

# Television and Media Production III

**8690 36 weeks / 280 hours**

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## Course Description

**Suggested Grade Level:** 11 or 12

**Prerequisites:** 8689

This course builds upon knowledge and skills from Television and Media Production I and II. Students will demonstrate mastery of media production knowledge and skills. They will create original productions, assemble a professional digital portfolio, and investigate the dynamic

media production industry. Students will research postsecondary opportunities and formulate strategies for both college and career success.

*“Television and Media Production III” may be offered as a complement to an existing concentration sequence in any CTE program area. In some instances, where noted, it may be combined with specific courses to create concentration sequences.*

## Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (\*) are sensitive.

Task Number	8690	Tasks/Competencies
<b>Practicing Safety on the Set and on Location</b>		
39	⊕	Adhere to safety requirements.
40	⊕	Maintain a clean, safe, and orderly work area.
41	⊕	Demonstrate professional conduct.
<b>Making Postsecondary Connections</b>		
42	⊕	Explore career pathways.
43	⊕	Research postsecondary institutions.
44	⊕	Complete an application to postsecondary institution.
45	○	Submit postsecondary application.
46	○	Make a site visit to a postsecondary institution.
47	⊕	Present information about a postsecondary institution.
<b>Creating Original Productions</b>		
48	⊕	Create an original production (e.g., senior project, self-promotion, biography, tribute video, or gift) to achieve a personal goal/objective.
49	⊕	Create an original production for a demographic (e.g., school, community).
50	⊕	Create an original production for a client (e.g., business, nonprofit).
51	⊕	Create an original production for a competition.
52	⊕	Light multiple subjects on a location or studio set.
53	⊕	Identify safety techniques used when handling lighting equipment.
54	⊕	Interpret video signal through broadcast standards, using waveform/vectorscope.
<b>Maximizing Marketing and Distribution of Digital Media</b>		
55	⊕	Research outlets for digital content distribution.
56	⊕	Adhere to copyright and other legal requirements of distribution.
57	⊕	Create digital marketing materials.
58	⊕	Obtain feedback from demographic.
59	⊕	Interpret analytics.
60	⊕	Create a professional portfolio of recent work.

Task Number	8690	Tasks/Competencies
Understanding the Media Production Industry		
61	⊕	Identify major sectors of the media production industry.
62	⊕	Identify areas of growth and decline in the media production industry.
63	⊕	Identify sources of revenue that support media production and distribution.
64	⊕	Identify entrepreneurial opportunities in the media production industry.
Making Industry Connections		
65	⊕	Create a résumé targeted to media production.
66	⊕	Research internship and/or job-shadowing opportunities.
67	⊕	Create self-marketing materials that would appeal to media production professionals.
68	⊕	Research job opportunities.
69	○	Experience an internship and/or job shadowing opportunity.
70	⊕	Participate in a practice job interview.
Delivering Instruction Using Multimedia		
71	⊕	Design a lesson.
72	⊕	Present the lesson.
73	⊕	Receive feedback from students.
Applying New Technologies		
74	⊕	Compare various capture devices for production.
75	⊕	Compare post-production platforms.
76	⊕	Compare distribution formats and techniques.
77	⊕	Compare new technologies in a studio production facility.

Legend: ⊕ Essential ○ Non-essential ⊖ Omitted

## Curriculum Framework

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### Practicing Safety on the Set and on Location

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#### Task Number 39

**Adhere to safety requirements.**

**Definition**

Adherence should be based on common industry practice, equipment manufacturer recommendations, and instructor guidelines for handling gear and equipment. Personal protective equipment (PPE) may include gloves, closed-toe shoes, and goggles, as appropriate.

### **Process/Skill Questions**

- What kind of shoes should be worn in a television studio?
- What can result from failure to follow safety procedures?
- What dangers are associated with video location and studio lighting?

## **Task Number 40**

### **Maintain a clean, safe, and orderly work area.**

#### **Definition**

Maintenance should include

- ensuring unobstructed walkways
- securing cables
- checking safety harnesses on hanging equipment
- secured staging
- powering down and storing equipment.

### **Process/Skill Questions**

- Why is it important to maintain a clean lighting grid?
- Why is it important to use safety harnesses on lighting fixtures?
- When is it appropriate to use gloves in the studio?

