



OaklandWorks

A School-To-Career Partnership

Media Communication
Career Cluster Standards

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WestEd

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Introduction to the Media Communication Industry

This career cluster area encompasses a variety of occupations. While some workers in this area are “free-lance” or self-employed, others work for advertising agencies, museums, photo laboratories, government departments, large corporations with art or publicity departments, publishers, and television and film studios. Media communications offers the opportunity to affect people in virtually every walk of life. It also tends to be a more competitive job market than some other career areas as many talented individuals are attracted to the field. Occupational outlooks for jobs such as radio and television announcers report little expected growth in employment, however, more technical occupations, such as camera operators, technicians, and computer animators report an expected increase of several thousand jobs between 1996 and 2006 nationally. Computer generated graphics and animations play an increasing role in production so computer skills are very important.

Potential jobs within the career pathway include commercial and graphic artists (e.g., animators, designers, illustrators), commercial and news photographers, film editors, film development technicians, camera operators, journalists, news directors, newscasters, announcers, newswriters, magazine writers, media specialists and consultants, television, film, and video producers, public relations representatives, advertising executives, cable television operators and technicians, and communications directors.¹

The OaklandWorks Industry/Education career cluster approach to standards is to identify broad career-technical, rather than job-specific skills, that are common to a group or cluster of similar occupations, highlighting the integration

¹ California Apprenticeship Trade Programs with minimum entry age of 18 years old in this cluster are communication technician and sound and communication systems installer.

Career Pathways within the Industry/Education Partnership

The Media Communication Career Cluster Standards are targeted to the following:

- Career academies in the Oakland Unified School District that focus on Media Communication (Fremont and Oakland High).
- Community college programs including:
 - ❖ Laney College - Media Communication
 - ❖ Laney College - Graphic Arts, Printing Technology
 - ❖ Laney College - Journalism
- California State University, Hayward programs in following the area of Mass Communication, options in Advertising, Broadcasting, Journalism, Photocommunication, Public Relations, and Liberal Studies



of academic and vocational content. This approach helps to provide students with a general understanding of “all aspects of an industry.”

The OaklandWorks Standards Format

The standards in this document identify the core knowledge and skills for the Media Communication Career Cluster for the OaklandWorks Industry/Education School-to-Work Partnership. The standards specify in broad terms the knowledge and skills necessary for initial success in each program area (grades 13-14). They consist of content standards (specifying what a student should know and be able to do) and examples of performance indicators (products or actions and tasks that provide evidence of success).

The OaklandWorks standards format includes three different types/levels of standards. They include the following:

- *Employability Skills*—These skills and qualities are foundational to occupations in the cluster.
- *Career-Technical Standards*—These standards define general knowledge and skills—not job-specific skills—that are common across the multitude of occupations within the cluster.
- *Academic Standards*—The academic standards represent generic academic skills that support the career cluster. These standards have been synthesized from the district-adopted standards and highlight academic standards identified as important to this career cluster by the development teams. The performance indicators are examples of how the general academic skills can be contextualized by career-specific content.

The academic standards adopted by Oakland Unified School District in Language Arts, Mathematics, History/Social Science, and Science have been cross-referenced to related performance indicators to enhance their usability. For example, the sample performance indicator for Employability Skill Standard 2: Thinking and Problem Solving, “Identifies problems, initiates resolution, and selects most effective solution”, is cross-referenced to the district’s mathematics standard, Mathematics: Standard 5: Mathematical Reasoning (e.g., [Mathematics 5]). When more than one topic is identified for a standard an alphanumeric coding system is used (e.g., Language Arts Standard 1: Reading: Topic

A: Reading Skills and Fluency is coded as Language Arts 1A). A complete list of the alphanumeric codes related to the district's academic standards appears at the end of this document.

