

**Florida Department of Education
Curriculum Framework**

Program Title: Journalism and Multimedia
Program Type: Career Preparatory
Career Cluster: Arts, A/V Technology and Communication

Secondary – Career Preparatory	
Program Number	8771101
CIP Number	0609010000
Grade Level	9-12
Program Length	4 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA
SOC Codes (all applicable)	27-3041 – Editors 27-4021 -- Photographers 43-9031 -- Desktop Publishers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The purpose of this program is to prepare students for employment as writers, editors, and multimedia journalists (SOC 27-3041, 27-4021). This program provides a medium whereby the student will be given the opportunity for practical hands-on experiences that incorporate academic skills into a real life situation.

The program familiarizes individuals with journalistic writing, script writing, graphic communications, desktop publishing, multimedia production, photojournalism, and investigative reporting.

The presentation of subject matter should incorporate team teaching. Activities should utilize a rotational type format so that the student is exposed and reinforced academically and vocationally for each outcome.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 4 (four) credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8203000	Foundations of Journalism	ENGLISH 1 @2 @4 JOURNALISM1 @2 @4 MG ENGLISH C	1 credit	27-3041	2	CT
8771110	Media Production	TV PRO TEC @ 7 G PHOTOG @ 7 G COMM ART @ 7 G MG ENG \$C BUS ED \$1 \$2 \$4 ENGLISH 1 @2 @4 JOURNALISM1 @2 @4	1 credit	27-3041	2	CT
8209510	Digital Design 1	BUS ED 1 @2 CLERICAL @7 7G COMM ART @7 7G COMP SCI 6@2 MANAG SUPV 7G SECRETAR 7 G TC COOP ED @7 ELECT DP @7 G ENG & TEC ED 1 @ 2	1 credit	43-9031	3	CT
8203001	Photojournalism	PHOTOG @ 7 G JOURNALISM1 @2 @4 BUS ED 1 @ 2 ENGLISH 1 @2 @4	1 credit	27-4021	2	CT

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Florida's Career Readiness Skills for CTE Programs

Employability Skills	
01.0	Apply academic skills to workplace scenarios.
01.01	Use reading skills.
01.02	Use writing skills.
01.03	Use mathematical strategies and procedures.
01.04	Use scientific principles and procedures.
02.0	Design a solution to an industry problem.
02.01	Use critical thinking.
02.02	Use creativity.
02.03	Make sound decisions.
02.04	Solve problems.
02.05	Reason.
02.06	Plan and organize.
03.0	Manage resources within an industry project
03.01	Manage time.
03.02	Manage money or resources.
03.03	Manage materials.
03.04	Manage personnel.
04.0	Oversee the subcomponents, operations and output of a technical or organizational system.
04.01	Manage systems.
04.02	Monitor systems.
04.03	Improve systems.
05.0	Use information for decision making.
05.01	Locate information.
05.02	Organize information.
05.03	Use information.

05.04	Analyze information.
05.05	Communicate information.
06.0	Apply relevant technology to workplace scenarios to aid productivity.
06.01	Use technology.
07.0	Interpret and express interpersonal communication.
07.01	Communicate verbally.
07.02	Listen actively.
07.03	Comprehend written material.
07.04	Convey information in writing.
07.05	Communicate nonverbally.
07.06	Interpret nonverbal communication.
08.0	Interact with others to accomplish workplace goals.
08.01	Collaborate with others in a team.
08.02	Respond to customer needs.
08.03	Exercise leadership.
08.04	Negotiate to resolve conflict.
08.05	Respect others.
09.0	Manage personal behavior to maximize productivity and professional growth.
09.01	Demonstrate responsibility and self-discipline.
09.02	Adapt and show flexibility.
09.03	Work independently.
09.04	Demonstrate a willingness to learn.
09.05	Demonstrate integrity.
09.06	Demonstrate professionalism.
09.07	Take initiative.
09.08	Display positive attitude.
09.09	Take responsibility for professional growth.

