

The Illinois School for the Deaf
Arts, Audio/Video Technology & Communications Program of Study
June 23, 2014

Introduction

Career Pathways in Arts, Audio/Video Technology & Communications at the secondary level at the Illinois School for the Deaf (ISD) provide preparation for a variety of occupations and assist students with developing skills as family and community members. The targeted occupations require product knowledge, plus skills and technology expertise that take into consideration specialized technology and assistive devices for individuals with hearing loss in addition to excellent human relation skills. The Arts, Audio/Video Technology & Communications programs cover a wide array of career and program options, including: computer graphics, design & visual communications, graphic communications, graphic & printing equipment operation, and prepress/desktop publishing.

ISD's programs in Arts, Audio/Video Technology & Communications prepare students for employment in entry level occupations and further career preparation at the postsecondary level. Some students may choose to enter a career right out of high school whereas others may decide to further their education before entering a career. The Arts, Audio/Video Technology & Communications program prepares students for lifelong learning. The tasks, skills and standards identified by business and industry as necessary for success in these occupations, are used as the basis for the instructional program development. To assist students in achieving success in their chosen careers, the ISD Arts, Audio/Video Technology & Communications programs emphasize the development of skills and knowledge that are transferable to a variety of settings. Additionally, students acquire the competencies and strategies necessary to improve the quality of life in their homes, communities and workplaces as part of their preparation to become self-supporting citizens.

The following job outlook for occupations in Arts, Audio/Video Technology & Communications, was summarized from information provided by the Occupational Outlook Handbook. This information was updated in 2012. Jobs in graphic communications are projected to increase by 7% from 2012-2022 which is just below the average for all occupations. Due to the increased use of the Internet in today's society, graphic designers are in high demand to create designs and images for multi-media devices such as tablets, smart phones, & laptops. Illinois is one of the leading states for jobs in the field of printing press operators. According to the Bureau of Labor Statistics, from May 2013, Illinois projects up to 14,600 positions.

ISD developed its Arts, Audio/Video Technology & Communications program from statewide labor market information (LMI). Occupations with related skills have been grouped together to develop instructional programs which provide students with a wide range of opportunities for entry-level employment, career advancement, and further education. As new occupations emerge and employment needs are demonstrated, additional programs will be developed. The ISD Arts, Audio/Video Technology & Communications program includes the following areas:

- Audio/Visual Technology & Film
- Printing Technology

The Arts, Audio/Video Technology & Communications program prepares students for assuming the multiple roles of being a wage earner and community member. The program focuses on time management, work ethic, and how to adapt to the ever changing fields of Audio/ Video Technology, Film, and Printing Technology.

ISD follows a planned sequence of courses in its Arts, Audio/Video Technology & Communication programs. The content and learning experiences are defined in subject-specific course descriptions. ISD offers two semesters for each course rather than the one semester recommended because generally, students who are deaf or hard of hearing face academic challenges and require additional time to learn the skills necessary for these courses. These skills must be formally taught. The intense nature of this instruction, requires more time to cover the course content.

Components of ISD's Secondary
Arts, Audio/Video Technology & Communications Program

ISD's program includes the following components in its instructional programs.

1. Qualified, Licensed Professional Educator—ISD's educators are fully qualified and licensed as a secondary Career Technical Education educator and possesses non-teaching work experience. The Graphic Communications educator is a facilitator and judge for Skills USA competitions.
2. Student Services--ISD employs appropriate support services and these services are available to all students in the Arts, Audio/Video Technology & Communications program. Students at ISD have Individualized Education Plans (IEPs); individualized career plans; and individual advisement by the educator and counselor on a regular basis.
3. Sequentially Structured, Aligned Programs--The instruction in the Arts, Audio/Video Technology & Communications program is based on worker competencies and includes the skills, knowledge and attitudes required for successful employment in the occupations served by the program. Programs include practical, logical, sequentially structured courses and are aligned with the Common Core Standards.
4. Active Career and Technical Education Student Organizations – ISD is investigating the possibility of establishing a vocational organization for students in the Arts, Audio/Video Technology & Communications program of study.
5. Facilities and Equipment—the facilities and equipment used in teaching the Arts, Audio/Video Technology & Communications program are appropriate for the students enrolled in the program. They are adequately designed, installed and maintained to ensure safe operation and use. There is appropriate instructional and storage space. Students participate in hands-on experiences in the classroom, shop or lab areas. Students also have the opportunity for job shadowing experiences and student work experiences.
6. Active CTE Advisory Council—ISD has a CTE Advisory Council that held its most recent meeting on May 2, 2014. The ISD CTE Advisory Council will meet in both Fall 2014 and Spring 2015. The most recent meeting was held as a whole group and break outs sessions were held based on career pathways, which provided direction and support for development and evaluation of instructional programs. Membership of the committee is comprised of employers/employees, students, educators, instructors, DRS staff, post-secondary staff, ISBE staff, SIU Workforce Development staff, and DRS staff.