## **Task Number 41**

### **Demonstrate professional conduct.**

#### **Definition**

Demonstration should include

- attendance and punctuality (being in position, on time)
- electronic device and tool etiquette
- communication etiquette (e.g., professional language and headset etiquette, if applicable)
- professional dress
- respect for instructors/supervisors, peers, self, and equipment at all times.

## **Process/Skill Questions**

- What are the costs to the industry, business, and employee for failure to observe professional conduct?
- What are the adverse consequences of using foul language on the job?
- Why should headset communication be reserved for technical instructions?
- What are three examples of appropriate clothing for the studio?

# **Making Postsecondary Connections**

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## **Task Number 42**

### **Explore career pathways.**

#### **Definition**

Exploration should include

- educational requirements
- earning implications
- job outlook
- online resources.

#### **Process/Skill Questions**

- What area of studies and educational levels/degrees are necessary to obtain employment in a specific job?
- What factors contribute to salary?
- What are the current industry trends for employment?
- What are the differences between various modes of education (e.g., technical schools, universities)?

## **Task Number 43**

### **Research postsecondary institutions.**

#### **Definition**

Research should include

- types of institutions

- types of degrees and certifications
- associated expenses
- sources of financial assistance
- entrance requirements of postsecondary institutions.

### **Process/Skill Questions**

- Why is geographical location a consideration when selecting a postsecondary institution?
- What concentrations are offered in media production?
- What types of financial assistance are available?
- What are the considerations for taking on debt to fund postsecondary education?
- What is the role of the school counselor?

## **Task Number 44**

### **Complete an application to postsecondary institution.**

#### **Definition**

Completion should include

- obtaining letters of recommendation
- arranging for secondary transcripts to be sent
- editing and proofreading the application
- complying with deadlines.

### **Process/Skill Questions**

- What are the requirements for completing supporting materials (e.g., résumé, test scores, recommendations)?
- What additional forms must be completed to apply for financial assistance?

## **Task Number 45**

### **Submit postsecondary application.**

#### **Definition**

Submission should include

- reviewing the application for accuracy and completeness
- verifying that the application was received.

### **Process/Skill Questions**

- Why is it important to have someone proofread your application?
- How is completing a college application similar to completing a media production?
- What is the cost associated with applications?

## **Task Number 46**

### **Make a site visit to a postsecondary institution.**

#### **Definition**

Making a visit should include

- touring facilities
- meeting with media production program faculty
- meeting with students in your prospective program
- communicating with admissions staff.

#### **Process/Skill Questions**

- What are the experiences of actual students in your prospective program?
  - What can you learn from a site visit compared to online or paper research?
  - Why is it important to contact the admissions staff?
- 

## **Task Number 47**

### **Present information about a postsecondary institution.**

#### **Definition**

Presentation should include a summary of

- geographical features of institution locations
- degrees offered
- costs
- size of institution
- statistical data
- success of graduates.

#### **Process/Skill Questions**

- What criteria are your peers using to evaluate postsecondary programs?
- How well does a particular school seem to connect with your future career pathway?



- What is your opinion of this school? Why?
- What are your priorities for selecting a postsecondary education option?

## **Creating Original Productions**

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### **Task Number 48**

**Create an original production (e.g., senior project, self-promotion, biography, tribute video, or gift) to achieve a personal goal/objective.**

#### **Definition**

Creation should include

- using the three phases of the media production process (i.e., preproduction, production, postproduction)
- obtaining the needed permissions.

#### **Process/Skill Questions**

- How do you define a personal goal/objective and the steps to accomplish it?
- How do you monitor progress of this production?
- How do you measure success?

### **Task Number 49**

**Create an original production for a demographic (e.g., school, community).**

#### **Definition**

Creation should include

- using the three phases of the media production process (i.e., preproduction, production, postproduction)
- interpreting the target demographics' interests, concerns, values, and sensibilities
- obtaining the needed permissions.

## **Process/Skill Questions**

- What is the role of a focus group?
- Why is your target demographic important?
- What methods or techniques can be used to reach your target demographic?
- How can you broaden your target demographic?
- Should there be a review process before showing the production? Why, or why not?

## **Task Number 50**

### **Create an original production for a client (e.g., business, nonprofit).**

#### **Definition**

Creation should include

- using the three phases of the media production process (i.e., preproduction, production, postproduction)
- understanding your client's interests, concerns, values, and sensibilities
- budgeting time and money
- completing the review and sign-off processes
- obtaining the needed permissions.

