

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.82. Principles of Arts, Audio/Video Technology, and Communications (One Credit), Adopted 2015.
(a) General Requirements. This course is recommended for students in Grade 9. Students shall be awarded one credit for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
(c) Knowledge and Skills.	

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(i) explore opportunities in training for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(ii) explore opportunities in education for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(iii) explore opportunities in certifications for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking employment

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(ii) demonstrate skills related to applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(i) create a resume to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(ii) create a cover letter/letter of interest to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(i) demonstrate use of content
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(ii) demonstrate use of technical concepts

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(iii) demonstrate use of vocabulary
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(i) use correct grammar to write documents
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(ii) use correct punctuation to write documents
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iii) use correct terminology to write documents
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iv) use correct grammar to edit documents
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(v) use correct punctuation to edit documents
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(vi) use correct terminology to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(C) identify assumptions, purpose, and propaganda techniques	(i) identify assumptions
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(C) identify assumptions, purpose, and propaganda techniques	(ii) identify purpose
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(C) identify assumptions, purpose, and propaganda techniques	(iii) identify propaganda techniques
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(i) compose copy for a variety of written documents
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(ii) edit copy for a variety of written documents
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(E) evaluate oral and written information	(i) evaluate oral information
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(E) evaluate oral and written information	(ii) evaluate written information

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communication	(i) research topics for the preparation of oral communication
(2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communication	(ii) research topics for the preparation of written communication
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language structure and style for audience, purpose, situation, and intent	(i) adapt language structure for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language structure and style for audience, purpose, situation, and intent	(ii) adapt language structure for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language structure and style for audience, purpose, situation, and intent	(iii) adapt language structure for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language structure and style for audience, purpose, situation, and intent	(iv) adapt language structure for intent
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language structure and style for audience, purpose, situation, and intent	(v) adapt language style for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language structure and style for audience, purpose, situation, and intent	(vi) adapt language style for purpose

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language structure and style for audience, purpose, situation, and intent	(vii) adapt language style for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language structure and style for audience, purpose, situation, and intent	(viii) adapt language style for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(i) develop tables to support written communications
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(ii) develop charts to support written communications
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(iii) develop figures to support written communications
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(iv) develop tables to support oral communications

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(v) develop charts to support oral communications
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(vi) develop figures to support oral communications
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(vii) interpret tables to support written communications
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(viii) interpret charts to support written communications
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(ix) interpret figures to support written communications
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(x) interpret tables to support oral communications
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(xi) interpret charts to support oral communications
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures to support written and oral communications	(xii) interpret figures to support oral communications
(3) The student applies professional communications strategies. The student is expected to:	(G) listen to and speak with diverse individuals	(i) listen to diverse individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(G) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(H) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction
(3) The student applies professional communications strategies. The student is expected to:	(H) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student uses technology applications when completing Arts, Audio/Video Technology, and Communications projects and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications projects	(i) use technology applications for Arts projects
(5) The student uses technology applications when completing Arts, Audio/Video Technology, and Communications projects and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications projects	(ii) use technology applications for Audio/Video Technology projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student uses technology applications when completing Arts, Audio/Video Technology, and Communications projects and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications projects	(iii) use technology applications for Communications projects
(5) The student uses technology applications when completing Arts, Audio/Video Technology, and Communications projects and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(A) describe the nature and types of businesses in arts, audio/video technology, and communications	(i) describe the nature of businesses in arts
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(A) describe the nature and types of businesses in arts, audio/video technology, and communications	(ii) describe the nature of businesses in audio/video technology
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(A) describe the nature and types of businesses in arts, audio/video technology, and communications	(iii) describe the nature of businesses in communications
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(A) describe the nature and types of businesses in arts, audio/video technology, and communications	(iv) describe the types of businesses in arts

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(A) describe the nature and types of businesses in arts, audio/video technology, and communications	(v) describe the types of businesses in audio/video technology
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(A) describe the nature and types of businesses in arts, audio/video technology, and communications	(vi) describe the types of businesses in communications
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(i) analyze the history of the arts field of study
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(ii) analyze the history of the audio/video technology field of study
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(iii) analyze the history of the communications field of study
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(iv) analyze the evolution of the arts field of study
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(v) analyze the evolution of the audio/video technology field of study

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(vi) analyze the evolution of the communications field of study
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(vii) summarize the history of the arts field of study
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(viii) summarize the history of the audio/video technology field of study
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(ix) summarize the history of the communications field of study
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(x) summarize the evolution of the arts field of study
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(xi) summarize the evolution of the audio/video technology field of study
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study	(xii) summarize the evolution of the communications field of study

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(C) analyze the arts, audio/video technology, and communications economic base	(i) analyze the arts economic base
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(C) analyze the arts, audio/video technology, and communications economic base	(ii) analyze the audio/video technology economic base
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(C) analyze the arts, audio/video technology, and communications economic base	(iii) analyze the communications economic base
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(D) analyze and summarize evidence of interdependence between the technical and the artistic sides of arts, audio/video technology, and communications	(i) analyze evidence of interdependence between the technical and the artistic sides of arts
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(D) analyze and summarize evidence of interdependence between the technical and the artistic sides of arts, audio/video technology, and communications	(ii) analyze evidence of interdependence between the technical and the artistic sides of audio/video technology
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(D) analyze and summarize evidence of interdependence between the technical and the artistic sides of arts, audio/video technology, and communications	(iii) analyze evidence of interdependence between the technical and the artistic sides of communications
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(D) analyze and summarize evidence of interdependence between the technical and the artistic sides of arts, audio/video technology, and communications	(iv) summarize evidence of interdependence between the technical and the artistic sides of arts

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(D) analyze and summarize evidence of interdependence between the technical and the artistic sides of arts, audio/video technology, and communications	(v) summarize evidence of interdependence between the technical and the artistic sides of audio/video technology
(6) The student understands arts, audio/video technology, and communications systems. The student is expected to:	(D) analyze and summarize evidence of interdependence between the technical and the artistic sides of arts, audio/video technology, and communications	(vi) summarize evidence of interdependence between the technical and the artistic sides of communications
(7) The student understands principles of audio/video production. The student is expected to:	(A) apply knowledge of audio and video script production	(i) apply knowledge of audio script production
(7) The student understands principles of audio/video production. The student is expected to:	(A) apply knowledge of audio and video script production	(ii) apply knowledge of video script production
(7) The student understands principles of audio/video production. The student is expected to:	(B) discuss the impact of audio and video selection on human emotion	(i) discuss the impact of audio selection on human emotion
(7) The student understands principles of audio/video production. The student is expected to:	(B) discuss the impact of audio and video selection on human emotion	(ii) discuss the impact of video selection on human emotion
(7) The student understands principles of audio/video production. The student is expected to:	(C) demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens	(i) demonstrate the use of audio for a three-screen environment, including cell phones, television monitors, and computer screens
(7) The student understands principles of audio/video production. The student is expected to:	(C) demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens	(ii) demonstrate the use of video for a three-screen environment, including cell phones, television monitors, and computer screens

