Florida Department of Education
Curriculum Framework

This program is a replacement for Digital Media/Multimedia Design 8201600 (0609070220).

Program Title: **Digital Media/Multimedia Design**
Program Type: **Career Preparatory**
Career Cluster: **Arts, A/V Technology and Communication**

Secondary – Career Preparatory	
Program Number	8201800
CIP Number	0650010220
Grade Level	9-12
Program Length	4 credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	SkillsUSA, FBLA
SOC Codes (all applicable)	27-1014 – Special Effects Artists and Animators
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this program is to prepare students for work as multimedia artists and animators.

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 content includes, but is not limited to, practical experiences in webpage design and interactive presentation development, testing and production. Specialized skills in multimedia presentations such as video editing, audio features, and simple animation and authoring software are used to produce a variety of interactive multimedia presentations.

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 four (4) 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
8201210	Digital Media/Multimedia Foundations 1	PHOTOG @7 7G BUS ED 1 @2 COMM ART @7 7G COMPU SCI 6 DIGI MEDIA 7G PRINTING @7 7G SECRETAR 7 G TEC ED 1 @2 ENG&TEC ED1@2 TEC ELEC @7 TV PRO TEC @7 7G VOE @7	1 credit	27-1011	2	CT
8201810	Digital Media/Multimedia Print Production	BUS ED 1 @2 COMM ART @7 7G COMPU SCI 6 DIGI MEDIA 7G PRINTING @7 7G SECRETAR 7 G TEC ED 1 @2 ENG&TEC ED1@2 TEC ELEC @7 TV PRO TEC @7 7G VOE @7	1 credit	27-1024	3	CT
8201610	Digital Media/Multimedia Web Production		1 credit	27-1014	3	CT
8201620	Digital Media/Multimedia Motion Graphics Production		1 credit	27-4032	3	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:

Digital Media/Multimedia Foundations 1

01.0 Build knowledge of digital media terminology.
02.0 Build knowledge of technology usage in digital media.
03.0 Build knowledge of project planning.
04.0 Build knowledge of digital media software used in business and marketing.
05.0 Demonstrate proficiency when designing using business document software.
06.0 Build knowledge of color modes.
07.0 Build knowledge of fonts and text formatting.
08.0 Demonstrate proficiency when designing using basic graphic design software.

Digital Media/Multimedia Print Production

09.0 Build knowledge of photography terminology.:
10.0 Demonstrate proficiency when designing using pixel-based editing software.
11.0 Demonstrate proficiency when designing using vector-based editing software.
12.0 Demonstrate proficiency when designing using print-production software.:

Digital Media/Multimedia Web Production

13.0 Build knowledge on planning a website.
14.0 Build knowledge of HTML and CSS.
15.0 Demonstrate proficiency when designing with website layout design software.:
16.0 Build knowledge of animation principles.
17.0 Demonstrate proficiency when designing using animation software

Digital Media/Multimedia Motion Graphics Production

18.0 Build knowledge of equipment and editing techniques used in video production.:
19.0 Build knowledge of audio mixing techniques.:
20.0 Demonstrate proficiency when designing using video editing software.
21.0 Build knowledge of using graphics in post-production.
22.0 Demonstrate proficiency when designing using post-production software.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Media/Multimedia Foundations 1**
Course Number: **8201210**
Course Credit: **1**

Course Description:

This course provides competencies basic digital media production issues, basic computer knowledge, project planning, how digital media is used in marketing, digital media software used in business, text settings, color modes, and basic multifunctional digital media software.