Career Exploration & Planning	
10.0	Explain career opportunities aligned with the regional economy and personal aspirations.
10.01	Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.
10.02	Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
11.0	Explain postsecondary pathways aligned with his or her career aspirations.
11.01	Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).
11.02	Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.
11.03	Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.
11.04	Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.
12.0	Develop a personalized career and academic plan.
12.01	Prioritize an occupation, credential and postsecondary training provider for plan formation.
12.02	Self-assess progress toward meeting graduation requirements and skill-development goals.
12.03	Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.
12.04	Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.
12.05	Develop a postsecondary training budget that is inclusive of living and school expenses.
Job Attainment	
13.0	Find, assess and apply to job opportunities.
13.01	Identify online job posts relevant to his or her career aspirations.
13.02	Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.
13.03	Define what information, documentation and writing prompts are required for the positions.
14.0	Communicate personal competence, character and fit for a job opportunity.
14.01	Develop a resume.
14.02	Write a cover letter.
14.03	Curate a professional portfolio that includes work products.
14.04	Prepare for and experience a mock job interview.

15.0	Cultivate and leverage relationships to professionally advance.
15.01	Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.
15.02	Develop a plan to cultivate a professional digital footprint.
15.03	Develop a networking plan for a specific industry of interest.

Standards

After successfully completing this program, the student will be able to perform the following:

Foundations of Journalism

- 01.0 Demonstrate fundamental skills in the use of the writing process for varied journalistic media.
- 02.0 Demonstrate fundamental use of production skills (e.g., layout design, ad design, storyboarding) for varied mass communication documents or electronic media.
- 03.0 Demonstrate awareness of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom).
- 04.0 Demonstrate awareness of ethical issues (e.g., manipulation, misrepresentation, fraud) when addressing social, cultural, and political issues through print and non-print photojournalism.
- 05.0 Demonstrate fundamental use of organization and management techniques related to production of journalistic media (e.g., team building, leadership, business skills, time management, and task organization).
- 06.0 Demonstrate fundamental use of technology for research, production, and dissemination of journalistic media.
- 07.0 Analyze varied journalistic documents or electronic media.
- 08.0 Demonstrate awareness of varied careers in journalism.

Media Production

- 09.0 Produce writing appropriate to journalistic media.
- 10.0 Organize and utilize production modes appropriate to journalistic media, including desktop publishing, keyboarding, photography, commercial art, and television production.
- 11.0 Plan a set for television production.
- 12.0 Perform lighting activities for a planned production.
- 13.0 Demonstrate correct use of basic equipment used in television production.
- 14.0 Demonstrate ability to identify different types of script copy.
- 15.0 Demonstrate ability to write script in broadcast style.
- 16.0 Perform electronic/desktop publishing operations.
- 17.0 Demonstrate knowledge of electronic/desktop publishing concepts.
- 18.0 Demonstrate various techniques to create podcasts.
- 19.0 Analyze, evaluate and communicate information effectively through social media platforms.

Digital Design 1

- 20.0 Demonstrate knowledge of digital publishing concepts.
- 21.0 Demonstrate knowledge of basic digital imaging.
- 22.0 Demonstrate proficiency in the safe and ethical use of the Internet to locate information.
- 23.0 Identify project requirements, define project planning, and understand the design process.
- 24.0 Perform page layout and measurement activities.

- 25.0 Demonstrate an understanding of color and its role in digital design.
- 26.0 Identify basic typography terminology.
- 27.0 Demonstrate an understanding of elements and principles of design.
- 28.0 Demonstrate basic understanding of digital photography.
- 29.0 Demonstrate skills in the use of raster software applications.
- 30.0 Demonstrate basic skills in the use of vector software applications.
- 31.0 Demonstrate basic technical skills using a desktop publishing application.
- 32.0 Develop an awareness of the emergent technologies associated with digital design.
- 33.0 Demonstrate an understanding of career opportunities and requirements in the field of digital design.