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student understands principles of audio/video production. The student is expected to:	(D) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery	(i) demonstrate various videography techniques, including picture composition
(7) The student understands principles of audio/video production. The student is expected to:	(D) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery	(ii) demonstrate various videography techniques, including video composition
(7) The student understands principles of audio/video production. The student is expected to:	(D) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery	(iii) demonstrate various videography techniques, including audio composition
(7) The student understands principles of audio/video production. The student is expected to:	(D) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery	(iv) demonstrate various videography techniques, including editing
(7) The student understands principles of audio/video production. The student is expected to:	(D) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery	(v) demonstrate various videography techniques, including delivery
(7) The student understands principles of audio/video production. The student is expected to:	(E) understand the differences between linear and nonlinear systems	(i) understand the differences between linear and nonlinear systems
(7) The student understands principles of audio/video production. The student is expected to:	(F) demonstrate knowledge of control peripherals for capturing or ingesting media	(i) demonstrate knowledge of control peripherals for capturing or ingesting media
(8) The student understands principles of fashion design that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(A) describe social, cultural, and life cycle influences	(i) describe social influences

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student understands principles of fashion design that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(A) describe social, cultural, and life cycle influences	(ii) describe cultural influences
(8) The student understands principles of fashion design that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(A) describe social, cultural, and life cycle influences	(iii) describe life cycle influences
(8) The student understands principles of fashion design that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(B) explain how fashion trends are determined	(i) explain how fashion trends are determined
(8) The student understands principles of fashion design that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(C) analyze the influence of advertising on consumer apparel choices	(i) analyze the influence of advertising on consumer apparel choices
(9) The student understands principles of video game design. The student is expected to:	(A) demonstrate knowledge and appropriate use of computer operating systems	(i) demonstrate knowledge of computer operating systems
(9) The student understands principles of video game design. The student is expected to:	(A) demonstrate knowledge and appropriate use of computer operating systems	(ii) demonstrate appropriate use of computer operating systems
(9) The student understands principles of video game design. The student is expected to:	(B) demonstrate appropriate use of hardware components, software programs, and storage devices	(i) demonstrate appropriate use of hardware components
(9) The student understands principles of video game design. The student is expected to:	(B) demonstrate appropriate use of hardware components, software programs, and storage devices	(ii) demonstrate appropriate use of software programs

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student understands principles of video game design. The student is expected to:	(B) demonstrate appropriate use of hardware components, software programs, and storage devices	(iii) demonstrate appropriate use of storage devices
(9) The student understands principles of video game design. The student is expected to:	(C) demonstrate knowledge of sound editing	(i) demonstrate knowledge of sound editing
(9) The student understands principles of video game design. The student is expected to:	(D) demonstrate knowledge of file formats and cross-platform compatibility	(i) demonstrate knowledge of file formats
(9) The student understands principles of video game design. The student is expected to:	(D) demonstrate knowledge of file formats and cross-platform compatibility	(ii) demonstrate knowledge of cross-platform compatibility
(9) The student understands principles of video game design. The student is expected to:	(E) acquire and exchange information in a variety of electronic file sharing formats	(i) acquire information in a variety of electronic file sharing formats
(9) The student understands principles of video game design. The student is expected to:	(E) acquire and exchange information in a variety of electronic file sharing formats	(ii) exchange information in a variety of electronic file sharing formats
(9) The student understands principles of video game design. The student is expected to:	(F) combine graphics, images, and sound	(i) combine graphics, images, and sound
(10) The student understands principles of graphic design and illustration. The student is expected to:	(A) research the history of visual arts and design	(i) research the history of visual arts
(10) The student understands principles of graphic design and illustration. The student is expected to:	(A) research the history of visual arts and design	(ii) research the history of design

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands principles of graphic design and illustration. The student is expected to:	(B) explain the evolution of art and design	(i) explain the evolution of art
(10) The student understands principles of graphic design and illustration. The student is expected to:	(B) explain the evolution of art and design	(ii) explain the evolution of design
(10) The student understands principles of graphic design and illustration. The student is expected to:	(C) compare current visual arts technologies with historical technologies	(i) compare current visual arts technologies with historical technologies
(10) The student understands principles of graphic design and illustration. The student is expected to:	(D) understand general characteristics in artwork from a variety of cultures	(i) understand general characteristics in artwork from a variety of cultures
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(i) analyze art elements in photographic works
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(ii) analyze art elements in multimedia applications
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(iii) analyze art elements in digital media
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(iv) analyze art elements in print media
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(v) analyze art principles in photographic works

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(vi) analyze art principles in multimedia applications
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(vii) analyze art principles in digital media
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(viii) analyze art principles in print media
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(ix) apply art elements in photographic works
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(x) apply art elements in multimedia applications
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xi) apply art elements in digital media
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xii) apply art elements in print media
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xiii) apply art principles in photographic works
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xiv) apply art principles in multimedia applications

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xv) apply art principles in digital media
(10) The student understands principles of graphic design and illustration. The student is expected to:	(E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xvi) apply art principles in print media
(11) The student understands principles of commercial photography. The student is expected to:	(A) demonstrate knowledge of photographic composition and layout	(i) demonstrate knowledge of photographic composition
(11) The student understands principles of commercial photography. The student is expected to:	(A) demonstrate knowledge of photographic composition and layout	(ii) demonstrate knowledge of photographic layout
(11) The student understands principles of commercial photography. The student is expected to:	(B) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(i) evaluate photographs using principles of art
(11) The student understands principles of commercial photography. The student is expected to:	(B) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(ii) evaluate photographs using commercial photography standards
(11) The student understands principles of commercial photography. The student is expected to:	(B) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(iii) evaluate photographs using critical-thinking skills
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(i) describe audience identification

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(ii) describe script writing
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(iii) describe character design
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(iv) describe storyboarding
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(v) describe audio formats
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(vi) describe delivery formats
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(vii) use audience identification
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(viii) use script writing

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(ix) use character design
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(x) use storyboarding
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(xi) use audio formats
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(xii) use delivery formats
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(i) describe cell
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(ii) describe stop motion
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(iii) describe tweening

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(iv) describe motion paths
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(v) describe masking
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(vi) describe looping
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(vii) describe scripting/programming
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(viii) describe interactivity
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(ix) use cell
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(x) use stop motion

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xi) use tweening
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xii) use motion paths
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xiii) use masking
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xiv) use looping
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xv) use scripting/programming
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xvi) use interactivity
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(C) describe lighting and camera shots	(i) describe lighting

