TAMALPAIS UNION HIGH SCHOOL DISTRICT
LARKSPUR, CA

Course of Study
DIGITAL COMMUNICATIONS: 21^(ST) CENTURY CORE CRAFT SKILLS

Department: Applied Technology

Grade levels: 11, 12

Length of course: 4 semesters

1. **Course Description**

   Digital Communications is a two-year, four semester, project-based elective course for 11th and 12th grade students. This course helps students develop Core Craft Skills for creating and producing digital media for use in print, video and web social media. The course embodies the District goals of accessing and critically analyzing information and data, helping students learn how to communicate effectively, and demonstrate engaged citizenship by sharing their Core Craft Skills knowledge through community outreach.

2. **Justifications for the Course**

   A. How will the course bring the Mission statement to life in the classroom?

      The course ignites student passion and motivation in a creative yet practical/vocational framework set in the community. The classroom provides students an environment that is open, flexible and adaptable promoting active research, analysis, and problem-solving. Narrative techniques from the English classes fuel students' creativity, along with research and thematic components from the connected from student's Social Studies classes. The project-based, Core Craft Skills instruction offers vocational life skills for employing digital media to communicate effectively in a networked world. Whether working as an individual or in groups collaborating on media projects students learn the tenets of engaged citizenship by making decisions and meeting project deadlines. Students also demonstrate engaged citizenship by sharing their Core Craft Skills knowledge by producing media projects for local community groups.

   B. In what ways does this course address student interest?

      Our students are the first digital generation demanding more access and asking more questions about the disruptive nature of cultural change. Their world has fast become a networked global environment with access and communication available in many different

formats from a myriad of devices. They are looking for ways to find meaning, explore options, and forge career pathways. The integration of English and Social Studies themes in a problem -solving format where media is created and shared with the community for reflection and discussion brings their quest alive.

C. How will this course prepare students for post high school options?

This course offers Core Craft vocational skills that are in increasing demand in today's technology and media--rich society. The course prepares students for college programs in Film, Design and Communications as well as career pathways. The course prepares students for expertly capturing, narrating, interpreting and sharing their lives and the lives of loved ones, with each other in a global network of connected souls.

D. What learning need does the course meet?

This course teaches design and technology skills necessary for being an active contributing member of the 21st century.

E. How does this course provide a new opportunity or pathway for students to fulfill district requirements?

This will meet the new Applied Technology graduation requirement as a career pathway and can be tied to required classes in English and Social Studies.

F. What is the need for a new course as opposed to new units of study within an existing course?

Approval of this course would give students the ability to get appropriate credit. This is an MCOE ROP approved course. Students could get credit to meet the proposed Applied Technology requirement for graduation.

G. What are some potential impediments to this course succeeding?

Currently, there are no impediments for this course succeeding. The biggest challenge is the limited funding source from MCOE and a continued need for resources. TUHSD would be asked for funding staff development and paying for extra teacher hours.

H. In what ways might this course address the needs of our various student subpopulations?

This course typically attracts a diverse segment of the population, across the range of both social interests and GPA, with a balance of male and female. It is a place where many high -end students have excelled, and where many previously low- end students have found their niche and love of learning. It is also a famously friendly and accepting community, where many previous- outsiders have found a happy place for themselves and a life-long network of friends. This course attracts a range of students, including students of color and of various ethnic backgrounds, and students with special needs, and, well, the whole gamut.

3. **Prerequisite skills** and knowledge: There are no prerequisite skills or knowledge.

4. **Program Goals and Proficiency Scales**

   Overarching Goal: The primary program goal is to help students develop technical skills and proficiencies for creating and producing digital media in order to become effective communicators. Learning outcomes are focused on Core Craft Skills in eight key areas of digital media production and distribution; design, media, graphics, video, audio, motion, web and social media.

   The course meets Common Core, California Technical Education, TUHSD Applied Technology goals and 21st Century Skills standards.

   A more comprehensive listing of standards and proficiency scales with a Course syllabus and Lesson Plan is included in the Appendices. A sample of the Core Craft Skills Proficiency template is attached.

