2026 Multimedia—Advanced Digital Video Production

Program CIP: 09.070 — Digital Communication and Media/Multimedia

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances the intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Acknowledgments

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Dr. Lance Evans, State Superintendent of Education, Executive Secretary
Mr. Matt Miller, Southern Supreme Court District Representative, Chair
Mr. Matt Mayo, Central Supreme Court District Representative, Vice-Chair
Dr. Wendi Barrett, Teacher Representative
Mr. Glen East, Administrator Representative
Mr. Bill Jacobs, At-Large Representative
Dr. Ronnie McGehee, At-Large Representative
Mr. Mike Pruitt, At-Large Representative
Mrs. Billye Jean Stroud, Northern Supreme Court District Representative
Mrs. Mary Werner, At-Large Representative
Mr. Crosby Parker, Senior Student Representative
Ms. Michelle Xie, Junior Student Representative

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Standards

Standards and alignment crosswalks are referenced in the appendices. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, and English II, which could be integrated into the content of the units. Mississippi's CTE Multimedia—Advanced Digital Video Production curriculum is aligned to the following standards:

Advance CTE Content Standards

Information Technology Cluster

- Web and Digital Communications Career Pathway (IT-WD)

Arts, A/V Technology, and Communications Cluster

- Printing Technology Career Pathway (AR-PRT)
- A/V Technology and Film Career Pathway (AR-AV)
- Visual Arts Career Pathway (AR-VIS)

The standards were extensively researched and reviewed by leaders in the industry, secondary and postsecondary instructors, and university specialists. For each content standard, performance elements representing major topic areas with accompanying performance indicators were developed. Measurements of assessment of the performance elements and performance indicators were developed at the basic, intermediate, and advanced levels. A complete copy of the standards can be accessed at careertech.org/career-clusters/resources/.

International Society for Technology in Education Standards (ISTE)

iste.org

College- and Career-Readiness Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/academiceducation/mississipp-college-and-career-readiness-standards/

Career and Technical Student Organizations (CTSOs)

Mississippi's Career and Technical Education (CTE) curricula are aligned with the programs, activities, and competitive events offered through Career and Technical Student Organizations (CTSOs). These organizations provide students with opportunities to apply classroom knowledge in real-world contexts, develop leadership and employability skills, and connect with industry and community partners. Each pathway includes an appendix identifying the CTSOs most closely connected to the curriculum, ensuring that students' classroom learning is reinforced through co-curricular experiences that prepare them for success in both post-secondary education and the workforce.

mdek12.org/cte/so/

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

- Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

- Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

Executive Summary

Pathway Description
The Multimedia pathway is a four-credit program that teaches digital audio/video production, digital design, web design, animation, and broadcasting. This pathway requires completion of Multimedia Core, two additional offerings from available Multimedia courses, and Multimedia Capstone for students to be considered a CTE completer. Students are also taught about multimedia history, theory, and communication skills for effective presentations. This pathway is ideal for students interested in creative careers such as digital design, web design, or video production. It also provides students with valuable communication and technology skills applicable to a variety of career paths. This pathway is available at several Mississippi high schools and career centers. For additional information, contact your local school counselor or career center.

Grade Level and Class Size Recommendations
It is recommended that students enter this program as sophomores. Exceptions to this are district-level decisions based on class size, enrollment numbers, student maturity, and CTE delivery method. This is a hands-on, lab- or shop-based course. Therefore, a maximum of 15 students is recommended per class, with only one class and teacher at a time.

Student Prerequisites
For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in high school-level math (last course taken, or the instructor can specify the level of math instruction needed)
3. Instructor approval

or

1. Instructor approval

Assessment
The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/.

Applied Academic Credit
The latest academic credit information can be found at mdek12.org/secondaryeducation/approved-courses/.

Educator Licensure
The latest educator licensure information can be found at mdek12.org/licensure/.

Professional Learning
If you have specific questions about the content of any training sessions provided, please contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

Course Outline

This curriculum consists of one 1-credit course.