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(C) describe lighting and camera shots	(ii) describe camera shots
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(D) describe and use flip books, claymation, or cut-outs	(i) describe flip books, claymation, or cut-outs
(12) The student understands principles, elements, and techniques of animation. The student is expected to:	(D) describe and use flip books, claymation, or cut-outs	(ii) use flip books, claymation, or cut-outs
(13) The student understands principles of printing and imaging. The student is expected to:	(A) identify processes required for the production of various printed products	(i) identify processes required for the production of various printed products
(13) The student understands principles of printing and imaging. The student is expected to:	(B) identify basic design elements such as text, graphics, and white space	(i) identify basic design elements
(13) The student understands principles of printing and imaging. The student is expected to:	(C) demonstrate basic knowledge of color theory	(i) demonstrate basic knowledge of color theory
(14) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(i) implement personal safety rules and regulations
(14) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(ii) implement classroom safety rules and regulations

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures as needed	(i) follow emergency procedures as needed
(15) The student identifies and develops leadership characteristics. The student is expected to:	(A) identify leadership characteristics	(i) identify leadership characteristics
(15) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(i) participate in student leadership activities
(15) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(ii) participate in professional development activities
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and giving proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(B) examine the First Amendment, Federal Communications Commission regulations, Freedom of Information Act, liability laws, and other regulations for compliance issues	(i) examine the First Amendment for compliance issues
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(B) examine the First Amendment, Federal Communications Commission regulations, Freedom of Information Act, liability laws, and other regulations for compliance issues	(ii) examine the Federal Communications Commission regulations for compliance issues

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(B) examine the First Amendment, Federal Communications Commission regulations, Freedom of Information Act, liability laws, and other regulations for compliance issues	(iii) examine the Freedom of Information Act for compliance issues
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(B) examine the First Amendment, Federal Communications Commission regulations, Freedom of Information Act, liability laws, and other regulations for compliance issues	(iv) examine liability laws for compliance issues
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(B) examine the First Amendment, Federal Communications Commission regulations, Freedom of Information Act, liability laws, and other regulations for compliance issues	(v) examine other regulations for compliance issues
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances	(i) examine the liabilities associated with productions
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances	(ii) examine copyright laws associated with productions
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances	(iii) examine fair use associated with productions

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances	(iv) examine the duplication of materials associated with productions
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances	(v) examine the liabilities associated with performances
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances	(vi) examine copyright laws associated with performances
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances	(vii) examine fair use associated with performances
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances	(viii) examine the duplication of materials associated with performances

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(D) analyze the impact of arts, audio/video technology, and communications industries on society	(i) analyze the impact of arts industr[y] on society
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(D) analyze the impact of arts, audio/video technology, and communications industries on society	(ii) analyze the impact of audio/video technology industr[y] on society
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(D) analyze the impact of arts, audio/video technology, and communications industries on society	(iii) analyze the impact of communications industr[y] on society
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(E) demonstrate an understanding of proper digital etiquette, personal security guidelines, use of network resources, and the district's acceptable use policy for technology	(i) demonstrate an understanding of proper digital etiquette
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(E) demonstrate an understanding of proper digital etiquette, personal security guidelines, use of network resources, and the district's acceptable use policy for technology	(ii) demonstrate an understanding of personal security guidelines
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(E) demonstrate an understanding of proper digital etiquette, personal security guidelines, use of network resources, and the district's acceptable use policy for technology	(iii) demonstrate an understanding of use of network resources

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(E) demonstrate an understanding of proper digital etiquette, personal security guidelines, use of network resources, and the district's acceptable use policy for technology	(iv) demonstrate an understanding of the district's acceptable use policy for technology
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(F) identify and demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, willingness to learn new knowledge and skills, and pride in quality work	(i) identify positive personal qualities
(16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:	(F) identify and demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, willingness to learn new knowledge and skills, and pride in quality work	(ii) demonstrate positive personal qualities
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(A) adapt the language and design of a project for audience, purpose, situation, and intent	(i) adapt the language of a project for audience
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(A) adapt the language and design of a project for audience, purpose, situation, and intent	(ii) adapt the language of a project for purpose
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(A) adapt the language and design of a project for audience, purpose, situation, and intent	(iii) adapt the language of a project for situation

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(A) adapt the language and design of a project for audience, purpose, situation, and intent	(iv) adapt the language of a project for intent
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(A) adapt the language and design of a project for audience, purpose, situation, and intent	(v) adapt the design of a project for audience
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(A) adapt the language and design of a project for audience, purpose, situation, and intent	(vi) adapt the design of a project for purpose
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(A) adapt the language and design of a project for audience, purpose, situation, and intent	(vii) adapt the design of a project for situation
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(A) adapt the language and design of a project for audience, purpose, situation, and intent	(viii) adapt the design of a project for intent
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(B) organize oral, written, and graphic information into formal and informal projects	(i) organize oral information into formal projects

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(B) organize oral, written, and graphic information into formal and informal projects	(ii) organize oral information into informal projects
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(B) organize oral, written, and graphic information into formal and informal projects	(iii) organize written information into formal projects
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(B) organize oral, written, and graphic information into formal and informal projects	(iv) organize written information into informal projects
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(B) organize oral, written, and graphic information into formal and informal projects	(v) organize graphic information into formal projects
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(B) organize oral, written, and graphic information into formal and informal projects	(vi) organize graphic information into informal projects
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(C) interpret and communicate information for multiple audiences	(i) interpret information for multiple audiences

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(C) interpret and communicate information for multiple audiences	(ii) communicate information for multiple audiences
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(D) collaborate to create original projects, including seeking and responding to advice from others such as peers or experts in the creation and evaluation process	(i) collaborate to create original projects, including seeking advice from others in the creation process
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(D) collaborate to create original projects, including seeking and responding to advice from others such as peers or experts in the creation and evaluation process	(ii) collaborate to create original projects, including seeking advice from others in the evaluation process
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(D) collaborate to create original projects, including seeking and responding to advice from others such as peers or experts in the creation and evaluation process	(iii) collaborate to create original projects, including responding to advice from others in the creation process
(17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:	(D) collaborate to create original projects, including seeking and responding to advice from others such as peers or experts in the creation and evaluation process	(iv) collaborate to create original projects, including responding to advice from others in the evaluation process
(18) The student uses a variety of strategies to plan, obtain, evaluate, and use valid information. The student is expected to:	(A) obtain print and digital information such as graphics, audio, and video from a variety of resources while citing the sources	(i) obtain print information from a variety of resources while citing the sources

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student uses a variety of strategies to plan, obtain, evaluate, and use valid information. The student is expected to:	(A) obtain print and digital information such as graphics, audio, and video from a variety of resources while citing the sources	(ii) obtain digital information from a variety of resources while citing the sources
(18) The student uses a variety of strategies to plan, obtain, evaluate, and use valid information. The student is expected to:	(B) evaluate information for accuracy and validity	(i) evaluate information for accuracy
(18) The student uses a variety of strategies to plan, obtain, evaluate, and use valid information. The student is expected to:	(B) evaluate information for accuracy and validity	(ii) evaluate information for validity
(18) The student uses a variety of strategies to plan, obtain, evaluate, and use valid information. The student is expected to:	(C) present accurate information using techniques appropriate for the intended audience	(i) present accurate information using techniques appropriate for the intended audience
(19) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(19) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(19) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity

Knowledge and Skill Statement	Student Expectation	Breakout
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(A) research the scope of career opportunities	(i) research the scope of career opportunities
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(B) develop an understanding of the elements and principles of art	(i) develop an understanding of the elements of art
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(B) develop an understanding of the elements and principles of art	(ii) develop an understanding of the principles of art
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(C) develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology	(i) develop an understanding of the industry by explaining the history of the arts career field
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(C) develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology	(ii) develop an understanding of the industry by explaining the history of the audio/video technology career field
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(C) develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology	(iii) develop an understanding of the industry by explaining the history of the communications career field
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(C) develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology	(iv) develop an understanding of the industry by explaining the evolution of the arts career field

Knowledge and Skill Statement	Student Expectation	Breakout
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(C) develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology	(v) develop an understanding of the industry by explaining the evolution of the audio/video technology career field
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(C) develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology	(vi) develop an understanding of the industry by explaining the evolution of the communications career field
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(C) develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology	(vii) develop an understanding of the industry by defining related terminology
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(C) develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology	(viii) develop an understanding of the industry by using related terminology
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(D) evaluate works of art using critical-thinking skills	(i) evaluate works of art using critical-thinking skills
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(E) determine the use of art elements such as color, texture, form, line, and space	(i) determine the use of art elements
(20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:	(F) determine the use of principles of design such as continuity, pattern, rhythm, balance, proportion, and unity in products	(i) determine the use of principles of design in products

Knowledge and Skill Statement	Student Expectation	Breakout
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions	(i) interpret artistic decisions
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions	(ii) evaluate artistic decisions
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions	(iii) justify artistic decisions
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(i) select original product designs by peers to form precise conclusions about formal qualities
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(ii) select original product designs by others to form precise conclusions about formal qualities
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(iii) select original product designs by peers to form precise conclusions about historical contexts
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(iv) select original product designs by others to form precise conclusions about historical contexts

Knowledge and Skill Statement	Student Expectation	Breakout
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(v) select original product designs by peers to form precise conclusions about cultural contexts
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(vi) select original product designs by others to form precise conclusions about cultural contexts
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(vii) select original product designs by peers to form precise conclusions about intents
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(viii) select original product designs by others to form precise conclusions about intents
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(ix) select original product designs by peers to form precise conclusions about meanings
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(x) select original product designs by others to form precise conclusions about meanings
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(xi) analyze original product designs by peers to form precise conclusions about formal qualities

Knowledge and Skill Statement	Student Expectation	Breakout
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(xii) analyze original product designs by others to form precise conclusions about formal qualities
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(xiii) analyze original product designs by peers to form precise conclusions about historical contexts
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(xiv) analyze original product designs by others to form precise conclusions about historical contexts
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(xv) analyze original product designs by peers to form precise conclusions about cultural contexts
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(xvi) analyze original product designs by others to form precise conclusions about cultural contexts
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(xvii) analyze original product designs by peers to form precise conclusions about intents
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(xviii) analyze original product designs by others to form precise conclusions about intents

Knowledge and Skill Statement	Student Expectation	Breakout
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(xix) analyze original product designs by peers to form precise conclusions about meanings
(21) The student makes informed judgments about product designs and the designs of others. The student is expected to:	(B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings	(xx) analyze original product designs by others to form precise conclusions about meanings

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.83. Animation I
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Art I or Principals of Art, Audio/Video Technology and Communications. Districts are encouraged to offer this course in a consecutive block with Animation I Lab to allow students sufficient time to master the content of both courses. See §74.3(b)(1) of this title (relating to Description of a Required Secondary Curriculum) regarding curriculum arrangement options. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<p>(c) Knowledge and Skills.</p>	

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking employment

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(ii) demonstrate skills related to applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions and knowledge of arithmetic operations	(i) apply mathematics knowledge and skills
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	(i) interpret information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	(ii) communicate information
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student understands professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(i) use personal information management applications for animation projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(ii) use email applications for animation projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(iii) use Internet applications for animation projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(iv) use writing and publishing applications for animation projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(v) use presentation applications for animation projects
(6) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations	(A) implement personal and professional safety rules and regulations	(i) implement personal safety rules and regulations
(6) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations	(A) implement personal and professional safety rules and regulations	(ii) implement professional safety rules and regulations
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) demonstrate leadership skills independently and in a group setting	(i) demonstrate leadership skills independently
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) demonstrate leadership skills independently and in a group setting	(ii) demonstrate leadership skills in a group setting
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) conduct and participate in groups	(i) conduct groups
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) conduct and participate in groups	(ii) participate in groups

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) model mentoring skills	(i) model mentoring skills
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(A) exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and giving proper credit for ideas	(i) exhibit ethical conduct related to interacting with others
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(B) discuss and apply copyright laws	(i) discuss copyright laws
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(B) discuss and apply copyright laws;	(ii) apply copyright laws
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(C) model respect of intellectual property	(i) model respect of intellectual property
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(E) analyze the impact of the animation industry on society	(i) analyze the impact of the animation industry on society
(9) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	(A) employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(9) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(10) The student develops an understanding of animation technology. The student is expected to:	(A) demonstrate appropriate use of hardware components, software programs, and storage devices	(i) demonstrate appropriate use of hardware components
(10) The student develops an understanding of animation technology. The student is expected to:	(A) demonstrate appropriate use of hardware components, software programs, and storage devices	(ii) demonstrate appropriate use of software programs
(10) The student develops an understanding of animation technology. The student is expected to:	(A) demonstrate appropriate use of hardware components, software programs, and storage devices	(iii) demonstrate appropriate use of storage devices
(10) The student develops an understanding of animation technology. The student is expected to:	(B) demonstrate knowledge of sound editing	(i) demonstrate knowledge of sound editing
(10) The student develops an understanding of animation technology. The student is expected to:	(C) demonstrate knowledge of file formats and cross-platform compatibility	(i) demonstrate knowledge of file formats

