

## Principles of Arts, A/V Technology, and Communications, Semester B

### Course Overview

This one-semester course is intended as a practical, hands-on guide to help you understand the skills required for achieving success in modern-day careers in the arts, audio/video technology, and communications cluster. This course has 16 lessons organized into four units, along with four Unit Activities. Each lesson additionally contains one or more Lesson Activities. This course will cover various topics in the arts, audio/video technology, and communication career cluster.

### Course Goals

By the end of this course, you will:

- Name the different types of art forms, state performing standards and indicators, and identify career opportunities in music and dance.
- State the types of theater and the skills required for live performances.
- Define workplace diversity and identify the strategies to resolve workplace conflicts.
- Identify effective reading and writing skills useful for reading and interpreting workplace documents and writing clearly.
- Identify current trends changing the face of journalism and the career prospects in the journalism and broadcasting industry.
- State the significance of professional communications in any organization.
- State the uses of different telecommunication services and applications, and identify career prospects in the telecommunications industry.
- Identify effective speaking and listening skills used for communicating effectively with customers and employees.
- Name the different types of businesses in printing and imaging technology.
- Identify current trends and career opportunities in printing and imaging technology.
- Name various graphic design and illustration techniques, and identify the career opportunities in these fields.
- Identify the career opportunities in the fields of writing, editing, publishing, and e-learning.
- State the importance of an organization's vision and mission statements, culture, and business functions.
- State the traits that reflect integrity.
- Name the laws that ensure fair treatment of employees.

- State the ethical principles and legal provisions that professionals in the arts and media technology industries must follow.
- State the health and safety rules that professionals in the fields of art, audio/video technology, and communication must follow.
- Identify verbal, nonverbal, and listening skills to enhance interpersonal relationships at workplace
- Name the different types of leadership styles.

## General Skills

To participate in this course, you should be able to do the following:

- Perform basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation document, found at the beginning of this course.*

## Credit Value

Principles of Arts, A/V Technology, and Communications—Semester B is a 0.5-credit course.

## Course Materials

- notebook
- computer with an Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course teacher may modify the schedule to meet the specific needs of your class.

## Course Components and Grading Rubric

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

| Course Components                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Count     | Weight      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Pretest.</b> <i>Pretests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson’s objective, the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemptive pretests for first-time credit courses. Pretests are not included as a component of the student’s final grade.</i>                                                                              | 4         | 0%          |
| <b>Module.</b> <i>Each module in this course contains an interactive tutorial and an associated mastery test. Tutorials may include one or more Lesson Activities that constitute tasks associated with the tutorial. The module score comes from a student’s score on the mastery test.</i>                                                                                                                                                                                                 | 16        | 20%         |
| <b>Discussion.</b> <i>Online discussions allow for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may add more discussion topics.</i> | 4         | 20%         |
| <b>Unit Activity.</b> <i>Unit Activities are at the end a unit and constitute one or more small tasks. Their purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>                                                                                                                                      | 4         | 20%         |
| <b>Posttest.</b> <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>                                                                                                                                                                                                                                                                                                                                                           | 4         | 20%         |
| <b>End of Semester Test.</b> <i>The end of semester test (EOS) appears at the end of the course. Students are delivered a few items from every tutorial in the course in order to assess the major course objectives.</i>                                                                                                                                                                                                                                                                    | 1         | 20%         |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>33</b> | <b>100%</b> |

*\*Teachers may manually adjust these weights if desired, per district grading requirements.*

## Unit 1: Music and Dance

### Summary

In this unit, you will recall the history and evolution of various art forms such as music, dance, and theater, and the skills required for a career in these fields. You will define diversity in the workplace and identify the strategies to resolve workplace conflicts. Additionally, you will state the education and training required for a career in music, dance, and dramatics.

| Day              | Activity/Objective                                                                                                                                             | Type                         |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 1 day:<br>1      | <b>Syllabus and Student Orientation</b><br><i>Review the Student Orientation and Course Syllabus at the beginning of this course.</i>                          | Course Orientation           |
| 4 days:<br>2–5   | <b>Music and Dance</b><br><i>Name the different types of art forms and identify career opportunities in music and dance.</i>                                   | Lesson                       |
| 4 days:<br>6–9   | <b>Theater and Dramatics</b><br><i>State the types of theater and the skills required for live performances.</i>                                               | Lesson                       |
| 4 days:<br>10–13 | <b>Diversity Awareness</b><br><i>State the challenges that arise due to diversity at workplace and identify the strategies to resolve workplace conflicts.</i> | Lesson                       |
| 1 day:<br>14     | <b>Space Jumble</b>                                                                                                                                            | Game                         |
| 4 days:<br>15–18 | <b>Unit Activity/Threaded Discussion—Unit 1</b>                                                                                                                | Unit Activity/<br>Discussion |
| 1 day:<br>19     | <b>Post-test—Unit 1</b>                                                                                                                                        | Assessment                   |

## Unit 2: Communication

### Summary

In this unit, you will identify reading strategies and tips for effective writing in order to create content for a workplace document. You will state the nature of and types of businesses in the fields of journalism and broadcasting, and identify the upcoming trends and training required for a career in journalism and broadcasting. You will select appropriate communication strategies to deal with various types of groups at the

workplace. You will identify effective speaking and listening skills used for communicating effectively. Additionally, you will also state the uses of different telecommunication services and applications, and identify various career opportunities available in this field.