Multimedia—Advanced Digital Video Production —Course Code: XXXXXX

Unit	Title	Hours
1	Introduction, Safety, and Orientation	10
2	Pre-Production	30
3	Production	30
4	Post-Production	40
5	Video Publishing	30
Total		**140**

Career Pathway Outlook

Overview

The Multimedia—Advanced Digital Video Production curriculum is part of the multimedia pathway within the Arts, Entertainment, and Design Career Cluster. The course builds on foundational digital video skills to prepare students for careers in media production. Students will engage in an experience through all phases of professional video development – pre-production, production, post-production, and publishing, while also exploring AI integration, multi-camera setups, and sound mixing techniques. The students will gain experience in industry software and tools, preparing students to enter college programs or immediate entry-level careers in broadcasting, filmmaking, video journalism, or digital content creation. Most careers in Advanced Digital Video Production require at least a bachelor's degree in broadcasting, digital media production, or film, and work in trades such as entertainment, marketing, news, and online content creation. Although careers with the highest earning potential, such as postsecondary teaching, usually require advanced degrees.

Needs of the Future Workforce

The U.S. Bureau of Labor Statistics projects constant growth in film and video editing and camera operation occupations from 2022 to 2032. Employment is expected to increase by 7%. Approximately 6,800 job openings are projected each year due to industry growth and workforce turnover. As of May 2023, the average annual wage for film and video editors and camera operators was $63,200, surpassing the national average. In Mississippi and similar states, video design and production are among the fastest-growing areas within the multimedia cluster, showing increased demand for digital content. Video producers, directors, and editors can exceed $80,000 annually, while entry-level positions like camera operators or assistant editors average around $50,000.

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2022	Projected Jobs, 2032	Change (Number)	Change (Percent)	Average Hourly Earnings, 2025
Multimedia Artists and Animators, Including Special Effects	80	90	10	12.5%	$14.71
Graphic Designers	1,860	2,090	230	12.4%	$15.77
Web Developers	200	270	70	35%	$19.70
Web and Digital Interface Designers	230	290	60	26.1%	$19.35
Producers and Directors	740	790	50	6.8%	$15.11
Audio and Video Equipment Technicians	190	200	10	5.3%	$13.55
Broadcast Technicians	120	120	0	0%	$10.82

Source: Mississippi Department of Employment Security; mdes.ms.gov (2025).

Perkins V Requirements and Academic Infusion

The Multimedia—Advanced Digital Video Production curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in arts, entertainment, and design fields. It also offers students a program of study, including secondary, postsecondary, and institutions

of higher learning courses, that will further prepare them for careers in multimedia. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The Multimedia—Advanced Digital Video Production educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—such as students' background, emotional health, and circumstances—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. Mississippi offers CTSOs that will foster the types of learning expected from the Multimedia—Advanced Digital Video Production curriculum, such as SkillsUSA and TSA. Student organizations provide participants and members with growth opportunities and competitive events. They also open doors to the world of multimedia careers and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Multimedia—Advanced Digital Video Production curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. This curriculum provides opportunities for students to work together and help each other complete complex tasks. Many field experiences within the Multimedia—Advanced Digital Video Production curriculum will allow and encourage collaboration with professionals currently in the multimedia field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the Multimedia—Advanced Digital Video Production classroom. The Multimedia program may require students to obtain clinical-type hours, including, but not limited to, clinicals, worksite field experiences, entrepreneurship, internships, pre-apprenticeships, school-based enterprises, job placements, portfolios, and simulated worksites. These real-world connections and applications provide a link to all types of students regarding knowledge, skills, and professional dispositions. Thus, supervised collaboration and immersion into the multimedia industry are keys to students' success, knowledge, and skills development. For more information on embedded WBL, visit the Mississippi Work-Based Learning Manual on the RCU website, rcu.msstate.edu.

Professional Organizations

Association for Career and Technical Education (ACTE)
acteonline.org

Mississippi Association for Career and Technical Education (MSACTE)
mississippiacte.com

Mississippi Educational Computing Association (MECA)
ms-meca.org

SkillsUSA
skillsusa.org

Technology Student Association (TSA)
tsaweb.org

Using This Document

Competencies and Suggested Objectives
A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources
All teachers should request to be added to the Canvas Resource Guide for their course. For questions or to be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material
Some of the units may include an enrichment section at the end. This material will greatly enhance the learning experiences of students. If the Multimedia pathway utilizes a national certification, work-based learning, or another accountability measure that aligns with Perkins V as a quality indicator, this material may be assessed based on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Introduction, Safety, and Orientation