Photojournalism

- 34.0 Demonstrate understanding of the history of photojournalism.
- 35.0 Identify and explain the central ethical principles supporting the integrity of photojournalist.
- 36.0 Demonstrate an understanding the production process.
- 37.0 Demonstrate understanding of intellectual property rights, copyright laws and plagiarism as each applies to creative assets.
- 38.0 Operate parts of a camera system.
- 39.0 Demonstrate use of camera support equipment.
- 40.0 Take basic photographs.
- 41.0 Take basic video.
- 42.0 Organize and edit photos.
- 43.0 Organize and edit videos.
- 44.0 Develop a professional digital portfolio of work.

**Florida Department of Education
Student Performance Standards**

Course Title: Foundations of Journalism
Course Number: 8203000
Course Credit: 1

Course Description:

This course is designed to develop basic entry-level skills required for careers in the writing and editing industry.

CTE Standards and Benchmarks	
01.0	Demonstrate fundamental skills in the use of the writing process for varied journalistic media. The student will be able to:
01.01	Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
01.02	Select and use 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.
01.03	Analyze the validity and reliability of primary source information and use the information appropriately.
01.04	Synthesize information from multiple sources to draw conclusions.
01.05	Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
01.06	Draft and revise writing that:
	• is focused, purposeful, and reflects insight into the writing situation;
	• has an organizational pattern that provides for a logical progression of ideas;
	• has effective use of transitional devices that contribute to a sense of completeness;
	• has support that is substantial, specific, relevant, and concrete;
	• demonstrates a commitment to and involvement with the subject;
	• uses journalistic writing strategies as appropriate to the purpose of the paper;
	• demonstrates a mature command of language with precision of expression;
	• has varied sentence structure; and

CTE Standards and Benchmarks

	• has few, if any, conventional errors in mechanics, usage, punctuation, and spelling.
01.07	Produce final documents that have been edited for:
	• correct spelling;
	• correct punctuation, including commas, colons, and common use of semicolons;
	• correct capitalization;
	• correct sentence formation;
	• correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
	• correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
01.08	Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
01.09	Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
02.0	Demonstrate fundamental use of production skills (e.g., layout design, ad design, storyboarding) for varied mass communication documents or electronic media. The student will be able to:
02.01	Organize information using appropriate systems.
02.02	Recognize production elements that contribute to the effectiveness of a specific medium.
03.0	Demonstrate awareness of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom). The student will be able to:
03.01	Understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.
04.0	Demonstrate awareness of ethical issues (e.g., manipulation, misrepresentation, fraud) when addressing social, cultural, and political issues through print and non-print photojournalism. The student will be able to:
04.01	Determine main concept and supporting details in order to analyze and evaluate non-print media messages.
04.02	Understand factors that influence the effectiveness of nonverbal cues used in non-print media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
04.03	Understand the use of images and sounds to elicit the reader's emotions in nonfiction.
05.0	Demonstrate fundamental use of organization and management techniques related to production of journalistic media (e.g., team

CTE Standards and Benchmarks	
	building, leadership, business skills, time management, and task organization). The student will be able to:
05.01	Create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.
05.02	Analyze the managerial skills necessary for decision making in different work-related situations.
05.03	Demonstrate the ability to cooperatively work in various settings across diverse populations.
05.04	Select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of presentation, and taking action in career-related situations.
05.05	Use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
05.06	Apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
06.0	Demonstrate fundamental use of technology for research, production, and dissemination of journalistic media. The student will be able to:
06.01	Select and use a variety of electronic media, such as the Internet, information services, and desktop publishing programs, to create, revise, retrieve, and verify information.
07.0	Analyze varied journalistic documents or electronic media. The student will be able to:
07.01	Identify devices of persuasion and methods of appeal and their effectiveness.
07.02	Identify bias, prejudice, or propaganda in messages.
07.03	Understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
07.04	Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
07.05	Critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.
08.0	Demonstrate awareness of varied careers in journalism.

