ESCONDIDO UNION HIGH SCHOOL DISTRICT

Multimedia Communication

Approved by the Board of Education on December 14, 2021
Mission and Vision

We relentlessly pursue, with optimism, equitable support for all students to navigate a changing world by providing rigorous and relevant learning experiences that strengthen their capacity as

- Open-minded and invested collaborators;
- Effective and thoughtful communicators;
- Resourceful and creative problem solvers;
- Curious and analytical critical thinkers;
- Informed and compassionate community members.

EUHSD curriculum identifies what students should know and be able to do by grade level in a comprehensive, standards-based course of study. Curriculum may be updated, as needed, based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum contains the following information:

- **Course Description** – provides a description of the overarching content and goals of the course and is used in the Course Catalog.
- **Course Information** – provides information specific to length of course, course number, transcript abbreviation, credits earned.
- **Course Requirements** – provides information specific to credits, prerequisites, UC/CSU requirements, and grade level of the course.
- **Course Material(s)** – Instructional materials used in course.
- **Scope and Sequence** – provides the standards-based units of instruction including the Learning Objective and Sample Performance Tasks and Assessments.

To ensure all courses empower every student, specifically emerging multilingual students, to graduate prepared for college, career, and life, all EUHSD courses will:

- Incorporate the English Language Development state standards adopted by the CA Department of Education in 2012. Visit the following website to learn more about the new descriptors and corresponding standards: [https://www.cde.ca.gov/sp/el/er/documents/eldstdnspubl14.pdf](https://www.cde.ca.gov/sp/el/er/documents/eldstdnspubl14.pdf)
- Highlight specific strategies designed to meet the needs of emerging multilingual students as outlined in the 2014 CA Department of Education ELA-ELD Framework and the 2017 CA EL Roadmap. Visit the following URL to learn more about the new Frameworks: [https://www.cde.ca.gov/ci/rl/cf/documents/elaelfwchapter11.pdf](https://www.cde.ca.gov/ci/rl/cf/documents/elaelfwchapter11.pdf). To learn more about the CA EL Roadmap, visit the following website: [https://www.cde.ca.gov/sp/el/rm/](https://www.cde.ca.gov/sp/el/rm/)

Escondido Union High School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, pregnancy, marital or parental status or association with a person or group with one or more of these actual or perceived characteristics.

Dr. Courtney Goode, Assistant Superintendent of Human Resources, Equity and Title IX Compliance Officer

302 N. Midway Drive, Escondido, CA 92027
Office: (760) 291-3281, Email: cgoode@euhsd.org
**Course Description**

Multimedia Communication provides entry-level training of journalism and related fields in a project-based environment. Coursework will focus on multimedia journalism and visual element principles and their application to industry/commercial and professional practice environments. Skills and knowledge will be demonstrated in both the educational and work-based setting. Students will be creating artistic products that demonstrate a comprehensive knowledge of industry practices and professional expectations. They will complete studies in the arenas of the history and evolution of journalism, news literacy, ethics, photos and visuals (including photojournalism and graphic design), writing, design and layout, production and publication, and careers. Students will generate knowledge and understanding of digital editing and publishing platforms, such as (but not limited to) the SNO digital media platform, Adobe Photoshop & InDesign (with optional certification exam), and will apply industry standard technologies and content to the development of their stories. In this foundational level course, students will be expected to develop their independent practice, personal reflection and artistic development through brainstorming, experimentation, critique, and collaboration. Student work will be evaluated using professional industry standards, culminating in a professional portfolio. Competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards which are embedded with The California Arts Standards for Media Arts. This is the first course in a pathway of courses designed to engage students and develop college and career readiness skills within the Arts, Media, and Entertainment Industry Sector.