Competencies and Suggested Objectives

1. Apply course expectations, school policies, program policies, safety procedures, and jobs related to video production. DOK2
   a. Identify course expectations, school policies, and program policies related to digital video production.
   b. Apply safety procedures in the classroom, lab, and for all equipment.
   c. Explore career opportunities related to the multimedia industry.
   d. Add detailed equipment safety protocols.
      - SafetyCulture iAuditor
      - Incident Report by SHEQSY
   e. Expand coverage of industry-standard workflows.
      - Trello (workflow visualization)
      - Asana (production tracking)
   f. Include fundamentals of artificial intelligence (AI) integration in video production.
      - AI learning platforms (e.g., Coursera AI media production course, Google AI media for media professionals, LinkedIn Learning AI in creative industries).
   g. Introduce the basics of virtual production techniques.
      - Virtual production software (e.g., Unreal Engine and Disguise xR Platform).
2. Analyze and apply 21st-century skills in relation to the classroom environment. DOK3
   a. Identify potential influences that shape personality development, including personality traits, heredity, and environment.
   b. Develop a report on how personality traits affect teamwork and leadership skills.
   c. Utilize effective leadership, decision-making, and communication skills in various workplace scenarios.
   d. Review and revise a working résumé with a portfolio and continue to update throughout the course.
   e. Participate in student organizations that enhance content-specific skill mastery and leadership development.
   f. Engage in digital citizenship.
   g. Apply knowledge of the Journalistic Code of Ethics.
   h. Compare and contrast the different types of releases.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Mississippi Career Connections

Video crews across Mississippi depend on teams who understand safety and how to keep equipment running smoothly. To tie this unit to real work, have students complete a short "production safety check" like a professional crew would. Students walk through the classroom or studio, identify any safety issues,

and create a quick checklist for preventing problems. This helps them see how organized, safety-minded habits are a major part of day-to-day production jobs in Mississippi.

Unit 2: Pre-Production

Competencies and Suggested Objectives
1. Plan and manage collaboration effectively in a production setting. DOK3 a. Brainstorm ideas for a script. b. Develop a script/storyboard. c. Develop a list of resources needed for pre-production (schedule, plan, shot list, etc.). d. Develop a production budget. e. Integrate project management tools and software for production planning. • StudioBinder (film/video pre-production) • Celtx (script and production management) • Yamdu (comprehensive production planning) f. Add comprehensive budget planning modules. • Movie Magic Budgeting • Showbiz Budgeting • Ftrack (production tracking) g. Include AI-driven pre-production tools. • Jasper.ai (script generation) • Chat GPT (concept development) • Tome (AI-powered storytelling) h. Expand pre-visualization techniques. • Storyboard Pro • Shot Designer • FrameForge
2. Design and coordinate the logistical requirements of production. DOK3 a. Scout a production location. b. Create a list of equipment and personnel needed (director, costume designer, editor, grips, gaffer, etc.) during the production process. c. Compile a cast of needed production talent. d. Create call sheets.

Mississippi Career Connections
Most video projects in Mississippi start long before filming, whether it's planning a commercial for a local business or a tourism video for the Gulf Coast. To connect students to that process, have them choose a Mississippi organization and build a simple pre-production packet using project management and planning software and tools. This might include a script or outline, a storyboard, a shot list, a schedule, and a basic budget. This demonstrates how Mississippi media teams organize their ideas before production begins.

Unit 3: Production

Competencies and Suggested Objectives
1. Apply and analyze advanced camera operations. DOK3 a. Create different types of camera shots and movements. • Over the shoulder (OTS) • Point of view (POV) • Basic coverage (extreme close-up/ECU, close-ups/CU, medium close-up/MCU, medium/MS, cowboy shot/CS, full/FS • Dolly shots • High/low angle • Dutch angle • Wide/establishing shots • Pan/tilt b. Apply various advanced camera operations. • Rack focus • Push/pull • Steadicam • Crane c. Discuss the different styles of directing, signature shots, etc. d. Modify and customize camera settings for the production environment.
2. Design and integrate staging elements for production. DOK4 a. Choose and apply appropriate lighting. • Contrast lighting technologies (i.e., LED vs Tungston) b. Analyze ambient sound. • Identify the best microphone solution (shotgun/lavalier) c. Create props and scenic design. d. Create blocking. e. Develop sound effects and music. f. Design costumes, hair, and makeup.
3. Produce content for various types of media. DOK4 a. Choose a medium from the following to produce: • Short film • Documentary • News package • Commercials • Public service announcements (PSA) • Social media reels • Music video b. Troubleshoot various issues encountered throughout the production process. c. Add advanced audio recording techniques. • Adobe Audition • Pro Tools • Logic Pro X • Reaper

d. Expand multi-camera production coverage.
e. Include virtual production techniques.
f. Enhance live streaming components.
    - Streamlabs
    - XSplit
    - Twitch Studio
    - YouTube Live Studio

Mississippi Career Connections

From small-town festivals to university sports and local advertising, Mississippi relies on skilled camera operators, audio techs, and lighting crews. To help students understand these opportunities, have them film a short scene set in a familiar Mississippi location, such as a town square, a school campus, or a community event. Students choose camera angles, lighting setups, and sound equipment that fit the story they're trying to tell. This mirrors the choices real crews make on productions across the state.