**Florida Department of Education
Student Performance Standards**

Course Title: Media Production
Course Number: 8771110
Course Credit: 1

Course Description:

This course is designed to develop basic entry-level skills required for careers in the communications industry.

CTE Standards and Benchmarks	
09.0	Produce writing appropriate to journalistic media. The student will be able to:
09.01	Write headlines and captions for a variety of journalistic activities.
09.02	Identify the "who, what, when, where, and how" components of a news story.
09.03	Write a news story in acceptable journalistic style.
09.04	Write a sports article using news style and appropriate jargon.
09.05	Write an editorial of commendation, condemnation, or both, offering observations and/or criticisms.
09.06	Write a feature story that adheres to acceptable column style.in acceptable journalistic style.
09.07	Describe how copyright law pertains to professional and educational use of other writers' materials.
09.08	Write copy for a variety of journalistic media (television, radio, print, magazines, podcast, etc.)
10.0	Organize and utilize production modes appropriate to journalistic media, including desktop publishing, keyboarding, photography, commercial art, and television production. The student will be able to:
10.01	Identify the principles of layout design.
10.02	Identify the basic elements necessary to produce a good photograph.
10.03	Describe how the use of photograph or photograph idea extends the written word.
10.04	Identify equipment appropriate for production of a variety of journalistic mediums.
10.05	Identify principles of advertising.

CTE Standards and Benchmarks

10.06 Identify proofreading symbols.

11.0 Plan a set for television production. The student will be able to:

11.01 Prepare television set for a planned production.

11.02 Draw and design a set plan to scale.

11.03 Select and arrange state props.

11.04 Utilize hand tools to construct scene components.

11.05 Inspect and repair scenery, as needed.

12.0 Perform lighting activities for a planned production. The student will be able to:

12.01 Describe types of lighting fixtures.

12.02 Identify parts of lighting fixtures.

12.03 Perform special effects lighting.

12.04 Set-up appropriate lighting for a production.

12.05 Describe functions of master lighting panel and dimmer board.

12.06 Analyze lighting needs for production.

13.0 Demonstrate correct use of basic equipment used in television production. The student will be able to:

13.01 Record and play video

13.02 Demonstrate the steps necessary to set up, turn on, and operate a video camera.

13.03 Demonstrate picture composition.

13.04 Identify, select and demonstrate use of an appropriate microphone.

13.05 Identify the qualities of a good audio track.

13.06 Demonstrate basic television lighting.

13.07 Explain the care, storage and use of television hardware and software.

CTE Standards and Benchmarks

14.0 Demonstrate ability to identify different types of script copy. The student will be able to:

14.01 Identify scripts by format.

14.02 Define terminology used in multimedia script writing.

15.0 Demonstrate ability to write script in broadcast style. The student will be able to:

15.01 Plan and produce a storyboard.

15.02 Specify steps leading to broadcast scripts.

15.03 Write broadcast scripts.

16.0 Perform electronic/desktop publishing operations. The student will be able to:

16.01 Identify software specifications and functions.

16.02 Identify the skills needed by an electronic desktop publisher.

16.03 Prepare computer printer and scanner for operations.

16.04 Define commonly used terms in graphic communications.

17.0 Perform design and layout operations. The student will be able to:

17.01 Identify characteristics of type, type families, type series, and type styles.

17.02 Identify elements of design.

17.03 Prepare rough layout design.

17.04 Design and layout page elements electronically.

17.05 Check and compare rough layout design to completed layout for final proofing.

18.0 Demonstrate various techniques to create podcasts. The student will be able to:

18.01 Understand the various purposes of podcasts.

18.02 Select appropriate topics for audience engagement.

18.03 Plan and write a script

CTE Standards and Benchmarks

18.04	Apply oral communication skills to record podcast.
18.05	Utilize appropriate multimedia editing software to prepare podcast for publishing.
18.06	Publish podcast to an online platform.
19.0	Analyze, evaluate and communicate information effectively through social media platforms. The student will be able to:
19.01	Understand how the development of social media has shaped online media and communication.
19.02	Use appropriate writing strategies for different social media platforms.
19.03	Engage in conversation effectively through social media
19.04	Evaluate the reliability of sources and determine if the information is valid
19.05	Promote relevant information from multiple sources and build community to expand audience reach.