Note: Teacher could be the client.

## **Process/Skill Questions**

- What steps are needed before beginning preproduction?
- Who owns rights to the end production?
- What is the review and approval process for completing the production?

## **Task Number 51**

### **Create an original production for a competition.**

#### **Definition**

Creation should include

- using the three phases of the media production process (i.e., preproduction, production, postproduction)
- identifying potential competitions

- understanding competition rules and guidelines
- submitting projects to the competition per guidelines.

### **Process/Skill Questions**

- What is the value of competition in promoting one's career?
- How can you determine what the judges are likely to favor in the competition?
- What do you get out of competing even if you don't win?

## **Task Number 52**

### **Light multiple subjects on a location or studio set.**

#### **Definition**

Lighting subjects should include using

- the 3-point technique
- other techniques, such as
  - balanced
  - four-point
  - cross-key
  - limbo lighting
- lighting accessories to optimize lighting on each subject.

### **Process/Skill Questions**

- What is the best method for lighting two subjects on a set?
- How might you improve poorly lit backgrounds?
- How might you optimize light on a location shoot without power?

## **Task Number 53**

### **Identify safety techniques used when handling lighting equipment.**

#### **Definition**

Identification should include

- wearing appropriate safety gear (e.g., gloves), especially when handling heated equipment
- adhering to Occupational Safety and Health Administration (OSHA) regulations

- using safety cable(s) when setting up and moving studio lights
- using cables appropriate to voltage demands/levels
- securing cables to prevent accidents
- observing voltage and circuit loads
- keeping "hot" equipment from flammable materials (i.e., practicing fire safety).

### **Process/Skill Questions**

- What might occur if safety procedures are not followed?
- What are two pieces of safety equipment commonly required for working with lighting?
- What is the importance of monitoring appropriate voltage use/load?

## **Task Number 54**

### **Interpret video signal through broadcast standards, using waveform/vectorscope.**

#### **Definition**

Interpretation should include

- using waveform monitors and vectorscopes
- making adjustments to achieve the best possible picture.

### **Process/Skill Questions**

- What is one way to calibrate a vectorscope?
- What does a vectorscope indicate about the quality of your signal?
- Who ensures the vectorscope is properly calibrated?

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# **Maximizing Marketing and Distribution of Digital Media**

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## **Task Number 55**

### **Research outlets for digital content distribution.**

## **Definition**

Researching should include

- social media
- online
- cable
- broadcast
- physical media.

## **Process/Skill Questions**

- What outlet would be the best for your target demographic?
- How do you submit your product to a specific outlet?
- What is the current trend in media distribution?

## **Task Number 56**

### **Adhere to copyright and other legal requirements of distribution.**

## **Definition**

Adherence should include the federal copyright laws as they pertain to

- intellectual property protections
- type of media
- intended demographic
- originator
- fair use
- public domain
- rebroadcast.

## **Process/Skill Questions**

- How are copyright laws enforced?
- How do you obtain copyright permission/usage license?
- How do you protect your copyright?
- What is public domain?

## **Task Number 57**

### **Create digital marketing materials.**

## **Definition**

Creating materials could include

- online promotions
- promotional video/advertising
- trailers
- brochures
- viral campaigns
- social media
- give-a-ways.

## **Process/Skill Questions**

- Which marketing mix might have the greatest chance of reaching the target demographic?
- What is the cost-benefit ratio of various marketing techniques?
- Which production elements might appeal to your target demographic?

## **Task Number 58**

### **Obtain feedback from demographic.**

#### **Definition**

Obtaining feedback should be made through

- designing a rubric for assessing the production
- using various techniques to solicit feedback (e.g., online survey, peer review, focus group).

#### **Process/Skill Questions**

- What is the value of obtaining feedback from demographics?
- Why is peer review important?
- How do you give and receive constructive criticism?

## **Task Number 59**

### **Interpret analytics.**

#### **Definition**

Interpretation should include

- gathering quantitative and qualitative data
- summarizing feedback so that it can be easily understood
- comparing multiple responses to analyze trends.

### **Process/Skill Questions**

- What is the difference between quantitative and qualitative data?
- How do you prioritize and incorporate feedback in current and future productions?
- What procedures can you incorporate to improve your productions based on feedback?