5. **Suggested textbook(s), materials, equipment and resources**

   Materials
   Suggested Reading
   Design Elements: A Graphic Style Manual, Timothy Samara
   Visual Literacy: A Conceptual Approach to Graphic Problem Solving, Judith & Richard Wilde Visual
       Language: The Hidden Meaning of Communication, Peter Bonnici
   Visualize This: The Flowing Data Guide to Design, Visualization, and Statistics Type in Motion:
       Innovations in Digital Graphics, Jeff Bellantoni & Matt Woolman Graphic Design: The New
       Basics, Ellen Lupton & Jennifer Cole Philips
   Go: A Kidd's Guide to Graphic Design, Chip Kidd Mastershots; 2nd Edition, Christopher Kenworthy
   Adobe Certified Expert Program (ACE) Delmare Cengage Learning Adobe CS6 Series

   Online
   Adobe Creative Cloud Learning & Tutorials http://www.edex.adobe.com http://www.lynda.com
   http://www.artofthetitle.com http://www.avid.com http://www.apple.com/final-cut-pro/
       http://www.pinterest/comacad

6. **Requirements satisfied** (A-G, grad requirement, elective, weighted GPA, ROP)

   This course meets the UC "f" requirement.

   Design Courses. Visual and performing arts courses in design are expected to provide substantial time for students to understand, learn, and experience the elements of art and principles of design that underlie the medium/media addressed. Design courses must also include standards from all five component strands of the VPA content standards. (Refer to the Design Course Resources available on the a-g Guide web site.)

Technology Courses. Visual and performing arts courses that utilize technology must focus primarily on arts content. If the technology (i.e., software, equipment) is used as a tool of artistic expression, as a paintbrush would be used in a painting course, and all other component strands are adequately met, then such courses are acceptable. If the technology/software is so complex that the primary concern becomes learning the technology, then the course will not be approved to meet the VPA requirement.

7. **Appendices:**

Digital Communications: Core Craft Skills

1. **DESIGN**	5. **AUDIO**
2. **DIGITAL MEDIA**	6. **MOTION GRAPHICS**
3. **GRAPHICS**	7. **WEB: HTML 5**
4. **VIDEO PRODUCTION**	8. **SOCIAL MEDIA**

A. Here is a summary of the Core Craft Skills covered in Digital Communications

DESIGN
Design is both a verb and a noun. It is the beginning as well as the end, the process and product of imagination. --Paul Rand, from *Design, Form, and Chaos* (1993)

Understanding effective design and being able to employ design principles is the foundation for digital media production. We explore the use of form, concept, content and typography in graphic media to discover how to communicate a visual language of design in our media projects. Students learn the basic principles of design and apply these principles producing print, video, and sound media. Templates for Treatments, Storyboards, Layout and Design are used for all media projects.

DIGITAL MEDIA
Digital media is any media encoded in a machine--readable format. Digital media can be created, viewed, distributed, modified and preserved. Students research and learn the many different file formats and codecs available for broadcast and production. Students create media using different formats for print, video and sound production.

FORMATS
IMAGES: PRINT, WEB, AND VIDEO
AUDIO: AAC, WAV MP3
VIDEO: MPEG4, AVI, MOV, AVCHD, H.264

GRAPHICS
Graphic design is a cerebral experience of a message using a combination of forms, images, words and meanings to communicate. Students learn the four pillars of graphic design; form, typography, content and concept through a series of design projects using state-of-the-art software tools.

LAYOUT: RULE OF THIRDS
COLOR: PALETTES
SOFTWARE: ADOBE Creative Suite 6

VIDEO PRODUCTION

Video production is the process of creating video by capturing moving images, and creating combinations and reductions of parts of this video in live production and post-production. Students develop proficiency in the hardware and software used in video production and post-production.

PROJECT PLANNING SCRIPTING AND TREATMENTS
    SCRIPTING
    VIDEO TREATMENTS STORYBOARDS
LOCATION SHOT SETUP EQUIPMENT
    CAMERAS TRIPODS BATTERIES SD CARDS
    SOUND RECORDERS LIGHTING
STAGING
    SINGLE CAMERA SETUP TWO CAMERA SETUP
    SONY ANY CAST THREE CAMERA SETUP STUDIO SETUP
    GREEN SCREEN SETUP OUTDOOR SETUP
VIDEO EDITING
    FINAL CUT X
    NAVIGATION PROJECT;MEDIA MANAGEMENT TIMELINE EDITING
    TRANSITIONS, FILTERS, EFFECTS TITLES

AUDIO

Sound recording and reproduction is an electrical or mechanical inscription and re-creation of sound waves, such as spoken voice, singing, instrumental music or sound effects. Students learn how to record and edit audio used in media productions with different recording devices and software.

