

ARTS, A/V AND COMMUNICATION CAREER CLUSTER DESIGN

Visual Arts Pathway

CIP Code 50.0499

Approved Pathway:

- 1) Includes minimum of three secondary-level credits.
- 2) Includes a work-based element.
- 3) Consists of a sequence:
Introductory-level,
Technical-level, and
Application-level
courses.
- 4) Supporting documentation includes Articulation Agreement(s), Certification, Program Improvement Plan, and a Program of Study.
- 5) Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.

INTRODUCTORY LEVEL

Intro to Drawing	30005	.5 credit
Computer Applications	10004/60004	1 credit

TECHNICAL LEVEL

Principles of Illustration	30101	.5 credit
Photo Imaging	30105	.5 credit
*Graphic Design Fundamentals	30102	.5 credit
Computer Graphics	10102	1 credit
Graphic Design	05162/11154	1 credit

APPLICATION LEVEL

Project Mgmt. & Resource Scheduling	21205	1 credit
Media Technology – Workplace Experience	10248	1 credit

ARTS, A/V AND COMMUNICATION CAREER CLUSTER DESIGN

Visual Arts Pathway – CIP Code 50.0499

(Fashion, Apparel and Interior Design (F.A.I.D.) Strands)

Approved Pathway:

- 1) Includes minimum of three secondary-level credits.
- 2) Includes a work-based element.
- 3) Consists of a sequence: Introductory-level, Technical-level, and Application-level courses.
- 4) Supporting documentation includes Articulation Agreement(s), Certification, Program Improvement Plan, and a Program of Study.
- 5) Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.

INTRODUCTORY LEVEL

Career & Life Planning	22207	.5 credit
Intro to Drawing	30005	.5 credit
**Drafting	21102	.5 credit
Intro to Fam & Cons. Sciences	45001	1 credit

TECHNICAL LEVEL

(Must Select a strand at the division)

*Essentials of Fashion, Apparel & Interior Design (F.A.I.D.)	30110	.5 credit
F.A.I.D. Merchandising & Entrepreneurship	30112	.5 credit

Fashion & Apparel Design Strand

Fashion Trends	30111	1 credit
*Apparel Production I	19201	.5 credit
*Apparel Production II	19203	.5 credit

Interior Design Strand

*Interior Design I	19263	.5 credit
Residential Interior Design	22212	.5 credit
Architecture Design	21103	1 credit

APPLICATION LEVEL

Fashion, Apparel & Interior Design (F.A.I.D.) Studio	30160	1 credit
Career Connections	22275	.5 credit

*Required for pathway approval per strand. **Recommended Intro course for Interior Design Strand. Cannot be the only Intro course offered.

Visual Arts : Fashion, Apparel and Interior Design (FAID) Strand

Construction Course Competencies:

Please see the pathways of origin for the following course competencies which are deemed important to the FAID strand:

Course Code/Title:	Pathway Origin (CIP Code)	Comments:
21102—Drafting	Construction and Design (46.0000)	Interior Design Strand Only (recommended)
21103—Architecture Design	Construction and Design (46.0000)	Interior Design Strand Only (recommended)
22212—Residential Interior Design	Construction and Design (46.0000)	Interior Design Strand Only

NOTE:

19263—Interior Design I is under development, therefore the requirement of that strand will be waived until 2019-2020 school year

Kansas Human Services Cluster
Course: Career & Life Planning

Course: #22207 Credit: .5 cr

CIP Codes: Family: 19.0799; Early Child: 19.0709; Teach: 13.0101;
 Government: 44.0401; Travel: 52.0901; Restaurant: 12.0504; Visual Arts: 50.0499

Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	
Graduation Date:			
Learner Signature		Teacher Signature	

Directions: The following competencies are required for full approval of a course in a Human Services Cluster. These skills are directly tied to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

COMPREHENSIVE STANDARD: 2.0. Evaluate management practices related to human, economic and environmental resources. (FCS1.0 & FCS2.0)

Benchmark: 2.1 Analyze strategies to balance multiple roles and responsibilities (individual, family, and career).		3	2	1	0
2.1.1	Compare and contrast occupations that fit individual interests and personal life goals (i.e. interest survey results).				
2.1.2	Research, and evaluate information to set SMART personal and family goals. .				
2.1.3	Apply fundamental knowledge of cost benefits related to personal and family goal achievement.				
2.1.4	Summarize local and global policies, issues, and trends in the workplace and community that affect individuals.				
2.1.5	Analyze the effects of social, economic, and technological change on work and family dynamics (i.e. dual career families, work at home trends, job splits, gender roles).				
2.1.6	Analyze ways that individual career plans can affect the family's capacity to meet goals for other family members.				
2.1.7	Predict potential impact of career path decisions on balancing work and family responsibilities.				
2.1.8	Identify community and human resources for meeting individual and family needs (i.e. personal knowledge, non-profit agencies, educational institutions,).				
2.1.9	Practice solving real-world problems related to career /life goal setting and life balance. (i.e. meal planning, family budgeting, daily work juggling).				
Benchmark: 2.2 Enhance job application and retention.		3	2	1	0
2.2.1	Analyze career choices to determine the knowledge, skills, and personality traits associated with each career.				
2.2.2	Practice public speaking skills to build personal confidence and enhance employability.				
2.2.3	Demonstrate job seeking skills.				
2.2.4	Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.				
2.2.5	Assess health, wellness, and work safety considerations of the worker in a variety of careers.				
2.2.6	Analyze the impact of an individual's career decision on personal goals, relationships, financial benefit, and the impact on the national and global community (.as in picking one field over another).				
2.2.7	Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience).				
2.2.8	Demonstrate respect for others regardless of age, gender, socio-economic or culture.				
Benchmark: 2.3 Enhance career readiness through practicing appropriate skills in classroom, community and family situations.		3	2	1	0
2.3.1	Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.				
2.3.2	Practice appropriate social skills, manners, and etiquette in a variety of settings.				

2.3.3	Identify common tasks that require individuals to use problem-solving skills				
2.3.4	Apply problem-solving and critical thinking skills to address personal, professional and/or community settings.				
2.3.5	Create ideas, proposals, and solutions to overcome barriers to personal goal achievement.				
2.3.6	Use math and science (as appropriate) principles when addressing career and life goals.				
2.3.7	Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.				
2.3.8	Establish a personal portfolio (electronic or hard copy) to begin to document personal achievements and experiences				
2.3.9	Use technology appropriately to access, manage and/or create career information (i.e. practice internet ethics, avoid identify theft)				
2.3.10	Critique the physical and social environment to reduce conflict and promote safety in family and community settings				
2.3.11	Identify personal rights and responsibilities as an employee and how to address violations.				

Kansas Human Services Cluster**Course:** Introduction to Family and Consumer Sciences

Course # 45001 Credit: 1.0 cr

CIP Codes: Family: 19.0799; Early Child: 19.0709; Teach: 13.0101;

Restaurant: 12.0504; Travel: 52.0901; Visual Arts: 50.0499

Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills- Require Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

Directions: The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Comprehensive Standard: 1.0 Enhance knowledge, skills and practices required in family, work and community settings. (FCS1.0 & FCS6.0)

Life Literacy Skills: These skills address the personal health of the individual—financially healthy, socially healthy, physically healthy, emotionally healthy. These skills are **directly tied** to the career ready practices and therefore important to all careers.

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
Learner Signature _____	Teacher Signature _____		

Benchmark: 1.1 Evaluate the significance of family and its impact on the well-being of individuals and the community.		3	2	1	0
1.1.1	Analyze the family as the basic unit of society.				
1.1.2	Apply critical thinking and problem-solving in family settings.				
1.1.3	Identify the role of Family and Consumer Sciences Education in the development of personal growth and family development.				
1.1.4	Understand the impact of family on the community in which they live.				
Benchmark: 1.2 Analyze functions and expectations of positive interpersonal relationships.		3	2	1	0
1.2.1	Understand the interrelationship of communication modes (i.e. verbal, nonverbal, written, social media, listening, processing, and responding).				
1.2.2	Use appropriate communication strategies for the most effective outcome.				
1.2.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly.				
1.2.4	Respect others in diverse personal, family and community settings.				
1.2.5	Apply the roles of decision making and problem solving in reducing and managing conflict.				
1.2.6	Identify situations that require personal intervention and those that require professional assistance.				
1.2.7	Manage the physical and social environment to reduce conflict and promote safety in a variety of settings (i.e. family, work, community, and cyberspace).				
Benchmark: 1.3 Evaluate relationships that maximize human growth and development.		3	2	1	0
1.3.1	Identify strategies that promote human development, including children's growth and development.				
1.3.2	List criteria for providing quality care of people across the lifespan (as a family member, care provider and employee).				

Benchmark: 1.4 Analyze management strategies of personal resources to meet goals.		3	2	1	0
1.4.1	Examine purpose of personal financial planning.				
1.4.2	Identify sound management principles for personal financial practices.				
1.4.3	Practice being a wise consumer of goods and services.				
1.4.4	Use technology and other tools to manage personal and work (school) responsibilities.				
1.4.5	Analyze portfolios (electronic or hard copy) to learn how to document knowledge, skills, and experience in Family and Consumer Sciences (i.e personal development and career related).				
1.4.6	Establish a personal portfolio (electronic or hard copy) to begin to document personal achievements and experiences.				

Benchmark: 1.5 Analyze the factors that influence personal and family wellness across the life span.		3	2	1	0
1.5.1	Evaluate the relationship of physical, social, emotional, and mental wellness.				
1.5.2	Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA, CDC, KS and US agencies).				
1.5.3	Analyze the relationship of knowing how to cook to prevent and/or improve health conditions. (e.g. obesity, high blood pressure).				
1.5.4	Demonstrate basic cooking skills to enhance healthy food consumption.				

Benchmark 1.6 Demonstrate life literacy skills required for success in the family, workplace, and community settings.		3	2	1	0
1.6.1	Compare and contrast leadership and being a leader, to teamwork and being a team player.				
1.6.2	Research, apply, and evaluate information to accomplish tasks.				
1.6.3	Demonstrate effective communication in family and community settings				
1.6.4	Demonstrate respect for diversity and cultural differences.				
1.6.5	Create ideas, proposals, and solutions to a problem.				
1.6.6	Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations.				
1.6.7	Demonstrate basic understanding of consumer rights and personal finance.				
1.6.8	Demonstrate teamwork and leadership skills.				
1.6.9	Practice balancing work and life management skills.				

Benchmark: 1.7 Analyze personal roles and responsibilities family, work and community settings		3	2	1	0
1.7.1	Assess personal strengths, interests, needs and preferences using formal and informal assessments.				
1.7.2	Analyze opportunities for employment and entrepreneurial endeavors within human services and related Family and Consumer Sciences career areas.				
1.7.3	Identify the difference between a non-profit and for-profit provider of goods and services.				
1.7.4	Demonstrate quality work.				

Occupational Family and Consumer Sciences Introduction: These competencies address an introduction to the range of careers which are found within Family and Consumer Sciences.

NOTE: Select the following as deemed appropriate for the local Family and Consumer Sciences Department. One or more career paths are suggested for inclusion.

Benchmark: 1.8 Analyze career paths within family and community services.		3	2	1	0
1.8.1	Understand the prevention aspect of family and consumer sciences, and the intervention role of family and community services careers in meeting personal and family				
1.8.2	Identify the traits and skills needed to be a successful service provider in the family and community services field.				
1.8.3	Explain the need for prevention education and advocacy within family and community services.				
1.8.4	Summarize the education, training and careers within family and community services (i.e. social work, family therapy, geriatric center director, child and family advocate, family and consumer sciences educator).				