Unit 4: Post-Production

Competencies and Suggested Objectives

1. Apply and integrate advanced video editing techniques. DOK3
   a. Implement keyframing techniques in video editing.
      - Use keyframing to create dynamic motion in video sequences.
      - Apply keyframing to transform visual elements over time.
   b. Synthesize effects and transitions in video editing.
      - Apply effects to enhance visual storytelling.
      - Use transitions to guide viewer attention and pacing.
   c. Design and modify text and titles in video editing.
      - Create text elements to provide information and enhance viewer engagement.
      - Modify titles to align with the overall aesthetic of the video.
   d. Adjust the balance and color to achieve a style.
      - Complete white balancing.
      - Apply color correction to adjust brightness, darkness, and saturation to improve visual aesthetics.
      - Use color grading to influence mood and style.
      - Interpret histograms for proper color grading.
   e. Share and export media during the output process.
      - Implement a media management system to ensure efficient workflows.
      - Maintain data integrity throughout the editing process.
   f. Add backup and archive workflows.
      - Backup solutions
        - Backblaze
        - G-Tech RAID Systems
        - Adobe Creative Cloud storage
        - Dropbox Professional
   g. Include AI-powered editing tools.
      - AI editing platforms
        - Adobe Premiere Pro (Sensei AI)
        - DaVinci Resolve AI tools
        - Runway ML
   h. Expand compression and codec coverage.
      - Compression tools
        - Handbrake
        - Adobe Media Encoder
        - Compressor (Mac)
   i. Add collaborative editing workflows.
      - Collaborative platforms
        - Frame.io
        - Vimeo Review
        - Wipster

2. Apply and refine sound mixing techniques to enhance production. DOK3
    a. Equalize all sounds to ensure levels are balanced.
    b. Fix audio by removing unwanted noise (e.g., background noise, echo, etc.).
    c. Enhance audio using equalizers and voice isolation, and increase the loudness for individual clips, if necessary.
    d. Integrate Foley audio as needed to enhance the overall production.
    e. Apply voice-over tracks as needed.
    f. Apply audio transitions as needed (e.g., cross fades, EQ, gain, etc.).
3. Integrate external content from various applications into production. DOK3
4. Apply AI tools in the post-production process. DOK2
    a. Effectively apply AI tools to improve overall production (e.g., audio, video, lighting, and/or color).
    b. Demonstrate the ability to use AI tools to add captions as needed to enhance the overall product.

Mississippi Career Connections

Editing plays a big role in video work across Mississippi, whether in news stations, marketing departments, or independent studios. As students move into post-production, they should complete an edited version of a short project that includes color correction, audio cleanup, titles, and any AI tools they find helpful. They should export the video in formats appropriate for social media or the web. This helps them understand what professional editors do to prepare footage for clients and audiences.

Unit 5: Video Publishing

Competencies and Suggested Objectives
1. Finalize and prepare video content for distribution. DOK2 a. Outline the steps for finalizing video projects for distribution. b. Compare different video file formats and their uses (e.g., MP4, MOV, AVI). c. Demonstrate compression techniques to balance quality and file size.
2. Analyze and implement strategies for publishing content on multiple platforms. DOK3 a. Compare the methods for publishing videos on various platforms (e.g., YouTube, Twitch, traditional television). b. Analyze the impact of platform choice on audience reach and engagement. c. Apply best practices for titling, tagging, and describing videos for optimal discoverability.
3. Engage with audiences and evaluate feedback to inform future productions. DOK3 a. Discuss the role of audience feedback in video publishing. b. Utilize social media and other tools (e.g., X, Q&A sessions, Instagram stories, Facebook Live) to engage with audiences and promote content. c. Evaluate viewer statistics and feedback to inform future video projects
4. Integrate and evaluate AI tools in video publishing and broadcasting. DOK3 a. Evaluate AI technologies for optimizing video content distribution across platforms such as YouTube, Twitch, and traditional television. b. Analyze the use of AI to enhance tasks in video broadcasting, such as tagging, titling, and description generation, for optimal discoverability. c. Add comprehensive monetization strategies. • Patreon • YouTube Partner Program • Twitch Affiliate/Partner • Ko-fi • Gumroad d. Include advanced analytics coverage. • Google Analytics • TubeBuddy • Social Blade • VidIQ e. Expand accessibility requirements. • Rev (captioning) • Clipomatic f. Add emerging distribution channels. • TikTok Creator Portal • Instagram Reels • YouTube Shorts • Twitch • LinkedIn Video