CTE Standards and Benchmarks	
01.0	Build knowledge of digital media terminology. The student will be able to:
01.01	Identify characteristics of design for digital media (e.g., pictures, graphics, web, animation, video, and audio).
01.02	Identify marketing mediums (e.g., social media, print media, newspaper, billboards, posters, magazines, television, movies, computer presentations, web banners, advertisements and webpages).
01.03	Identify design characteristics (e.g., fonts, size, color modes, backgrounds) that are suited for each type of design format and material.
01.04	Demonstrate knowledge of artistic design such as hierarchy, design composition, color theory, typography, balance, repetition, etc.
01.05	Demonstrate knowledge of copyright laws and concepts (e.g., copyright statutes, Creative Commons, Public Domain, Fair Use, Stock images, etc.).
01.06	Research and identify job titles and skills needed for career positions in multimedia design using information from the U.S. Bureau of Labor Statistics (www.bls.gov) and job-hunting websites.
01.07	Demonstrate understanding of current multimedia file formats native to different software applications and their uses.
01.08	Demonstrate knowledge of digital media vocabulary and terms.
01.09	Demonstrate an understanding that graphic design must be adjusted to meet the needs of people with disabilities in accordance with federal and state laws.
01.10	Identify text and image Generative Artificial Intelligence workflows, and describe how it is integrated into digital media technology.
01.11	Identify emerging technologies in the digital media field.
02.0	Demonstrate basic computer knowledge. The student will be able to:
02.01	Identify basic computer components (e.g., CPU, RAM, hard drive, monitor, keyboard, drawing tablet).

CTE Standards and Benchmarks	
	02.02 Demonstrate understanding of computer specifications, including free hard drive space and monitor resolution.
	02.03 Demonstrate best practices of computer safety and ergonomics.
	02.04 Demonstrate knowledge of computer operating systems and platforms.
	02.05 Demonstrate use of internal, and external drives, cloud storage and data backup.
	02.06 Identify possible software and hardware malfunctions and perform basic troubleshooting operations.
	02.07 Identify characteristics of software for print, photography, web, animation, video and audio.
03.0	Build knowledge of project planning. The student will be able to:
	03.01 Demonstrate knowledge of the roles and responsibilities of a multimedia production team (e.g., project manager, creative or design director, content experts, writers, graphic designers, animators, sound designers, videographers, interface designers/programmers).
	03.02 Identify design strategies to reach the target audience.
	03.03 Use rough draft techniques used in digital media, such as sketches, storyboard, wireframes, and mood boards.
	03.04 Create formal or informal design layouts using guidelines, colors, fonts, graphics and logos.
	03.05 Demonstrate knowledge of terms used when dealing with clients, such as scope, collaboration, iterations, change orders, and feedback.
	03.06 Identifying requirements, such as file format, size and resolution, must be adjusted based on the required deliverables for the client.
	03.07 Define collaboration and how it is used in a business environment.
	03.08 Collaborate with team members to plan, edit, evaluate, and present a multimedia presentation or product.
	03.09 Describe a professional pipeline and software used to keep a team up to date on a project’s progress.
04.0	Build knowledge of digital media software used in business and marketing. The student will be able to:
	04.01 Identify commonly used business software, such as word processors, spreadsheets, presentations, databases, email, and collaboration software such as internal video or text chats.
	04.02 Identify characteristics of software for print, photography, web, animation, video and audio.
	04.03 Describe important marketing concepts, such as the 4 P's, demographics, mass marketing, segmentation, customer/client, branding, SEO, etc.
	04.04 Describe how different software is used to meet different aspects of marketing, such as building customer relationships and expanding a digital footprint.

CTE Standards and Benchmarks	
	04.05 Describe how content strategy and branding are implemented into multiple platforms within content creation in digital media.
05.0	Demonstrate proficiency when designing with business document software. The student will be able to:
	05.01 Describe how business document software, such as Adobe Acrobat, is used to collaborate within a business.
	05.02 Describe how business document software is used to communicate externally with clients.
	05.03 Create a PDF various ways from pre-existing content, including adjusting settings and organizing pages.
	05.04 Create a PDF from scratch, including adding text, images, media, objects, and links Demonstrate the ability to transform selections and images (crop, scale).
	05.05 Create a PDF Form with multiple forms of input, including e-signatures and form validation.
	05.06 Demonstrate how to review, share, protect and export a PDF document.
	05.07 Export documents into a PDF from within common business software, such as word processing or presentation software.
	05.08 Export a portfolio into an interactive PDF to demonstrate career ready skills.
06.0	Demonstrate understanding of color modes. The student will be able to:
	06.01 Demonstrate knowledge of the color process for printing purposes.
	06.02 Demonstrate knowledge of color conversion from display to print.
	06.03 Demonstrate knowledge of spot colors.
	06.04 Demonstrate knowledge of web-safe colors.
	06.05 Explain color mode differences (e.g., RGB, CMYK, and HSB).
	06.06 Understand accessing color modes from authoring software.
07.0	Demonstrate proficiency in using fonts for advanced design. The student will be able to:
	07.01 Identify fonts by their characteristics, including serif/sans-serif, styles, and size.
	07.02 Describe paragraph styles by alignment, justification, kerning, leading, and tracking.
	07.03 Understand the proprietary copyrights of fonts.
	07.04 Demonstrate knowledge of standard font formats (e.g., TrueType, PostScript, OpenType).