Arts, Audio/Video Technology & Communications Course Structure

Orientation-level courses introduce students to all aspects of keyboarding and formatting and serve as a prerequisite for all ISD Arts, Audio/Video Technology & Communications classes offered. Students may test out of this requirement by completing a skills assessment; typing at least 20 words per minute with 80% accuracy. A two-semester comprehensive course, Keyboarding & Formatting, is generally offered to 10th grade students and older, who lack fundamental keyboarding skills and knowledge of computer applications. This orientation course exposes students to a variety of procedures, knowledge, and basic skills necessary, for enabling them to make meaningful decisions regarding further Arts, Audio/Video Technology & Communications occupational studies.

Preparation-level courses provide students with experiences that support the acquisition of occupational standards and skills required for developing independence and employment. The 11th, 12th, and Transition grade preparation-level courses, provide students with the opportunity to develop marketable job skills as well as preparation for further postsecondary training. All Arts, Audio/Video Technology & Communications programs include logical, practical, and sequential learning experiences which are designed to achieve the goal of providing essential technical skills. The goal of ISD is to collaborate with postsecondary programs in order to complete the full scope of instruction.

ISD provides classes that utilize work-sites which provide real life experience in Arts, Audio/Video Technology & Communications areas. The structure and content of the courses follow child labor laws along with state rules and regulations. Examples of Arts, Audio/Video Technology & Communications work sites are: printing businesses, local newspapers, and design studios.

Arts, Audio/Video Technology & Communications

This program offers a sequence of planned educational classroom and laboratory experiences including career exploration, record keeping, content knowledge, practical work experiences provided by ISD staff and stakeholders.

Emphasis is placed on developing competencies in the following areas:

- Work place/employability skills
- Record keeping
- Content knowledge

ISD Arts, Audio/Video Technology & Communications Program of Study Sequence

Orientation Courses

ISBE Course Number	Course Title	Credits Per Semester	Semester Length	Grade Levels
12005A001	Keyboarding & Formatting	0.5	2	9,10, 11, 12, TLP

Preparation Courses

ISBE Course Number	Course Title	Credits Per Semester	Semester Length	Grade Levels
11051A001	Audio/Video Production I	0.5	2	10,11,12, TLP
11051A002	Audio/Video Production II	0.5	2	11,12, TLP
11154A001	Graphic Communication I	0.5	2	10, 11,12, TLP
11154A002	Graphic Communication II	0.5	2	11,12, TLP
11155A001	Commercial & Advertising Art I (yearbook)	0.5	2	10,11,12, TLP
11155A002	Commercial & Advertising Art II (yearbook)	0.5	2	11,12,TLP

Student Work Experience

ISBE Course Number	Course Title	Credits Per Semester	Semester Length	Grade Levels
22206A000	Life Skills	0.5	2	11
22208A000	**Consumer Family Living	0.5	2	12
22210A000	**Consumer Economics/Personal Finance	0.5	2	12

22152A000	Transition Employability Skills	0.5	2	TLP
22998A000	Student Work Experience	0.5	2	12, TLP

** Students will be enrolled in either Consumer Family Living or Consumer Economics/Personal Finance during their 12th grade year.
Course Descriptions for the listed classes are in Appendix A.
Curricular Outlines for the listed classes are in Appendix B.

APPENDIX A – COURSE DESCRIPTIONS

Course Title: Keyboarding and Formatting—(ISBE # 12005A001)

Course Description: Keyboarding and Formatting is a course designed to develop basic skills in touch keyboarding techniques for entering alphabetic, numeric, and symbol information found on computers and terminals. Students may test out of this requirement by completing a skills assessment of typing; 20 words per minute with 80% accuracy. Students will learn to edit and format text and paragraphs, change fonts, cut and paste text, create and use tab keys, create labels, and work with multiple windows. Students will format documents such as letters, envelopes, memorandums, reports, and tables for personal, educational, and business uses. During the second half of the course, major emphasis is placed on formatting documents, improving proofreading skills, and increasing speed and accuracy.