Employability Skill Standards for Media Communication

Employability Skill Standards	Sample Performance Indicators
<p>Standard 1: Appropriate Work Behavior Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and appropriate dress.</p>	<ul style="list-style-type: none"> • Demonstrates self-motivation and self-discipline when working unsupervised • Demonstrates alertness and meticulous attention to detail and accuracy • Open to new ideas and influences • Starts project on their own, manages time, meets deadlines and production schedules • Maintains patience and a positive, flexible attitude • Withstands varied physical, mental, and emotional challenges without losing focus on the work at hand • Deals effectively and calmly with unexpected situations and events • Demonstrates creativity and imagination • Uses criticism constructively • Demonstrates personal and professional honesty

Employability Skill Standards for Media Communication

Employability Skill Standards	Sample Performance Indicators
<p>Standard 2: Thinking and Problem Solving Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will recognize problem situations, identify, locate, and organize needed information, and propose, evaluate, and select from alternative solutions.</p>	<ul style="list-style-type: none"> • Demonstrates ability to be versatile and deal with constantly changing work situations • Enjoys solving problems as presented by new assignments • Asks questions [Language Arts 4C] • Prioritizes time and work to meet work/job objectives • Identifies individuals and resources for problem solving and knows how to access them. • Identifies problems, initiates resolution, and selects most effective solution [Mathematics 5]
<p>Standard 3: Communication Students will understand the principles of effective communication. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.</p>	<ul style="list-style-type: none"> • Communicates his/her ideas effectively • Speaks and writes clearly to be understood [Language Arts 3A-C, 4C] • Listens actively [Language Arts 4B-C] • Uses visual representation • Repeats and reinforces by encouraging feedback [Language Arts 4C] • Knows what information to communicate and when

Employability Skill Standards for Media Communication

Employability Skill Standards	Sample Performance Indicators
<p>Standard 4: Occupational Safety Students will understand health and safety issues including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others.</p>	<ul style="list-style-type: none"> • Follows safety procedures for all materials and equipment • Demonstrates understanding of health and safety regulations that apply to the work environment • Avoids repetitive motion injuries • Describes health and safety precautions, procedures for storing and using materials and chemicals, power, electrical and heat-generating equipment, and hand tools • Knows how to handle violations and emergency procedures • Manages personal and job stress effectively
<p>Standard 5: Understanding How Business and Industry Work Students will understand the multiple career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth.</p>	<ul style="list-style-type: none"> • Researches new job opportunities in this competitive market • Participates in professional associations and organizations • Maintains a current résumé • Knows about career pathways and how to get “foot in the door” • Understands the media workplace culture • Understands strategies for self-employment (e.g., freelancing)
<p>Standard 6: Teamwork Students will understand the role and responsibilities of individual members of the team. They will interact effectively and sensitively with all members of their team.</p>	<ul style="list-style-type: none"> • Helps and teaches others • Leads team or can be part of a team • Understands organization of teams and their effective use (principles of Total Quality Management) • Interacts with others with respect and consideration (co-workers, colleagues, supervisors, clients) [Language Arts 4C] • Interacts with sensitivity and understanding with others from diverse backgrounds [Language Arts 2B] • Understands conflict management and mediation

Employability Skill Standards for Media Communication

Employability Skill Standards	Sample Performance Indicators
<p>Standard 7: Technology Literacy Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.</p>	<ul style="list-style-type: none">• Demonstrate basic computer literacy• Uses appropriate software applications for job (e.g., word processing, database, spreadsheets, and graphics)

Media Communication Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 1: Media and Society Student will understand the social and economic structure of communication media; roles of audience, media and government.</p>	<ul style="list-style-type: none"> • Creates journalism and mass communication products that reflect the diversity of the population they serve [Language Arts 2A-B] • Explains the history of mass media • Applies the theories of media effects, persuasion, characteristics of audiences and channels, and the variety of human communication behavior related to mass media [Language Arts 5A-B] • Acquires and applies knowledge of current events (i.e., international, national, and local)
<p>Standard 2: Communication Technology Students will understand various communication systems of mass media. Students will understand satellite and telecommunications, technical and computer-aided drawing, graphic communications, and photography, motion pictures, and television and radio.</p>	<ul style="list-style-type: none"> • Explains the impacts of media technology • Analyzes the characteristics of different media and uses this information to select appropriate media for a given communication problem [Language Arts 5A-B]