Mississippi Career Connections
Many Mississippi creators publish videos for social media, school programs, small businesses, or tourism efforts. To help students see how publishing works in the real world, have them prepare their final project for a specific platform, such as YouTube, TikTok, Instagram Reels, or a broadcast. Students can adjust titles, tags, and descriptions, view engagement data, and try out helpful AI tools. This gives them a sense of how real teams in Mississippi share their work and build audiences.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date (MM/DD/YY) on which the student mastered the competency.

Unit 1: Introduction, Safety, and Orientation		
	1.	Apply course expectations, school policies, program policies, safety procedures, and jobs related to video production.
	2.	Analyze and apply 21st-century skills in relation to the classroom environment.
Unit 2: Pre-Production		
	1.	Plan and manage collaboration effectively in a production setting.
	2.	Design and coordinate the logistical requirements of production.
Unit 3: Production		
	1.	Apply and analyze advanced camera operations.
	2.	Design and integrate staging elements for production.
	3.	Produce content for various types of media.
Unit 4: Post-Production		
	1.	Apply and integrate advanced video editing techniques.
	2.	Apply and refine sound mixing techniques to enhance production.
	3.	Integrate external content from various applications into production.
	4.	Apply AI tools in the post-production process.
Unit 5: Video Publishing		
	1.	Finalize and prepare video content for distribution.
	2.	Analyze and implement strategies for publishing content on multiple platforms.
	3.	Engage with audiences and evaluate feedback to inform future productions.
	4.	Integrate and evaluate AI tools in video publishing and broadcasting.

Appendix A: Industry Standards

	Units				
Standards	**1**	**2**	**3**	**4**	**5**
WDC1		X	X	X	X
WDC2		X	X	X	X
WDC3		X	X	X	X
WDC4	X	X	X	X	X
WDC6		X	X	X	X
WDC7				X	X
WDC8		X	X	X	X
WDC9					X
WDC10	X	X	X	X	X
PRT1		X	X	X	X
PRT2	X	X	X	X	X
PRT3			X	X	X
AVT1	X				
AVT2	X	X	X	X	
AVT3			X	X	X
AVT4		X	X	X	X
VIS1	X				
VIS2		X	X	X	X
VIS3		X	X	X	X

Information Technology Career Cluster™ (IT)

WDC Web & Digital Communications Career Pathway

1. Analyze customer requirements to design and develop a Web or digital communication product.
2. Apply the design and development process to produce user-focused Web and digital communications solutions.
3. Write product specifications that define the scope of work aligned to customer requirements.
4. Demonstrate the effective use of tools for digital communication production, development and project management.
5. Develop, administer and maintain Web applications.
6. Design, create and publish a digital communication product based on customer needs.
7. Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
8. Implement quality assurance processes to deliver quality digital communication products and services.
9. Perform maintenance and customer support functions for digital communication products.
10. Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Arts, A/V Technology & Communications Career Cluster™ (AR)

PRT Printing Technology Career Pathway

1. Manage the printing process, including customer service and sales, scheduling, production and quality control.
2. Demonstrate the production of various print, multimedia or digital media products.
3. Perform finishing and distribution operations related to the printing process.

AV **A/V Technology & Film Career Pathway**

1. Describe the history, terminology, occupations and value of audio, video and film technology.
2. Demonstrate the use of basic tools and equipment used in audio, video and film production.
3. Demonstrate technical support skills for audio, video and/or film productions.
4. Design an audio, video and/or film production.

VIS **Visual Arts Career Pathway**

1. Describe the history and evolution of the visual arts and its role in and impact on society.
2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.
3. Analyze and create two and three-dimensional visual art forms using various media.

Appendix B: 21st Century Skills

	Units				
Standards	**1**	**2**	**3**	**4**	**5**
CS1	X	X	X	X	X
CS2	X	X			X
CS3	X				
CS5	X				
CS6	X	X	X	X	X
CS7	X	X	X	X	X
CS8	X	X	X	X	X
CS9	X	X	X	X	X
CS10		X	X	X	X
CS11	X	X	X	X	X
CS12	X	X	X	X	X
CS13	X	X	X	X	X
CS14	X	X	X	X	X
CS15	X	X	X	X	X
CS16	X	X	X	X	X

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues and make accurate conclusions about effective solutions.