**Course Information**

<table>
<thead>
<tr>
<th>Semester A:</th>
<th>Course Number: 5676</th>
<th>Transcript Abbreviation: MULTIMEDIA COMM A P</th>
<th>Credits: 5</th>
<th>Weighted: No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester B:</td>
<td>Course Number: 5677</td>
<td>Transcript Abbreviation: MULTIMEDIA COMM B P</td>
<td>Credits: 5</td>
<td>Weighted: No</td>
</tr>
</tbody>
</table>

**Course Requirements**

- **Length of Course:** Yearlong
- **Course Learning Environment:** Classroom Based
- **Grade Level:** 9-12
- **Course Repeatable:** No
- **Type of Grade:** Letter Grade
- **Course Type:** College Prep
- **CTE/Designated College Prep:** Yes
- **CTE Course Level:** Concentrator
- **Meets EUHSD Graduation Requirement:** Fine Arts or Designated College Prep/CTE or Elective
- **Meets UC/CSU Requirement:** F: Visual and Performing Arts
- **Pathway:** Design, Visual, and Media Arts – Media Arts (Sub-Pathway)
- **UC Honors Designation:** No

**Required Prerequisite(s):** None

**Recommended Prerequisite(s):** None

**Course Material(s)**

- The Associated Press Stylebook, ©2015 (Supplemental)
- Digital Media Program via SNO (Supplemental)
- Checkology [https://get.checkology.org](https://get.checkology.org) (Supplemental)
- Tribune News Service [http://www.mctcampus.com](http://www.mctcampus.com) (Supplemental)
- National News Service [https://www.washingtonpost.com](https://www.washingtonpost.com) (Supplemental)
- Adobe Creative Suite (Supplemental)
- DVDs: *Shattered Glass, Spotlight, Born into Brothels, The Bang Bang Club, All the President’s Men, Spider-Man*
- Access to Podcasts, Streaming Service and Broadcast, and Professional Networks of local media professionals (Supplemental)
- Class set of print publication (newspapers/magazines) (Supplemental)
- Handheld recording devices (Supplemental)
- Reporters’ notebooks (Supplemental)

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Anchor Standards, Arts, Media, and Entertainment – Design, Visual and Media Arts Pathway Standards and California Arts Standards for Media Arts (VAPA Standards)</td>
</tr>
</tbody>
</table>
Unit 1: History and Evolution of Journalism

Unit Description

In this unit, students will study the history of journalism, including famous figures, significant historical events, and the development of journalism both in the United States and abroad through a focus on research and application of knowledge. Students will explore media around the world (including free press and censorship) and how media law has been established (via the First Amendment, case law, and California Ed Code) and apply it to current events as they unfold as well as to their own media consumption and usage. Students will also engage in an extended research study of a famous figurehead in the field, which will culminate in a presentation of knowledge. Students will develop and demonstrate an understanding for the impact historical events has had on the current state of professional journalism.

Unit Outline

<table>
<thead>
<tr>
<th>Common Core State Standards English Language Arts &amp; Literacy:</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS.ELA-LITERACY.SL.11-12.2)</td>
<td>The students will...</td>
<td>1. How has American journalism been shaped by the rights awarded by the First Amendment?</td>
</tr>
<tr>
<td>• Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-LITERACY.W.11-12.7)</td>
<td>• explore significant events in the history of American journalism.</td>
<td>2. Why is it important to understand how news is made, reported, and consumed?</td>
</tr>
<tr>
<td>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3.3 Explore how information and communication technologies are used in career planning and decision making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Tasks/Assessments

• History of Journalism Timeline: Students will prepare a visual timeline of the significant events in the history of American journalism, beginning with the first newspaper in the Colonies, Public Occurrences Both Foreign and Domestic, and ending with the emergence of news sites on the Internet. Students will utilize online resources to create their timelines, such as https://timeline.knightlab.com.

• Understanding the First Amendment: Students will research the three landmark Supreme Court cases dealing with students’ First Amendment rights (Tinker v. Des Moines, Bethel v. Fraser, Hazelwood v. Kuhlmeier). They will prepare a visual presentation (poster, PowerPoint or Web site) which explains the cases and how they have impacted First Amendment rights for students. They will share their presentations with the class.