Media Communication Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 3: Production Technologies Students will participate in the production of a media product for a newspaper, magazine, television, radio, photography, or electronic publishing. Media production processes will include:</p> <ul style="list-style-type: none"> • Print • Video • Audio • Photography • Electronic or Digital Multimedia • The Internet 	<ul style="list-style-type: none"> • Identifies the major printing processes, including basic style formats for text and display • Maintains all equipment in working order • Produces a basic video and audio production • Produces a film or video and sound track for high quality product • Produces a quality negative and black and white and color prints and slides under natural and studio lighting conditions • Uses computer work stations with 2- and 3-D software to craft high quality animations and computer representations • Creates and manages a web site

Media Communication Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 4: Broadcast and Print Journalism Students will understand the fundamental commonalities and differences of print and broadcast journalism. Students will understand story structure and flow, editing, styles, and production.</p>	<ul style="list-style-type: none"> • Recognizes time sensitive news [Language Arts 5C] • Applies knowledge of public versus private outlets • Prepares an audition tape or sample story for the news industry [Language Arts 3A-C, 4A] • Develops a specialized feature using information from various sources [Language Arts 3A-C] • Writes script for radio or television news, public affairs, drama, sports, or documentary program [Language Arts 3A-C] • Organizes, produces, and edits a news report from the field [Language Arts 3A-C] • Rewrites a story to fit time and space requirements [Language Arts 3A-C] • Hosts a TV or radio broadcast by announcing musical selections, station breaks, and commercials, interviewing guests, or describing public events [Language Arts 4A]

Media Communication Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 5: Legal and Ethics Students will understand current laws and regulations related to mass communication (i.e., defamation, contempt, invasion of privacy, obscenity, copyright, media competition, and consumer’s protection, libel law). They will understand their responsibility to the community including fairness and objectivity.</p>	<ul style="list-style-type: none"> • Leads classroom debate on censorship and access issues as related to limited or shielded use of the Internet [Language Arts 4A-B, 5C; History/Social Science 2A, 2F] • Writes a report drawing on several examples from national politics of reporter-official relationships [Language Arts 4A-B, 5C; History/Social Science 2A, 2F] • Explains relevant governmental policy and regulations for business in relation to the mass media industry (e.g., FCC regulations) • Negotiates a contract and produces work under the terms of the contract
<p>Standard 6: Advertising, Marketing, and Public Relations Students understand current issues in advertising, marketing, sales, and public relations. Students will understand sound business management techniques and procedures used by the media industry.</p>	<ul style="list-style-type: none"> • Recruits funding or sponsors to develop own products and to finance on-going work • Conducts a public opinion survey and interprets the results [Mathematics 1-5] • Develops and implements an advertising or public relations campaign that targets an identified market segment of the public • Develops a cost-efficient budget for production of a specific media product or news event [Mathematics 1-2] • Understands technology and systems involved in producing print or broadcast advertising

Media Communication Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 7: Art and Design Students will understand the basic principles of aesthetics. They will understand how to make products more informative and appealing to the public through written, oral, and visual media.</p>	<ul style="list-style-type: none"> • Identifies basic principles of design and layout • Identifies basic color theory from color wheel • Demonstrates understanding of how design can enhance content • Thinks out of the box • Demonstrates understanding of the balance between creativity and communication in layout and design • Creates sequences of animation storyboards or motion-based art that tell a story or communicate a message • Consults with business client to create an advertising image that meets their needs • Integrates psychology of design with technological limitations