Course Title: Audio Video Production I - (ISBE # 11051A001)

Course Description: This course is designed to provide students with the skills needed for a career in the technical aspects of radio and television broadcasting. Instruction includes camera operations, basic audio and video editing, sound and lighting techniques, and sound mixing (based on individual student audiogram). Students learn the operation and maintenance of video/digital cameras, microphones, computers, lighting/grip equipment, and other production equipment used in the video and audio production of television programs.

Course Title: Audio Video Production II (ISBE #11051A002)

Course Description: This course is for students who have completed Audio/Video Production I. In addition to expanding on the activities explored in the first course, students work in a team-based environment to create a variety of video and audio related broadcasts. Instruction includes single and multi camera operations, linear and nonlinear video editing, production and post-production processes, animation graphics, sound mixing, multi-track production, audio editing, and special effects (based on individual student audiogram). Students learn how to use digital editing equipment and software to electronically cut and paste video and sound segments together. This course also provides students with an understanding of the FCC and other governmental agencies regulations related to radio and television broadcasting.

Course Title: Graphic Communication I (ISBE #11154A001)

Course Description: Graphic Communications I provides learning experiences common to all graphic communications occupations. Instruction will include the use of color, balance and proportion in design; design procedures; layout; selection of type styles; and the use of the computer as a communication tool. Planned learning activities will allow students to become knowledgeable of fundamental principles and methods and to develop technical skills related to the graphic arts industry.

Course Title: Graphic Communication II (ISBE # 11154A002)

Course Description: Graphic Communications II provides learning experiences related to the tools, materials, processes and practices utilized in the printing industry. Instruction is provided in industrial safety; stencil preparation; print screen preparation and printing; ink and color preparation; assembly, binding, and trimming operations; layout, digital paste up and copy preparation. In addition the course provides the student with learning experiences in the use of cameras, photocomposition, lithography, and offset presswork. Use of the computer in graphic arts occupations should be emphasized.

Course Title: Commercial and Advertising Art I (ISBE # 11155A001)

Course Description: This course is designed to provide students with the skills needed for a career in the fields of advertising, commercial art, graphic design, web site development, and graphic illustrator. Students learn to apply artistic design and layout principles along with text, graphics, and drawing. Students use hardware and software programs to create, manipulate, color, paint, and layer scanned images, computer graphics, and original artwork. Students apply artistic techniques to design and create displays, publications, technical illustrations, marketing brochures, logos, trademarks, and computer-generated media.

Course Title: Commercial and Advertising Art II (ISBE # 11155A0012)

Course Description: This course continues to build on the concepts and skills introduced in Commercial and Advertising Art I. In addition to expanding on the activities explored in Commercial and Advertising Art I, students work in a project-based environment to create a variety of interactive online and CD/DVD-based products such as publications, marketing materials, presentations, and educational/training programs. Students create graphic sketches, designs, and copy layouts for online content. Instruction includes how to determine size and arrangement of illustrative material and copy, select style and size of type, and arrange layout based upon available space. Students learn how to capture and edit images.

Course Title: Student Work Experience (ISBE # 22998A000)

Course Description: Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Soft Skills are emphasized such as arriving on time, completing tasks, and getting along with co-workers.

Appendix B – Course Outline

Keyboarding and Formatting

Topic	Length of Unit (Time) in weeks	CCSS Standards
Keyboarding On-Line	18 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
MS Word – edit, format, text paragraphs, change fonts, cut and paste, save, format documents	9 week	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
MS PowerPoint – Digital camera, basic Photoshop and Bridge, fundamentals of PowerPoint – add slides, insert pictures, create backgrounds, transitions, add animations	9 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1

Audio/Video Production I

Topic	Length of Unit (Time) in weeks	CCSS Standards
Fundamentals of TV Production – history and evolution of TV, operation of cameras, copyright laws	9 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Non-linear editing, - camera to editor, trimming scenes, creating scenes, adding text, transitions, credits, upload to server	3 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Chroma key effect – backgrounds, scanning photos, graphics	3 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Work as a team to create individual video assignments	6weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1

Work as a team to develop original movie production.	12 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
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Audio/Video Production II

Topic	Length of Unit (Time) in weeks	CCSS Standards
Non-linear editing, - camera to editor, trimming scenes, creating scenes, adding text, transitions, credits, upload to server	3 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Non-linear editing, - camera to editor, trimming scenes, creating scenes, adding text, transitions, credits, upload to server, audio editing, special effects,	3 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Chroma key effect – backgrounds, scanning photos, graphics	3 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Work as a team to create individual video assignments – incorporating computer generated animation	6weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Work as a team to develop original movie production. Shooting video at various locations off and on campus.	12 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1

Graphic Communication I

Topic	Length of Unit (Time) in weeks	CCSS Standards
Rules and safety.	1 week	PS.1.B
Daily use of printed materials.	1 day	
Learning to use a ruler/ruler game.	2 weeks	HSN-Q1. RI.11.12.7
Screen making	1 week	HSN-Q1.