• Famous Journalists: Students will research and explain the contributions of one or more journalists, photographers and others who affected the history of the American
• 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
• 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
• 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
• 11.0 Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.
• 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

AME Design, Visual, and Media Arts Pathway Standards:
• A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
• A1.5 Research and analyze the work of an artist or designer and how the artist’s distinctive style contributes to their industry production.
• A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
• A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
• A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

• News Literacy Analysis: Students will demonstrate their news literacy skills by engaging in a three-step analysis of their media consumption habits and news coverage of a current story of interest to them. They will respond to a series of analytical questions and then create a choice product to showcase their analysis to the class. Finally, they will present their findings in a small group context and complete a peer review before giving a 2-3-minute class presentation.

Students will select their subject from a provided list. They will create a short video, podcast or website about their subject and share it with the class.
- A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
- A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.
- A3.2 Describe how the issues of time, place, and cultural influence are reflected in a variety of artistic products.
- A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.
- A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective.
- A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.
- A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.
- A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.
- A5.2 Explore the role of art and design across various industry sectors and content areas.
- A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
- A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
- A8.5 Differentiate writing processes, formats, and conventions used for various media.
- A8.6 Analyze and assess technical support options related to various media and design arts.
- A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

**California Arts Standards for Media Arts:**

- Prof.MA:Cn10 a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as interests, research, and cultural experiences, to inform the creation of original media artwork.
- Prof.MA:Cn11 b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering civic values, media literacy, social media, virtual environments, and digital identity.
Unit 2: News Literacy

Unit Description

In this unit, students will develop news literacy with an introduction to communication theory, the news organization, the process of evaluating, interpreting, and analyzing news, and multimedia journalism. Students will be able to define the components of the communication model and identify those components in any given message; explain various roles in the news organization (publishers, editors, reporters, etc.); define news values and articulate how to apply those news values to any given story; evaluate and analyze various news stories including: distinguishing fact from judgment, analyzing evidence and statistics, and demonstrating an understanding of fairness and objectivity; and apply organizational structure of a traditional news organization to the multimedia landscape. Students will utilize a wide range of multimedia sources to identify the differences and similarities between those sources and will apply their knowledge towards their analysis of news values and bias.

Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core State Standards English Language Arts &amp; Literacy:</td>
<td>The students will...</td>
<td>1. How is a news story deemed “newsworthy?”</td>
</tr>
<tr>
<td>• Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-LITERACY.L.9-10, CCSS.ELA-LITERACY.L.11-12.6)</td>
<td>• demonstrate the components of the communication model and identify those components in any given message.</td>
<td>2. How does the climate of a newsroom determine how and what news is reported?</td>
</tr>
<tr>
<td>• Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (CCSS.ELA-LITERACY.RST.11-12.4)</td>
<td>• explain and illustrate various roles in the news organization (publishers, editors, reporters, etc.).</td>
<td></td>
</tr>
<tr>
<td>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</td>
<td>• define and demonstrate news values and articulate how to apply those news values to any given story.</td>
<td></td>
</tr>
<tr>
<td>• 2.1 Recognize the elements of communication using a sender–receiver model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2.2 Identify barriers to accurate and appropriate communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Tasks/Assessments

• **Evaluating News Sources as a Vehicle for Learning to Write**: Students are introduced to various media types (print, online/digital, broadcast). They identify and analyze stories from each of those avenues, evaluate the content being shared by news organizations, and compare/contrast outside media content with school publication content.

• **The Changing Newsroom**: Students are introduced to the roles and responsibilities that exist within a news organization. They identify which roles currently exist, research individual roles and their responsibilities, and identify as a class how these roles correspond to the roles held by members of school publication class. Students also explore the changing culture of the newsroom, especially in light of new media technologies and discuss perceptions of news coverage, reflecting on their own role as news consumers as well as members of a student publication team.

• **News Values Scavenger Hunt**: They will find six news stories from the local newspaper or download news stories from online news sources. They will analyze each article for...
• 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
• 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
• 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
• 6.6 Maintain a safe and healthful working environment.