Benchmark: 1.9 Analyze career paths within the food science, food technologies, dietetics and nutrition industries.		3	2	1	0
1.9.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food science, technologies, dietetics and nutrition industries.				
1.9.2	Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries.				
1.9.3	Explain the roles and functions of individuals in food science, food technologies, dietetics and nutrition industries.				
1.9.4	Summarize the education, training and careers in food, dietetics, nutrition and wellness (i.e. nutrition educator, dietician, family and consumer sciences educator).				

Benchmark: 1.10 Analyze career paths within early childhood, education and related services.		3	2	1	0
1.10.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to early childhood, education and related services.				
1.10.2	Identify traits and skills need for success in the education field (e.g. early child, K-12).				
1.10.3	Explain the roles and functions of individuals in early childhood, education and related services..				
1.10.4	Summarize the education, training and careers in early child development and services and education and training (i.e. early child education, center director, child development specialist, family and consumer sciences educator, elementary teacher, special services director).				

Benchmark: 1.11 Analyze career paths within consumer service and advocacy		3	2	1	0
1.11.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to consumer and advocacy careers.				
1.11.2	Identify traits and skills need for success in the consumer service industries.				
1.11.3	Compare and contrast consumer service and customer service.				
1.11.4	Explain the roles and functions of individuals in consumer service and advocacy..				
1.11.5	Summarize the education, training and careers in consumer services and advocacy (i.e. financial planning, credit counseling, insurance, estate planning, consumer advocate, family and consumer sciences educator).				

Benchmark: 1.12 Analyze career paths within textile, apparel and interior design industries.		3	2	1	0
1.12.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to textile, apparel and interior design industries.				
1.12.2	Identify traits and skills need for success in the textile, apparel and interior design industries.				
1.12.3	Explain the roles and functions of individuals in textile, apparel and interior design industries.				
1.12.4	Summarize the education, training and careers in textile, apparel and interior design industries (i.e. interior design, interior decorator, apparel design, set design, textile design, interior and/or apparel merchandising, family and consumer sciences educator).				

Benchmark: 1.13 Analyze career paths within food production, culinary arts and food services industries.		3	2	1	0
1.13.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food production, culinary arts and food service industries.				
1.13.2	Identify traits and skills need for success in the food production, culinary arts and food service industries.				
1.13.3	Explain the roles, duties and functions of individuals in food production, culinary arts and food services industries.				
1.13.4	Summarize the education, training and careers in food production, culinary arts and food services industries (i.e. chef, cook, restaurant manager, caterer, food stylist, wait staff, food service director, professional taste tester, food critic, Family and Consumer Sciences Educator).				

Benchmark 1.14 Analyze career paths within hospitality, lodging and event planning industries.		3	2	1	0
1.14.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to hospitality, lodging and event planning industries.				
1.14.2	Identify traits and skills need for success in the hospitality, lodging and event planning fields.				
1.14.3	Explain the roles, duties and functions of individuals in hospitality, lodging and event planning careers.				
1.14.4	Summarize the education, training and careers in hospitality, lodging and event planning (i.e. life event planner, hotel manager, bed and breakfast owner, hospitality coordinator, travel agent, tour guide and Family and Consumer Sciences Educator).				

Arts, AV Technology and Communication Career Cluster

Pathway (CIP CODE: 50.0499): Visual Arts

Course KCCMS #: 30110

Essentials of Interior and Textile Design

**[New Title: Essentials of Fashion, Apparel
and Interior Design (F.A.I.D.)]**

Competency Profile Sheet

Essentials of Interior and Textile Design introduces students to and expands upon the various aspects of industry, conveying the commercial application of principles and elements of design, production processes, and maintenance techniques to meet the design needs of humans. This course will also provide a discussion and exploration of career opportunities in interior, textiles and set/exhibit design.

Learner Name: _____ ID _____

Instructor: _____ School Year: 20__ to 20__

Enrollment Date: _____ Completion Date: _____ Credit Earned: _____

____/____/____ ____/____/____

I certify that the student received the training in the competencies listed below.

Student Signature: _____ Date: ____/____/____

Instructor Signature: _____ Date: ____/____/____

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:

- 3 Skilled/Works independently
- 2 Limited skills/requires assistance
- 1 Underdeveloped skill
- 0 No exposure/No instruction or training

Essential Knowledge and Skills

Benchmark: 0.1 <i>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</i>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

Benchmark: 0.2 <i>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</i>		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

Problem Solving

Benchmark: 0.3 <i>Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</i>		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

Safety, Health and Environmental:

Benchmark: 0.4 <i>Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</i>		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

Leadership and Teamwork:

Benchmark: 0.5 <i>Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</i>		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

Ethics and Legal Responsibilities

Benchmark: 0.6 <i>Know and understand the importance of professional ethics and legal responsibilities.</i>		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

Employability and Career Development

Benchmark: 0.7 <i>Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</i>		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

Technical Skills

Comprehensive Standard:

*1.0 Integrate knowledge, skills and practices required for careers in housing, interior, textiles and apparel. (*11.0; 16.0)*

Benchmark: 1.1 <i>Analyze career paths in housing, interior, textiles and apparel. (*11.1; 16.1)</i>		3	2	1	0
1.1.1	Explain the roles and functions of individuals engaged in interior design, textile and apparel careers.				
1.1.2	Analyze opportunities for employment and entrepreneurial endeavors.				
1.1.3	Summarize education, training and credentialing requirements and opportunities for career paths in interior design, textiles, set and exhibit design, costuming, etc.				
1.1.4	Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in interiors, textiles and apparel.				

Benchmark: 1.2 <i>Demonstrate technical skills related to careers in housing, interior, textiles and apparel. (*11.4; 16.3)</i>		3	2	1	0
1.2.1	Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance.				

1.2.2	Apply basic and complex color schemes and color theory to develop and enhance visual effects.				
1.2.3	Generate design that takes into consideration environmental, technical and economic trends and issues.				
1.2.4	Demonstrate professional skills in using a variety of equipment, tools and mediums for interiors, textiles and apparel.				
1.2.5	Evaluate the use of elements and principles of design in interior, textile and apparel applications.				
1.2.6	Evaluate the psychological impact that the principles and elements of design have on the individual				
1.2.7	Analyze the effects that the principles and elements of design have on aesthetics and function.				
1.2.8	Demonstrate measuring, estimating, ordering, purchasing, pricing and repurposing skills.				
1.2.9	Explain societal and technological trends on periods of architecture, interior design and textiles through the ages.				
1.2.10	Identify use of studio tools.				
1.2.11	Create sketches, elevations and renderings.				
1.2.12	Utilize a variety of presentation media such as digital imaging, video, computer and software.				

Trends in Interior and Textile

Design

(New Title: Fashion Trends)

Competency Profile Sheet

Trends in Interior and Textile Design examine special topics in interiors and apparel that meet the needs of humans now and projected in the future rather than providing a general study. Topics include sustainable design, shelter/apparel for diverse populations (such as aging, special needs, etc.) and how trends are developed. Additional topics may be generated as trends are identified.

Learner Name: _____ ID _____

Instructor: _____ School Year: 20__ to 20__

Enrollment Date: _____ Completion Date: _____ Credit Earned: _____

___/___/___ ___/___/___

I certify that the student received the training in the competencies listed below.

Student Signature: _____ Date: ___/___/___

Instructor Signature: _____ Date: ___/___/___

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:

- 3 Skilled/Works independently
- 2 Limited skills/requires assistance
- 1 Underdeveloped skill
- 0 No exposure/No instruction or training

Essential Knowledge and Skills

Academic Foundations

Benchmark: 0.1		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

Communications

Benchmark: 0.2		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				

0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

Problem Solving

Benchmark: 0.3		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

Safety, Health and Environmental:

Benchmark: 0.4		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

Leadership and Teamwork:

Benchmark: 0.5		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

Ethics and Legal Responsibilities

Benchmark: 0.6		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

Employability and Career Development

Benchmark: 0.7		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

Technical Skills

Comprehensive Standard:

*1.0 Integrate knowledge, skills and practices required for careers in housing, interior, textiles and apparel. (*11.0; 16.0)*

Benchmark: 1. 1	Analyze career paths in housing, interior, textiles and apparel. (*11.1; 16.1)	3	2	1	0
1.1.1	Analyze the role of professional organizations in forecasting the interior design and textile industry.				
1.1.2	Analyze the attitudes, traits and values of professional responsibility, accountability and effectiveness required for a career in interiors and textiles.				

Benchmark: 1.2	Demonstrate technical skills related to careers in housing, interior, textiles and apparel. (*11.4; 16.3)	3	2	1	0
1.2.1	Generate design that takes into consideration ecological, sociological and economic trends and issues.				
1.2.2	Analyze trends using principles and elements of design to determine the impact on aesthetics and function.				
1.2.3	Demonstrate ability to use technology for interior, textile and apparel applications.				
1.2.4	Apply principles of human behavior (e.g. ergonomics and anthropometrics) to design.				
1.2.5	Analyze the cost of constructing, manufacturing and/or recycling interior and textile products.				
1.2.6	Evaluate manufacturers, products and materials as to care and maintenance and safety issues.				
1.2.7	Examine the impact of housing, interiors and textiles on the healthy, safety and welfare of the public.				
1.2.8	Demonstrate design processes such as determining the scope of a project, programming, research, concept development, proposal, schematic design, design drawing and design presentation development.				
1.2.9	Demonstrate graphic communication skills (e.g. CAD, power point, sketching).				

1.2.10	Analyze future design and developmental trends in interior and textiles (e.g. universal design and green practices).				
1.2.11	Justify design solutions relative to client needs, goals and resources.				
1.2.12	Select appropriate studio tools for specific tasks (e.g. client presentations).				
1.2.13	Prepare sketches, elevations or renderings using appropriate media, symbols and scale.				
1.2.14	Prepare visual presentations which include legends, keys and schedules.				
1.2.15	Utilize a variety of presentation media such as photography, video, computer and software for client presentations.				
1.2.16	Demonstrate knowledge of available resources, global factors and cultural impact upon design industries.				
1.2.17	Demonstrate knowledge of multi-disciplinary collaborations and consensus building skills.				

Arts, AV Technology and Communication Career Cluster

Pathway (CIP CODE: 50.0499): Visual Arts

Course KCCMS #: 30112

Interior and Textile Merchandising**(New Title: F.A.I.D. Merchandising and
Entrepreneurship)***Competency Profile Sheet*

FAID Merchandising and Entrepreneurship is a course that centers upon the merchandising of products in a variety of settings. Topics include exploring cycles, trends and style as well as the techniques in coordination, promotion, display and sales of fashion, apparel and interior items. Basic management and entrepreneurship will be introduced as will the relationship of the skills to set and exhibit design.

Learner Name: _____ ID _____
 Instructor: _____ School Year: 20__ to 20__

Enrollment Date: **Completion Date:** **Credit Earned:** _____
 ____/____/____ ____/____/____

I certify that the student received the training in the competencies listed below.