4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation
1. Think creatively
2. Work creatively with others
3. Implement innovations

CS7 Critical Thinking and Problem Solving
1. Reason effectively
2. Use systems thinking
3. Make judgments and decisions
4. Solve problems

CS8 Communication and Collaboration
1. Communicate clearly
2. Collaborate with others

CSS3-Information, Media and Technology Skills

CS9 Information Literacy
1. Access and evaluate information
2. Use and manage information

CS10 Media Literacy
1. Analyze media
2. Create media products

CS11 ICT Literacy
1. Apply technology effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability
1. Adapt to change
2. Be flexible

CS13 Initiative and Self-Direction
1. Manage goals and time
2. Work independently
3. Be self-directed learners

CS14 Social and Cross-Cultural Skills
1. Interact effectively with others
2. Work effectively in diverse teams

CS15 Productivity and Accountability
1. Manage projects
2. Produce results

CS16 Leadership and Responsibility
1. Guide and lead others
2. Be responsible to others

Appendix C: College and Career Ready Standards

	Units				
Standards	**1**	**2**	**3**	**4**	**5**
RI.11.1.	X	X	X	X	X
RI.11.2.	X	X	X	X	X
RI.11.3.	X	X	X	X	X
RI.11.4.	X	X	X	X	X
RI.11.5.	X	X	X	X	X
RI.11.6.	X	X	X	X	X
RI.11.7.	X	X	X	X	X
RI.11.8.	X	X	X	X	X
RI.11.10.	X	X	X	X	X
W.11.1.	X	X	X	X	X
W.11.2.	X	X	X	X	X
W.11.3.	X	X	X	X	X
W.11.4.	X	X	X	X	X
W.11.5.	X	X	X	X	X
W.11.6.	X	X	X	X	X
W.11.7.	X	X	X	X	X
W.11.8.	X	X	X	X	X
W.11.9.	X	X	X	X	X
W.11.10.	X	X	X	X	X
SL.11.1.	X	X	X	X	X
SL.11.2.	X	X	X	X	X
SL.11.3.	X	X	X	X	X
SL.11.4.	X	X	X	X	X
SL.11.5.	X	X	X	X	X
L.11.1.	X	X	X	X	X
L.11.2.	X	X	X	X	X
L.11.4.	X	X	X	X	X
L.11.5.	X	X	X	X	X
L.11.6.	X	X	X	X	X
RST.11.1.	X	X	X	X	X
RST.11.2.	X	X	X	X	X
RST.11.3.	X	X	X	X	X
RST.11.4.	X	X	X	X	X
RST.11.5.	X	X	X	X	X
RST.11.6.	X	X	X	X	X
RST.11.7.	X	X	X	X	X
RST.11.9.	X	X	X	X	X
WHST.11.2.	X	X	X	X	X
WHST.11.4.	X	X	X	X	X
WHST.11.5.	X	X	X	X	X
WHST.11.6.	X	X	X	X	X
WHST.11.7.	X	X	X	X	X
WHST.11.8.	X	X	X	X	X

Reading Standards for Informational Text (11-12) - College and Career Readiness Anchor Standards for Informational Text

RI.11 Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11 Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11 Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

RI.11 Range of Reading and Level of Text Complexity

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

W.11 Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
   d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11 Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
6. 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.

W.11 Research to Build and Present Knowledge

7. 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
   b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

W.11 Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

SL.11 Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d. 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 task.
2. 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.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11 Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

College and Career Readiness Anchor Standards for Language

L.11 Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Observe hyphenation conventions.
   b. Spell correctly.

L.11 Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
   a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11 Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Literacy in Science and Technical Subjects (11-12)

RST.11 Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11 Craft and Structure

4. 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 relevant to grades 11–12 texts and topics.
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RST.11 Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RST.11 Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

WHST.11 Text Types and Purposes

1. Write arguments focused on discipline-specific content.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
    a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
    e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (Not applicable as a separate requirement)

WHST.11 Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. 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.