## **Task Number 60**

### **Create a professional portfolio of recent work.**

#### **Definition**

Creation of a portfolio should include

- physical media
- digital files stored online
- relevant documentation.

#### **Process/Skill Questions**

- What is the value of a data digital video disc (DVD) vs. an authored DVD?
- How often should you revise/update your portfolio?
- How can material be archived to be easily retrieved and formatted for a target demographic?

## **Understanding the Media Production Industry**

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### **Task Number 61**

### **Identify major sectors of the media production industry.**

#### **Definition**

Identification should include the content creators, distributors, and consumers of commercial media, such as

- cable networks
- network affiliates
- production houses
- freelancers
- social media professionals
- website creators
- corporations
- educational institutions
- equipment vendors and technicians
- drone operators.

### **Process/Skill Questions**

- Which sectors of the media production industry are growing? Shrinking?
- What skill sets are necessary for specific sectors within the industry?
- What is the earning potential and job outlook within the specific sectors?

## **Task Number 62**

### **Identify areas of growth and decline in the media production industry.**

#### **Definition**

Identification of growth includes

- new forms of media and media distribution
- geographic regions of innovation
- tracking of sales figures indicating increased demand and commercial activity.

Identification of decline includes

- geographic regions of decreased activity
- business bankruptcies
- decline of traditional media forms.

### **Process/Skill Questions**

- What is the relationship between the decrease in traditional media and the growth of new media?
- How do you prepare for employment in a changing industry?
- How do you adapt and change with this dynamic industry?

## **Task Number 63**



## **Identify sources of revenue that support media production and distribution.**

### **Definition**

Identification may include

- advertising
- subscription
- direct purchase of digital media
- equipment sales and installations
- equipment rental
- stock footage.

### **Process/Skill Questions**

- How do television ratings affect advertising revenue?
- How do you create revenue through new media outlets?
- What is the vendor's role in the economics of media production?
- How do producers of media set prices?

## **Task Number 64**

## **Identify entrepreneurial opportunities in the media production industry.**

### **Definition**

Identification should include

- freelance opportunities
- independent producer
- start-up production company
- event work
- new technologies.

### **Process/Skill Questions**

- How do you find clients?
- How do you decide which products and/or services to offer?
- What are the procedures to start your own business?
- What are the constraints of using school equipment and facilities for commercial projects?

# Making Industry Connections

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## Task Number 65

### Create a résumé targeted to media production.

#### Definition

Creation should include using appropriately written and electronic formats.

#### Process/Skill Questions

- What should be included in a résumé?
- How do you change your résumé to reflect your skills for a specific position?
- What is the difference between a cover letter and a résumé?

## Task Number 66

### Research internship and/or job-shadowing opportunities.

#### Definition

Research should include

- available local resources and/or businesses
- alternative career pathways
- required tasks and responsibilities
- professional network connections.

#### Process/Skill Questions

- What is the difference between an internship and a job-shadowing opportunity?
- How can you maintain a professional connection after an internship or job-shadowing opportunity?
- What are the elements of a successful internship experience?

## Task Number 67

# **Create self-marketing materials that would appeal to media production professionals.**

## **Definition**

Creation of materials could include

- self-promotional website
- portfolio
- résumé.

## **Process/Skill Questions**

- How can social networking have a negative impact?
- What is the value of having something tangible such as a business card vs. having only electronic information?
- Why is it important to have a professional email address?

# **Task Number 68**

## **Research job opportunities.**

### **Definition**

Research should include

- identifying short-, medium-, and long-term goals
- using established, credible resources (e.g., U.S. Bureau of Labor Statistics [BLS], Occupational Outlook Handbook, O\*Net Online, Virginia Education Wizard, CTE Trailblazers)
- using the Career Cluster model for career exploration
- narrowing research to career pathways and occupational titles
- analyzing select occupational titles in greater detail (e.g., job openings, salaries, working conditions, educational requirements, trends).

### **Process/Skill Questions**

- What skill sets and education are required by various industries?
- What is the likely return on the educational and skill investment?
- What is the advantage of formulating short-, medium-, and long-term goals?

# **Task Number 69**

## **Experience an internship and/or job shadowing opportunity.**

### **Definition**

Experience could include

- time spent in a career setting
- informational interviews with professional staff
- daily journal
- summary of the experience
- appropriate dress code
- on-the-job training
- networking.