Student Signature: _____ **Date:** ____/____/____

Instructor Signature: _____ **Date:** ____/____/____

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:

- 3 Skilled/Works independently
- 2 Limited skills/requires assistance
- 1 Underdeveloped skill
- 0 No exposure/No instruction or training

Essential Knowledge and Skills

Benchmark: 0.1 <i>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</i>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

Communications

Benchmark: 0.2 <i>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</i>		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

Problem Solving

Benchmark: 0.3 <i>Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</i>		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

Safety, Health and Environmental:

Benchmark: 0.4 <i>Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</i>		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

Leadership and Teamwork:

Benchmark: 0.5 <i>Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</i>		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

Ethics and Legal Responsibilities

Benchmark: 0.6 <i>Know and understand the importance of professional ethics and legal responsibilities.</i>		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

Employability and Career Development

Benchmark: 0.7 <i>Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</i>		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

Technical Skills

Comprehensive Standard:

*1.0 Integrate knowledge, skills and practices required for careers in housing, interior, textiles and apparel. (*11.0; 16.0) (NOTE: There were competencies for Benchmark 1.1 in this course.)*

Benchmark: 1.2 <i>Demonstrate technical skills related to careers in housing, interior, textiles and apparel. (*11.4; 16.3)</i>		3	2	1	0
1.2.1	Develop and exhibit the skills necessary for quality customer service.				
1.2.2	Analyze the influences of cultural diversity on meeting the needs of clients and intended audience.				
1.2.3	Apply measurement, estimation, ordering purchasing and pricing skills.				
1.2.4	Analyze influence of merchandising on mark ups, mark downs, cash flow and other factors affecting profit.				
1.2.5	Predict future trends and forecasting in the design and development of interiors, textiles and apparel.				
1.2.6	Assess resource availability for textile, apparel and/or interior design.				

1.2.7	Critique merchandising plans that address client's needs, goals and resources.				
1.2.8	Select appropriate design and medium tools with display applications.				
1.2.9	Apply appropriate procedures for care of textile products.				
1.2.10	Analyze and select appropriate design presentation media such as digital imaging, video, computer applications and boards for identified application.				
1.2.11	Evaluate renderings, elevations and sketches for display/presentation purposes.				
1.2.12	Prepare visual presentations and/or displays for a variety of situations and audiences.				
1.2.13	Demonstrate use of design elements and principles for design to create visual effects.				
1.2.14	Review and critique marketing strategies for interior, textile and/or apparel products.				
1.2.15	Critique methods of promoting interior, apparel and textile products.				
1.2.16	Develop a merchandising plan to meet the needs of an identified business.				

Kansas Family and Consumer Sciences
Visual Arts—FAID Strand

Course: Apparel Production I

CIP Code: 50.0499 **Course #** 19201

Rating Scale: 3 Skilled- Works Independently

2 Limited Skills- Requires

Assistance 1 Skill Undeveloped

0 No exposure- No instruction or training

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
Learner Signature		Teacher Signature	

Directions: The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.

COMPREHENSIVE STANDARD: 26.0 Apply foundational knowledge, skills and practices required for careers in fashion, apparel and textiles.

Benchmark: 26.1 Understand the nature of the fashion and apparel industry.		3	2	1	0
26.1.1	Analyze the production process of a garment from design to show room floor.				
26.1.2	Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.				

Benchmark: 26.2 Demonstrate foundational understanding of fashion, apparel and textiles.		3	2	1	0
26.2.1	Understand basic textile terminology including weft, warp, selvage, bias, woven, knitted, felting, nap, hand and sheen.				
26.2.2	Understand the effects of textile characteristics (i.e. natural vs man-made fiber, color, pattern, weave/knit, etc.) on design, care, use, and maintenance of products.				
26.2.3	Describe manufacturing processes of textile fiber and fabrics and fabric finishing to determine appropriateness to construction qualities. (i.e. woven vs knits/looping, felting, dying vs printed pattern, soil resistance, microfiber)				
26.2.4	Explain the ways in which fabric selection influences garment design (i.e. fiber, fabric characteristics, texture, pattern, and finish).				
26.2.5	Use correct terminology for identifying, comparing, and analyzing the most common textile fibers.				
26.2.6	Understand textile labeling information in regards to apparel construction textiles.				
26.2.7	Identify appropriate procedures for care of textile product.				

Benchmark: 26.3 Demonstrate foundational knowledge and skills of equipment and procedures used in fashion and apparel.		3	2	1	0
26.3.1	Demonstrate basic understanding of construction content and technical vocabulary (i.e. pattern symbols, notch, baste, seam allowance, grade, trim, backstitch, darts, topstitch, basic hand stitches, basic overlock, hems & casings, zipper applications, etc.).				
26.3.2	Interpret product information and operational documents such as pattern envelopes, guide sheets, pattern symbols and textile labeling.				
26.3.3	Reference reliable sources of information and use informational texts, internet, and/or technical materials to determine a quality apparel product.				
26.3.4	Analyze impact of failing to follow data and measurements to solve a sewing construction problem (i.e. incorrect sides of fabric sewn together, skipping a step of the construction process, incorrect measurement, wrong seam allowance width, etc.)				
26.3.5	Demonstrate skills in using a variety of production equipment, tools, and supplies according to user manuals and instructions given for fashion, apparel, and textile construction; as well as the alteration, care and repair of garments.				
26.3.6	Interpret tables, charts, and figures from a pattern envelope or instruction guide sheet to support the garment production process.				

Benchmark: 26.4 Enhance career readiness in the fashion, apparel and textiles industries.		3	2	1	0
26.4.1	Participate in civic/community leadership and teamwork opportunities to enhance customer relation skills (i.e. FCCLA.)				
26.4.2	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication, division and working with fractions when measuring, for the apparel production process.				
26.4.3	Use structured problem-solving methods and critical thinking skills when developing solutions for a garment construction problem.				
26.4.4	Develop personal goals and objectives, including prioritizing tasks to be completed using timelines and time management knowledge and skills to improve workflow.				

26.4.5	Demonstrate safe work habits and procedures, including injury protocol for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, cutting tools, storage of equipment, first aid, etc.)				
26.4.6	Demonstrate ability to communicate and resolve conflicts in lab settings.				
26.4.7	Working with others in lab settings, and using positive interpersonal and teamwork skills, achieve personal project objectives in a timely manner (i.e. project management: follow directions, take responsibility, respect for others and cooperation).				
26.4.8	Manage personal work habits to accomplish assignments.				
26.4.9	Communicate goal achievement with teachers and peers.				
26.4.10	Create an electronic or physical portfolio for use in demonstrating knowledge, skills and experiences to include evaluations of garments, product samples, and pictures of completed work.				

Additional comments: _____

Kansas Family and Consumer Sciences Visual Arts—FAID Strand

Course: Apparel Production II

CIP Code: 50.0499 **Course #** 19203

Rating Scale: 3 **Skilled- Works Independently**

2 **Limited Skills- Requires Assistance** 1

Skill Undeveloped

0 **No exposure- No instruction or training**

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
Learner Signature		Teacher Signature	

Directions: The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.

COMPREHENSIVE STANDARD: 27.0 Advance knowledge and skills required for careers in fashion, apparel and textiles.

Benchmark: 27.1 Analyze the global nature of the fashion and apparel industry.		3	2	1	0
27.1.1	Examine the global nature of the apparel production and textile industry including workforce regulations and natural resource usage.				
27.1.2	Understand the impact of off shoring production or sourcing to the bottom line of a product.				
27.1.3	Analyze the ethical and legal policies required of the apparel industry regarding design rights, licensing and violations of copyright.				
27.1.4	Compare and contrast the production needs of fast fashion (off shore) vs design houses (on shore) and the skill set needed in the workforce.				

Benchmark: 27.2 Demonstrate understanding of fashion, apparel and textile design applications.		3	2	1	0
27.2.1	Use appropriate terminology for identifying, comparing, and analyzing the most common textile fibers.				
27.2.2	Evaluate performance characteristics of textile fibers and fabrics to determine appropriateness to construction qualities in specialty applications.				
27.2.3	Analyze effects of textile characteristics (i.e. fiber, color, pattern, weave/knit, etc.) on the design of products.				
27.2.4	Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.				
27.2.5	Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.				
27.2.6	Construct design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.				
27.2.7	Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products. (i.e. software programs such as PhotoShop and Illustrator; industrial equipment)				
27.2.8	Generate apparel design that takes into consideration environmental, technical, and economic trends and issues.				

Benchmark: 27.3 Demonstrate technical knowledge and skills of equipment and procedures used in fashion and apparel.		3	2	1	0
27.3.1	Interpret textile labeling information in a variety of apparel and/or interior applications.				
27.3.2	Demonstrate ability to use sewing production & technology equipment to manage and perform project responsibilities independently.				
27.3.3	Practice knowledge of basic arithmetic operations such as addition, subtraction, multiplication, division and working with fractions in the apparel production and/or alteration process (i.e. measuring, estimating, ordering, purchasing, pricing).				
27.3.4	Analyze data when interpreting product information and operational documents such as pattern envelopes, guide sheets, pattern symbols and textile labeling in specialty applications.				
27.3.5	Develop speed and accuracy of professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.				
27.3.6	Use appropriate apparel construction industry tools and materials for cleaning, pressing, and finishing textile, apparel, and fashion products (i.e. needle board, steamer, point press, etc.).				

27.3.7	Apply advanced skills for producing and altering textile products and apparel while analyzing construction content and technical vocabulary (i.e. gathering, pleats, linings & specialty fabrics, buttonholes, collars, facings, blind hem, rolled hem overlock & differential feed, etc.).				
27.3.8	Apply information learned from construction information, observations/demonstrations, and manuals to actual construction practice.				
27.3.9	Use structured problem-solving methods and critical thinking skills when developing solutions for a garment construction problem.				
27.3.10	Solve sewing construction problems independently using process skills. (i.e. incorrect sides of fabric sewn together, skipping a step of the construction process, incorrect measurement, wrong seam allowance width, etc.)				

Benchmark: 27.4 Enhance career readiness in the fashion, apparel and textile industry.		3	2	1	0
27.4.1	Participate in civic/community leadership and teamwork opportunities to enhance customer relation skills (i.e. FCCLA).				
27.4.2	Interpret tables, charts, and figures from a pattern envelope or instruction guide sheet to support the garment production process.				
27.4.3	Create a reference of reliable sources of information (informational texts, internet, and/or technical materials) to review and apply in constructing a quality product.				
27.4.4	Develop personal goals and objectives, including prioritizing tasks to be completed using timelines and time management knowledge and skills to improve workflow and meet deadlines.				
27.4.5	Generate new and creative ideas to solve problems by brainstorming possible solutions in lab settings.				
27.4.6	Compare and contrast the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products across price points.				
27.4.7	Demonstrate safe work habits and procedures, including injury protocol, for reporting and handling accidents and safety incidents in a production lab. (i.e. electrical equipment, cutting tools, storage of equipment, first aid, etc.)				
27.4.8	Demonstrate ability to communicate and resolve conflicts with a diverse classroom setting independently.				
27.4.10	Manage personal work habits to accomplish assignments.				
27.4.11	Respond with restatement and clarification techniques to demonstrate understanding of construction techniques.				
27.4.12	Create an electronic or physical portfolio for use in demonstrating knowledge, skills and experiences to include evaluations of garments, product samples, and pictures of completed work.				
27.4.13	Communicate fashion, apparel and textile knowledge to others.				