| <b>Day</b>       | <b>Activity/Objective</b>                                                                                                                                                  | <b>Type</b>                  |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 3 days:<br>20–22 | <b>Reading and Writing</b><br><i>Identify effective reading and writing skills and strategies.</i>                                                                         | Lesson                       |
| 4 days:<br>23–26 | <b>Journalism and Broadcasting</b><br><i>Identify the current trends and career prospects in the journalism and broadcasting industry.</i>                                 | Lesson                       |
| 4 days:<br>27–30 | <b>Professional Communications</b><br><i>Distinguish between various types of groups in a workplace and select appropriate communication strategies to deal with them.</i> | Lesson                       |
| 4 days:<br>31–34 | <b>Telecommunications</b><br><i>State the uses of different telecommunication applications and identify career prospects in the telecommunications industry.</i>           | Lesson                       |
| 3 days:<br>35–37 | <b>Speaking and Listening</b><br><i>Identify effective speaking, listening, and nonverbal communication skills.</i>                                                        | Lesson                       |
| 1 day:<br>38     | <b>Para Jumble</b>                                                                                                                                                         | Game                         |
| 4 days:<br>39–42 | <b>Unit Activity/Threaded Discussion—Unit 2</b>                                                                                                                            | Unit Activity/<br>Discussion |
| 1 day:<br>43     | <b>Post-test—Unit 2</b>                                                                                                                                                    | Assessment                   |

## Unit 3: Printing and Publishing

### Summary

In this unit, you will identify current trends and career opportunities in printing and imaging technology. You will recall various graphic design and illustration concepts, editing, publishing, and e-learning. Additionally, you will state the importance of departmental interactions within a business organization, and identify the key elements of a good vision and mission statement.

| <b>Day</b>       | <b>Activity/Objective</b>                                                                                                                                                                      | <b>Type</b>                  |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 4 days:<br>44–47 | <b>Printing and Imaging Technology</b><br><i>Identify the current trends and career opportunities in printing and imaging technology.</i>                                                      | Lesson                       |
| 4 days:<br>48–51 | <b>Graphic Design and Illustration</b><br><i>Name various graphic design and illustration techniques.</i>                                                                                      | Lesson                       |
| 5 days:<br>52–56 | <b>Content Writing, Publishing, and E-learning</b><br><i>Identify the career opportunities in the fields of writing, editing, publishing, and e-learning.</i>                                  | Lesson                       |
| 4 days:<br>57–60 | <b>Organizations, Systems, and Climates</b><br><i>Identify the key elements of a good vision and mission statement for an organization, and name the different types of management styles.</i> | Lesson                       |
| 1 day:<br>61     | <b>Thwack-A-Mole</b>                                                                                                                                                                           | Game                         |
| 4 days:<br>62–65 | <b>Unit Activity/Threaded Discussion—Unit 3</b>                                                                                                                                                | Unit Activity/<br>Discussion |
| 1 day:<br>66     | <b>Post-test—Unit 3</b>                                                                                                                                                                        | Assessment                   |

## Unit 4: Laws, Safety, and Ethical Behavior

### Summary

In this unit, you will state the traits that reflect integrity. You will name the legal provisions relevant to the arts, audio/video technology, and communications sectors. You will also name the legal provisions related to health and safety hazards in industry. Finally, you will state the importance of leadership and communication skills for success in the fields of art, audio/video technology, and communications.

| <b>Day</b>       | <b>Activity/Objective</b>                                                                                                                                                                                    | <b>Type</b>                  |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 4 days:<br>67–70 | <b>Integrity</b><br><i>State the traits that reflect integrity and name the laws that ensure fair treatment of employees.</i>                                                                                | Lesson                       |
| 4 days:<br>71–74 | <b>Laws and Ethics</b><br><i>State the legal and ethical issues related to arts and media technology.</i>                                                                                                    | Lesson                       |
| 4 days:<br>75–78 | <b>Health and Safety</b><br><i>State the health and safety rules that professionals in the fields of art, audio/video technology, and communication must follow.</i>                                         | Lesson                       |
| 4 days:<br>79–82 | <b>Leadership and Communication Skills</b><br><i>Identify verbal, nonverbal, and listening skills to enhance interpersonal relationships at workplace and name the different types of leadership styles.</i> | Lesson                       |
| 1 day:<br>83     | <b>Space Jumble</b>                                                                                                                                                                                          | Game                         |
| 4 days:<br>84–87 | <b>Unit Activity/Threaded Discussion—Unit 4</b>                                                                                                                                                              | Unit Activity/<br>Discussion |
| 1 day:<br>88     | <b>Post-test—Unit 4</b>                                                                                                                                                                                      | Assessment                   |
| 1 day:<br>89     | <b>Semester Review</b>                                                                                                                                                                                       |                              |
| 1 day:<br>90     | <b>End-of-Semester Test</b>                                                                                                                                                                                  | Assessment                   |

## Course Map

You will achieve course level objectives by completing each lesson’s instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester B](#).