CTE Standards and Benchmarks	
08.0	Demonstrate proficiency when designing using basic graphic design software. The student will be able to:
08.01	Demonstrate knowledge online basic design software, such as Canva or Adobe Express.
08.02	Create basic graphics, including the use of design assets, shapes, layers, and effects.
08.03	Create basic print media, including posters and brochures using text and color.
08.04	Create basic video with audio and animations, including adjusting timings and effects.
08.05	Create basic web pages from templates, including multimedia and interactivity.
08.06	Manage assets in an online environment, including organization of files and concepts of branding.
08.07	Export assets to create a digital portfolio of work.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Media/Multimedia Print Production**
Course Number: **8201810**
Course Credit: **1**

Course Description:

This course covers competencies in creating and editing raster graphics, vector graphics, and design layout software.

CTE Standards and Benchmarks	
09.0	Build knowledge of photography terminology. The student will be able to. The student will be able to:
09.01	Demonstrate knowledge of digital camera types for capturing stills, including point-and-shoot, DSLR, and phone cameras.
09.02	Demonstrate knowledge of digital photography composition, such as rule of thirds.
09.03	Demonstrate knowledge of digital camera supports (e.g., tripod, grips, holds).
09.04	Identify parts of a digital camera (e.g., lens, sensor, battery).
09.05	Understand digital camera menus and navigation.
09.06	Demonstrate knowledge of modes and settings (e.g., F-stops, speed, ISO).
09.07	Demonstrate understanding of white balance and lighting.
09.08	Demonstrate proper care, use, and storage of digital cameras.
10.0	Demonstrate proficiency when designing using pixel-based editing software. The student will be able to:
10.01	Demonstrate understanding of file formats and storage options.
10.02	Identify the parts of the software interface.
10.03	Demonstrate the ability to use each of the basic tool sets.
10.04	Demonstrate the ability to import, export and save raster images.
10.05	Demonstrate understanding of layers, transparency, and channels.

CTE Standards and Benchmarks	
10.06	Demonstrate understanding of filters, effects and masking.
10.07	Demonstrate understanding of file presets.
10.08	Demonstrate the ability to select portions of an image for manipulation.
10.09	Demonstrate the ability to transform selections and images (crop, scale).
10.10	Demonstrate the ability to color-correct images (brightness, hue, contrast).
10.11	Demonstrate the ability to use tools for image creation and correction.
10.12	Understand non-destructive and destructive operations.
10.13	Develop an awareness of Generative AI's use in raster graphic manipulation and creation.
11.0	Demonstrate proficiency when designing vector-based editing software. The student will be able to:
11.01	Evaluate industry standard illustration software packages.
11.02	Compare and contrast characteristics of vector and raster/bitmap images.
11.03	Demonstrate understanding of the software workspace and navigation (e.g., views, tabs, zoom).
11.04	Demonstrate use of drawing tools to create, combine and edit 2D & 3D shapes.
11.05	Demonstrate the ability to transform content (e.g., scale, rotation, position).
11.06	Demonstrate understanding of Bezier curve and the appropriate tools for manipulation (e.g., direct select, convert anchor point, pen tool, pencil tool, and etc.).
11.07	Demonstrate use of color and painting tools (e.g., patterns, gradients, color palettes).
11.08	Demonstrate the ability to work with type (e.g., formatting, font palette, character panels, and paths).
11.09	Demonstrate use of layers by creating, locking, viewing, pasting, and merging.
11.10	Demonstrate use of blending (gradients and objects).
11.11	Demonstrate use of brushes; download new brushes.
11.12	Demonstrate the ability to import, export and save vector images.
11.13	Demonstrate knowledge of bleed for vector and bitmap design software.