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student develops an understanding of animation technology. The student is expected to:	(C) demonstrate knowledge of file formats and cross-platform compatibility	(ii) demonstrate knowledge of cross-platform compatibility
(10) The student develops an understanding of animation technology. The student is expected to:	(D) acquire and exchange information in a variety of electronic file sharing formats	(i) acquire information in a variety of electronic file sharing formats
(10) The student develops an understanding of animation technology. The student is expected to:	(D) acquire and exchange information in a variety of electronic file sharing formats	(ii) exchange information in a variety of electronic file sharing formats
(11) The student evaluates visual information. The student is expected to:	(A) recognize the use of principles and elements of design	(i) recognize the use of principles of design
(11) The student evaluates visual information. The student is expected to:	(A) recognize the use of principles and elements of design	(ii) recognize the use of elements of design
(11) The student evaluates visual information. The student is expected to:	(B) recognize the use of typography	(i) recognize the use of typography
(12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:	(A) combine graphics, images, and sound	(i) combine graphics, images, and sound
(12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:	(B) apply principles of design	(i) apply principles of design

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:	(C) develop and reference technical documentation	(i) develop technical documentation
(12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:	(C) develop and reference technical documentation	(ii) reference technical documentation
(12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:	(D) edit products	(i) edit products
(13) The student creates animation projects. The student is expected to:	(A) use a variety of techniques and software programs	(i) use a variety of techniques
(13) The student creates animation projects. The student is expected to:	(A) use a variety of techniques and software programs	(ii) use a variety of software programs
(13) The student creates animation projects. The student is expected to:	(B) publish and deliver products using a variety of media	(i) publish products using a variety of media
(13) The student creates animation projects. The student is expected to:	(B) publish and deliver products using a variety of media	(ii) deliver products using a variety of media
(14) The student researches the history and evolution of animation. The student is expected to:	(A) explain the history of animation	(i) explain the history of animation

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student researches the history and evolution of animation. The student is expected to:	(B) describe how changing technology is affecting the industry	(i) describe how changing technology is affecting the industry
(14) The student researches the history and evolution of animation. The student is expected to:	(C) analyze the use of symbols in the animation of diverse cultures	(i) analyze the use of symbols in the animation of diverse cultures
(14) The student researches the history and evolution of animation. The student is expected to:	(D) compare current animation technologies with historical technologies	(i) compare current animation technologies with historical technologies
(14) The student researches the history and evolution of animation. The student is expected to:	(E) compare various styles of animation	(i) compare various styles of animation
(14) The student researches the history and evolution of animation. The student is expected to:	(F) explore emerging and innovative animation technologies and software	(i) explore emerging animation technologies
(14) The student researches the history and evolution of animation. The student is expected to:	(F) explore emerging and innovative animation technologies and software	(ii) explore innovative animation technologies
(14) The student researches the history and evolution of animation. The student is expected to:	(F) explore emerging and innovative animation technologies and software	(iii) explore emerging animation software
(14) The student researches the history and evolution of animation. The student is expected to:	(F) explore emerging and innovative animation technologies and software	(iv) explore innovative animation software
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(i) describe audience identification

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(ii) describe script writing
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(iii) describe character design
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(iv) describe storyboarding
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(v) describe audio delivery formats
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(vi) describe delivery formats
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(vii) use audience identification
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(viii) use script writing

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(ix) use character design
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(x) use storyboarding
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(xi) use audio delivery formats
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(xii) use delivery formats
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(i) describe cells
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(ii) describe stop motion
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(iii) describe tweening

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(iv) describe motion paths
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(v) describe masking
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(vi) describe looping
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(vii) describe scripting/programming
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(viii) describe interactivity
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(ix) use cells
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(x) use stop motion

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xi) use tweening
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xii) use motion paths
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xiii) use masking
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xiv) use looping
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xv) use scripting/programming
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xvi) use interactivity
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(C) describe lighting and camera shots	(i) describe lighting

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(C) describe lighting and camera shots	(ii) describe camera shots
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(D) describe and use flip books, claymation, or cut-outs	(i) describe flip books, claymation, or cut-outs
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(D) describe and use flip books, claymation, or cut-outs	(ii) use flip books, claymation, or cut-outs
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(E) render	(i) render
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(F) describe and use postproduction processes such as editing and creating titles, credits, and special effects	(i) describe postproduction processes
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(F) describe and use postproduction processes such as editing and creating titles, credits, and special effects	(ii) use postproduction processes
(16) The student presents oral or written evaluations of animation projects. The student is expected to:	(A) identify the intended audience	(i) identify the intended audience
(16) The student presents oral or written evaluations of animation projects. The student is expected to:	(B) describe aesthetics	(i) describe aesthetics

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student presents oral or written evaluations of animation projects. The student is expected to:	(C) explain the storyline	(i) explain the storyline
(16) The student presents oral or written evaluations of animation projects. The student is expected to:	(D) summarize subject matter	(i) summarize subject matter
(16) The student presents oral or written evaluations of animation projects. The student is expected to:	(E) discuss the use of sound	(i) discuss the use of sound

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.84. Animation I Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Art I and Principals of Arts, Audio/Video Technology, and Communications. Corequisite: Animation I. This course must be taken concurrently with Animation I and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Animation I to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify and participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) identify positive personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate positive personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking employment

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(ii) demonstrate skills related to applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, and fractions and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, and fractions and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	(i) interpret information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	(ii) communicate information
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student understands professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(i) use personal information management applications for animation projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(ii) use email applications for animation projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(iii) use Internet applications for animation projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(iv) use writing and publishing applications for animation projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(v) use presentation applications for animation projects
(6) The student applies cyber safety procedures. The student is expected to:	[A] implement personal and professional safety rules and regulations	(i) implement personal safety rules and regulations
(6) The student applies cyber safety procedures. The student is expected to:	[A] implement personal and professional safety rules and regulations	(ii) implement professional safety rules and regulations

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) demonstrate leadership skills independently and in a group setting	(i) demonstrate leadership skills independently
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) demonstrate leadership skills independently and in a group setting	(ii) demonstrate leadership skills in a group setting
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) conduct and participate in groups	(i) conduct groups
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) conduct and participate in groups	(ii) participate in groups
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) model mentoring skills	(i) model mentoring skills
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and giving proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(B) discuss and apply copyright laws	(i) discuss copyright laws

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(B) discuss and apply copyright laws	(ii) apply copyright laws
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(C) model respect of intellectual property	(i) model respect of intellectual property
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	(E) analyze the impact of the animation industry on society	(i) analyze the impact of the animation industry on society
(9) The student applies technical skills for efficiency. The student is expected to:	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(9) The student applies technical skills for efficiency. The student is expected to:	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(10) The student develops an understanding of animation technology. The student is expected to:	(A) demonstrate appropriate use of hardware components, software programs, and storage devices	(i) demonstrate appropriate use of hardware components