ENVIRONMENTAL CONSIDERATIONS AUDIO ENGINEERING
MIXER SETUP MICROPHONES
CARDIOD SHOTGUN WIRELESS LAVIELER HANDHELD
AUDACITY: PROTOOLS NAVIGATION SESSION SETUP

MOTION GRAPHICS

Motion graphics use video and/or animation technology to create the illusion of motion. Students learn how to produce motion graphics for video titles, sub-titles, lower- thirds and animations using industry standard software.

MOTION LAYOUT AND NAVIGATION PROJECT LAYOUT
MEDIA ELEMENTS EFFECTS

WEB: HTML5

Web: HTML 5 is a core technology markup language of the Internet used for structuring and presenting content for the World Wide Web. **Cascading Style Sheets (CSS)** is a program language used for defining the look and format of a website, including elements

such as the layout, colors, and fonts. Students learn how to edit content and create style sheets for the look and feel of a website. **Content Management Systems (CMS)** WORDPRESS CSS

SOCIAL MEDIA

Social Media is used by people to create, share or exchange information and ideas in virtual communities and networks. Students learn a group of web 2.0 Internet--based applications that allow them to create and exchange content on the web. This content can include audio, video, words and pictures.
FACEBOOK, TWITTER, INSTAGRAM, VINE

TEAMWORK

COLLABORATION
PEER REVIEW

COMMUNITY

CATS
PROJECT CONSIDERATION PROCESS
EVALUATION

DIGITAL COMMUNICATIONS
CORE CRAFT SKILLS
Devonshire Hall Room 603   Instructor: John MACLEOD

jmacleod@tamdistrict.org www.comacad.com
First Semester: August 20 - December 19, 2014
Monday, Tuesday, Thursday

Goals
The primary and overarching program goal is to develop technical skills and proficiency for creating and producing digital media and to become effective communicators.

Outcomes
Learning outcomes are focused on eight key areas of digital media production and distribution: design, media, graphics, video, audio, motion, web and social media.

Norms
Respect Yourself, Respect Each Other, Respect the Space
Everybody Teaches, Everybody Learn

Political AD Lessons Project Deadlines

08/20-09/03: Boot Camp
Students attend Core Craft Skills workshops, and work in teams to produce two media projects: a 6 second video and Lesser Gods 30 second promotion.

09/04: Political ADS
Introduction of California Ballot Initiatives and team assignments for production of a 30 second ad. Core Craft Skills focus on design, treatments, scripting, storyboards and website.

09/08: Infographics
Core Craft Skills focus on graphic design for infographics, posters and websites, with camera framing and audio recording with different microphones. Continued work on Political Ad scripts and storyboards.

09/15: Post Production
Core Craft Skills focus on video and audio editing, location lighting and steady cam. Continued work on Political Ad scripts, storyboards, updating website and Infographic.
SEPTEMBER DUE DATES 09/18: POLITICAL AD SCRIPT
09/22: WEBSITE UPDATES
09/25: POLITCIAL AD STORYBOARDS
09/29: RESEARCH PAPER
09/30 POLITICAL INFOGRAPHIC

09/22 Social Media

Core Craft Skills focus on identifying social media apps to create Political AD screening. Review graphic design for social media, and media formats for video production. Continued work on Political Ads, Infographic, Poster and Social Media Campaign.

09/29 Post Production
Core Craft Skills focus on post production. Continued work on Political Ads, Infographic, Poster and Social Media Campaign.

10/06 Post Production
Core Craft Skills focus on post production. Continued work on Political Ads, Poster and Social Media Campaign.

OCTOBER DUE DATES 10/02 ROUGH CUT
10/06 POLITICAL AD POSTER
10/07 SOCIAL MEDIA CAMPAIGN
10/16 CRITICAL FRIENDS
10/24 POLITICAL AD SCREENING

10/13-10/24 Post Production
Core Craft Skills focus on post production.

10/24 Political AD Screening

10/28 Debrief Political AD Screening 10/29 Non-Profit RICHIES Award
Introduction of RICHIES non-profit award and video promotion project.