**AME Design, Visual, and Media Arts Pathway Standards:**

• A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
• A1.5 Research and analyze the work of an artist or designer and how the artist’s distinctive style contributes to their industry production.
• A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
• A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
• A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.
• A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
• A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
• A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.
• A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.</td>
<td></td>
</tr>
<tr>
<td>A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective.</td>
<td></td>
</tr>
<tr>
<td>A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.</td>
<td></td>
</tr>
<tr>
<td>A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.</td>
<td></td>
</tr>
<tr>
<td>A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).</td>
<td></td>
</tr>
<tr>
<td>A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.</td>
<td></td>
</tr>
<tr>
<td>A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.</td>
<td></td>
</tr>
<tr>
<td>A5.2 Explore the role of art and design across various industry sectors and content areas.</td>
<td></td>
</tr>
<tr>
<td>A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.</td>
<td></td>
</tr>
<tr>
<td>A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.</td>
<td></td>
</tr>
<tr>
<td>A6.2 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.</td>
<td></td>
</tr>
<tr>
<td>A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.</td>
<td></td>
</tr>
<tr>
<td>A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).</td>
<td></td>
</tr>
</tbody>
</table>
• A8.5 Differentiate writing processes, formats, and conventions used for various media.

**California Arts Standards for Media Arts:**

- **Acc.MA:Re7 a.** Analyze and explain the qualities of and relationships between the components, form and content, aesthetics, intentions and contexts of a variety of media artworks.
- **Acc.MA:Re7 b.** Analyze and explain how diverse media artworks manage audience experience and create intention and persuasion through multimodal perception.
- **Prof.MA:Re8** Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.
- **Acc.MA:Cn10 b.** Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, in addition to reflecting and forming cultural experiences, such as new connections between themes and ideas, and personal influence.
- **Acc.MA:Cn11 a.** Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.
- **Acc.MA:Cn11 b.** Critically investigate and proactively interact with legal, technological, systemic, and vocational contexts of media arts, considering civic values, media literacy, digital identity, and artist/audience interactivity.
## Unit 3: Ethics

### Unit Description

In this unit, students will define and explain the principles of journalistic ethics (including accuracy, reputation, do no harm, conflict of interest, etc.) and evaluate various scenarios and dilemmas for their relationship to ethics (including libel, slander, and controversy). Students will work together to understand and, ultimately, articulate recommended courses of practice for ethical reporting and will apply the best course of practice to their own news stories. Students will examine the resources available to scholastic and professional journalists and explore examples of how those resources have impacted scholastic journalism. Students will engage in a historical study of ethical scenarios and discuss the choices made by journalists and other media members involved. Students will effectively apply their understanding of the professional codes of ethics, as well as the mission of their student publication, when in discussion on controversial topics and determining an appropriate course of action. Students will utilize outside sources, such as the Student Press Law Center and the Journalism Education Association, when necessary.

### Unit Outline

<table>
<thead>
<tr>
<th>Common Core State Standards English Language Arts &amp; Literacy:</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. (<a href="#">CCSS.ELA-LITERACY.SL.11-12.1.D</a>)</td>
<td>The students will...</td>
<td>1. How can a reporter overcome a potential conflict of interest when reporting the news?</td>
</tr>
<tr>
<td>• Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. (<a href="#">CCSS.ELA-LITERACY.SL.11-12.1.B</a>)</td>
<td>• exercise the principles of journalistic ethics (including accuracy, reputation, do no harm, conflict of interest, etc.).</td>
<td>2. What is the role of policies and guidelines for news reporting?</td>
</tr>
</tbody>
</table>

### Sample Performance Tasks/Assessments

- **Conflicts of Interest:** Students are introduced to the idea of conflicts of interest. They select a news story and identify all possible conflicts of interests that might be affiliated with that story. They then identify specific potential sources that they might be able to successfully use to support the story. Students additionally engage in self-reflection about their own current priorities, belief structures, and organizational affiliations in order to be cognizant of what topics it might be prudent for them to avoid.