Arts, AV Technology and Communication Career Cluster

Pathway (CIP CODE: 50.0499): Visual Arts

Course KCCMS #: 30160

Interior and Textile Design Studio**[New Title: Fashion, Apparel and Interior
Design (FAID) Studio]***Competency Profile Sheet*

Fashion, Apparel and Interior Design Studio provides students with the opportunity to expand knowledge and experience with 4-dimensional design forms as they relate to human needs. Topics will include the language, materials and processes used to apply the design elements and principles based upon designers, periods and styles. As students advance and become more adept, the instruction regarding the creative process becomes more refined and students are encouraged to develop their own design styles to meet the needs of a client. This application course is client driven in the interior, textile or apparel fields.

Learner Name: _____ ID _____

Instructor: _____ School Year: 20__ to 20__

Enrollment Date: **Completion Date:** **Credit Earned:** _____
 __/__/__ __/__/__

I certify that the student received the training in the competencies listed below.**Student Signature:** _____ **Date:** __/__/__**Instructor Signature:** _____ **Date:** __/__/__

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale: 3 Skilled/Works independently
 2 Limited skills/requires
 assistance 1
 Underdeveloped skill
 0 No exposure/No instruction or training

Essential Knowledge and Skills

Benchmark: 0.1 <i>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</i>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

Benchmark: 0.2 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

Problem Solving

Benchmark: 0.3 Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

Safety, Health and Environmental:

Benchmark: 0.4 Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

Leadership and Teamwork:

Benchmark: 0.5 Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

Ethics and Legal Responsibilities

Benchmark: 0.6 Know and understand the importance of professional ethics and legal responsibilities.		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

Employability and Career Development

Benchmark: 0.7 Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

Technical Skills

Comprehensive Standard:

1.0 *Integrate knowledge, skills and practices required for careers in housing, interior, textiles and apparel. (*11.0; 16.0)*

Benchmark: 1.1 Analyze career paths in housing, interior, textiles and apparel. (*11.1; 16.1)		3	2	1	0
1.1.1	Review opportunities for employment and entrepreneurial endeavors.				

Benchmark: 1.2 Demonstrate technical skills related to careers in housing, interior, textiles and apparel. (*11.4; 16.3)		3	2	1	0
1.2.1	Select manufacturers, products and materials considering care, maintenance, safety and environmental issues.				
1.2.2	Apply measurement and estimation skills.				
1.2.3	Apply elements and principles of design to create, construct, and/or alter textile products.				
1.2.4	Create designs using industry computer software.				
1.2.5	Demonstrate basic skills for producing and altering textile products.				
1.2.6	Assess a variety of available resources for interiors, textile and/or apparel.				
1.2.7	Critique design plans that address client's needs, goals and resources.				

1.2.8	Select a variety of appropriate design and medium tools for construction, alteration and repair.				
1.2.9	Produce renderings, elevations and sketches according to the needs of client(s).				
1.2.10	Present designs utilizing a variety of visual presentation media such as digital imaging, video, computer applications and board.				

Kansas Human Services Cluster**Course: Career Connections****Course:** #22275 Credit: .5 cr**CIP Code:** Family: 19.0799; Early Child: 19.0709; Restaurant: 12.0504; Travel: 52.0901;

Visual Arts: 50.0499; Government: 44.0401

Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	
Graduation Date:			
Learner Signature		Teacher Signature	

Directions: The following competencies are required for full approval of a course in a Human Services Cluster. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

COMPREHENSIVE STANDARD: 10.0 Synthesize knowledge, skills, and practices required for career readiness in family and consumer sciences fields. (FCS1.0, FCS2.0, FCS3.0, FCS4.0, FCS5.0, FCS6.0, FCS7.0, FCS8.0, FCS9.0, FCS10.0, FCS11.0, FCS12.0, FCS13.0, FCS14.0, and FCS16.0)

Benchmark: 11.1 Explore career paths within a specific family and consumer sciences field. *		3	2	1	0
11.1.1	Analyze opportunities for employment and entrepreneurial endeavors in a family and consumer sciences field. *				
11.1.2	Summarize education and training requirements and opportunities for a specific family and consumer sciences occupation family. *				
11.1.3	Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and consumer sciences careers. *				
11.1.4	Analyze the role of professional organizations aligned to a family and consumer sciences field to enhance personal success. *				
11.1.5	Analyze all aspects of a selected Family and Consumer related industry.				

Benchmark: 11.2 Analyze factors relating to providing individual, family and community services in a specific family and consumer sciences field. *		3	2	1	0
11.2.1	Analyze professional, ethical, legal, and safety issues that confront employees in family and consumer sciences careers.				
11.2.2	Summarize licensing laws and regulations that affect a specific career field in family and consumer sciences.				
11.2.3	Compare and contrast local, state, and national agencies and informal support resources providing individual, family and community services. *				
11.2.4	Summarize the rights and responsibilities of clients and their families and/or customers. *				
11.2.5	Analyze effective advocacy strategies to overcome diverse challenges facing family and consumer sciences professionals. *				
11.2.6	Analyze community-networking opportunities to promote partnerships in addressing family and consumer sciences related issues. *				

Benchmark: 11.3 Demonstrate appropriate communication skills that contribute to positive relationships in the workforce.		3	2	1	0
11.3.1	Use appropriate communication modes/strategies for the most effective outcome.				
11.3.2	Practice respectful behavior in identified occupational setting(s) (with regard to gender, equity, age, culture and/or ethnicity as appropriate in setting experiences).				

11.3.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly on the job.				
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Benchmark: 11.4 Demonstrate leadership, citizenship, and teamwork skills required for success in the workplace settings.		3	2	1	0
11.4.1	Demonstrate quality work and effective communication in the workplace.				
11.4.2	Practice ethical decision making in all situations.				
11.4.3	Determine the most appropriate response to workplace situations based on legal and ethical considerations.				

Benchmark: 11.5 Analyze strategies to manage the multiple individual, family, career, and/or community roles and responsibilities.		3	2	1	0
11.5.1	Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experience in a family and consumer sciences career field.				
11.5.2	Practice balancing work, school and personal life responsibilities.				
11.5.3	Analyze stress management strategies for balancing personal, work, and community responsibilities.*				

Benchmark: 11.6 Demonstrate professional behaviors, skills, and knowledge in family and consumer sciences related work settings.		3	2	1	0
11.6.1	Follow rules, regulations, and works site policies that affect employer, employee, participant, and family rights and responsibilities.				
11.6.2	Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.				
11.6.3	Use critical and creative thinking to address authentic problems and/or conflicts in the workplace.				
11.6.4	Complete accurate work and reporting documents which are submitted in a timely manner to appropriate supervisors.				
11.6.5	Analyze personal strengths, needs, preferences, and interests through formal and informal assessment practices.				
11.6.6	Demonstrate safe use of technology to protect identity of self and others.				

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Benchmark: 11.7 Enhance effective prevention and management techniques in a work environment.		3	2	1	0
11.7.1	Apply skills of critical thinking, intelligent decision making and problem solving in reducing/preventing conflict on the job.				
11.7.2	Apply 21 st century process skills in workforce assignments successfully (i.e. decision making, problem solving, goal setting, leadership, management, creativity, critical thinking, and cooperation).				
11.7.3	Analyze the physical and social environments of a workplace to reduce potential conflict and promote safety.*				

KSDE

Arts, AV Technology and Communication Career Cluster

Pathway (CIP CODE: 50.0499): Visual Arts

Course KCCMS #: 30005

Introduction to Drawing*Competency Profile Sheet*

Introduction to Drawing emphasizes the development of fundamental drawing skills. Focus will be on the application of art theory, processes and techniques that increase the power of observation. Instruction includes the elements and principles of design as applied in composition through hard copy and/or electronic software.

Learner Name: _____ ID _____

Instructor: _____ School Year: 20____ to 20____

Enrollment Date:**Completion Date:****Credit Earned:** _____

____/____/____

____/____/____

I certify that the student received the training in the competencies listed below.**Student Signature:** _____ **Date:** ____/____/____**Instructor Signature:** _____ **Date:** ____/____/____

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:

- 3 Skilled/Works independently
- 2 Limited skills/requires assistance
- 1 Underdeveloped skill
- 0 No exposure/No instruction or training

Essential Knowledge and Skills**Academic Foundations**

Benchmark: 0.1 <i>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</i>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

Communications

Benchmark: 0.2 <i>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</i>		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

Problem Solving

Benchmark: 0.3 <i>Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</i>		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

Safety, Health and Environmental:

Benchmark: 0.4 <i>Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</i>		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

Leadership and Teamwork:

Benchmark: 0.5 <i>Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</i>		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

Ethics and Legal Responsibilities

Benchmark: 0.6 <i>Know and understand the importance of professional ethics and legal responsibilities.</i>		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

Employability and Career Development

Benchmark: 0.7 <i>Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</i>		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

Technical Skills

Comprehensive Standard:

1.0 *Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.*

Benchmark: 1. 1 <i>Analyze career paths in the visual arts.</i>		3	2	1	0
1.1.1	Investigate careers that incorporate drawing skills (e.g. graphic design, architecture, interior design, animation, apparel/textile design and fine art).				

Benchmark: 1. 2 <i>Demonstrate technical skills related to careers in the visual arts.</i>		3	2	1	0
1.2.1	Demonstrate knowledge and skill in use of tools, materials and drawing techniques.				

1.2.2	Build images from basic shapes (i.e. rectangles, squares, circles, triangles and polygons.				
1.2.3	Understand value scale gradations and tonal relationships.				
1.2.4	Accurately draw 3-dimensional forms using the elements and principles of design.				
1.2.5	Render surface textures and patterns.				
1.2.6	Understand color theory basics.				
1.2.7	Develop compositions that establish knowledge of space (i.e. isometric, atmospheric and/or linear perspective).				
1.2.8	Understand the impact of drawing styles throughout art history.				
1.2.9	Recognize and demonstrate productive attitudes and safe work habits in the studio.				
1.2.10	Understand the aesthetic aspects of decision making and critical analysis in the art process.				

10004-Computer Applications

3 2 1 0 1. Personal Information Management

- Identify PIM applications (e.g., Essential PIM, MS Outlook, Lotus Notes...) and maintain safe and secure user profiles.
- Manage daily/weekly/monthly schedule using applications such as. (e.g., Notes, MS Outlook, calendars/schedules.)
- Create reminder for oneself and send notes/ informal memos using PIM applications.
- Access email system using login and password functions. Access email messages received
- Create and send e-mail messages in accordance with established business standards (e.g., grammar, word usage, spelling, sentence structure, clarity) demonstrating knowledge of email etiquette.
- Attach files to send with messages and access and save received attachments.
- Demonstrate knowledge of contamination protection strategies for email.
- Maintain shared database of contact information.
- Participate in virtual group discussions and meetings.

3 2 1 0 2. Research and Internet

- Test Internet connection.
- Navigate web sites using software functions. (e.g., Forward, Back, Go To, Bookmarks). Utilize online tools
- Explore the multimedia capabilities of the World Wide Web.
- Bookmark web addresses (URLs).
- Locate information using appropriate search procedures and approaches through a variety of search engines and Boolean logic.
- Access, evaluate accuracy, and compile Internet resource information for a variety of purposes. (e.g., library catalogs, business, technical, commercial, government, educational)
- Unpack files using compression software. Organize and archive files.

