Subject	**§126. Technology Applications**			
Course Title	**§126.45. Digital Video and Audio Design (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(a) General Requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 11 and 12.				
(b) Introduction.				
(1) The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and Technology operations and concepts. (2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.				
(c) Knowledge and Skills.				
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating the use of appropriate technical concepts	(i) apply English language arts knowledge by demonstrating the use of appropriate technical concepts		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating the use of appropriate technical concepts	(ii) apply English language arts skills by demonstrating the use of appropriate technical concepts		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(i) apply English language arts knowledge by demonstrating the use of vocabulary to write documents		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(ii) apply English language arts knowledge by demonstrating the use of vocabulary to edit documents		

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(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(iii) apply English language arts knowledge by demonstrating the use of correct grammar to write documents		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(iv) apply English language arts knowledge by demonstrating the use of correct grammar to edit documents		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(v) apply English language arts knowledge by demonstrating the use of correct punctuation to write documents		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(vi) apply English language arts knowledge by demonstrating the use of correct punctuation to edit documents		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(vii) apply English language arts skills by demonstrating the use of vocabulary to write documents		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(viii) apply English language arts skills by demonstrating the use of vocabulary to edit documents		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(ix) apply English language skills by demonstrating the use of correct grammar to write documents		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(x) apply English language arts skills by demonstrating the use of correct grammar to edit documents		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(xi) apply English language arts skills by demonstrating the use of correct punctuation to write documents		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply English language arts knowledge and skills by demonstrating the use of vocabulary and correct grammar and punctuation to write and edit documents	(xii) apply English language arts skills by demonstrating the use of correct punctuation to edit documents		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(C) incorporate knowledge of mathematics by determining a feasible resolution and aspect ratio to keep a file	(i) incorporate knowledge of mathematics by determining a feasible resolution to keep a file		
(1) Creativity and innovation. The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(C) incorporate knowledge of mathematics by determining a feasible resolution and aspect ratio to keep a file	(ii) incorporate knowledge of mathematics by determining aspect ratio to keep a file		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(2) Creativity and innovation. The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking and interpersonal skills independently and in teams to solve problems	(i) employ critical-thinking skills independently to solve problems		
(2) Creativity and innovation. The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking and interpersonal skills independently and in teams to solve problems	(ii) employ critical-thinking skills in teams to solve problems		
(2) Creativity and innovation. The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking and interpersonal skills independently and in teams to solve problems	(iii) employ interpersonal skills independently to solve problems		
(2) Creativity and innovation. The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking and interpersonal skills independently and in teams to solve problems	(iv) employ interpersonal skills in teams to solve problems		

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TEKS (Knowledge and	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(3) Creativity and innovation. The student applies information technology applications. The student is expected to:	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio or video production projects	(i) use personal information management for audio or video production projects		
(3) Creativity and innovation. The student applies information technology applications. The student is expected to:	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio or video production projects	(ii) use email for audio or video production projects		
(3) Creativity and innovation. The student applies information technology applications. The student is expected to:	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio or video production projects	(iii) use Internet for audio or video production projects		
(3) Creativity and innovation. The student applies information technology applications. The student is expected to:	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio or video production projects	(iv) use writing for audio or video production projects		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(3) Creativity and innovation. The student applies information technology applications. The student is expected to:	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio or video production projects	(v) use publishing for audio or video projects		
(3) Creativity and innovation. The student applies information technology applications. The student is expected to:	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio or video production projects	(vi) use presentation for audio or video production projects		
(3) Creativity and innovation. The student applies information technology applications. The student is expected to:	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio or video production projects	(vii) use spreadsheet or database applications for audio or video production projects		
(3) Creativity and innovation. The student applies information technology applications. The student is expected to:	(B) demonstrate an understanding of the impact of participation in videoconferencing and other social network environments	(i) demonstrate an understanding of the impact of participation in videoconferencing		
(3) Creativity and innovation. The student applies information technology applications. The student is expected to:	(B) demonstrate an understanding of the impact of participation in videoconferencing and other social network environments	(ii) demonstrate an understanding of the impact of participation in other social network environments		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(3) Creativity and innovation. The student applies information technology applications. The student is expected to:	(C) demonstrate an understanding of the responsibility of digital publications in social network environments			
(4) Creativity and innovation. The student understands design systems. The student is expected to:	(A) analyze and summarize the history and evolution of audio and video production fields	(i) analyze the history of audio production fields		
(4) Creativity and innovation. The student understands design systems. The student is expected to:	(A) analyze and summarize the history and evolution of audio and video production fields	(ii) analyze the history of video production fields		
(4) Creativity and innovation. The student understands design systems. The student is expected to:	(A) analyze and summarize the history and evolution of audio and video production fields	(iii) analyze the evolution of audio production fields		