- **Policies Guide:** Students will analyze current policies and write guidelines and procedures. Students will then analyze the others’ classwork and provide feedback. Students will be able to rewrite their contribution after the feedback is given. Students will also audit the publication’s diversity. They will collaboratively create a guide for the school year to help staff navigate ethical and legal situations, including how to address advertising requests, student deaths, etc.
- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.

**AME Design, Visual, and Media Arts Pathway Standards:**
- A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.
- A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
- A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.
- A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.
- A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.
- A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective.

- **SPLC Panic Button Test:** Students will review a number of scenarios that involve censorship and ethical challenges. They will then determine which situations would require a call to the SPLC help line and which others would be a staff-based decision.
• A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.
• A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.

California Arts Standards for Media Arts:
• Prof.MA:Cr1 Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
• Prof.MA:Re9 Evaluate media artworks and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
• Acc.MA:Cn11 a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.
• Acc.MA:Cn11 b. Critically investigate and proactively interact with legal, technological, systemic, and vocational contexts of media arts, considering civic values, media literacy, digital identity, and artist/audience interactivity.
Unit 4: Photos and Visuals

Unit Description
In this unit, students will develop an understanding of the principles of visual/fine art and photojournalism and various techniques of composition (including depth of field, rule of thirds, balance) and learn how to use the camera equipment and related accessories and products to capture photographs in accordance with those principles. Students will study and evaluate the distinguishing characteristics between various types of visual storytelling (narrative, portraiture, macro, still life, reflective, stop action etc.), working to create content for those different types. Students will then survey a variety of different infographic styles and apply their knowledge to develop infographics that communicate information effectively, while using appropriate typography, color theory, and citation. Students will practice optimizing visual content for publication in different platforms and will refine images using post-processing in professional image editing software. Students will also be able to determine the manipulation, editing and file management necessary for publishing on a variety of platforms.

Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>The students will...</td>
<td>1. How can images be utilized to support news reporting? 2. How can images be used to tell a powerful story?</td>
</tr>
<tr>
<td>- Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-LITERACY.L.9-10, CCSS.ELA-LITERACY.L.11-12.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2.1 Recognize the elements of communication using a sender–receiver model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2.2 Identify barriers to accurate and appropriate communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2.3 Interpret verbal and nonverbal communications and respond appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Tasks/Assessments
- **Intro to Photography:** Students will study the compositional guidelines of photography/elements of art to achieve the principles of design which are used to control the viewer’s eye. Students will then create their own images applying composition/elements of art and principles of design to accomplish this intent.
- **Infographic Creation:** Students will shoot individual items to be used in a storytelling infographic for publication. They will identify, obtain and shoot items based off of a data set in order to visually share information, rather than narratively. They will utilize lighting tools, such as off camera flash, soft boxes, backdrops, etc. They will process and/or manipulate their images as necessary for use in their graphics in Photoshop, InDesign or Illustrator.
- **Photo Essay:** Create a photo essay which tells a story through a sequence of images. These photos should follow the Life Magazine guidelines for a complete photo essay which uses a variety of distances, angles and focal lengths to shoot photos while documenting an event or a story. The photo essay must include at least 6 photos, fully edited. Students will begin by analyzing contemporary print
11.0 Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

**AME Design, Visual, and Media Arts Pathway Standards:**

- **A1.1** View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
- **A1.2** Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
- **A1.3** Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.
- **A1.6** Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
- **A1.7** Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- **A2.1** Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
- **A2.2** Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- **A2.3** Apply refined observation and drawing skills to solve an industry-relevant problem.
- **A2.4** Use visual metaphors in creating an artistic product.
• A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
• A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.
• A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
• A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
• A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
• A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).
• A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.
• A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.
• A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.
• A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
• A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
• A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
• A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
• A8.5 Differentiate writing processes, formats, and conventions used for various media.
• A8.6 Analyze and assess technical support options related to various media and design arts.
• A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