SAMPLE MEDIA PROJECT
6-second "Conflict Reveals Character" Video Boot Camp: August 20-26th

Each student will make (write; either shoot or act in; and edit) an original, unique 6 -second video illustrating the dramatic principle that conflict reveals character. The video will be exactly 5 seconds long, with 1 second of credits at the end identifying the writer/director, actors, and, if applicable, the soundtrack. There will be some form of conflict in the video--physical, verbal, or even internal; between two people, or a person and nature, or a person and a robot ninja, or a person and his/her mind, or etc. There will be just enough *reaction* to the conflict to reveal the unique or essential personality of one or two characters and/or the unique relationship between two characters. The video may consist of one or several shots.

The process will be to
- ❏ learn the 4--person group with which you will share a camera and editing station
- ❏ write, type and format a script
- ❏ get the script approved, for content and formatting
- ❏ communicate with your group and check out a camera
- ❏ use your group to help you shoot yours; in turn, help them shoot theirs
- ❏ return the camera
- ❏ edit your footage down to 5 seconds, sequenced how you like
- ❏ add any foley sounds and/or a soundtrack
- ❏ add exactly 1 second of credits identifying the writer/director, actors, and, if applicable, the soundtrack
- ❏ export it/upload it to YouTube page
- ❏ we'll all watch them
- ❏ debrief

Requirements. Camera and editing-station-sharing groups. Script how--tos. Equipment check-out how--tos. Write, storyboard. Get script approved. Check out equipment. Shoot. Return equipment Edit and upload videos.

Assignments
    Assignment 1: Groups form four person project teams.
    Assignment 2: Write,Type and Format Script for 6-second videos
    Assignment 3: Camera and Equipment Check-out System for 6-second videos.
    Assignment 4: Produce, Edit and Upload Your Video to YouTube channel.
    Assignment 5: Debrief Critical Friends review of 6-second videos.

Outcomes
Students get to know each other working in teams, become familiar with video production equipment and process producing a six second video.

Standards
This lesson delivers competencies for Common Core and California Technical Education standards, along with a set of 21st Century information, media and technology skills. The lesson also adheres to the TUHSD Applied Technology goals and proficiencies.

Assignment 1: Groups form four person project teams.

Male, female, junior and senior must be represented, preferably in perfect balance. Select an equipment manager and assign other duties for the project.

Assignment 4: Produce Edit and Upload Your Video

Once your script is written and your footage shot, you will
- ❏ edit your footage down to 5 seconds, sequenced how you like
- ❏ add any foley sounds and/or a soundtrack
- ❏ add exactly 1 second of credits identifying the writer/director, actors, and, if applicable, the soundtrack
- ❏ export it/upload it to the YouTube page

Seniors are expected to help juniors with these steps. Credit for your final video will be given as follows:

Assignment 5: Debrief with Critical Friends viewing of 6-second videos

We embrace the Critical Friends protocol for review of media projects. A critical friend can be defined as "a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work."

Source: Costa, A & Kallick, B, 1993, Through the Lens of a Critical Friend. Educational Leadership)

SAMPLE PROJECT PROFICIENCY SCALE

RICHIES Community Event Poster: Digital Communications

Poster Design Rubric Worksheet

	EXCELLENT 4	**VERY GOOD 3**	**SATISFACTORY 2**	**NEEDS IMPROVEMENT 1**
OVERALL POSTER DESIGN	1. Message clearly conveyed 2. Design is visually engaging 3. Effectively used all of these design elements: • verbal language • symbols and/or images • font to support message • color to support message	1. Message clearly conveyed 2. Design is visually engaging 3. Effectively used two of these design elements: • verbal language • symbols and/ or images • font to support message • color to support message	1. Message somewhat unclear 2. Design could be more visually engaging 3. Effectively used one of these design elements: • verbal language • symbols and/or images • font to support message • color to support message	1. Message not clear 2. Design not very visually engaging 3. Did not effectively use any design elements
OVERALL PRESENTATION	1. Clearly spent time on content and design 2. Effectively addressed design process 3. Effectively addressed all design decisions	1. Appears to have spent time on content and design 2. Somewhat effectively addressed design process 3. Somewhat effectively addressed all design decisions	1. Seems more time was spent on design than content 2. Could not effectively address design process and/or design decisions	1. Did not take audience member's point of view into account 2. Appears to have not thought about design process or decisions
PREPAREDNESS	1. Completed poster by due date 2. Used prepared notes that added information and explained design decisions 3. Student clearly practiced presentation 4. spoke clearly and comfortably to the audience and did not read from notes	1. Completed poster by due date 2. Used prepared notes that added information and explained design decisions at times 3. Student appeared to have practiced presenting 4. Spoke clearly to the audience	1. Completed poster by due date 2. Appeared to have notes, but may not have practiced presentation 3. Read from the notes occasionally 4. Spoke to the audience mostly, but may have directed most of presentation to the teacher	1. Did not complete poster by due date 2. Did not have prepared notes 3. Read directly from the notes, often turned away from the audience 4. Appeared not to have practiced presentation.