**Florida Department of Education
Student Performance Standards**

Course Title: Digital Design 1
Course Number: 8209510
Course Credit: 1

Course Description:

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging.

CTE Standards and Benchmarks	
20.0	Demonstrate knowledge of digital publishing concepts. The student will be able to:
20.01	Define the terms commonly used in digital publishing.
20.02	Identify the characteristics of paper (e.g., weight and point).
20.03	Apply different types of color (e.g., RGB, CMYK, Pantone Color Matching System, and HEX).
20.04	Identify software used in digital publishing.
20.05	Differentiate between raster (bitmap) and vector graphic images.
20.06	Compare and contrast image formats (e.g., BMP, EPS, GIF, JPEG, PDF, PNG, RAW, and TIF).
21.0	Demonstrate knowledge of basic digital imaging. The student will be able to:
21.01	Demonstrate proper use of scanners, digital cameras, and various input devices.
21.02	Identify the attributes of line art, grayscale, duotone, spot color and the four-color process.
22.0	Demonstrate proficiency in the safe and ethical use of the Internet to locate information. The student will be able to:
22.01	Understand the principles of copyright.
22.02	Identify and apply Copyright Fair Use guidelines.
22.03	Demonstrate an understanding of safe and ethical Internet usage.
22.04	Demonstrate an understanding of safeguarding work and protecting private client information.

23.0	Identify project requirements, define project planning, and understand the design process. The student will be able to:
23.01	Identify the purpose, audience, and the needs of the audience for the preparation of design projects.
23.02	Research and describe the implications of audience, purpose/message, and time constraints relative to a design project.
23.03	Determine and define project specifications, design criteria, and design constraints. .
23.04	Produce basic thumbnail sketches and rough designs.
23.05	Identify project management tasks and responsibilities.
24.0	Perform page layout and measurement activities. The student will be able to:
24.01	Determine the appropriate type of basic layout for a specified problem (e.g., audience and purpose).
24.02	Identify distinct components in a layout (e.g., headlines, subheads, and body copy).
24.03	Compare and contrast units of measurement (e.g., inches, centimeters, millimeters, points, picas, and pixels).
24.04	Produce a variety of design layouts (e.g., flyers, postcards, brochures, business cards, and letterhead).
24.05	Incorporate clip art, images, borders, and other special effects into a layout.
24.06	Select the appropriate color format and resolution for a variety of purposes (e.g., web, print).
24.07	Design a document using grids and formats.
25.0	Demonstrate an understanding of color and its role in digital design. The student will be able to:
25.01	Understand the color wheel and its uses.
25.02	Describe the spectral colors in the visible light spectrum.
25.03	Define and explain the terminology related to color (e.g., Chroma, lightness, saturation, hue, intensity, luminance/value, shade, and tint).
25.04	Describe the difference between additive and subtractive color mixing.
25.05	Compare and contrast RGB and CYMK color models as used in digital design.
25.06	Demonstrate the application of color theory to design practices.
26.0	Identify basic typography terminology. The student will be able to:

26.01	Label and define the anatomy of typography (e.g., baseline, sans serif, loop, ascender, etc.).
26.02	Define and describe the terminology related to character and line spacing (e.g., leading, kerning, tracking, baseline shift, and ligature).
27.0	Demonstrate an understanding of elements and principles of design. The student will be able to:
27.01	Identify the elements of design (line, shape, mass, color, texture, etc.).
27.02	Identify the principles of design (variety, movement, emphasis, balance, space, etc.).
28.0	Demonstrate basic understanding of digital photography. The student will be able to:
28.01	Compare and contrast various types of digital cameras.
28.02	Label and describe the anatomy of digital camera.
28.03	Demonstrate knowledge of ethics related to digital images/imaging; examine legal and content-related issues.
28.04	Develop an understanding of metadata and the digital photography workflow.
29.0	Demonstrate skills in the use of raster software applications. The student will be able to:
29.01	Demonstrate basic knowledge of the tools and techniques for using a raster-based software application.
29.02	Demonstrate skill in importing, transforming and cropping images.
29.03	Create and edit images/photographs using digital imaging software (e.g., layers, image editing, adjustments, filters, and selections).
29.04	Demonstrate skill in raster image manipulation, color correction, and special effects.
29.05	Demonstrate an understanding of image resolution and compression factors such as transmission speed, color reduction, and delivery media parameters.
30.0	Demonstrate basic skills in the use of vector software applications. The student will be able to:
30.01	Demonstrate basic knowledge of the tools and techniques for using vector software applications.
30.02	Create and edit various illustrations using vector software (e.g., line art, drawing basics, transforming/applying effects to objects, painting, type and type effects, and layers).
31.0	Demonstrate basic technical skills using a desktop publishing application. The student will be able to:
31.01	Determine the activities and implications of content preparation and proofreading.

31.02	Incorporate scanned and digital photographs into documents comprising a specified design (e.g., poster, brochure, card, and advertisement).
31.03	Proofread manually and digitally.
31.04	21.04 Produce documents integrating the Elements and Principles of Art and Design.
32.0	Develop an awareness of the emerging technologies associated with digital design. The student will be able to:
32.01	Compare and contrast emerging technologies relative to their role in digital design (e.g., wireless, cloud-based, mobile, portable devices, and kiosks).
32.02	Describe social media as a form of digital design.
32.03	Describe the emergent and evolving nature of software applications used in interactive design.
32.04	Explain how the use of advanced image sensing devices have altered the manner in which communication takes place, especially those utilizing Quick Response (QR) Codes and other forms of two-dimensional bar coding techniques.
33.0	Demonstrate an understanding of career opportunities and requirements in the field of digital design. The student will be able to:
33.01	Discuss individual interests related to a career in digital design.
33.02	Identify the skills required of a digital designer.
33.03	Explore career opportunities in the field of digital design.
33.04	Explore secondary and post-secondary educational opportunities related to digital design.
33.05	Identify job search platforms.

**Florida Department of Education
Student Performance Standards**

Course Title: Photojournalism
Course Number: 8203001
Course Credit: 1

Course Description:

This course is designed to introduce students to basic photojournalism techniques, including camera operation, lighting, composition, photo manipulation, and storytelling for print and online publications. Through this course, the students will become familiar with Digital Single Lens Reflex (DSLR) and as well as cameras on mobile devices and learn how to create authentic journalistic documents. An emphasis will be placed on using the camera as a reporting tool and will cover industry expectations for professional photojournalists.

CTE Standards and Benchmarks	
34.0	Demonstrate understanding of the history of photojournalism. The student will be able to:
34.01	Demonstrate knowledge of photography as an invention.
34.02	Demonstrate knowledge of early uses of photography in journalism.
34.03	Describe the mechanics of early photographic systems.
34.04	Demonstrate understanding of the differences between photojournalism and commercial or art photography,
35.0	Identify and explain the central ethical principles supporting the integrity of photojournalist. The student will be able to:
35.01	Understand how staging and manipulation can negatively affect a journalist credibility
36.0	Demonstrate an understanding the production process. The student will be able to:
36.01	Identify the job titles associated with photojournalism.
36.02	Identify various tools and equipment used in photojournalism.
36.03	Use speed and efficiency concepts (workflow and deadline).
36.04	Use basic communication skills effectively with other staff members.
36.05	Identify the stages of production.
36.06	Understand photojournalism terms and jargon.