CTE Standards and Benchmarks	
	11.14 Develop an awareness of Generative AI's usage in vector graphic manipulation and creation.
12.0	Demonstrate knowledge of design layout software. The student will be able to:
	12.01 Identify parts of the software interface.
	12.02 Demonstrate the ability to customize and navigate the workspace.
	12.03 Demonstrate understanding of pre-flighting.
	12.04 Work with styles, graphics and objects in a design.
	12.05 Set up a document and manage pages within document.
	12.06 Demonstrate use of layers, text frames and graphic frames.
	12.07 Determine the appropriate use of grids, columns, margins, and bleed.
	12.08 Demonstrate the ability to align, transform and group objects.
	12.09 Understand typography and text editing.
	12.10 Demonstrate understanding of color (e.g., applying, gradients, tint, spot, and management).
	12.11 Import and modify graphics (e.g., links, vector/bitmap images, quality, alpha channels).
	12.12 Understand output and exporting functions (e.g., proofs, separations, prepress).
	12.13 Add interactivity to a digital document, including links and animations.
	12.14 Develop an awareness of Generative AI's usage in design layout creation and software.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Media/Multimedia Web Production**
Course Number: **8201610**
Course Credit: **1**

This course covers competencies in webpage design, HTML and CSS, authoring software, animated webpage design, and use the interactive design software.

CTE Standards and Benchmarks	
13.0	Build knowledge on planning a website. The student will be able to:
13.01	Determine the objectives and the audience for webpages.
13.02	Identify design strategies to reach and keep an audience.
13.03	Compare and contrast options for website design between Integrated Develop Environments (Dreamweaver, Visual Code Studio, etc.) versus Content Management Systems (WordPress, Wix, etc.)
13.04	Understand Search Engine Optimization (SEO) concepts.
13.05	Understand web security concepts such as passwords, MFA, CAPTCHA, DDoS attacks, FTP/HTTP vs FPTS/HTTPS, etc.
13.06	Understand how websites are published online (remote server, local site, check-in/check-out, domain registration, URLs, etc.).
13.07	Use storyboarding and templates to plan a website.
13.08	Identify styles and other design elements (e.g., backgrounds, colors, fonts, and buttons).
13.09	Incorporate appropriate UX/UI elements into designs.
14.0	Build knowledge of HTML and CSS. The student will be able to:
14.01	Interpret HTML coding to identify the structure of an existing webpage.
14.02	Develop basic HTML coding skills to create a webpage.
14.03	Demonstrate understanding of Cascading Style Sheets (CSS) on an existing webpage.
14.04	Demonstrate compliance with ADA recommendations for all websites created.
14.05	Utilize markup validity to ensure compliance with the W3C for all websites created.

CTE Standards and Benchmarks	
15.0	Demonstrate proficiency in authoring software for webpage design. The student will be able to:
15.01	Demonstrate understanding of graphic compression factors such as transmission speed, color reduction, and browser support.
15.02	Save and export a graphic to the web in the best format for image quality and file size.
15.03	Identify parts of the software interface.
15.04	Demonstrate the ability to customize and navigate the workspace.
15.05	Create responsive webpages for publication that adjust for sizes of multiple devices.
15.06	Apply style sheets for consistent website design.
15.07	Format text for webpages (e.g., font families, sizes).
15.08	Create tables and semantic elements.
15.09	Create and insert buttons into a webpage and test for accuracy.
15.10	Create navigational links.
15.11	Insert audio files into a webpage.
15.12	Create, edit and integrate video files into a webpage.
15.13	Create, edit and integrate animation files into a webpage.
15.14	Create meta-commands and keywords for search engines.
15.15	Optimize page size for effective downloading to browsers.
15.16	Create and incorporate a form into a webpage.
15.17	Edit and test links for accuracy and validity.
15.18	Develop an awareness of Generative AI’s usage in website creation and layout software.
16.0	Build knowledge of animation principles. The student will be able to:
16.01	Demonstrate an understanding of key terminology related animation including the 12 Principles of Animation, rotoscoping and stop motion.
16.02	Demonstrate use of graph editor to demonstrate animation principles.