3 2 1 0 3. Word Processing and Presentations

- Create/Open Edit and Save documents (e.g., letters, memos, reports) and presentations using existing forms and templates.
- Employ word processing utility tools (e.g., spell checker, grammar checker). Locate/replace data using search and replace functions.
- Format text using basic formatting functions.
- Enhance publications using different fonts, styles, attributes, justification, etc.
- Enhance publications using paint/draw functions.
- Format new desktop publishing files and recognize the advantages and disadvantages of export options.
- Place graphics (e.g., graph, clip art, table) in a document or slide in accordance with basic principles of graphics design and visual communication.
- Prepare publications using desktop and cloud publishing applications.

3 2 1 0 4. Spreadsheets

- Create/Open Edit and Save spreadsheets.
- Create charts and graphs from spreadsheets.
- Group worksheets.
- Input/process data using spreadsheet functions.
- Perform calculations using simple formulas.
- Locate/replace data using search and replace functions.

- g. Process data using database functions (e.g., structure, format, attributes, relationships, keys).
- h. Perform single- and multiple-table queries (e.g., create, run, save).
- i. Verify accuracy of output.
- j. Maintain shared database of contact information.

3 2 1 0 **6. Ethics and Security**

- a. Demonstrate knowledge of potential internal and external threats to security. Maximize threat reduction.
- b. Assess exposure to security issues.
- c. Demonstrate knowledge of virus protection strategy and ability to load virus detection/protection software.
- d. Identify sources of virus infections and how to remove viruses.
- e. Report viruses in compliance with company standards.
- f. Ensure compliance with security rules, regulations, and codes.
- g. Explore ways to implement countermeasures.
- h. Implement security procedures in accordance with business ethics.
- i. Document security procedures.
- j. Understand how to follow a disaster plan.
- k. Understand how to utilize backup and recovery procedures.
- l. Maintain confidentiality.
- m. Understand how to provide for user authentication (e.g., assign passwords, access level).

3 2 1 0 **7. History / Quality Assurance**

Demonstrate knowledge of the diverse continuous improvement cycles within industry and their characteristics.

(e.g., Baldrige Performance Excellence, Demming, ISO 9000, Six Sigma)

3 2 1 0 **8. Personal Attributes for success. Career Technical Core Skills.**

- a. Act as a responsible and contributing citizen and employee
- b. Demonstrate effective professional communication skills and practices that enable positive customer relationships.
- c. Apply appropriate academic and technical skills
- d. Attend to personal health and financial well-being
- e. Communicate clearly, effectively and with reason
- f. Consider the environmental, social and economic impacts of decisions
- g. Demonstrate the use of cross-functional teams in achieving IT project goals.

Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.

KSDE

Arts, AV Technology and Communication Career Cluster

Pathway (CIP CODE: 50.0499): Visual Arts

Course KCCMS #: 30101

Principles of Illustration*Competency Profile Sheet*

Principles of Illustration explore a variety of media, tools and supports as a means to communicate ideas. Topics include an understanding of illustration as applicable to careers in graphic design, animation, apparel/textile design, industrial design, web design, architecture, interior design and fine arts. Techniques in traditional and digital illustration applications will be explored as directly linked to ever-changing social trends.

Learner Name: _____ ID _____

Instructor: _____ School Year: 20__ to 20__

Enrollment Date: _____ Completion Date: _____ Credit Earned: _____

__/__/__

__/__/__

I certify that the student received the training in the competencies listed below.

Student Signature: _____ Date: __/__/__

Instructor Signature: _____ Date: __/__/__

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:

- 3 Skilled/Works independently
- 2 Limited skills/requires assistance
- 1 Underdeveloped skill
- 0 No exposure/No instruction or training

Essential Knowledge and Skills**Academic Foundations**

Benchmark: 0.1 <i>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</i>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

Communications

Benchmark: 0.2 <i>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</i>		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

Problem Solving

Benchmark: 0.3 <i>Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</i>		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

Safety, Health and Environmental:

Benchmark: 0.4 <i>Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</i>		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

Leadership and Teamwork:

Benchmark: 0.5 <i>Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</i>		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

Ethics and Legal Responsibilities

Benchmark: 0.6 <i>Know and understand the importance of professional ethics and legal responsibilities.</i>		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

Employability and Career Development

Benchmark: 0.7 <i>Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</i>		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

Technical Skills

Comprehensive Standard:

1.0 Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

Benchmark: 1. 1 <i>Analyze career paths in the visual arts.</i>		3	2	1	0
1.1.1	Investigate careers that incorporate drawing skills (e.g. graphic design, animation, apparel/textile design, industrial design, web design, architecture, interior design and fine art).				

Benchmark: 1. 2 <i>Demonstrate technical skills related to careers in the visual arts.</i>		3	2	1	0
1.2.1	Research and identify major styles, terminology and categories of illustration based upon historical and contemporary market trends.				
1.2.2	Create designs, concepts and sample layout based on knowledge of element and design principles to solve a series of illustration problems for which there are no pre-established solutions.				
1.2.3	Understand concepts of perspective drawing and modeling of forms in black and white and color to look three dimensional on a two dimensional surface.				
1.2.4	Maintain a personal visual reference archive of which could include images, surfaces and previous design products.				
1.2.5	Create, evaluate and revise projects to communicate effectively to a select client or target audience.				
1.2.6	Prepare illustrations for a variety of purpose such as brochures, web pages, promotional products, technical illustration, literature, animation, newsletters or presentations.				
1.2.7	Prepare and present a portfolio of illustrations to convey concepts, information and examples of designs showing technical skills in a variety of media.				
1.2.8	Recognize and demonstrate productive attitudes and safe work habits in the studio.				
1.2.9	Understand the aesthetic aspects of decision making and critical analysis in the art process.				

KSDE

Arts, AV Technology and Communication Career Cluster

Pathway (CIP CODE: 09.0702): AV Communications and (CIP CODE: 50.0499) Visual Arts

Course KCCMS #: 30105

Photo Imaging*Competency Profile Sheet*

Photo Imaging teaches the technical skills needed to produce quality images for use in a variety of applications. Topics include use of equipment, software and techniques to take, edit and manipulate digital images.

Learner Name: _____ ID _____

Instructor: _____ School Year: 20__ to 20__

Enrollment Date: _____ Completion Date: _____ Credit Earned: _____

__/__/__

__/__/__

I certify that the student received the training in the competencies listed below.

Student Signature: _____ Date: __/__/__

Instructor Signature: _____ Date: __/__/__

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:

- 3 Skilled/Works independently
- 2 Limited skills/requires assistance
- 1 Underdeveloped skill
- 0 No exposure/No instruction or training

Essential Knowledge and Skills**Academic Foundations**

Benchmark: 0.1 <i>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</i>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

Communications

Benchmark: 0.2 <i>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</i>		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

Problem Solving

Benchmark: 0.3 <i>Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</i>		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

Safety, Health and Environmental:

Benchmark: 0.4 <i>Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</i>		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

Leadership and Teamwork:

Benchmark: 0.5 <i>Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</i>		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

Ethics and Legal Responsibilities

Benchmark: 0.6 <i>Know and understand the importance of professional ethics and legal responsibilities.</i>		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

Employability and Career Development

Benchmark: 0.7 <i>Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</i>		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

Technical Skills

Comprehensive Standard:

1.0 Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

Benchmark: 1. 1 <i>Analyze career paths in the visual arts.</i>		3	2	1	0
1.1.1	Increase knowledge of careers related to photo journalism.				

Benchmark: 1. 2 <i>Demonstrate technical skills related to careers in the visual arts.</i>		3	2	1	0
1.2.1	Explore the variety of uses of photos and images in media.				

1.2.2	Discuss current and emerging issues surrounding imaging technologies.				
1.2.3	Recognize and capture storytelling images that utilize strong elements of composition and complement story content.				
1.2.4	Explain the difference between a photograph and a snapshot.				
1.2.5	Identify camera equipment, hardware and software to meet a variety of needs.				
1.2.6	Explain the operation of different cameras (including features and uses).				
1.2.7	Understand copyright issues as it applies to photography and the use of images (i.e. own work vs. work of others).				
1.2.8	Define the role that photographs and/or images play in storytelling.				
1.2.9	Explore photo editing software.				
1.2.10	Understand the consequences of photo manipulation.				
1.2.11	Explore the use of actions to complete repetitive tasks.				
1.2.12	Understand and correctly resize an image for a variety of media uses (e.g. correct resolution for print, web or display usages.)				
1.2.13	Critique photographic work (including an analysis of technique, content, composition and the ability to convey message or tell a story).				
1.2.14	Understand freedom of the press and define the photographer's rights and responsibilities.				
1.2.15	Apply principles of composition to improve picture taking capabilities.				
1.2.16	Demonstrate the ability to select and use the correct equipment for a specific photographic assignment.				
1.2.17	Demonstrate an understanding of aperture, shutter speed, white balance, ISO and depth of field.				
1.2.18	Demonstrate an understanding of libel, privacy, copyright and counterfeit laws as they apply to photography and image use.				
1.2.19	Create a portfolio to illustrate skill development.				

KSDE

Arts, AV Technology and Communication Career Cluster

Pathway (CIP CODE: 09.0702): AV Communications and (CIP CODE: 50.0499) Visual Arts

Course KCCMS #: 30102

Graphic Design Fundamentals*Competency Profile Sheet*

Graphic Design Fundamentals provides a basic understanding of the graphic design process. Topics include analyzing the design elements and principles, exploring industry tools, software and equipment and learning composition techniques to develop a quality product.

Learner Name: _____ ID _____

Instructor: _____ School Year: 20__ to 20__

Enrollment Date: _____ Completion Date: _____ Credit Earned: _____

____/____/____

____/____/____

I certify that the student received the training in the competencies listed below.

Student Signature: _____ Date: ____/____/____

Instructor Signature: _____ Date: ____/____/____

Directions: The following competencies are required for full approval of a course in the Arts, AV Technology and Communication career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

Rating Scale:

- 3 Skilled/Works independently
- 2 Limited skills/requires assistance
- 1 Underdeveloped skill
- 0 No exposure/No instruction or training

Essential Knowledge and Skills

Benchmark: 0.1 <i>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</i>		3	2	1	0
0.1.1	Adapt language for audience, purpose, situation (i.e. diction/structure, style).				
0.1.2	Compose focused copy for a variety of written documents (i.e. documents, notes, oral presentations reports).				
0.1.3	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.				
0.1.4	Analyze data when interpreting operational documents.				

Communications

Benchmark: 0.2 <i>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</i>		3	2	1	0
0.2.1	Interpret information, data and observations to apply information learned from reading to actual practice.				
0.2.2	Communicate effectively with others to foster positive relationships.				
0.2.3	Reference the sources of information.				
0.2.4	Compose multi—paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization).				
0.2.5	Deliver an oral presentation to provide information for specific purposes and audiences.				

Problem Solving

Benchmark: 0.3 <i>Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</i>		3	2	1	0
0.3.1	Analyze elements of a problem to determine solutions (including how to think creatively).				

Safety, Health and Environmental:

Benchmark: 0.4 <i>Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</i>		3	2	1	0
0.4.1	Follow operation manuals for all equipment and tools to maintain safe workplace for self and others.				
0.4.2	Demonstrate safe work habits and procedures (i.e. personal habits, around electricity, storage of equipment).				

Leadership and Teamwork:

Benchmark: 0.5 <i>Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</i>		3	2	1	0
0.5.1	Exhibit leadership skills (i.e. management of resources, listening to others, respect, supporting others).				
0.5.2	Work with others to achieve objectives in a timely manner (i.e. follow direction, take responsibility, respect for others and cooperation).				