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student develops an understanding of animation technology. The student is expected to:	(A) demonstrate appropriate use of hardware components, software programs, and storage devices	(ii) demonstrate appropriate use of software programs
(10) The student develops an understanding of animation technology. The student is expected to:	(A) demonstrate appropriate use of hardware components, software programs, and storage devices	(iii) demonstrate appropriate use of storage devices
(10) The student develops an understanding of animation technology. The student is expected to:	(B) demonstrate knowledge of sound editing	(i) demonstrate knowledge of sound editing
(10) The student develops an understanding of animation technology. The student is expected to:	(C) demonstrate knowledge of file formats and cross-platform compatibility	(i) demonstrate knowledge of file formats
(10) The student develops an understanding of animation technology. The student is expected to:	(C) demonstrate knowledge of file formats and cross-platform compatibility	(ii) demonstrate knowledge of cross-platform compatibility
(10) The student develops an understanding of animation technology. The student is expected to:	(D) acquire and exchange information in a variety of electronic file sharing formats	(i) acquire information in a variety of electronic file sharing formats
(10) The student develops an understanding of animation technology. The student is expected to:	(D) acquire and exchange information in a variety of electronic file sharing formats	(ii) exchange information in a variety of electronic file sharing formats
(11) The student evaluates visual information. The student is expected to:	(A) recognize the use of principles and elements of design	(i) recognize the use of principles of design
(11) The student evaluates visual information. The student is expected to:	(A) recognize the use of principles and elements of design	(ii) recognize the use of elements of design

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student evaluates visual information. The student is expected to:	(B) recognize the use of typography	(i) recognize the use of typography
(12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:	(A) combine graphics, images, and sound	(i) combine graphics, images, and sound
(12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:	(B) apply principles of design	(i) apply principles of design
(12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:	(C) develop and reference technical documentation	(i) develop technical documentation
(12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:	(C) develop and reference technical documentation	(ii) reference technical documentation
(12) The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:	(D) edit products	(i) edit products
(13) The student creates animation projects. The student is expected to:	(A) use a variety of techniques and software programs	(i) use a variety of techniques
(13) The student creates animation projects. The student is expected to:	(A) use a variety of techniques and software programs	(ii) use a variety of software programs

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student creates animation projects. The student is expected to:	(B) publish and deliver the product using a variety of media	(i) publish the product using a variety of media
(13) The student creates animation projects. The student is expected to:	(B) publish and deliver the product using a variety of media	(ii) deliver the product using a variety of media
(14) The student researches the history and evolution of animation. The student is expected to:	(A) explain the history of animation	(i) explain the history of animation
(14) The student researches the history and evolution of animation. The student is expected to:	(B) describe how evolving technology is affecting the industry	(i) describe how evolving technology is affecting the industry
(14) The student researches the history and evolution of animation. The student is expected to:	(C) analyze the use of symbols in the animation of diverse cultures	(i) analyze the use of symbols in the animation of diverse cultures
(14) The student researches the history and evolution of animation. The student is expected to:	(D) compare current animation technologies with historical technologies	(i) compare current animation technologies with historical technologies
(14) The student researches the history and evolution of animation. The student is expected to:	(E) compare various styles of animation	(i) compare various styles of animation
(14) The student researches the history and evolution of animation. The student is expected to:	(F) explore emerging and innovative animation technologies and software	(i) explore emerging animation technologies
(14) The student researches the history and evolution of animation. The student is expected to:	(F) explore emerging and innovative animation technologies and software	(ii) explore emerging animation software

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student researches the history and evolution of animation. The student is expected to:	(F) explore emerging and innovative animation technologies and software	(iii) explore innovative animation technologies
(14) The student researches the history and evolution of animation. The student is expected to:	(F) explore emerging and innovative animation technologies and software	(iv) explore innovative animation software
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(i) describe audience identification
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(ii) describe script writing
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(iii) describe character design
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(iv) describe storyboarding
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(v) describe audio formats
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(vi) describe delivery formats

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(vii) use audience identification
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(viii) use script writing
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(ix) use character design
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(x) use storyboarding
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(xi) use audio formats
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats	(xii) use delivery formats
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(i) describe cells

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(ii) describe stop motion
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(iii) describe tweening
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(iv) describe motion paths
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(v) describe masking
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(vi) describe looping
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(vii) describe scripting/programming
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(viii) describe interactivity

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(ix) use cells
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(x) use stop motion
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xi) use tweening
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xii) use motion paths
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xiii) use masking
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xiv) use looping
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xv) use scripting/programming

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(B) describe and use cells, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity	(xvi) use interactivity
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(C) describe lighting and camera shots	(i) describe lighting
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(C) describe lighting and camera shots	(ii) describe camera shots
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(D) describe and use flip books, claymation, or cut-outs	(i) describe flip books, claymation, or cut-outs
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(D) describe and use flip books, claymation, or cut-outs	(ii) use flip books, claymation, or cut-outs
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(E) render	(i) render
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(F) describe and use postproduction processes such as editing and creating titles, credits, and special effects	(i) describe postproduction processes

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands and applies animation principles, elements, and techniques. The student is expected to:	(F) describe and use postproduction processes such as editing and creating titles, credits, and special effects	(ii) use postproduction processes
(16) The student presents oral or written evaluations of animation projects. The student is expected to:	(A) identify the intended audience	(i) identify the intended audience
(16) The student presents oral or written evaluations of animation projects. The student is expected to:	(B) describe aesthetics	(i) describe aesthetics
(16) The student presents oral or written evaluations of animation projects. The student is expected to:	(C) explain the storyline	(i) explain the storyline
(16) The student presents oral or written evaluations of animation projects. The student is expected to:	(D) summarize subject matter	(v) summarize subject matter
(16) The student presents oral or written evaluations of animation projects. The student is expected to:	(E) discuss the use of sound	(vi) discuss the use of sound

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.85. Animation II (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Animation I. Recommended corequisite: Animation II Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p> <p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<p>(c) Knowledge and Skills.</p>	

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(i) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate positive personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a letter of application

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including demonstrating effective interview skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) maintain a career portfolio to document information
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information	(ii) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(i) use personal information management applications for animation projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(ii) use email applications for animation projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(iii) use Internet applications for animation projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(iv) use writing and publishing applications for animation projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(v) use presentation applications for animation projects

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands animation systems. The student is expected to:	[A] analyze and summarize the history and evolution of the animation field	(i) analyze the history of the animation field
(6) The student understands animation systems. The student is expected to:	[A] analyze and summarize the history and evolution of the animation field	(ii) analyze the evolution of the animation field
(6) The student understands animation systems. The student is expected to:	[A] analyze and summarize the history and evolution of the animation field	(i) summarize the history of the animation field
(6) The student understands animation systems. The student is expected to:	[A] analyze and summarize the history and evolution of the animation field	(ii) summarize the evolution of the animation field
(7) The student applies cyber safety procedures. The student is expected to:	[A] implement personal and professional safety rules and regulations	(i) implement personal safety rules and regulations
(7) The student applies cyber safety procedures. The student is expected to:	[A] implement personal and professional safety rules and regulations	(ii) implement professional safety rules and regulations
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(v) employ leadership skills to accomplish goals and objectives by participating in civic opportunities to enhance skills