Proficiency Scale

	4	**3**	**2**	**1**
Color Component	Color palette enhances the meaning of the work.	Colors are used appropriately and do not clash with one another or clutter the work	Colors are mostly effective although there may be some clashing	Color choice weakens the work in dramatic ways.
Type Component	Fonts and effects help to create a strong verbal-visual connection within the work. All font sizes are appropriate	Type choices are appropriate without an excessive number of fonts or effects	Type is generally effective, although font choice, size and effects may create minor dis-tractions	Type choices weaken the work in dramatic ways
Message Content	Message is bold, com-pelling and possibly multi-layered. It goes beyond the obvious.	Message is clear and compelling. It may not be as subtle as it could be.	Message is slightly confusing, missing information	Message is absent
Composition	Correct amount of white space that helps move eye to important elements	Some white space but not enough or not correctly positioned to direct eye to important area	Design elements crowded onto page. No white space.	What a mess.
Originality	Art is original, or so highly modified that it becomes something completely new and original.	Art was obtained from non-original source, but has been modified slightly.	Art and elements were obtained from clip art, internet or other source.	Low-rez internet art, enlarged, pixilated - looks lousy
Effort: Use of Class Time	Used time well during each class period. Focused on getting the project done and never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Definitions

Group Projects are evaluated based on attention to detail, accuracy of information, creativity and the ability to work well as a team. CTE employability skills are major components of project rubrics and teach students to value collaboration. Other Core Craft Skill production rubrics measure proficiencies in the use of hardware and software.

Individual Work occurs daily, weekly or in larger spans depending on the assignment and the desired measure. These assessments allow students to apply their skills in a way that shows individual mastery. Students develop their own style, voices and creative approaches to work as they move through the class.

Presentations provide the teacher with feedback on basic communication skills. All presentations are

coupled with a form of student self-reflection so that the presentations can be utilized as tools for further developing their ability to speak in front of groups.

Discussions are both formal and informal as well as one-‑on-‑one, small group or class. Discussions provide students with the chance to both express their opinion and listen and respond in appropriate ways to others' opinions. Opportunities for discussions also include an online forum, in which students participate in peer review.

Methods: Project based learning in a blended learning environment where online delivery of content and instruction with some element of student control over time, place, path or pace takes place. Direct instruction from instructor, industry professional is used to facilitate discussion and establish a context for learning Core Craft Skills.

Performance Assessment Quality Criteria

*These criteria aim to communicate design principles for the creation of quality performance assessments. The quality of performance assessments themselves can be evaluated in further depth with the **Performance   Assessment Quality Rubric** that offers a rubric for a fine-grained and detailed examination. Performance   assessments offer a departure from traditional assessment frameworks. In performance assessments, students   develop and demonstrate mastery of standard-aligned content and skills through completion of authentic,   relevant, and engaging tasks, and application of higher order thinking skills through research, modeling, design, analysis, experimentation, and/or evaluation.*

Quality performance assessments have the following characteristics:

Clear and Worthwhile Performance Outcomes
- Require application and demonstration of content knowledge, depth of understanding, and higher   order thinking skills
- Are tightly aligned to target content and skill standards and other performance outcomes
- Make connections to the big ideas and enduring understandings of the course and discipline
- Integrate knowledge and skills across multiple content and skill standards
- Are assessed using scoring criteria that focus on the essence of the content or skill standards, or other   learning targets

Task Focus, Clarity and Coherence
- Focused: Task prompt asks students to demonstrate deep learning and mastery of content and   application of skills
- Clear: Unambiguous wording and directions, along with criteria for scoring
- Coherent: Alignment of prompt, task materials, and response formats (student products) with purpose   of task