		RI.11.12.7
Intro to Adobe Indesign, creating text.	1 week	HSN-Q1. RI.11.12.7
Preparing a screen for print.	1-2 weeks	HSN-Q1. RI.11.12.7
Setting up and printing a one color print.	1-2 weeks	HSN-Q1. RI.11.12.7
Reclaiming a screen	1 week	HSN-Q1. RI.11.12.7
Saving an image from the internet.	1 week	HSN-Q1. RI.11.12.7
Creating a Design using text and an image in InDesign.	1-2 weeks	HSN-Q1. RI.11.12.7
Setting up and printing a two color print.	2-3 weeks	HSN-Q1. RI.11.12.7
Setting up and printing a 2-4 color print.	2-3 weeks	HSN-Q1. RI.11.12.7
Vocabulary/terminology practice and test.	1 week	HSN-Q1. RI.11.12.7
Printing history	1 -2 weeks	HSN-Q1. RSIT11.12.7 RI.11.12.7
Intro to offset printing; 1 color printing.	3-6 weeks	HSN-Q1. RI.11.12.7
Intro to color theory	1 week	HSN-Q1. RI.11.12.7

2-4 color offset printing.	3-6 weeks	HSN-Q1. RI.11.12.7
Intro to bindery equipment; hydraulic cutter, stitcher, folder, padding machine.	1-2 weeks	HSN-Q1. RI.11.12.7
Incorporation of all production skills into production work.	4-8 weeks	HSN-Q1. RI.11.12.7

Graphic Communication II

Topic	Length of Unit (Time) in weeks	CCSS Standards
Rules, safety and Chemicals.	1 week	PS.1.B
Daily use of printed materials.	1 day	
Learning to use a ruler/ruler game, measuring to 1/16 th of an inch.	2 weeks	HSN-Q1. RI.11.12.7
Screen making, 15 minute limit.	1 week	HSN-Q1. RI.11.12.7
Intro to Adobe Indesign, creating text, placing images, changes colors.	1 week	HSN-Q1. RI.11.12.7
Preparing a screen for print.	1-2 weeks	HSN-Q1. RI.11.12.7
Setting up and printing a one color print. 15 minute limit.	1-2 weeks	HSN-Q1. RI.11.12.7
Reclaiming a screen	1 week	HSN-Q1. RI.11.12.7
Saving an image from the internet.	1 week	HSN-Q1. RI.11.12.7
Creating a design using text, an image, and changing colors in InDesign.	1-2 weeks	HSN-Q1. RI.11.12.7

Setting up and printing a two color print. 15 minute limit.	2-3 weeks	HSN-Q1. RI.11.12.7
Setting up and printing a 2-4 color print. 20 minute limit	2-3 weeks	HSN-Q1. RI.11.12.7
Vocabulary/terminology practice and test.	1 week	HSN-Q1. RI.11.12.7
Printing history	1 -2 weeks	HSN-Q1. RSIT11.12.7 RI.11.12.7
Intro to offset printing; 1 color printing. 15 minute limit on set-up.	3-6 weeks	HSN-Q1. RI.11.12.7
Intro to color theory	1 week	HSN-Q1. RI.11.12.7
2-4 color offset printing. 20 minute limit on set-up	3-6 weeks	HSN-Q1. RI.11.12.7
Intro to bindery equipment; hydraulic cutter, stitcher, folder, padding machine.	1-2 weeks	HSN-Q1. RI.11.12.7
Incorporation of all production skills into production work.	4-8 weeks	HSN-Q1. RI.11.12.7

Commercial & Advertising Art I

Topic	Length of Unit (Time) in weeks	CCSS Standards
Understand basic use of Adobe Photoshop, InDesign, Illustrator and Bridge	9 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Produce images for reproduction through digital photography	3 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Identify types of graphic	2 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3

files, when to use each and how to convert them for specific uses		CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Demonstrate application, importing and combinations of design programs.	Create yearbooks – 27 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Create authentic graphic productions utilizing design programs.	Create yearbooks – 27 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1

Commercial & Advertising Art II

Topic	Length of Unit (Time) in weeks	CCSS Standards
Create templates for yearbook pages	9 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Design yearbook cover and divider pages	3 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Photoshop color adjustments for pictures	2 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1
Create yearbook pages and check pages for accuracy	Create yearbooks – 22 weeks	CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.2 CCSS.Math.Content.HSN-Q.A.1