Ethics and Legal Responsibilities

Benchmark: 0.6 <i>Know and understand the importance of professional ethics and legal responsibilities.</i>		3	2	1	0
0.6.1	Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions.				

Employability and Career Development

Benchmark: 0.7 <i>Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</i>		3	2	1	0
0.7.1	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.2	Create a record of work experiences, certifications and products.				

Technical Skills

Comprehensive Standard:

1.0 Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

Benchmark: 1.1 <i>Analyze career paths in the visual arts.</i>		3	2	1	0
1.1.1	Explore visual communication careers which utilize graphic design.				
1.1.2	Compare the advantages and disadvantages of working independently and working for others within the field (including mass production vs. custom work).				

Benchmark: 1. 2 <i>Demonstrate technical skills related to careers in the visual arts.</i>		3	2	1	0
1.2.1	Describe how changing technology is impacting the visual communications industry.				
1.2.2	Explore present and future uses of graphic design by looking at the present market and predicting trends (i.e. magazines, logos, hang tags, store signage, product and packaging design).				
1.2.3	Define common terminology and concepts in graphic design (i.e. scale drawing, thumbnail sketches, perspective, typography and branding).				
1.2.4	Explore the equipment, software and tools used in graphic design for electronic applications.				
1.2.5	Analyze how images can convey messages.				
1.2.6	Describe how graphic design is used in digital applications.				
1.2.7	Demonstrate the methods used to create a visual representation of ideas and messages (i.e. combining words, symbols and/or images).				
1.2.8	Identify the basics of composition.				
1.2.9	Identify and understand the design elements and principles.				
1.2.10	Analyze the effects of the design elements (e.g. Optical illusion and color theory).				
1.2.11	Compare and contrast 2-D and 3-D design.				
1.2.12	Analyze legal concerns that affect the design field such as copyright and trademark issues.				
1.2.13	Describe the fundamental design principles in graphic design.				
1.2.14	Evaluate the visual appeal of graphic designs within visual communications.				
1.2.15	Analyze the design process of graphic projects (from concept to finished product).				
1.2.16	Demonstrate design principles in a graphic design project.				
1.2.17	Demonstrate proper use of tools, software and equipment.				
1.2.18	Understand and demonstrate quality presentation skills.				
1.2.19	Create a portfolio of graphic design projects.				

Name _____ ID _____

Enrollment Date
____/____/____

Completion Date
____/____/____

Credits Completed

Instructor _____ School Year _____

I certify that the student received the training in the area indicated.

RATING SCALE:
3: Skilled, works independently
2: Competent, may need assistance
1: Received instruction, skill undeveloped
0: No exposure, instruction or training

Student Signature _____

Date _____

Instructor Signature _____ Competencies _____
_____/52

Date _____

I. Computer Graphics

- 3 2 1 0 1. Demonstrate knowledge of the basic principles of motion graphics.
- 3 2 1 0 2. Demonstrate proficiency in the use of digital imaging.
- 3 2 1 0 3. Manipulate images, video, and motion graphics.
- 3 2 1 0 4. Create and refine design concepts.
- 3 2 1 0 5. Alter digitized images using an image manipulation program.
- 3 2 1 0 6. Alter digitized video using a video manipulation program.
- 3 2 1 0 7. Apply color theory to select appropriate colors.
- 3 2 1 0 8. Apply knowledge of typography.
- 3 2 1 0 9. Apply principles and elements of design.
- 3 2 1 0 10. Create and/or implement the look and feel of a product.
- 3 2 1 0 11. Create graphical images and/or or video elements.
- 3 2 1 0 12. Enhance digital communication presentation using a photographic process.
- 3 2 1 0 13. Evaluate visual appeal.
- 3 2 1 0 14. Produce or acquire graphics content.
- 3 2 1 0 15. Differentiate between copyright and trademarks.
- 3 2 1 0 16. Define scope of work to achieve individual and group goals.
- 3 2 1 0 17. Use available reference tools as appropriate.
- 3 2 1 0 18. Explain the key functions and applications of software.
- 3 2 1 0 19. Explain the need for regular backup procedures.

Foundation & 21st Century Competencies (lowercase letters are indicators to be considered)

II. Pathway Foundation Problem Solving and Critical Thinking

- 3 2 1 0 1. Demonstrate knowledge of the process required to evaluate and verify the nature of a problem.
 - a. Demonstrate knowledge of the underlying concepts of the information systems discipline.
 - b. Demonstrate knowledge of methods for achieving productivity in knowledge work.
 - c. Apply general systems theory to the analysis and development of an information system.
 - d. Identify procedures for formal problem-solving.
 - e. Demonstrate knowledge of the fundamental concept of information theory and organizational system processes.
 - f. Identify the essential properties of information systems.
- 3 2 1 0 2. Demonstrate knowledge of the process required to solve a problem.
 - a. Demonstrate knowledge of problem-solving steps and techniques.
 - b. Summarize application planning, development, and risk management for information system.
 - c. Identify potential problems in system implementation.
 - d. Demonstrate knowledge of the information analysis process.
 - e. Demonstrate knowledge of information technology solutions.

III. Cluster Foundation Employability and Career Development

- 3 2 1 0 1. Demonstrate ability to evaluate and compare employment opportunities and accept employment.
 - a. Identify job advantages and disadvantages.
 - b. Compare job benefits to individual needs.
 - c. Compare job opportunities and responsibilities to career plan.
 - d. Make decision to accept or reject employment.
 - e. Write acceptance or rejection letter without error.

- f. Complete employment forms upon acceptance.

3 2 1 0 2. Demonstrate ability to seek and apply for employment.

- a. Identify resources for finding employment.
- b. Analyze resources to determine those that are most appropriate for desired career.
- c. Compare job requirements with personal qualifications, interests, and aptitudes.
- d. Select job that matches personal qualifications, interests, and aptitudes.
- e. Identify prospective employer's submission requirements.
- f. Gather information and prepare rough draft of resume.
- g. Put resume in proper format.
- h. Write letter of application for specific job opening in correct format, without error.
- i. Gather information for application.
- j. Complete all questions on application with appropriate and honest answers.
- k. Sign and date application.
- l. Attach any supporting material required or requested.
- m. Submit full application package to employers.
- n. Dress appropriately for interview.
- o. Exhibit professional conduct before, during and after interview.
- p. Explain your qualifications and interests clearly and concisely.
- q. Answer all questions honestly and concisely.
- r. Write follow-up letter after the interview.

3 2 1 0 3. Demonstrate knowledge of career development/progression patterns in the IT industry.

- a. Identify education and training requirements for IT career pathways.
- b. Identify professional organizations in the area of information technology.
- c. Identify benefits derived from membership in specific professional organizations.

3 2 1 0 4. Demonstrate knowledge of the relationship between lifelong learning and IT career development.

- a. Identify present and future IT employment opportunities.
- b. Demonstrate knowledge of the potential impact of IT on

Kansas Information Technology Career Cluster

future society.

- c. Identify the importance of lifelong learning in the IT field.
- d. Identify certification and/or degree requirements.
- e. Identify required knowledge and skills for career ladder.
- f. Research educational and training opportunities.
- g. Identify present and future IT education and training opportunities.
- h. Design a lifelong learning plan that ties in with career advancement plan.

3 2 1 0 5. Develop a personal career plan to meet career goals and objectives.

- a. Identify career that matches individual interests and aptitudes.
- b. Develop career goal with time frame.
- c. Identify goals and objectives for reaching and advancing in career.
- d. Write a list of strategies for achieving educational requirements.
- e. Identify strategies for obtaining employment experiences.
- f. Write a time line for achieving career goals and objectives.
- g. List alternatives and potential changes.

3 2 1 0 6. Explain written organizational policies, rules and procedures to help employees perform their jobs.

- a. Identify the contents of various organizational publications.
- b. Determine the appropriate document(s) for specific job responsibilities and work assignments.
- c. Locate and identify specific organizational policy, rule or procedure to assist with a given situation.
- d. Articulate how a specific organizational policy, rule or procedure will improve a given situation.

3 2 1 0 7. Identify and demonstrate positive work behaviors and personal qualities.

- a. Demonstrate regular attendance.
- b. Follow company dress and appearance standards.
- c. Exhibit pride in work.
- d. Demonstrate leadership and teamwork.
- e. Exhibit ability to handle stress.
- f. Display initiative and open-mindedness.
- g. Participate in company orientation and training programs with enthusiasm.
- h. Identify progressive strategies that will impact efficiency of job.
- i. Follow established rules, regulations and policies.
- j. Explain employer/management responsibilities.
- k. Demonstrate cost effectiveness.
- l. Demonstrate time management.
- m. Complete all tasks thoroughly.

3 2 1 0 8. Identify and explore career opportunities in one or more career pathways.

- a. Locate and interpret career information for at least one career cluster.

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- b. Identify job requirements for three career pathways.
- c. Identify educational and credentialing requirements for three careers.
- d. Identify personal interests and aptitudes.
- e. Identify job requirements and characteristics of selected careers.
- f. Compare personal interests and aptitudes with job requirements and characteristics.
- g. Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics.

3 2 1 0 9. Provide examples of how IT is transforming business in various industries.

- a. Demonstrate knowledge of how both PCs and larger computer systems impact people and are used in business/industry/government and other institutions.
- b. Demonstrate knowledge of the impact of computers on career pathways in business/industry (e.g., how computers have eliminated and created jobs).
- c. Demonstrate knowledge of the impact of computers on access to information and information exchange worldwide.
- d. Demonstrate knowledge of ethical issues that have surfaced in the information age.

Ethics and Legal Responsibilities

3 2 1 0 1. Demonstrate appropriate knowledge and behaviors of legal responsibilities and of positive cyber-citizenship.

- a. Demonstrate knowledge of the legal issues that face information technology professionals.
- b. Identify issues and trends affecting computers and information privacy.

3 2 1 0 2. Demonstrate knowledge of social, ethical, and legal issues in the information technology field.

- a. Analyze the social implications of decisions made and actions taken as an information technology professional.
- b. Demonstrate knowledge of the ethical issues that face information technology professionals.
- c. Determine the practical implications of lawsuits in terms of good will, client relations, the bottom line, diversion of company resources, cash flow and accounts receivable.
- d. Demonstrate knowledge of basic business law concepts.

3 2 1 0 3. Demonstrate knowledge of the rights and responsibilities of IT workers.

- a. Identify generally accepted business ethics.
- b. Demonstrate knowledge of federal laws governing discrimination and harassment.
- c. Demonstrate knowledge of key concepts related to employment discrimination.
- d. Demonstrate sensitivity to diversity, including differences in gender, culture, race, language, physical and mental

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challenges, and family structures.

- e. Establish procedures for maintaining the confidentiality of client information.

Leadership and Teamwork

3 2 1 0 1. Build interpersonal skills with individuals and other team members.

- a. Analyze the interdependence of empathetic listening, synergy, and consensus building.
- b. Define roles within the group decision-making process.
- c. Demonstrate knowledge of how to apply team methods to empower coworkers.
- d. Apply knowledge of group dynamics.
- e. Promote teamwork, leadership, and empowerment.
- f. Identify strategies for fostering creativity.

3 2 1 0 2. Demonstrate knowledge of the skills needed for leadership in the IT environment.

- a. Demonstrate knowledge of how to apply team methods to empower coworkers.
- b. Establish goals and objectives for IS.
- c. Define mission and critical success factors.
- d. Identify desired group and team behavior in an IS context.