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(4) Creativity and innovation. The student understands design systems. The student is expected to:	(A) analyze and summarize the history and evolution of audio and video production fields	(iv) analyze the evolution of video production fields		
(4) Creativity and innovation. The student understands design systems. The student is expected to:	(A) analyze and summarize the history and evolution of audio and video production fields	(v) summarize the history of audio production fields		
(4) Creativity and innovation. The student understands design systems. The student is expected to:	(A) analyze and summarize the history and evolution of audio and video production fields	(vi) summarize the history of video production fields		
(4) Creativity and innovation. The student understands design systems. The student is expected to:	(A) analyze and summarize the history and evolution of audio and video production fields	(vii) summarize the evolution of audio production fields		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(4) Creativity and innovation. The student understands design systems. The student is expected to:	(A) analyze and summarize the history and evolution of audio and video production fields	(viii) summarize the evolution of video production fields		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(i) adapt language for audience		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(ii) adapt language for purpose		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iii) adapt language for situation		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iv) adapt language for intent		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations		

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TEKS (Knowledge and	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(D) present formal and informal presentations	(i) present formal presentations		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(D) present formal and informal presentations	(ii) present informal presentations		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(E) apply active listening skills			
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(G) exhibit public relations skills			
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(H) employ leadership skills			

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(I) employ collaborative and conflict-management skills	(i) employ collaborative management skills		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(I) employ collaborative and conflict-management skills	(ii) employ conflict-management skills		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(J) conduct and participate in meetings	(i) conduct meetings		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(J) conduct and participate in meetings	(ii) participate in meetings		
(5) Communication and collaboration. The student understands professional communication strategies. The student is expected to:	(K) employ mentoring skills			
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(A) identify critical elements in the pre-production stage, including design procedures, timeline development, technology specifications, scripting techniques, and budgeting procedures	(i) identify critical elements in the pre-production stage, including design procedures		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(A) identify critical elements in the pre-production stage, including design procedures, timeline development, technology specifications, scripting techniques, and budgeting procedures	(ii) identify critical elements in the pre-production stage, including timeline development		
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(A) identify critical elements in the pre-production stage, including design procedures, timeline development, technology specifications, scripting techniques, and budgeting procedures	(iii) identify critical elements in the pre-production stage, including technology specifications		
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(A) identify critical elements in the pre-production stage, including design procedures, timeline development, technology specifications, scripting techniques, and budgeting procedures	(iv) identify critical elements in the pre-production stage, including scripting techniques		
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(A) identify critical elements in the pre-production stage, including design procedures, timeline development, technology specifications, scripting techniques, and budgeting procedures	(v) identify critical elements in the pre-production stage, including budgeting procedures		
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(B) analyze script and storyboard development processes for a successful production	(i) analyze script development processes for a successful production		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(B) analyze script and storyboard development processes for a successful production	(ii) analyze storyboard development processes for a successful production		
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(C) identify and participate in the team roles required for completion of a production	(i) identify the team roles required for completion of a production		
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(C) identify and participate in the team roles required for completion of a production	(ii) participate in the team roles required for completion of a production		
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(D) identify equipment, crew, and cast requirements for a scripted production	(i) identify equipment requirements for a scripted production		
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(D) identify equipment, crew, and cast requirements for a scripted production	(ii) identify crew requirements for a scripted production		
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(D) identify equipment, crew, and cast requirements for a scripted production	(iii) identify cast requirements for a scripted production		
(6) Research and information fluency. The student understands the pre-production process. The student is expected to:	(E) understand the casting or audition process			

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(A) identify and participate in training, education, or certification required for employment	(i) identify training, education, or certification required for employment		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(A) identify and participate in training, education, or certification required for employment	(ii) participate in training, education, or certification required for employment		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) identify personal qualities needed to be employable		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) demonstrate positive work behaviors needed to be employable		

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(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking employment		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(ii) demonstrate skills related to applying for employment		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(D) create a video portfolio to document work experiences, licenses, certifications, and work samples	(i) create a video portfolio to document work experiences		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(D) create a video portfolio to document work experiences, licenses, certifications, and work samples	(ii) create a video portfolio to document work licenses		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(D) create a video portfolio to document work experiences, licenses, certifications, and work samples	(iii) create a video portfolio to document certifications		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(D) create a video portfolio to document work experiences, licenses, certifications, and work samples	(iv) create a video portfolio to document work samples		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities		
(7) Critical thinking, problem solving, and decision making. The student develops employability characteristics. The student is expected to:	(F) examine employment opportunities in entrepreneurship			