CTE Standards and Benchmarks	
	16.03 Demonstrate use of speed graph editor to demonstrate animation principles.
17.0	Demonstrate proficiency when designing using animation software. The student will be able to:
	17.01 Determine the graphic requirements.
	17.02 Demonstrate knowledge of interactive media terminology and principles.
	17.03 Identify parts of the software interface.
	17.04 Import and manage assets into a timeline.
	17.05 Demonstrate the ability to customize and navigate the workspace.
	17.06 Demonstrate an ability to use type, color, composition, and graphic elements.
	17.07 Produce graphics using software with appropriate titling and graphic transitions.
	17.08 Edit graphics in the software.
	17.09 Demonstrate use of motion, shape and keyframe tweens for interactive purposes.
	17.10 Demonstrate basic use of programming code to create interactivity in a website.
	17.11 Export and publish documents in multiple formats for intended uses (video, animated graphics, interactive websites).
	17.12 Develop an awareness of Generative AI’s usage in animation creation and software.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Media/Multimedia Motion Graphics Production**
Course Number: **8201620**
Course Credit: **1**

Course Description:

This course covers competencies in preparing graphics for video pre-production, video editing, and video post-production.

CTE Standards and Benchmarks	
18.0	Build knowledge of equipment used in video production. The student will be able to:
18.01	Identify video camera settings needed to produce quality video.
18.02	Identify components needed in filming, including audio, camera positioning and lighting.
18.03	Set up non-linear video editing equipment.
18.04	Compare offline editing to linear video editing.
18.05	Use storyboarding to plan a short non-linear video project.
18.06	Collaborate with team members to plan, edit, and shoot video footage utilizing advanced video editing techniques and output to video.
18.07	Discuss the use of batch processing and project trimming.
18.08	Identify terms used in the production industry for shooting video.
19.0	Build knowledge of audio mixing techniques. The student will be able to:
19.01	Identify different types of audio capturing devices.
19.02	Identify different audio file formats and compare their qualities for video production.
19.03	Identify key terms used in audio production.
19.04	Synchronize video and audio.
19.05	Adjust audio from various sources in multi-channel mixing software.

CTE Standards and Benchmarks	
	19.06 Apply effects, add background noise and ambient sounds into a video.
	19.07 Export audio files in varying formats, including use in video and podcasting.
	19.08 Develop an awareness of Generative AI's usage in audio creation and editing software.
20.0	Demonstrate proficiency when designing with video editing software. The student will be able to:
	20.01 Demonstrate knowledge of non-linear editing software.
	20.02 Identify parts of the software interface.
	20.03 Import and manage assets into a timeline.
	20.04 Demonstrate the ability to customize and navigate the workspace.
	20.05 Edit clips within a sequence for length, size, and color.
	20.06 Add basic transitions, graphics, text and effects to the video.
	20.07 Export videos optimized for different uses, including social media, video streaming, or the web.
	20.08 Develop an awareness of Generative AI's usage in video creation and editing software.
21.0	Build knowledge of using graphics in post-production. The student will be able to:
	21.01 Prepare multiple graphic elements for use in effective post-production.
	21.02 Identify the advantages and disadvantages of using pixel or vector-based graphics in motion graphics production.
	21.03 Identify appropriate uses of raster and vector graphics in post-production.
	21.04 Identify what elements of a production are responsibilities of a post-production team.
	21.05 Create graphics based on video settings of a project.
	21.06 Review incoming videos to create a plan for necessary edits, including adjust tones, match movements, rotoscoping, etc.
22.0	Demonstrate proficiency when designing with post-production software. The student will be able to:
	22.01 Compare and contrast post-production software with video editing software.
	22.02 Identify parts of the software interface.

CTE Standards and Benchmarks
22.03 Import and manage assets into a timeline.
22.04 Demonstrate the ability to customize and navigate the workspace.
22.05 Prepare text for use in post-production, including a title sequence, rolling credits, closed captioning.
22.06 Insert graphics using overlays, chromakey, masks and mattes.
22.07 Animate graphics and text using keyframe techniques using animation principles.
22.08 Apply effects which include color correction, lighting, stabilizations and time manipulation.
22.09 Export videos optimized for different uses, including social media, video streaming, or the web.
22.10 Develop an awareness of Generative AI’s usage in video post-production.

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.