WHST.11 Research to Build and Present Knowledge

7. 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11 Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Appendix D: Common Core for State Standards for Mathematics

	Units				
Standards	**1**	**2**	**3**	**4**	**5**
N-Q.1.	X	X	X	X	X
N-Q.2.	X	X	X	X	X
N-Q.3.	X	X	X	X	X
A-SSE.1.		X	X	X	
A-SSE.2.		X	X	X	
A-SSE.3.		X	X	X	
A-SSE.4.		X	X	X	

Mathematics (High School) - Number and Quantity

Quantities (N-Q)

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Algebra

Seeing Structure in Expressions (A-SSE)

1. Interpret expressions that represent a quantity in terms of its context.
   a. Interpret parts of an expression, such as terms, factors, and coefficients.
   b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.
2. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
   a. Factor a quadratic expression to reveal the zeros of the function it defines.
   b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
   c. Use the properties of exponents to transform expressions for exponential functions.
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.

Appendix E: International Society for Technology in Education Standards (ISTE)

	Units				
Standards	**1**	**2**	**3**	**4**	**5**
T1	X	X	X	X	X
T2	X	X	X	X	X
T3	X	X	X	X	X
T4	X	X	X	X	X
T5	X	X	X		
T6	X	X	X	X	X

International Society for Technology in Education Standards (ISTE)

T1 Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.

T2 Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
d. Contribute to project teams to produce original works or solve problems.

T3 Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students do the following:

a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. Process data and report results.

T4 Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5 Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. Demonstrate personal responsibility for lifelong learning.
d. Exhibit leadership for digital citizenship.

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

a. Understand and use technology systems.
b. Select and use applications effectively and productively.

c. Troubleshoot systems and applications.
d. Transfer current knowledge to learning of new technologies.

Appendix F: TSA Competition Alignment

	Units				
TSA Competition	**1**	**2**	**3**	**4**	**5**
Audio Podcasting	X				
Digital Video Production	X	X	X	X	X
Music Production			X	X	X
On-Demand Video		X	X	X	X
Photographic Technology			X	X	
Prepared Presentations	X				X
Promotional Design		X			X
STEM Mass Media	X	X	X	X	X
Virtual Reality Simulation (VR)		X	X	X	
Webmaster					X

National TSA Conferences High School Competitive Events: 2025 – 2026

1. **Audio Podcasting:** Participants use digital audio technology to create original content for a podcast piece that addresses the annual theme. The podcast must feature high level storytelling techniques, voice acting, and folly sound effects; the full entry must include documentation of the podcast development process and elements. Semifinalists participate in an interview.
2. **Digital Video Production:** Participants develop and submit a digital video and a documentation portfolio (including such items as a storyboard, script, summary of references and sources, and equipment list) that reflects the annual theme. Semifinalists participate in an interview.
3. **Digital Video Production:** Participants develop and submit a digital video and a documentation portfolio (including such items as a storyboard, script, summary of references and sources, and equipment list) that reflects the annual theme. Semifinalists participate in an interview.
4. **Music Production:** Participants produce an original musical piece that reflects the annual theme on the TSA website under Themes & Problems. The quality of the musical piece and required documentation (including elements such as a plan of work, self-evaluation, and a list of hardware, software, and instruments used) determines advancement to the semifinal level of competition, during which semifinalist participants are interviewed.
5. **On Demand Video**: Once participants receive the challenge details (required criteria, such as props and a line of dialogue) at the national TSA conference, they have 36 hours to produce a 60-second film that showcases video skills, tools, and communication processes. The quality of the completed video production determines the finalists.
6. **Photographic Technology**: Participants produce a photographic portfolio - demonstrating expertise in photo and imaging technology processes - to convey a message based on the annual theme. Semifinalists have 24 hours to complete a portfolio of photos (with required documentation) taken onsite at the national TSA conference. Finalists are determined based on the quality of the semifinal portfolio, the portfolio presentation, and interview responses.
7. **Prepared Presentation:** Participants deliver a three-to-five-minute oral presentation related to the current national TSA conference theme. Both semifinalists and finalists are determined based on the quality of the presentation and the appropriate use and content of the accompanying required slide deck.
8. **Promotional Design:** Participants use computerized graphic communications layout and design skills to produce a promotional resource packet. The resource must address the annual theme/problem and include at least four printed publication items and required documentation. Semifinalists demonstrate publishing competency in an onsite technical design challenge.
9. **STEM Mass Media:** In response to an annual theme, participants use written and verbal communication skills to convey a news story in both a video broadcast (preliminary round) and a digital written format (semifinal round). Participants must demonstrate a strong understanding of journalism etiquette and the common practices of the field of mass media.
10. **Virtual Reality Simulation (VR):** Participants use video and 3D computer graphics tools and design processes to create a two-to-three-minute VR visualization (accompanied by supporting documentation) that addresses the annual theme. Semifinalists deliver a presentation about their visualization and participate in an interview.