Student Engagement: Relevance and Authenticity
- Reflect a real-world task and/or scenario-based problem
- Represent content in a way that is authentic, relevant, and meaningful to students, i.e., the task is "worth doing"
- Has an authentic purpose and/or audience

Student Engagement: Choice and Decision-Making
- Offer opportunities for student choice (e.g. selecting a research question or topic, selecting sources, deciding how to present findings
- Provide for diverse ways of responding to the task
- Require student-initiated planning and management of information/data and ideas
- Provide opportunities for self-assessment, peer and teacher feedback, and revision

Student Engagement: Accessibility
- Developmentally appropriate
- Use task materials that are carefully selected, excerpted, or adapted to improve accessibility for all students, including those with reading challenges and learning disabilities
- Use a variety of task materials to engage students and provide different entry points into the task (e.g. multiple sources representing different perspectives, audio, visual, hands-on experimentation, etc.)

Curriculum Connected
- Aligned to the taught curriculum
- Aligned to the skills that have been developed over time

SCALE CHECKLIST FOR QUALITY RUBRIC DESIGN

Purpose - Learning Centered Design
- ☐ Communicates the criteria for a proficient performance.
- ☐ Is **analytic**: provides specific feedback to students and teachers to inform revision.
- ☐ Is a common rubric:
  - Measures progress toward long-term performance outcomes within or across courses.
  - Is usable across a course or grade span (e.g., 6-8, 9-12) so that the rubric can be used across multiple tasks, teachers, and/or grade levels.

Content
- ☐ Is tightly aligned to the performance outcomes.
- ☐ Measures worthwhile knowledge and skills - standards-aligned content, higher order thinking skills, and 21st century skills.
- ☐ Is not task specific - generalizes to a variety of tasks within the discipline.

Structure & Organization

- ☐ Rubric is short - for usability and focus.
- ☐ **Dimensions** are distinct and focused, with few criteria or indicators.
- ☐ Dimensions are sequenced in a logical order.
- ☐ Indicators should not be grouped together if student performance on those indicators often varies.
- ☐ Indicators are not repeated across dimensions.
- ☐ **Indicators** are parallel across score levels.

Score Levels

- ☐ Score levels reflect a developmental progression and real differences in student performance.
- ☐ Has a sufficient number of score levels to capture progress within a grade level or grade span, and especially in   the range where the majority of students fall.
- ☐ Proficiency is not **normative**, but based upon agreed upon s**tandards-based criteria**.

Language

- ☐ Score level labels are neutral in tone and avoid stigmatizing language.
- ☐ Describes observable behaviors and skills in the work sample; describes what students can do and **not** what they   can't do.
- ☐ Language is simple, clear, and provides clear distinctions between levels; is student friendly.
- ☐ Communicates how a student can get to the next level.
- ☐ Is qualitative, not quantitative.
- ☐ Is descriptive, not value-laden.

21st Century Standards and Proficiency Scales

Students in the 21st century live in a technology and media--suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- Use technology as a tool to research, organize, evaluate and communicate information

Proficiency Scale for Media Analysis: Deconstructing Media Messages

1	2	3	4
You are beginning to study but cannot yet demonstrate understanding of how, why and/or for what purposes media messages are constructed.	You demonstrate limited or flawed understanding of how, why and/or for what purposes media messages are constructed.	You demonstrate grade-level understanding of how, why and for what purposes media messages are constructed.	You thoroughly demonstrate insightful understanding of how, why and for what purposes key media messages are constructed.

Proficiency Scale for Media Analysis: Examining Interpretations

1	2	3	4
You are aware that individuals interpret messages differently, but cannot yet examine why.	You examine, with limited depth or success, how individuals interpret messages differently, factoring in values, POV or media influences.	You proficiently examine how individuals interpret messages differently, factoring in values, POV and media influences.	You thoroughly and insightfully examine how individuals interpret important messages differently, factoring in values, POV and media influences.