Safety, Health, and Environmental

3 2 1 0 1. Maintain a safe working environment.

- a. Demonstrate knowledge of the relationship between health, safety, and productivity.
- b. Identify health and safety standards established by government agencies.
- c. Access needed safety information using company and manufacturers' references (e.g., procedural manuals, documentation, standards,
- d. and flowcharts).
- e. Ensure maintenance of a clean work area.
- f. Solve safety problems using problem-solving, decision-making, and critical thinking strategies.
- g. Demonstrate knowledge of ergonomics and repetitive strain injury.

Systems

3 2 1 0 1. Demonstrate knowledge of the nature of IT in business.

- a. Determine how business activities interface with data processing functions.
- b. Differentiate between the role of information systems within a company and their role in a global environment.
- c. Measure increases in productivity realized by the implementation of information systems.

3 2 1 0 2. Demonstrate knowledge of the operation of cross-functional teams in achieving project goals.

- a. Consider the benefits of using a cross-functional team in policy and procedure development.
- b. Identify desired group and team behavior in an IS context.

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3 2 1 0 3. Explain/discuss general strategies for maximizing organizational learning and productivity in a high tech environment.

- Assess the importance of new technologies to future developments and to the future knowledge worker productivity.
- Demonstrate knowledge of methods for achieving productivity in knowledge work.
- Create/maintain an environment supportive of productivity.

IV. Academic Foundations

Language Arts Courses

3 2 1 0 1. Demonstrate language arts knowledge and skills required to pursue the full-range of career and post-secondary education opportunities within the IT career cluster.

- Listen actively.
- Adapt language (diction/structure, style) for audience, purpose, situation.
- Collect/organize oral and written information.
- Compose/edit (agenda, audio-visuals, bibliographies, drafts, forms/documents, notes, oral presentations, reports, technical terminology).
- Comprehend oral and written information (cause/effect, comparisons/contrasts, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries, technical matter).
- Evaluate oral and written information (accuracy, adequacy/sufficiency, appropriateness, clarity, conclusions/solutions, fact/opinion, propaganda, relevancy, validity, relationship of ideas).
- Identify oral and written assumptions, purpose, outcomes/solutions, and propaganda techniques.
- Predict outcomes/solutions from oral and written information trends.
- Present formal and informal speech for the purposes of discussion, supplying/requesting information, interpretation, and persuasion.
- Use library, text and Internet resources.

Communications Courses

3 2 1 0 2. Apply active listening skills to obtain and clarify information.

- Determine familiarity of discussion.
- Respond accordingly using appropriate verbal and nonverbal language.
- Explain the message given in your own words.
- Ask questions to seek or confirm understanding.
- Paraphrase and/or repeat information.
- Record and summarize information in written notes.
- Follow directions and/or respond in a positive way with

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clear, concise comments.

3 2 1 0 2. Build customer relations.

- Identify organizations' products and services (including own strengths as a sales agent).
- Recognize the importance of all customers to the business.
- Determine customers' individual needs.
- Project a professional business image (e.g., appearance, voice, grammar, word usage, enunciation, nonverbal communication).
- Interact with customers and colleagues in a professional (e.g., prompt, friendly, courteous, respectful, helpful, knowledgeable, and understandable) manner.
- Comply with established business protocols and company policies.
- Communicate company policies to customers.
- Handle merchandise returns in accordance with customer service policy.
- Handle customer complaints in accordance with customer service policy.
- Facilitate customer service through the maintenance of key information systems.
- Follow through on commitments made to customers (e.g., special orders, delivery specifications, new items).

3 2 1 0 3. Comprehend and use reading strategies to learn meaning, technical concepts, vocabulary, and follow instructions.

- Use reading strategy to achieve intended purpose.
- Identify purpose of text.
- Identify complexity of text.
- Explain purpose of text.
- Determine relevance, accuracy and appropriateness to purpose.
- Identify complexities and discrepancies in information.
- Analyze information presented in a variety of formats, such as tables, lists, figures.
- Identify key technical concepts and vocabulary.
- Follow all instructions as specifically given.
- Explain meaning of new terms, vocabulary and concepts.
- Interpret technical materials used.
- Summarize overall meaning of text.
- Write specific steps for applying information to task or new situation.
- Write set of directions for others sharing information learned and applying that to task or new situation.

3 2 1 0 4. Conduct meetings.

- Plan meeting.
- Set agenda.
- Schedule meeting.
- Reserve meeting room.
- Invite appropriate personnel.
- Identify need for outside speakers.
- Assign someone to take minutes.

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- Make introductions.
- Invite questions, comments, and group participation.
- Determine appropriate action, time frame, and person accountable for identified tasks.
- Monitor time.
- Publish minutes in timely manner.

3 2 1 0 5. Demonstrate sensitivity in communicating with a diverse workforce.

- Identify factors (e.g., culture, ethnicity, equity, special/exceptional needs) that impact communication.
- Identify strategies for successful communication with a diverse workforce.
- Determine communication style appropriate for listener(s).
- Bridge communication styles.
- Establish guidelines for dealing with conflict.

3 2 1 0 6. Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.

- Know subject matter well enough to be independent of written aids.
- Identify characteristics of the audience and adjust to their ability to understand.
- Use technical terms and concepts correctly.
- Use proper organization and structure to achieve coherence of major points.
- Identify media and visual aids appropriate to understanding of topic.
- Prepare visual aids and support materials for easy viewing and without error.
- Smoothly and efficiently operate any equipment used with support.
- Deliver presentation without grammatical error.
- Speak clearly with appropriate volume, rate and gestures while making and maintaining appropriate eye contact.
- Use support materials in the presentation that enhance the understanding of the topic and the interest level of the audience.
- Stay within presentation time parameters.
- Evaluate listeners' interest and receptiveness.
- Use verbal and nonverbal feedback strategies to engage discussion and adjust message and delivery.
- Respond to questions and comments.

3 2 1 0 7. Interpret and use tables, charts, and figures to support written and oral communications.

- Compile facts and arrange in an organized manner for a table, chart or figure.
- Document sources of data.
- Determine most appropriate way to display data for effective coherence.
- Prepare table, chart, graph or figure for inclusion in publication or presentation.
- Evaluate reference or source of data for authenticity and

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- reliability.
- f. Explain information presented in tables, charts and figures.
- g. Prepare written summary of findings expressed in tables, charts and figures.

3 2 1 0 8. Interpret verbal and nonverbal behaviors to enhance communication with co-workers and clients/participants.

- a. Identify verbal cues.
- b. Observe voice speed, voice quality and tone.
- c. Explain message conveyed by verbal behaviors.
- d. Identify nonverbal cues.
- e. Observe eye contact, facial expressions, posture, gestures and other body language.
- f. Explain message conveyed by nonverbal behaviors.

3 2 1 0 9. Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.

- a. Identify topic.
- b. Conduct search of information using card catalog, keywords, and/or search engines.
- c. Locate variety of resources such as books, journals, and magazines.
- d. Locate information from electronic forms including the Internet.
- e. Organize resources to use key information.
- f. Read and take notes from selected resources.
- g. Prepare outline that emphasizes major points with supporting data.
- h. Present information in organized, easy-to-follow manner.
- i. Prepare working bibliography according to MLA, APA, CBE, or Chicago, depending on the warranted language style.
- j. Prepare a bibliography according to MLA, APA, CBE, or Chicago, depending on the warranted language style.
- k. Use parenthetical, footnotes and endnotes text citations accurately.
- l. Follow plagiarism and copyright rules and regulations.

3 2 1 0 10. Use correct grammar, punctuation and terminology to write and edit documents.

- a. Organize and arrange information for effective coherence.
- b. Report relevant information in order of occurrence.
- c. Interpret information, data, and observations correctly.
- d. Present main ideas and supporting facts.
- e. Use technical terms and concepts.
- f. Incorporate and use references effectively and accurately.
- g. Report objective and/or subjective information.
- h. Use correct grammar and sentence structure.
- i. Use correct spelling.
- j. Use correct punctuation and capitalization.
- k. Use word processing software to develop text, charts, graphs or figures correctly.
- l. Use presentation software to prepare visual support materials.

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- m. Format written documents with correct font and layout for easy reading.

Mathematics Courses

3 2 1 0 1. Demonstrate mathematics knowledge and skills required to pursue the full range of career and post-secondary education opportunities within the IT career cluster.

- a. Identify whole numbers, decimals, fractions, complex numbers, polynomials, and geometrical figures.
- b. Apply basic arithmetic (addition, subtraction, multiplication, and division) operations.
- c. Apply relational (equal, not equal, greater than, less than, etc.) and logical operators in a logical expression.
- d. Understand the relationship of data and measurements to the problem.
- e. Produce mathematical formulae, expressions, and/or sequence of solution steps from problem statements.
- f. Analyze problem statements for missing/irrelevant data, estimate/exact values, inconsistent parameters.
- g. Construct charts/tables/graphs from functions and data.
- h. Describe problem-solving techniques (e.g., successive approximation, trial and error).

Science Courses

3 2 1 0 1. Demonstrate science knowledge and skills required to pursue the full range of career and post-secondary education opportunities within the IT career cluster.

- a. Analyze/evaluate conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of errors, and variables.
- b. Use computers for information processing, mathematical applications and problem-solving.
- c. Apply/use scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions, and problem identification.

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Name _____ ID _____

Enrollment Date _____

Completion Date _____

Credits Completed _____

Instructor _____ School Year _____

RATING SCALE:

3: Skilled, works independently
 2: Competent, may need assistance
 1: Received instruction, skill undeveloped
 0: No exposure, instruction or training

Measured Competencies listed should be seen as minimums (you can add)

I certify that the student received the training in the area indicated.

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Competencies _____/49

I. Graphic Design

- 3 2 1 0 1** 1. Determine client's needs and expected outcomes.
- 3 2 1 0 1** 2. Determine purpose of the digital communication project.
- 3 2 1 0 1** 3. Determine the digital communication elements to be used.
- 3 2 1 0 1** 4. Determine the target audience.
- 3 2 1 0 1** 5. Create and produce content.
- 3 2 1 0 1** 6. Create and refine design concepts.
- 3 2 1 0 1** 7. Alter digitized images using an image manipulation program.
- 3 2 1 0 1** 8. Apply color theory to select appropriate colors.
- 3 2 1 0 1** 9. Apply knowledge of typography.
- 3 2 1 0 1** 10. Apply principles and elements of design.
- 3 2 1 0 1** 11. Create and/or implement the look and feel of the product.
- 3 2 1 0 1** 12. Create graphical images.
- 3 2 1 0 1** 13. Evaluate visual appeal.
- 3 2 1 0 1** 14. Differentiate between copyright and trademarks.
- 3 2 1 0 1** 15. Define scope of work to achieve individual and group goals.
- 3 2 1 0 1** 16. Use available reference tools as appropriate.