### **Process/Skill Questions**

- How can an internship or job-shadowing experience lead to employment?
- How can the experience guide educational and career planning?
- How can a negative experience be beneficial?
- Why is it important to get into the professional world?
- What steps are needed to prepare oneself for an internship or job-shadowing opportunity?

## **Task Number 70**

### **Participate in a practice job interview.**

#### **Definition**

Participation should include

- professional greeting and handshake
- clear, succinct answers to standard questions
- appropriate body language, eye contact, appearance, and dress.

#### **Process/Skill Questions**

- Why is it important to record a job interview?
- What makes a good first impression?
- What questions are inappropriate to ask?
- What personal information is inappropriate to share?

## **Delivering Instruction Using Multimedia**

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## **Task Number 71**

### **Design a lesson.**

#### **Definition**

Designing the lesson should include

- introduction
- goals and objectives
- explanation of tasks
- student assessment
- digital formats (for easy storage, retrieval, and play back)
- access to all materials.

#### **Process/Skill Questions**

- What is the value of planning before executing a lesson?
- Why is this lesson relevant?
- What techniques can be used to hook and engage students?
- What is the importance of having materials that appeal to different learning styles (e.g., visual, auditory, tactile/hands-on)?
- How can the materials be available for on-demand access?

## **Task Number 72**

### **Present the lesson.**

#### **Definition**

Presentation should include

- rehearsing the lesson before presenting it
- pacing of delivery to allow time for student interaction
- incorporating interactive components to enhance students' interest and engagement
- giving multimedia presentation, when applicable.

#### **Process/Skill Questions**

- Why is it important to be able to teach a skill or concept?
- How do you check for student learning?
- How can you enlist your students' help in conducting/delivering the lesson?

- What is the value of team teaching?

## **Task Number 73**

### **Receive feedback from students.**

#### **Definition**

Receiving feedback could include

- online tools
- exit passes
- What I Learned Today (WILT)
- survey.

#### **Process/Skill Questions**

- What is the value of receiving feedback on your lesson?
- How can feedback encourage improvement?
- When should feedback be shared with all students or held confidentially?
- What are the advantages and disadvantages of anonymous vs. identified feedback?

## **Applying New Technologies**

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### **Task Number 74**

#### **Compare various capture devices for production.**

##### **Definition**

Comparison should include

- comparing state-of-the-art products
- using reliable market research and reports
- identifying trade shows, publications, and Internet resources that indicate where new products are introduced and evaluated.

##### **Process/Skill Questions**

- What are three different places to gain information about and reviews of new technology?
- What are examples of emerging technologies?

- What are the key differences between free software and commercial applications?

## **Task Number 75**

### **Compare post-production platforms.**

#### **Definition**

Comparisons should include industries' latest editing platform.

#### **Process/Skill Questions**

- What are three different places to gain information about and reviews of new technology?
- What are examples of emerging technologies?
- What are the key differences between free software and commercial applications?

## **Task Number 76**

### **Compare distribution formats and techniques.**

#### **Definition**

Comparisons should include different applications associated with end-user requirements.

#### **Process/Skill Questions**

- What are three different places to gain information about and reviews of new technology?
- What are examples of emerging technologies?
- What are the key differences between free software and commercial applications?

## **Task Number 77**

### **Compare new technologies in a studio production facility.**

#### **Definition**

Comparison should include all studio and control room equipment.

#### **Process/Skill Questions**

- What are three different places to gain information about and reviews of new technology?
- What are examples of emerging technologies?

- What are the key differences between free software and commercial applications?