**California Arts Standards for Media Arts:**

• ProfMA:Cr1 Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
• Acc.MA:Cr2 Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.
• Prof.MA:Cr3 a. Implement production processes, making artistically deliberate choices in content, technique, and style in media arts productions, demonstrating understanding of associated aesthetic principles, such as emphasis and tone.
• Prof.MA:Cr3 b. Refine media artworks, honing aesthetic quality and stylistic elements towards intentional expression and purpose.
• Prof.MA:Pr4 Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
• Prof.MA:Pr5 a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
Unit Description

In this unit, students will learn what the writing process looks like for a journalist, review the principles of news writing, learn how to gather news and write it for a news article, and engage in the copyediting process to prepare the students’ writing for publication. Students will understand newspaper policies and evaluate/modify school editorial policy, identifying situations where standing policies will be crucial. Student journalists will demonstrate understanding of the various writing styles and their components. Students will communicate time sensitive ideas, utilizing the inverted pyramid to successfully order the content of a news story. Students will model their knowledge of journalists writing by editing and revising for logic, ordering, clarity, content, length, balance, support and AP style.

Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>The students will...</td>
<td>1. Why are interviews and first-person perspectives so important to news reporting? 2. What are the key elements for a successful interview?</td>
</tr>
<tr>
<td>• <strong>Language Standard:</strong> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-LITERACY.L.9-10, CCSS.ELA-LITERACY.L.11-12.6)</td>
<td>• practice newspaper policies and evaluate/modify school editorial policy. • employ various writing styles and their components. • write an effective news lead. • effectively refine their own writing and the writing of their peers. • utilize the inverted pyramid to successfully order the content of a news story.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Writing Standard:</strong> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELA-LITERACY.W.11-12.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2.1 Recognize the elements of communication using a sender–receiver model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2.2 Identify barriers to accurate and appropriate communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2.3 Interpret verbal and nonverbal communications and respond appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Tasks/Assessments

• **Group News Writing & Interviewing:** Students work collaboratively to brainstorm a news story about one topic. They observe and take notes on an interview done as a fishbowl with one source for the article and identify the information that is key to the story. Students collectively develop one article from start to finish which includes headline, lede, photos, captions, and excerpt, and then practice the editing process with their section leadership.

• **Interviewing:** Students identify three potential sources for their current story and construct a defense of why that source will be most effective for an interview. They then brainstorm a variety of open-ended questions (including follow-up questions) to ask the source before seeking approval to conduct the interview. Students engage in an in-person, phone, or email interview in which they take notes on quotes, facts, and details from the source which can be independently verified.

• **Reporting Scenario:** Students will be put in a realistic, competitive reporting scenario, interviewing a variety of subjects in groups. Success depends on participants’ tenaciousness and ability to use open-ended questions, silence and other techniques to get sources to talk. Participants will be put in a situation requiring...
• 10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.
• 10.4 Collaborate with industry experts for specific technical knowledge and skills.

**AME Design, Visual, and Media Arts Pathway Standards:**

- A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
- A6.1 Evaluate the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- A6.2 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- A6.3 Debate the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).
- A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.
- A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

judgments about which information is fit to report and which remains unsubstantiated. The simulation is designed to make participants wonder whether a bomb killed their subject and whether it was a murder.
• A7.4 Integrate databases, graphics, and spreadsheets into electronically processed documents.
• A7.5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
• A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
• A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
• A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
• A8.5 Differentiate writing processes, formats, and conventions used for various media.
• A8.6 Analyze and assess technical support options related to various media and design arts.
• A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

California Arts Standards for Media Arts:
• Prof.MA:Cr1 Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
• Prof.MA:Cr3 a. Implement production processes, making artistically deliberate choices in content, technique, and style in media arts productions, demonstrating understanding of associated aesthetic principles, such as emphasis and tone.
• Prof.MA:Cr3 b. Refine media artworks, honing aesthetic quality and stylistic elements towards intentional expression and purpose.
• Prof.MA:Re8 Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.
• Prof.MA:Cn11 a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.
• Prof.MA:Cn11 b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering civic values, media literacy, social media, virtual environments, and digital identity.
**Unit 6: Design and Layout**