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities to enhance skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vii) employ leadership skills to accomplish goals and objectives by participating in teamwork opportunities to enhance skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) establish effective working relationships by providing constructive criticism

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) establish effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by managing stress
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) establish effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) maintain effective working relationships by providing constructive praise

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) maintain effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) maintain effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by managing stress
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xiii) maintain effective working relationships by controlling emotions

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(9) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct
(9) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(9) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(9) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student applies advanced technical skills for efficiency. The student is expected to:	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies advanced technical skills for efficiency. The student is expected to:	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student develops an advanced technical understanding of animation. The student is expected to:	(A) operate communication systems to prepare and conduct verbal and visual communication	(i) operate communication systems to prepare verbal communication
(11) The student develops an advanced technical understanding of animation. The student is expected to:	(A) operate communication systems to prepare and conduct verbal and visual communication	(ii) operate communication systems to prepare visual communication
(11) The student develops an advanced technical understanding of animation. The student is expected to:	(A) operate communication systems to prepare and conduct verbal and visual communication	(iii) operate communication systems to conduct verbal communication
(11) The student develops an advanced technical understanding of animation. The student is expected to:	(A) operate communication systems to prepare and conduct verbal and visual communication	(iv) operate communication systems to conduct visual communication
(11) The student develops an advanced technical understanding of animation. The student is expected to:	(B) use production elements such as transitions, edits, framing, angle, and lighting techniques	(i) use production elements

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an advanced technical understanding of animation. The student is expected to:	(C) use orthographic and isometric drawing techniques	(i) use orthographic drawing techniques
(11) The student develops an advanced technical understanding of animation. The student is expected to:	(C) use orthographic and isometric drawing techniques	(ii) use isometric drawing techniques
(11) The student develops an advanced technical understanding of animation. The student is expected to:	(D) demonstrate familiarity with commercial production applications	(i) demonstrate familiarity with commercial production applications
(12) The student demonstrates animation principles and elements. The student is expected to:	(A) apply animation principles such as arcs, timing, and exaggeration	(i) apply animation principles
(12) The student demonstrates animation principles and elements. The student is expected to:	(B) identify animation elements such as cycles, layers, transitions, and transparency	(i) identify animation elements
(13) The student applies the elements and principles of art to animation projects. The student is expected to:	(A) identify animation design elements such as line, color, shape, and texture	(i) identify animation design elements
(13) The student applies the elements and principles of art to animation projects. The student is expected to:	(B) explain the use of additive color theory	(i) explain the use of additive color theory

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student applies the elements and principles of art to animation projects. The student is expected to:	(C) compare various styles of animation	(i) compare various styles of animation
(14) The student applies pre-production processes. The student is expected to:	(A) analyze target audience to identify needs and wants	(i) analyze target audience to identify needs
(14) The student applies pre-production processes. The student is expected to:	(A) analyze target audience to identify needs and wants	(ii) analyze target audience to identify wants
(14) The student applies pre-production processes. The student is expected to:	(B) write and edit scripts	(i) write scripts
(14) The student applies pre-production processes. The student is expected to:	(B) write and edit scripts	(ii) edit scripts
(14) The student applies pre-production processes. The student is expected to:	(C) create storyboards	(i) create storyboards
(14) The student applies pre-production processes. The student is expected to:	(D) select aspect ratio and frame rate appropriate to delivery method	(i) select aspect ratio appropriate to delivery method
(14) The student applies pre-production processes. The student is expected to:	(D) select aspect ratio and frame rate appropriate to delivery method	(ii) select frame rate appropriate to delivery method

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student applies production processes. The student is expected to:	(A) design color and compositional elements	(i) design color elements
(15) The student applies production processes. The student is expected to:	(A) design color and compositional elements	(ii) design compositional elements
(15) The student applies production processes. The student is expected to:	(B) design characters, environments, and props	(i) design characters
(15) The student applies production processes. The student is expected to:	(B) design characters, environments, and props	(ii) design environments
(15) The student applies production processes. The student is expected to:	(B) design characters, environments, and props	(iii) design props
(15) The student applies production processes. The student is expected to:	(C) model characters, environments, and props	(i) model characters
(15) The student applies production processes. The student is expected to:	(C) model characters, environments, and props	(ii) model environments
(15) The student applies production processes. The student is expected to:	(C) model characters, environments, and props	(iii) model props
(15) The student applies production processes. The student is expected to:	(D) light sets or animating lights as needed	(i) light sets or animating lights as needed

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student applies production processes. The student is expected to:	(E) develop rigs for animating characters	(i) develop rigs for animating characters
(15) The student applies production processes. The student is expected to:	(F) assemble particle systems for visual effects such as rain, snow, and fire	(i) assemble particle systems for visual effects
(15) The student applies production processes. The student is expected to:	(G) animate characters, environments, or cameras	(i) animate characters, environments, or cameras
(15) The student applies production processes. The student is expected to:	(H) incorporate music and sound effects	(i) incorporate music
(15) The student applies production processes. The student is expected to:	(H) incorporate music and sound effects	(ii) incorporate sound effects
(15) The student applies production processes. The student is expected to:	(I) render scenes	(i) render scenes
(16) The student applies post-production processes. The student is expected to:	(A) edit	(i) edit
(16) The student applies post-production processes. The student is expected to:	(B) produce titles and credits	(i) produce titles
(16) The student applies post-production processes. The student is expected to:	(B) produce titles and credits	(ii) produce credits

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student applies post-production processes. The student is expected to:	(C) add visual effects and processing	(i) add visual effects and processing
(16) The student applies post-production processes. The student is expected to:	(D) add audio effects and processing	(i) add audio effects and processing
(16) The student applies post-production processes. The student is expected to:	(E) produce output	(i) produce output

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.86. Animation II Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Animation I. Corequisite: Animation II. This course must be taken concurrently with Animation II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Animation II to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<p>(c) Knowledge and Skills.</p>	

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(i) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a resume and letter of application

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including demonstrating effective interview skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) maintain a career portfolio to document information
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in animation projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student demonstrates professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student demonstrates professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student demonstrates professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student demonstrates professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student demonstrates professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student demonstrates professional communications strategies. The student is expected to:	(C) interpret and communicate information	(i) interpret information
(3) The student demonstrates professional communications strategies. The student is expected to:	(C) interpret and communicate information	(ii) communicate information
(3) The student demonstrates professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student demonstrates professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student demonstrates professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student demonstrates professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student demonstrates professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(i) use personal information management applications for animation projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(ii) use email applications for animation projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(iii) use Internet applications for animation projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(iv) use writing and publishing applications for animation projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for animation projects	(v) use presentation applications for animation projects
(6) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(i) implement personal safety rules and regulations
(6) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(i) implement professional safety rules and regulations
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits</p>
<p>(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits</p>
<p>(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles</p>
<p>(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership opportunities to enhance skills</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vii) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(viii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork skills to achieve collective goals

