In a written, oral, or video presentation, summarize and explain the legal concerns for creating, obtaining, or sharing a production as though leading a training or tutorial for fellow employees. Include the use of property and talent releases. | 233–254, 261–268 |

## Introduction to the Production Process

| 9 | Explain the production process as described in textbooks, professional websites, and by industry professionals. Describe the components of each phase of production, including pre-production, production, and post-production. Exhibit findings in a written, oral, or digital presentation, citing resources used. | 19–45, 404–417 |

## Production Equipment

| 10 | Examine the features and functions of various types of video cameras. Explain the interrelationship between f-stops, the iris, and aperture in controlling light, and relate concepts to the physical laws that govern light and other optical phenomena. Differentiate | 47–102 |
between the focal length and the focal point related to a zoom lens. Describe how to focus a camera and explain the depth of field. Describe the importance and procedures for setting white balance. Summarize the purpose and steps of camera settings in a checklist that a camera operator could use to prepare a camera for capturing video in various environments.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11</strong></td>
<td>Analyze the rules of composition and elements of design as related to composing camera shots (i.e. the rule of thirds, field of view, lead room, color, lines, etc.). Examine videos, artwork, and photographs to identify examples of the rules of composition in use and evaluate the impact on the scene. Create a visual presentation to describe the rules of composition, citing examples and counterexamples from various resources.</td>
</tr>
<tr>
<td></td>
<td>77–102</td>
</tr>
</tbody>
</table>

| **12** | Distinguish among different types of tri-pods and other camera mounting devices. Demonstrate the proper procedures for setting up a camera on a tripod. Analyze and describe the various types of camera angles, shots, and movements in an infographic or demonstration. Correctly use the proper equipment and procedures to capture video footage. |
|   | 64–73, 89–96 |

| **13** | Select the appropriate camera and basic accessories for a given production location. Properly set up the camera including positioning and mounting the camera and connecting the necessary cables. Demonstrate proper procedures to clean and store cameras and equipment. |
|   | 47–102 |

| **14** | Examine the basic types and applications of various lighting equipment. Compare and contrast studio and field lighting equipment and techniques. Evaluate light quality in terms of intensity, color, direction, and other characteristics. Describe a variety of lighting techniques, including one, two, and three point lighting techniques; demonstrate the ability to provide written specifications for required lighting setups, as a set designer would instruct a gaffer. Employ proper lighting equipment according to industry safety standards. |
|   | 291–330 |

| **15** | Examine the scientific properties and principles of sound, including how sound travels and how digital audio is created. Citing |
|   | 115–138 |
| 16 | Utilize the knowledge of microphones and scientific principles of sound to appropriately select and place microphones for a given production. Connect microphones to camera equipment and other audio equipment using the proper cables. Compare and contrast the types, uses, and pick-up patterns of various microphones. Create a visual display illustrating pick-up patterns of microphones and listing example scenarios when each is commonly used. Experiment with different microphones and predict the pick-up pattern of each. Consult instructional manuals and manufacturer online resources to evaluate if the conclusions are correct. | 115–138, 140–145 |

**Planning a Production**

| 17 | Describe the elements of a story, such as characters, setting, conflict, and resolution. Distinguish among the script styles and writing techniques for different types of productions, including but not limited to news broadcast, documentary, fictional narrative, and advertising. Select at least one example of a fact-based script, an entertainment-based script, and an advertising-based script. Investigate the scripts to compare and contrast the elements of each type. Summarize findings in an informational text, citing evidence from research. | 151–173 |

| 18 | Utilize the steps of the pre-production phase to create a written plan for a simple production. Conduct a pre-production meeting to develop a production plan. The plan should include but would not be limited to:

a. Justifying the purpose of the production
b. Determining the target audience
c. Writing a script for the production
d. Creating a project budget
e. Outlining a production schedule
f. Choosing a method of content delivery (i.e., online, on radio, on television, live production, etc.)

Justify all recommendations for the budget, production schedule, and method of delivery, then prepare a brief written pitch to a mock | 404–413, 418 |
funder or studio. Argue for the merits of the project using persuasive language and supporting evidence.

<table>
<thead>
<tr>
<th>Capturing a Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
</tr>
<tr>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
</tr>
<tr>
<td>23</td>
</tr>
<tr>
<td>Portfolio</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>24</td>
</tr>
<tr>
<td>25</td>
</tr>
</tbody>
</table>