**Unit Description**
In this unit, students will review the organization of a newspaper, will engage in tasks oriented at developing effective leadership skills and goals, will learn about the structure of the deadline cycle, and will be exposed to the basic elements of broadcasting, podcasting/streaming, and multimedia reporting via social media. Students will generate, edit, and publish content for a variety of news platforms for publication via the school media. They will apply the news development process to other media: broadcasting, podcasting, and multimedia reporting via social media. Successful students will explain the organization of a newspaper organization and distinguish hard and soft skills that would be effective in a journalism career. They will develop goals surrounding developing both hard and soft skills to be an effective leader.

**Unit Outline**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core State Standards English Language Arts &amp; Literacy:</strong></td>
<td>The students will...</td>
<td>1. Why is it important to have peers review and edit your stories?</td>
</tr>
<tr>
<td>• Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELA-LITERACY.W.11-12.6)</td>
<td>• create material using the components of each platform of communication (newspaper, magazine, web, social media).</td>
<td>2. What is the role of creating deadlines in news reporting?</td>
</tr>
<tr>
<td>• Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. (CCSS.ELA-LITERACY.SL.11-12.1.B)</td>
<td>• understand the advanced functions of Adobe Photoshop.</td>
<td></td>
</tr>
</tbody>
</table>

**Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:**

| • 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources. |  |  |
| • 4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources. |  |  |
| • 4.5 Research past, present, and projected technological advances as they impact a particular pathway. |  |  |
| • 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task |  |  |

**Sample Performance Tasks/Assessments**

- **Peer Editing of Completed Articles:** Students work through a peer editing process with another staff writer, evaluating the content and structure (headline, byline, lede, 5Ws/H, tone, image, caption, AP style) of their peer’s article. Students give one another written feedback and elaborate on any questions via verbal feedback. Students then utilize peer editor feedback to remediate their own articles before submitting to their content editors.
- **Deadline Cycle:** Students will effectively design, implement and complete a print or web-based deadline cycle. Students will determine deadlines, select stories, curate content and publish materials within the timeframe allotted. Following publication, the class will critique the published work in a gallery walk and discussion. Students will compose a reflective piece about their success or struggles and how they plan to continue or overcome them for the next deadline cycle.
• 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
• 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
• 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

**AME Design, Visual, and Media Arts Pathway Standards:**

• A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
• A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
• A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.
• A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
• A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.
• A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
• A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
• A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.
• A5.2 Explore the role of art and design across various industry sectors and content areas.
• A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.
• A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.
• A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme.
• A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
• A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.
• A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
• A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
• A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
• A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
• A8.5 Differentiate writing processes, formats, and conventions used for various media.
• A8.6 Analyze and assess technical support options related to various media and design arts.
• A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

**California Arts Standards for Media Arts:**
• Adv.MA:Cr1 Integrate aesthetic principles with a variety of generative methods to fluently form original ideas,
solutions, and innovations in media arts creation processes.

| Acc.MA:Cr3 | • Effectively implement production processes, artistically crafting and integrating content, technique and stylistic conventions in media arts productions, demonstrating understanding of associated aesthetic principles, such as consistency and juxtaposition. |
| Acc.MA:Cr3 | • Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, audiences and contexts. |
| Acc.MA:Pr4 | • Integrate various arts, media arts forms, and academic content into unified media arts productions, such as transmedia productions, that retain thematic integrity and stylistic consistency. |
| Acc.MA:Pr5 | • Demonstrate creative, and innovative abilities, such as resisting closure and responsive use of failure, to effectively address sophisticated challenges within and through media arts productions. |
| Acc.MA:Pr6 | • Design the effective presentation and promotion of media artworks for a variety of formats and contexts, such as local exhibits, mass markets and virtual channels. |
| Prof.MA:Re7 | • Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception. |
Unit 7: Production and Publication