CTE Standards and Benchmarks

37.0	Demonstrate understanding of intellectual property rights, copyright laws and plagiarism as each applies to creative assets. The student will be able to:
37.01	Examine the limits and expectations of copyright protection.
37.02	Analyze the concepts of “fair use” and “fair dealing.”
37.03	Demonstrate understanding of the transfer and licensing of creative works.
37.04	Articulate the use of “exclusive rights” to intellectual creations.
37.05	Demonstrate the use of digital watermarking and embedding file information.
38.0	Operate parts of a camera system. The student will be able to:
38.01	Identify basic camera anatomy (e.g., lens, battery, flash, shutter, display).
38.02	Remove and attach standard lenses.
38.03	Charge and connect batteries.
38.04	Identify, insert and format recording media.
38.05	Use basic camera functions (e.g., power, date/time and menu navigation).
38.06	Set image format and size.
38.07	Use camera auto, program, and scene modes.
38.08	Use camera viewfinder and LCD displays for image review.
38.09	Use basic lens controls (auto, manual focus, and zoom).
38.10	Use image International Standards Organization (ISO) and metering functions.
38.11	Use white balance operations.
38.12	Use shutter and aperture priority modes.
38.13	Set proper f-stop and shutter speeds.
38.14	Use camera drive modes such as delayed, multiple and remote.

CTE Standards and Benchmarks

38.15 Operate a camera mounted flash and use fill and red-eye reduction.

39.0 Demonstrate use of camera support equipment. The student will be able to:

39.01 Perform basic camera handholds in portrait and landscape.

39.02 Identify basic components of a tripod (head, sticks, and spreader).

39.03 Assemble fluid head and friction head tripod components.

39.04 Setup and level tripod for use in portrait and landscape.

39.05 Attach camera to support equipment.

39.06 Identify auxiliary support devices.

40.0 Take basic photographs. The student will be able to:

40.01 Apply camera care and maintenance principles.

40.02 Define the subject of a photograph.

40.03 Identify available light sources.

40.04 Demonstrate understanding of photo composition techniques.

40.05 Select an appropriate lens for subject (wide, tight, macro).

40.06 Take portrait photographs using available light.

40.07 Take action photographs using available light.

40.08 Create a series/sequence of photographs around a defined subject.

41.0 Take basic video. The student will be able to:

41.01 Apply care and maintenance principles to digital devices

41.02 Define the subject of a video.

41.03 Identify and utilize available light sources.

41.04 Demonstrate understanding of composition techniques.

CTE Standards and Benchmarks

41.05	Demonstrate understanding of A-Roll and B-Roll.
41.06	Perform pre-production sound checks.
41.07	Establish appropriate recording conditions.
42.0	Organize and edit photos. The student will be able to:
42.01	Import photographs from various media sources.
42.02	Define and create keyword tags for imported images.
42.03	Organize, rate, label and rename image collections.
42.04	Create and modify image metadata.
42.05	Identify parts of the software interface (menus and palettes).
42.06	Use photo editing software to perform image edits for specific multimedia platforms
43.0	Organize and edit videos. The student will be able to:
43.01	Import video from various media sources.
43.02	Define and create keyword tags for imported videos.
43.03	Organize, rate, label and rename video collections.
43.04	Create and modify image metadata.
43.05	Identify parts of the software interface (menus and palettes).
43.06	Use online editing software to perform edits for specific multimedia platforms.
44.0	Develop a professional digital portfolio of work. The student will be able to:
44.01	Identify elements of a professional photojournalism portfolio.
44.02	Select quality work to include in portfolio and justify choices.
44.03	Organize, maintain, and update portfolio for specific uses.
44.04	Explore the use of Internet websites for portfolio publication.

CTE Standards and Benchmarks

44.05 Determine the format for a portfolio.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Career and Technical Student Organization (CTSO)

CTSOs are co-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.