

**Digital Video and Sound Fundamentals****8207420****Outcome # 21.0 DEMONSTRATE PROFICIENCY IN USING PRESENTATION SOFTWARE AND EQUIPMENT THE STUDENT WILL BE ABLE TO:**

**Performance Task# 21.03 Using presentation software, create a multimedia presentation that incorporates shot and edited video, animation, music, narration and adheres to good design principles, use of transitions, and effective message conveyance.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<b>LA.A 2.4.4</b>	<b>H</b> Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.6</b>	<b>L</b> Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 2.4.3</b>	<b>L</b> Writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.	<b>e22</b>	Understand and produce a variety of informative format such as business letters, memos, reports, news articles, brochures, proposals and critiques.
		<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
<b>LA.B 2.4.4</b>	<b>L</b> Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<b>LA.C 2.4.2</b>	<b>L</b> Understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.	<b>e63</b>	Interpret non-verbal cues such as body language and visual aids.
<b>LA.C 3.4.3</b>	<b>L</b> Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	<b>e10</b>	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well organized fashion, and appealing to the needs of the target audience.
<b>SSS Strand: Language</b>		<b>Essential Work Skills</b>	
<b>LA.D 2.4.3</b>	<b>L</b> Recognizes production elements that contribute to the effectiveness of a specific medium.	<b>e56</b>	Understand and use graphics such as graphs, charts, visual aids, white space, bold print, headers and other graphics to enhance meaning.
<b>LA.D 2.4.4</b>	<b>L</b> Effectively integrates multimedia and technology into presentations.	<b>e68</b>	Apply an understanding of the meaning of graphics, layout, white space, italics, parentheses, and other visual aids.
<b>LA.D 2.4.5</b>	<b>L</b> Critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information.	<b>e43</b>	Use a variety of media to gather information and to transmit information to specific audiences.
<b>Outcome # 22.0 DEMONSTRATE PROFICIENCY USING VIDEO EDITING SOFTWARE AND EQUIPMENT—THE STUDENT WILL BE ABLE TO:</b>			

**Performance Task# 22.01 Demonstrate knowledge of video and sound editing vocabulary, terms, and acronyms.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<b>LA.A 1.4.2</b>	<b>H</b> Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.3</b>	<b>L</b> Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b>	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.
		<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
		<b>e49</b>	Read for main idea first and then read for detail.
<b>LA.A 2.4.6</b>	<b>L</b> Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**Performance Task# 22.02 Demonstrate knowledge of non-linear editing software (NLEs) and compare the strengths and weaknesses of these programs.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<b>LA.A 1.4.2</b>	<b>H</b> Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.3</b>	<b>L</b> Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b>	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.
		<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
		<b>e49</b>	Read for main idea first and then read for detail.
<b>LA.A 1.4.4</b>	<b>L</b> Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
		<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
		<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
		<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
		<b>e94</b>	Use response journals to jot down ideas from reading literary texts.

**Total Number of Student Performance Standards in this course:**

**3**

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