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(A) exhibit ethical conduct related to interacting with others and provide proper credit for ideas	(i) exhibit ethical conduct related to interacting with others		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(A) exhibit ethical conduct related to interacting with others and provide proper credit for ideas	(ii) provide proper credit for ideas		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition	(i) discuss copyright laws in relation to fair use		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition	(ii) discuss copyright laws in relation to acquisition		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition	(iii) apply copyright laws in relation to fair use		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition	(iv) apply copyright laws in relation to acquisition		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(C) discuss what defines intellectual property and how to show appropriate respect	(i) discuss what defines intellectual property		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(C) discuss what defines intellectual property and how to show appropriate respect	(ii) discuss how to show appropriate respect		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(D) analyze the ethical impact of the audio and video production industry on society	(i) analyze the ethical impact of the audio production industry on society		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(D) analyze the ethical impact of the audio and video production industry on society	(ii) analyze the ethical impact of the video production industry on society		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(E) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(E) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(F) follow emergency procedures			
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(G) examine and summarize safety-related problems that may result from working with electrical circuits	(i) examine safety-related problems that may result from working with electrical circuits		
(8) Digital citizenship. The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(G) examine and summarize safety-related problems that may result from working with electrical circuits	(ii) summarize safety-related problems that may result from working with electrical circuits		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(A) explain the origin and evolution of audio, video, and film	(i) explain the origin of audio		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(A) explain the origin and evolution of audio, video, and film	(ii) explain the origin of video		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(A) explain the origin and evolution of audio, video, and film	(iii) explain the origin of film		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(A) explain the origin and evolution of audio, video, and film	(iv) explain the evolution of audio		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(A) explain the origin and evolution of audio, video, and film	(v) explain the evolution of video		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(A) explain the origin and evolution of audio, video, and film	(vi) explain the evolution of film		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(B) describe how changing technology impacts the digital society			
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(C) define terminology associated with the industry			

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(D) apply knowledge of audio and video script production	(i) apply knowledge of audio script production		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(D) apply knowledge of audio and video script production	(ii) apply knowledge of video script production		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(E) discuss the impact of audio and video selection on human emotion	(i) discuss the impact of audio selection on human emotion		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(E) discuss the impact of audio and video selection on human emotion	(ii) discuss the impact of video selection on human emotion		

Subject	§126. Technology Applications			
Course Title	§126.45. Digital Video and Audio Design (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(F) demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens	(i) demonstrate the use of audio for a three-screen environment, including cell phones		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(F) demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens	(ii) demonstrate the use of audio for a three-screen environment, including television monitors		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(F) demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens	(iii) demonstrate the use of audio for a three-screen environment, including computer screens		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(F) demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens	(iv) demonstrate the use of video for a three-screen environment, including cell phones		

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Course Title	§126.45. Digital Video and Audio Design (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(F) demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens	(v) demonstrate the use of video for a three-screen environment, including television monitors		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(F) demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens	(vi) demonstrate the use of video for a three-screen environment, including computer screens		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(G) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery	(i) demonstrate various videography techniques, including picture composition		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(G) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery	(ii) demonstrate various videography techniques, including video composition		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(G) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery	(iii) demonstrate various videography techniques, including audio composition		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(G) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery	(iv) demonstrate various videography techniques, including editing		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(G) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery	(v) demonstrate various videography techniques, including delivery		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(H) understand the differences in linear and nonlinear systems	(i) understand the differences in linear systems		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(H) understand the differences in linear and nonlinear systems	(ii) understand the differences in nonlinear systems		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(I) demonstrate knowledge of control peripherals for capturing or ingesting media			
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(J) demonstrate the skills needed to create special lighting, animation, and voice-over effects with appropriate resources	(i) demonstrate the skills needed to create special lighting with appropriate resources		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(J) demonstrate the skills needed to create special lighting, animation, and voice-over effects with appropriate resources	(ii) demonstrate the skills needed to create special animation with appropriate resources		

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TEKS (Knowledge and	Student Expectation	Breakout	Element	Subelement
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(J) demonstrate the skills needed to create special lighting, animation, and voice-over effects with appropriate resources	(iii) demonstrate the skills needed to create special voice-over-effects with appropriate resources		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(K) format digital information for effective communication for a defined audience with the use of appropriate camera perspectives, color techniques, and content selection	(i) format digital information for effective communication for a defined audience with the use of appropriate camera perspectives		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(K) format digital information for effective communication for a defined audience with the use of appropriate camera perspectives, color techniques, and content selection	(ii) format digital information for effective communication for a defined audience with the use of appropriate color techniques		
(9) Technology operations and concepts. The student develops a basic understanding of the history, current practice, future trends, and procedural protocols in the use of audio and video production. The student is expected to:	(K) format digital information for effective communication for a defined audience with the use of appropriate camera perspectives, color techniques, and content selection	(iii) format digital information for effective communication for a defined audience with the use of appropriate content selection		

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TEKS (Knowledge and	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(10) Technology operations and concepts. The student understands the post-production process. The student is expected to:	(A) select the appropriate evaluation and delivery formats such as a product evaluation rubric, job performance critique, and client and audience feedback survey	(i) select the appropriate evaluation formats		
(10) Technology operations and concepts. The student understands the post-production process. The student is expected to:	(A) select the appropriate evaluation and delivery formats such as a product evaluation rubric, job performance critique, and client and audience feedback survey	(ii) select the appropriate delivery formats		
(10) Technology operations and concepts. The student understands the post-production process. The student is expected to:	(B) deliver the product in a variety of media forms such as social networks, collaborative workspaces, and cloud environments	(i) deliver the product in a variety of media forms		