11. **Webmaster:** Participants design, build, and launch a website that addresses the annual challenge. Semifinalists participate in an interview to demonstrate the knowledge and expertise gained during the development of the website.

Appendix G: SkillsUSA Competition Alignment

	Units				
SkillsUSA Competition	**1**	**2**	**3**	**4**	**5**
Advertising Design		X			X
Audio Production	X		X	X	
Career Pathways-Arts and Communication	X	X	X	X	X
Digital Cinema Production		X	X	X	X
Photography			X	X	
Prepared Speech	X				X
Promotional Bulletin Board		X			X
Video News Production		X	X	X	
Video Production		X	X	X	X
Web Design and Development					X

National SkillsUSA Conferences High School Competitive Events: 2025 – 2026

1. **Advertising Design:** This competition tests technical skills and creative aptitude as though competitors worked for an advertising agency. In addition to a written test, competitors will recreate a provided advertisement on a computer. Competitors are judged on their accuracy, proficiency with industry software, and ability to meet a deadline. The competition also includes a creative portion. The creative portion involves the application of creative thinking and a design challenge. Layout, drawing, and illustration skills are used, as well as the ability to create vibrant, effective designs using a computer.
2. **Audio Production:** Students will produce (plan, write, voice, record, edit, and render) up to a three-minute radio production, such as a PSA, sound rich/NPR style news story, or a sound and interview news story. A 60-second streaming radio infomercial and 30-second ad spot will be produced and inserted into the production. The complete production requires students to demonstrate their ability to plan a project that meets a specific prompt and run time; and to gather, edit and mix a variety of audio sources. Competitors must render their completed project to a specified audio file format.
3. **Career Pathways – Arts and Communication:** Student teams use their course of study as the basis of a project that will benefit their class, school, community or industry. The project must highlight an aspect of their Career Cluster training. Upon completion of the project, the students will develop a display and use it within the community to explain their training and project. This competition will judge mastery of their training, its application, the project's benefit to their community, and display and presentation techniques. Teams must be entered in the appropriate Career Pathways - Arts and Communication based on the course enrollment of the students (not on the content of the project).
4. **Digital Cinema Production:** The competition evaluates and recognizes outstanding students for excellence and professionalism in filmmaking in the areas of development, pre-production, production, and postproduction through the writing, producing, directing, and editing of an up to five-minute short film based on the prompt given.
5. **Photography:** Competitors in the Photography competition are put through a series of real-world scenarios and are judged on their overall mastery of the following skills: understanding the features of today's digital SLR or mirrorless cameras, field assignment, producing a contact sheet, producing a composited digital fine art piece from their field assignment, question written test, portrait/commercial studio using strobes, troubleshooting common photo errors, print competition, and job interview.
6. **Prepared Speech (includes Middle School):** The competition requires students to deliver a five- to seven-minute prepared speech based on the annual SkillsUSA competition theme. Competitors are evaluated on their ability to present thoughts relating to the central theme clearly and effectively, and are rated on voice, mechanics and platform deportment.
7. **Promotional Bulletin Board (includes Middle School):** (Team of 3) The competition evaluates bulletin board displays created by SkillsUSA chapters based on the annual SkillsUSA competition theme. The bulletin boards promote SkillsUSA, career and technical education in general and related occupational information. An accompanying professional portfolio documents the development and construction of the bulletin board. An oral presentation explains the process, purpose and educational value of the bulletin board.

8. **Video News Production:** Four (4) students work together as a team to script and plan a live, three-minute newscast before entering the video studio & control room space to then execute their planned production. Two students serve as the news anchor team, one student serves as the team's director/technical director, and one student serves as the floor director. Teams are evaluated on various technical video studio production metrics, on-camera anchor performance metrics plus how well they communicate and work well together as a team throughout the process.
9. **Video Production:** (Team of 2) Competitors are required to plan and shoot a video (generally 30 seconds or one minute in length) on location to convey the theme of the event. Editing is done in the competition area with special emphasis on professional production of the video by industry standards, quality of audio and video and adequate conveyance of the theme to the viewer of the final piece.
10. **Web Design and Development:** (Team of 2) Teams complete a series of challenges focusing on creating a website for a client and a specific target audience. Judging will focus on meeting the client's needs, usability and accessibility, and industry-standard best practices. Teams will also be evaluated on the process they use to meet the challenges and how well they work as a team. Teams will need Internet access as all competition materials (including the coding environment) will only be available online.