Foundation & 21st Century Competencies
 (lowercase letters are indicators to be considered)

II. Pathway Foundation
Problem Solving and Critical Thinking

- 3 2 1 0 1** 1. Demonstrate knowledge of the process required to evaluate and verify the nature of a problem.
 - a. Demonstrate knowledge of the underlying concepts of the information systems discipline.
 - b. Demonstrate knowledge of methods for achieving productivity in knowledge work.
 - c. Apply general systems theory to the analysis and development of an information system.
 - d. Identify procedures for formal problem-solving.
 - e. Demonstrate knowledge of the fundamental concept of information theory and organizational system processes.
 - f. Identify the essential properties of information systems.
- 3 2 1 0 2** 2. Demonstrate knowledge of the process required to solve a problem.
 - a. Demonstrate knowledge of problem-solving steps and techniques.
 - b. Summarize application planning, development, and risk management for information system.
 - c. Identify potential problems in system implementation.
 - d. Demonstrate knowledge of the information analysis process.
 - e. Demonstrate knowledge of information technology solutions.

III. Cluster Foundation
Employability and Career Development

- 3 2 1 0 1** 1. Demonstrate ability to evaluate and compare employment opportunities and accept employment.
 - a. Identify job advantages and disadvantages.
 - b. Compare job benefits to individual needs.
 - c. Compare job opportunities and responsibilities to career plan.
 - d. Make decision to accept or reject employment.

- e. Write acceptance or rejection letter without error.
- f. Complete employment forms upon acceptance.

3 2 1 0 2. Demonstrate ability to seek and apply for employment.

- a. Identify resources for finding employment.
- b. Analyze resources to determine those that are most appropriate for desired career.
- c. Compare job requirements with personal qualifications, interests, and aptitudes.
- d. Select job that matches personal qualifications, interests, and aptitudes.
- e. Identify prospective employer's submission requirements.
- f. Gather information and prepare rough draft of resume.
- g. Put resume in proper format.
- h. Write letter of application for specific job opening in correct format, without error.
- i. Gather information for application.
- j. Complete all questions on application with appropriate and honest answers.
- k. Sign and date application.
- l. Attach any supporting material required or requested.
- m. Submit full application package to employers.
- n. Dress appropriately for interview.
- o. Exhibit professional conduct before, during and after interview.
- p. Explain your qualifications and interests clearly and concisely.
- q. Answer all questions honestly and concisely.
- r. Write follow-up letter after the interview.

3 2 1 0 3. Demonstrate knowledge of career development/progression patterns in the IT industry.

- a. Identify education and training requirements for IT career pathways.
- b. Identify professional organizations in the area of information technology.
- c. Identify benefits derived from membership in specific professional organizations.

3 2 1 0 4. Demonstrate knowledge of the relationship between lifelong learning and IT career development.

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- a. Identify present and future IT employment opportunities.
- b. Demonstrate knowledge of the potential impact of IT on future society.
- c. Identify the importance of lifelong learning in the IT field.
- d. Identify certification and/or degree requirements.
- e. Identify required knowledge and skills for career ladder.
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- a. Demonstrate regular attendance.
- b. Follow company dress and appearance standards.
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3 2 1 0 8. Identify and explore career opportunities in one or more career pathways.

Web and Digital Communications Pathway

- a. Locate and interpret career information for at least one career cluster.
- b. Identify job requirements for three career pathways.
- c. Identify educational and credentialing requirements for three careers.
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- d. Demonstrate sensitivity to diversity, including differences in gender, culture, race, language, physical and mental challenges, and family structures.
- e. Establish procedures for maintaining the confidentiality of client information.

Leadership and Teamwork

3 2 1 0 1. Build interpersonal skills with individuals and other team members.

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3 2 1 0 1. Maintain a safe working environment.

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Language Arts Courses

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- f. Evaluate oral and written information (accuracy, adequacy/sufficiency, appropriateness, clarity, conclusions/solutions, fact/opinion, propaganda, relevancy, validity, relationship of ideas).
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- d. Ask questions to seek or confirm understanding.
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- b. Set agenda.
- c. Schedule meeting.
- d. Reserve meeting room.
- e. Invite appropriate personnel.

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- f. Identify need for outside speakers.
- g. Assign someone to take minutes.
- h. Make introductions.
- i. Invite questions, comments, and group participation.
- j. Determine appropriate action, time frame, and person accountable for identified tasks.
- k. Monitor time.
- l. Publish minutes in timely manner.

3 2 1 0 5. Demonstrate sensitivity in communicating with a diverse workforce.

- a. Identify factors (e.g., culture, ethnicity, equity, special/exceptional needs) that impact communication.
- b. Identify strategies for successful communication with a diverse workforce.
- c. Determine communication style appropriate for listener(s).
- d. Bridge communication styles.
- e. Establish guidelines for dealing with conflict.

3 2 1 0 6. Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.

- a. Know subject matter well enough to be independent of written aids.
- b. Identify characteristics of the audience and adjust to their ability to understand.
- c. Use technical terms and concepts correctly.
- d. Use proper organization and structure to achieve coherence of major points.
- e. Identify media and visual aids appropriate to understanding of topic.
- f. Prepare visual aids and support materials for easy viewing and without error.
- g. Smoothly and efficiently operate any equipment used with support.
- h. Deliver presentation without grammatical error.
- i. Speak clearly with appropriate volume, rate and gestures while making and maintaining appropriate eye contact.
- j. Use support materials in the presentation that enhance the understanding of the topic and the interest level of the audience.
- k. Stay within presentation time parameters.
- l. Evaluate listeners' interest and receptiveness.
- m. Use verbal and nonverbal feedback strategies to engage discussion and adjust message and delivery.
- n. Respond to questions and comments.

3 2 1 0 7. Interpret and use tables, charts, and figures to support written and oral communications.

- a. Compile facts and arrange in an organized manner for a table, chart or figure.
- b. Document sources of data.
- c. Determine most appropriate way to display data for effective coherence.
- d. Prepare table, chart, graph or figure for inclusion in

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publication or presentation.

- e. Evaluate reference or source of data for authenticity and reliability.
- f. Explain information presented in tables, charts and figures.
- g. Prepare written summary of findings expressed in tables, charts and figures.

3 2 1 0 8. Interpret verbal and nonverbal behaviors to enhance communication with co-workers and clients/participants.

- a. Identify verbal cues.
- b. Observe voice speed, voice quality and tone.
- c. Explain message conveyed by verbal behaviors.
- d. Identify nonverbal cues.
- e. Observe eye contact, facial expressions, posture, gestures and other body language.
- f. Explain message conveyed by nonverbal behaviors.

3 2 1 0 9. Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.

- a. Identify topic.
- b. Conduct search of information using card catalog, keywords, and/or search engines.
- c. Locate variety of resources such as books, journals, and magazines.
- d. Locate information from electronic forms including the Internet.
- e. Organize resources to use key information.
- f. Read and take notes from selected resources.
- g. Prepare outline that emphasizes major points with supporting data.
- h. Present information in organized, easy-to-follow manner.
- i. Prepare working bibliography according to MLA, APA, CBE, or Chicago, depending on the warranted language style.
- j. Prepare a bibliography according to MLA, APA, CBE, or Chicago, depending on the warranted language style.
- k. Use parenthetical, footnotes and endnotes text citations accurately.
- l. Follow plagiarism and copyright rules and regulations.

3 2 1 0 10. Use correct grammar, punctuation and terminology to write and edit documents.

- a. Organize and arrange information for effective coherence.
- b. Report relevant information in order of occurrence.
- c. Interpret information, data, and observations correctly.
- d. Present main ideas and supporting facts.
- e. Use technical terms and concepts.
- f. Incorporate and use references effectively and accurately.
- g. Report objective and/or subjective information.
- h. Use correct grammar and sentence structure.
- i. Use correct spelling.
- j. Use correct punctuation and capitalization.
- k. Use word processing software to develop text, charts, graphs or figures correctly.

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- l. Use presentation software to prepare visual support materials.
- m. Format written documents with correct font and layout for easy reading.

Mathematics Courses

3 2 1 0 1. Demonstrate mathematics knowledge and skills required to pursue the full range of career and post-secondary education opportunities within the IT career cluster.

- a. Identify whole numbers, decimals, fractions, complex numbers, polynomials, and geometrical figures.
- b. Apply basic arithmetic (addition, subtraction, multiplication, and division) operations.
- c. Apply relational (equal, not equal, greater than, less than, etc.) and logical operators in a logical expression.
- d. Understand the relationship of data and measurements to the problem.
- e. Produce mathematical formulae, expressions, and/or sequence of solution steps from problem statements.
- f. Analyze problem statements for missing/irrelevant data, estimate/exact values, inconsistent parameters.
- g. Construct charts/tables/graphs from functions and data.
- h. Describe problem-solving techniques (e.g., successive approximation, trial and error).

Science Courses

3 2 1 0 1. Demonstrate science knowledge and skills required to pursue the full range of career and post-secondary education opportunities within the IT career cluster.

- a. Analyze/evaluate conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of errors, and variables.
- b. Use computers for information processing, mathematical applications and problem-solving.
- c. Apply/use scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions, and problem identification

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21205 Project Management

Project Management courses provide students with the information and skills necessary for success in managing projects and operating logistical ventures in technology, business, and industry. This course covers scheduling of resources (including personnel, budget, timelines, and equipment), utilization of Gantt charts, economic principles within the workplace, and risk management. Other possible topics include developing a business plan, finance, business law, marketing and promotion strategies, insurance employee/employer relations, problem-solving and decision-making, and building leadership skills. These courses may also incorporate a survey of the careers within technology and engineering industries.

COMMON CAREER TECHNICAL CORE – CAREER READY STANDARDS

1. Act as a responsible and contributing citizen and employee
2. Apply appropriate academic and technical skills
3. Attend to personal health and financial well-being
4. Communicate clearly, effectively and with reason
5. Consider the environmental, social and economic impacts of decisions
6. Demonstrate creativity and innovation
7. Employ valid and reliable research strategies
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management
10. Plan education and career path aligned to personal goals
11. Use technology to enhance productivity
12. Work productively in teams while using cultural/global competence

COMMON CAREER TECHNICAL CORE –VISUAL ARTS CLUSTER STANDARDS

The end goal of Pathway design is to develop the following competencies. Topics and curriculum adopted should be chosen to that end. Local Education Agencies should develop and identify specific student competencies where appropriate.

Visual Arts Specific Competencies

--Specific Visual Arts Competencies selected by LEA to be placed here:

Project Management Competencies

1. Recognize different resource types (Work, Material, Cost, Budget, Personnel/Skills, Generic, etc)
2. Understand the concept of scope and demonstrate in context of assessing the size of a project.
3. Develop plans for project management and resource scheduling.
4. Identify key personnel and responsibilities for project.
5. Develop SWOT analysis [Strengths, Weaknesses, Opportunities, and Threats] for project.
6. Analyze workload of tasks and projects.
7. Determine required personnel groups and management hierarchy.
8. Determine resources necessary for project completion.
9. Determine essential tasks necessary for project completion.
10. Design potential timelines for assignments.
11. Explore appropriate technologies for project management and resource scheduling.
12. Create and present a project management and resource scheduling plan.
13. Create Gantt charts.
14. Evaluate and assign resources to tasks.
15. Implement project management skills to design and complete a collaborative project.
16. Learn various survey strategies to track project progress.
17. Develop strategies for monitoring interconnected assignments.
18. Survey strategies for critical path scheduling.
19. Create strategies to manage project budgets.
20. Build survey analysis for customer satisfaction

10248 Media Technology – Workplace Experience

- 3 2 1 0 1. Employ effective listening skills when working with client.
- 3 2 1 0 2. Employ customer service principles when working with consumers.
- 3 2 1 0 3. Evaluate and follow-up on customer service provided.

Additional competencies should reflect the particular work environment and the essential skills addressed reflective of previous coursework.