Academic Standards for Media Communication

Academic Standards	Sample Performance Indicators
<p>Standard 1: Language Arts Students will demonstrate reading, writing, speaking and listening skills, media literacy, and an appreciation for cultural diversity in literature and language.</p>	<ul style="list-style-type: none"> • Uses a wide range of strategies to read, comprehend, interpret, evaluate, and respond to a variety of mass media materials (e.g., reports, scripts, audio and videotapes, transcriptions, data transmissions) [Language Arts 1A-C] • Reads and comprehends a range and breadth of written material including public and functional documents [Language Arts 1A-B, 1D] • Expresses ideas and information in written form clearly and accurately and tailors to the intended purpose and audience (e.g., news scripts, feature stories, scripts, storyboards, business documents) [Language Arts 3A-C] • Actively listens and communicates in a clear, courteous, and complete manner on personal and professional levels [Language Arts 4B-C] • Presents oral reports, verbalizes and delivers ideas, enunciates well [Language Arts 4A, 4C] • Organizes and presents oral and written information using appropriate media resources and support materials [Language Arts 5A] • Analyzes, interprets, and evaluates media communications for explicit and implicit messages [Language Arts 5B]

Academic Standards for Media Communication

Academic Standards	Sample Performance Indicators
<p>Standard 2: Mathematics Students are able to reason, communicate, solve problems and develop understanding of numbers, measurement, geometry, functions, statistics and probability, logic, and algebra.</p>	<ul style="list-style-type: none"> • Analyzes and solves mass communication business and technology problems (e.g., calculate budget items, calculate volts, amps, and watts, use aspect ratios) by selecting and applying appropriate quantitative methods [Mathematics 1-2, 5] • Analyzes and interprets numeric information (e.g., demographic and marketing statistics and data) [Mathematics 1-5] • Applies mathematical equations and formulas in the management of resources (e.g., budgeting) and solving technology problems in mass communication [Mathematics 2, 5-6] • Applies mathematical concepts (e.g., numbers, accounting, statistics and probability) to understand sound business management techniques and procedures used by the media industry [[Mathematics 1-2, 4]

Academic Standards for Media Communication

Academic Standards	Sample Performance Indicators
<p>Standard 3: History/Social Science Students will demonstrate historical thinking (e.g., examining evidence, diversity/multiple perspectives, interpretation, significance, participation) and understanding of government (e.g., courts and contemporary issues) and economics (e.g., fundamental economic concepts) in media communication.</p>	<ul style="list-style-type: none"> • Analyzes major economic trends (e.g., globalization, rapid growth of the Internet) and how they impact media communication [History/Social Science 1A, 1C-D, 3A, 3E] • Describes major mass communication principles as they relate to the role of government and policymaking [History/Social Science 2C, 2F] • Identifies how contemporary issues and fundamental economic concepts impact the media industry [History/Social Science 1A, 1C, 2F, 3A] • Explains media communication law concepts (e.g., government relations, laws, and policies) as they relate to the role of mass communications in the national and international marketplaces [History/Social Science 1A, 3D, 3E] • Applies understanding of various linguistic and cultural backgrounds to further productive interpersonal and creative endeavors [History/Social Science 1C, 1E]

Academic Standards for Media Communication

Academic Standards	Sample Performance Indicators
<p>Skill Standard 4: Science Students will demonstrate understanding of physics (e.g., motion and forces, conservation of energy and momentum, heat and thermodynamics, waves, and electronic and magnetic phenomena), chemistry (e.g., atomic and molecular structure, chemical bonds, acids and bases, solutions, and chemical thermodynamics), and biology/life sciences (e.g., ecology) and the connections and applications as these concepts relate to media communication.</p>	<ul style="list-style-type: none"> • Explains basic scientific concepts as they relate to health and safety in media industry environments [Science 1A, 1E, 1H, 2E, 3E, 3G, 4A, 4E] • Demonstrates understanding of the impact of technology and science as they have contributed to the growth and expansion of the media industry [Science 1E-F, 2E, 3A, 4E] • Explains the impact of science (e.g., historical and contemporary contributions) and interactions between science and society in relation to media communications [Science 1E-F, 2E, 3A, 4E]
<p>Other Skills for the Media Communication Cluster: Psychology Students will demonstrate understanding of the basic principles of human psychology as related to media communication.</p>	<ul style="list-style-type: none"> • Effectively uses a variety of strategies for identifying and anticipating audiences' preferences and needs (e.g., questioning, active listening, observation) [Language Arts 4A-C] • Applies psychological principles to enhance the appeal of written, visual, and aural images and representations



Resources

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