21st Century Standards and Proficiency Scales

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

Proficiency Scale for Creation of Media Productions: Utilizing Appropriate Tools and Conventions

1	2	3	4
You have not yet demonstrated the ability to utilize appropriate media creation tools or conventions.	You demonstrate limited understanding, through utilizing, with assistance, certain appropriate media creation tools or conventions.	You demonstrate understanding, through independently utilizing, the key appropriate media creation tools, characteristics and conventions.	You demonstrate understanding, through independently utilizing, a wide range of the most appropriate media creation tools, characteristics and conventions.

Proficiency Scale for Creation of Media Productions:

1	2	3	4
You are beginning to use, with no or little success or perhaps a lack of appropriateness so far, digital technologies (computers, PDAs, media players, GPS, etc.), communication/ networking tools or social networks to access, manage, integrate, evaluate or create information to function in a knowledge economy.	You demonstrate, perhaps with assistance, limited success at using key digital technologies (computers, PDAs, media players, GPS, etc.), communication/ networking tools and/or social networks appropriately to access, manage, integrate, evaluate and/or create information to function in a knowledge economy.	You demonstrate proficiency at using key digital technologies (computers, PDAs, media players, GPS, etc.), communication/ networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to function in a knowledge economy.	You demonstrate fluency at using a wide range of digital technologies (computers, PDAs, media players, GPS, etc.), communication/ networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to function in a knowledge economy.

TUHSD Applied Technology Outcome Matrix and Proficiency Goals

All TUHSD Applied Technology goals are included in the Core Craft Skills course and lessons.

1. Creativity

Goal	0--2.0	2.5--3.0	3.5--4.0
Students develop original products and processes using tools and technology.	The student: • Develops an original product based on an existing template or model	The student: • Develops original products and processes using tools and technology without use of a template or pre-existing form.	The student: • Develops original products and processes through synthesis of multiple sources, or by design of a model that can be used by others, or is multifunctional.

2. Collaboration

Goal	0--2.0	2.5--3.0	3.5--4.0
Students contribute, participate, share and interact with peers, project teams, experts, or others.	The student: • Participates, contributes and collaborates with peers, project teams, experts, or others with prompting and teacher direction.	The student: • Actively participates, contributes and collaborates with peers, project teams, experts, or others without prompting.	The student: • Actively participates, contributes and collaborates with peers, project teams, experts, or others without prompting.

3. Communication

Goal	0--2.0	2.5--3.0	3.5--4.0
Students exchange information and ideas effectively to/ with multiple audiences Using a variety of media and interactive formats.	The student: • Communicates information and ideas effectively to peers using media and formats with prompting and teacher direction.	The student: • Communicates information and ideas effectively to peers and teachers using a variety of student-selected media and formats with a feedback component.	The student: • Communicates information and ideas effectively to an authentic audience with an interactive component, using a variety of student selected media and formats.

4. Research and Information Fluency

Goal	0- 2.0	2.5-3.0	3.5- 4.0
Students collect and analyze evidence that is pertinent to a topic from a variety of relevant,	The student: • Collects evidence that is pertinent to a topic from a pre-determined set of sources with minor errors	The student: • Collects evidence that is pertinent to a topic from a variety of relevant and validated sources.	The student: • Publish relevant, validated evidence to a public archive or database for cataloguing and future reference.

5. Problem Solving and Decision Making

Goal	0- 2.0	2.5-3.0	3.5- 4.0
Students use appropriate tools and resources to explore problems and make informed decisions.	The student: • Uses teacher defined tools and resources to explore problems and make informed decisions.	The student • Uses appropriate tools and resources to explore problems and make informed decisions.	The student: • Uses appropriate tools and resources to explore problems, make informed decisions Communicates findings to an authentic audience.

6. Citizenship

Goal	0- 2.0	2.5-3.0	3.5- 4.0
Students demonstrate responsible use of physical and digital resources, shared media, and information.	The student: • Demonstrates responsible use of physical and digital resources, shared, media, and information with prompting.	The student: • Demonstrates responsible use of physical and digital resources, shared, media, and information without prompting.	The student: • Adds value to the physical and digital resources, shared media, and information.

7. Technology Operations

Goal	0- 2.0	2.5-3.0	3.5- 4.0
Students select and use tools, peripherals or applications effectively and productively.	The student: • Follows instructions and demonstrates responsible and safe use and care of technical equipment.	The student: • Selects and uses tools, peripherals and/or applications effectively and productively.	The student: • Can design a procedure to select and use tools, peripherals or applications effectively productively, accurately and with precision.