Unit Description

Students will research and evaluate various careers in journalism and in the media industry, research educational pathways in journalism, and develop a comprehensive portfolio which includes both written and visual components, reflecting on the content included and how it supports future career goals. Students will have the opportunity to pursue a professional interest and immerse themselves in a study of a specific field they find interesting. They will explore their motivations, interests and goals as an artist and be able to articulate them in a crafted, evolving artist’s statement. Students will engage in research surrounding those careers (including education needed, skill sets required, daily work flow, etc.). They will analyze the various educational pathways in journalism and come to a consensus on which ones best fit their needs and skill sets. As a culminating project, students will compile digital portfolios highlighting finished writing and visual pieces and articulate how the integrated tasks in the portfolio support their future career goals.

Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core State Standards English Language Arts &amp; Literacy:</td>
<td>The students will...</td>
<td>1. What are the different careers that exist in the media sector?</td>
</tr>
<tr>
<td>• Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS.ELA-LITERACY.SL.11-12.2)</td>
<td>• apply the organization of a newspaper media outlet.</td>
<td>2. How can the student best display their work?</td>
</tr>
<tr>
<td>Arts, Media, and Entertainment - Knowledge and Performance Anchor Standards:</td>
<td>• distinguish hard and soft skills that would be effective in a journalism career.</td>
<td></td>
</tr>
<tr>
<td>• 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</td>
<td>• develop goals surrounding developing both hard and soft skills to be an effective leader.</td>
<td></td>
</tr>
<tr>
<td>• 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</td>
<td>• apply the news development process to other media: broadcasting, podcasting, and multimedia reporting via social media.</td>
<td></td>
</tr>
<tr>
<td>• 3.3 Explore how information and communication technologies are used in career planning and decision making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Tasks/Assessments

• Journalism Career Research Report: Students conduct a research project in which they interview three people who have a specific job title (or a similar job title) and develop a slide presentation to share with the class about that career. Students take notes on the presentations via the lens of whether that job would be one that aligns with their skills/goals and how they could best prepare themselves to meet the criteria for that career.

• Careers in Media: Students will survey a variety of additional non-journalism careers in the media industry by evaluating job listings, using Venn diagrams to compare/contrast with the most relevant career connections within journalism. Students will then identify the field that most interests them and establish a variety
<table>
<thead>
<tr>
<th>11.0 Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.</td>
</tr>
<tr>
<td>11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.</td>
</tr>
<tr>
<td>11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.</td>
</tr>
<tr>
<td>11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.</td>
</tr>
<tr>
<td>11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.</td>
</tr>
</tbody>
</table>

**AME Design, Visual, and Media Arts Pathway Standards:**

- **A1.4** Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- **A1.5** Research and analyze the work of an artist or designer and how the artist’s distinctive style contributes to their industry production.
- **A1.6** Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.

- Students will design an infographic presenting those pathways/careers.
- **Publication Portfolio:** Students will collect and reflect the pieces that they have completed over the course of the school year. They will compile this portfolio digitally and include both written and visual pieces. They will include samples from all writing styles as well as all types of visual aids.
• A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
• A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.
• A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
• A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
• A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.
• A5.2 Explore the role of art and design across various industry sectors and content areas.
• A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.
• A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.
• A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme.
• A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
• A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.
• A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
• A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
• A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
- **A8.4** Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

- **A8.5** Differentiate writing processes, formats, and conventions used for various media.

- **A8.6** Analyze and assess technical support options related to various media and design arts.

- **A8.7** Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

### California Arts Standards for Media Arts:

- **Adv.MA:Pr4** Synthesize various arts, media arts forms, and academic content into unified media arts productions, such as transdisciplinary productions, that retain artistic fidelity across platforms.

- **Adv.MA:Re9** Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

- **Acc.MA:Cn10 a.** Synthesize internal and external resources, such as cultural connections, introspection, independent research, and exemplary works, to enhance the creation of compelling media artworks.

- **Acc.MA:Cn10 b.** Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, in addition to reflecting and forming cultural experiences, such as new connections between themes and ideas, and personal influence.