## SOL Correlation by Task

Adhere to safety requirements.	English: 11.5, 12.5 History and Social Science: GOVT.16
Maintain a clean, safe, and orderly work area.	History and Social Science: GOVT.16
Demonstrate professional conduct.	History and Social Science: GOVT.16
Explore career pathways.	English: 11.5, 11.8, 12.5, 12.8
Research postsecondary institutions.	English: 11.5, 11.8, 12.5, 12.8 History and Social Science: WG.2
Complete an application to postsecondary institution.	English: 11.6, 11.7, 12.6, 12.7
Submit postsecondary application.	English: 11.7, 12.7
Make a site visit to a postsecondary institution.	
Present information about a postsecondary institution.	English: 11.1, 12.1 History and Social Science: WG.2
Create an original production (e.g., senior project, self-promotion, biography, tribute video, or gift) to achieve a personal goal/objective.	English: 11.1, 11.2, 12.1, 12.2
Create an original production for a demographic (e.g., school, community).	English: 11.1, 11.2, 12.1, 12.2 History and Social Science: GOVT.16
Create an original production for a client (e.g., business, nonprofit).	English: 11.1, 11.2, 12.1, 12.2
Create an original production for a competition.	English: 11.1, 11.2, 12.1, 12.2
Light multiple subjects on a location or studio set.	History and Social Science: GOVT.16 Science: PH.4
Identify safety techniques used when handling lighting equipment.	History and Social Science: GOVT.16
Interpret video signal through broadcast standards, using waveform/vectorscope.	
Research outlets for digital content distribution.	English: 11.5, 11.8, 12.5, 12.8 History and Social Science: VUS.14
Adhere to copyright and other legal requirements of distribution.	English: 11.5, 12.5 History and Social Science: GOVT.9, GOVT.16
Create digital marketing materials.	English: 11.2, 11.5, 12.2, 12.5 History and Social Science: VUS.14



Obtain feedback from demographic.	English: 11.5, 11.6, 12.5, 12.6
Interpret analytics.	English: 11.5, 12.5
Create a professional portfolio of recent work.	English: 11.6, 12.6
Identify major sectors of the media production industry.	English: 11.5, 12.5 History and Social Science: VUS.14
Identify areas of growth and decline in the media production industry.	English: 11.5, 12.5
Identify sources of revenue that support media production and distribution.	English: 11.5, 12.5
Identify entrepreneurial opportunities in the media production industry.	English: 11.5, 12.5 History and Social Science: GOVT.16
Create a résumé targeted to media production.	English: 11.5, 11.6, 12.5, 12.6
Research internship and/or job-shadowing opportunities.	English: 11.5, 11.8, 12.5, 12.8
Create self-marketing materials that would appeal to media production professionals.	English: 11.2, 11.5, 12.2, 12.5 History and Social Science: VUS.14
Research job opportunities.	English: 11.5, 11.8, 12.5, 12.8
Experience an internship and/or job shadowing opportunity.	English: 11.1, 11.6, 12.1, 12.6
Participate in a practice job interview.	English: 11.1, 12.1
Design a lesson.	English: 11.5, 11.6, 12.5, 12.6 History and Social Science: VUS.14
Present the lesson.	English: 11.1, 11.2, 12.1, 12.2
Receive feedback from students.	History and Social Science: GOVT.16, VUS.14
Compare various capture devices for production.	English: 11.5, 12.5
Compare post-production platforms.	English: 11.5, 12.5
Compare distribution formats and techniques.	English: 11.5, 12.5
Compare new technologies in a studio production facility.	English: 11.5, 12.5 History and Social Science: VUS.14

## Student Organization Information

### SkillsUSA Information

SkillsUSA, the co-curricular student organization for Trade and Industrial Education, provides many opportunities through its program for students to apply the knowledge, skills, and processes learned in a variety of courses. For additional information about the student

organization, see the national SkillsUSA website at <http://skillsusa.org> and the Virginia SkillsUSA website at <http://www.vaskillsusa.org/>.

## **Entrepreneurship Infusion Units**

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

# Appendix: Credentials and Career Cluster Information

## Industry Credentials: Only apply to 36-week courses

- Adobe Certified Associate (ACA) Examinations
- Audio-Visual Communications Assessment
- Avid Certified Professional for Media Composer Certification Examination
- Avid Certified User for Media Composer Certification Examination
- Broadcasting and Journalism Assessment
- Certified Broadcast Technologist (CBT) Examination
- Certified Television Operator (CTO) Examination
- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- National Career Readiness Certificate Assessment
- Performing Arts Assessment
- Professional Communications Certification Examination
- Television Production Assessment
- Television Video Production Examination
- Visual Arts Assessment
- Visual Communications and Interactive Media Design Assessment
- Workplace Readiness Skills for the Commonwealth Examination

<b>Career Cluster: Arts, Audio/Video Technology and Communications</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Audio and Video Technology and Film</b>	<b>Audio and Video Equipment Technician Audio-Video Designer, Engineer</b>
<b>Journalism and Broadcasting</b>	<b>Broadcast Technician Program Director Radio, TV Announcer Radio, TV Reporter</b>
<b>Performing Arts</b>	<b>Cinematographer Lighting Designer Technical Director Video, Film Editor</b>