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ teamwork conflict-management skills to achieve collective goals
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) establish effective working relationships by providing constructive criticism
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by demonstrating sensitivity to diversity
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) establish effective working relationships by demonstrating value for diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by managing stress
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) establish effective working relationships by controlling emotions
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) maintain effective working relationships by providing constructive praise
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by providing constructive criticism
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) maintain effective working relationships by demonstrating sensitivity to diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by demonstrating value for diversity
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) maintain effective working relationships by managing stress
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time, producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(8) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws
(8) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(8) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(8) The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies
(9) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(9) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student develops an advanced technical understanding of animation. The student is expected to:	(A) operate communication systems to prepare and conduct verbal and visual communication	(i) operate communication systems to prepare verbal communication
(10) The student develops an advanced technical understanding of animation. The student is expected to:	(A) operate communication systems to prepare and conduct verbal and visual communication	(ii) operate communication systems to prepare visual communication
(10) The student develops an advanced technical understanding of animation. The student is expected to:	(A) operate communication systems to prepare and conduct verbal and visual communication	(iii) operate communication systems to conduct verbal communication
(10) The student develops an advanced technical understanding of animation. The student is expected to:	(A) operate communication systems to prepare and conduct verbal and visual communication	(iv) operate communication systems to conduct visual communication
(10) The student develops an advanced technical understanding of animation. The student is expected to:	(B) use production elements such as transitions, edits, framing, angle, and lighting techniques	(i) use production elements
(10) The student develops an advanced technical understanding of animation. The student is expected to:	(C) use orthographic and isometric drawing techniques	(i) use orthographic drawing techniques
(10) The student develops an advanced technical understanding of animation. The student is expected to:	(C) use orthographic and isometric drawing techniques	(ii) use isometric drawing techniques

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student develops an advanced technical understanding of animation. The student is expected to:	(D) demonstrate familiarity with commercial production applications	(i) demonstrate familiarity with commercial production applications
(11) The student demonstrates animation principles and elements. The student is expected to:	(A) apply animation principles such as arcs, timing, and exaggeration	(i) apply animation principles
(11) The student demonstrates animation principles and elements. The student is expected to:	(B) identify animation elements such as cycles, layers, transitions, and transparency	(i) identify animation elements
(12) The student applies the elements and principles of art to animation projects. The student is expected to:	(A) identify animation design elements such as line, color, shape, and texture	(i) identify animation design elements
(12) The student applies the elements and principles of art to animation projects. The student is expected to:	(B) explain the use of additive color theory	(i) explain the use of additive color theory
(12) The student applies the elements and principles of art to animation projects. The student is expected to:	(C) compare various styles of animation	(i) compare various styles of animation
(13) The student applies pre-production processes. The student is expected to:	(A) analyze target audience to identify needs and wants	(i) analyze target audience to identify needs
(13) The student applies pre-production processes. The student is expected to:	(A) analyze target audience to identify needs and wants	(ii) analyze target audience to identify wants

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student applies pre-production processes. The student is expected to:	(B) write and edit scripts	(i) write scripts
(13) The student applies pre-production processes. The student is expected to:	(B) write and edit scripts	(ii) edit scripts
(13) The student applies pre-production processes. The student is expected to:	(C) create storyboards	(i) create storyboards
(13) The student applies pre-production processes. The student is expected to:	(D) select aspect ratio and frame rate appropriate to delivery method	(i) select aspect ratio appropriate to delivery method
(13) The student applies pre-production processes. The student is expected to:	(D) select aspect ratio and frame rate appropriate to delivery method	(ii) select frame rate appropriate to delivery method
(14) The student applies production processes. The student is expected to:	(A) design color and compositional elements	(i) design color elements
(14) The student applies production processes. The student is expected to:	(A) design color and compositional elements	(ii) design compositional elements
(14) The student applies production processes. The student is expected to:	(B) design characters, environments, and props	(i) design characters
(14) The student applies production processes. The student is expected to:	(B) design characters, environments, and props	(ii) design environments

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student applies production processes. The student is expected to:	(B) design characters, environments, and props	(iii) design props
(14) The student applies production processes. The student is expected to:	(C) model characters, environments, and props	(i) model characters
(14) The student applies production processes. The student is expected to:	(C) model characters, environments, and props	(ii) model environments
(14) The student applies production processes. The student is expected to:	(C) model characters, environments, and props	(iii) model props
(14) The student applies production processes. The student is expected to:	(D) light sets or animating lights as needed	(i) light sets or animating lights as needed
(14) The student applies production processes. The student is expected to:	(E) develop rigs for animating characters	(i) develop rigs for animating characters
(14) The student applies production processes. The student is expected to:	(F) assemble particle systems for visual effects such as rain, snow, and fire	(i) assemble particle systems for visual effects
(14) The student applies production processes. The student is expected to:	(G) animate characters, environments, or cameras	(i) animate characters, environments, or cameras
(14) The student applies production processes. The student is expected to:	(H) incorporate music and sound effects	(i) incorporate music

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student applies production processes. The student is expected to:	(H) incorporate music and sound effects	(ii) incorporate sound effects
(14) The student applies production processes. The student is expected to:	(I) render scenes	(i) render scenes
(15) The student applies post-production processes. The student is expected to:	(A) edit	(i) edit
(15) The student applies post-production processes. The student is expected to:	(B) produce titles and credits	(i) produce titles
(15) The student applies post-production processes. The student is expected to:	(B) produce titles and credits	(ii) produce credits
(15) The student applies post-production processes. The student is expected to:	(C) add visual effects and processing	(i) add visual effects and processing
(15) The student applies post-production processes. The student is expected to:	(D) add audio effects and processing	(i) add audio effects and processing
(15) The student applies post-production processes. The student is expected to:	(E) produce output	(i) produce output

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.87. Audio/Video Production I (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Recommended corequisite: Audio/Video Production I Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<p>(c) Knowledge and Skills.</p>	

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(i) create a resume to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(ii) create a cover letter/letter of interest to document information

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(i) apply English language arts knowledge by demonstrating use of content
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(ii) apply English language arts knowledge by demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(iii) apply English language arts knowledge by demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(iv) apply English language arts skills by demonstrating use of content

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(v) apply English language arts skills by demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(vi) apply English language arts skills by demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(vii) apply English language arts knowledge by using correct grammar to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(viii) apply English language arts knowledge by using correct punctuation to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(ix) apply English language arts knowledge by using correct terminology to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(x) apply English language arts knowledge by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xi) apply English language arts knowledge by using correct punctuation to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xii) apply English language arts knowledge by using correct terminology to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xiii) apply English language arts skills by using correct grammar to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xiv) apply English language arts skills by using correct punctuation to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xv) apply English language arts skills by using correct terminology to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xvi) apply English language arts skills by using correct grammar to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xvii) apply English language arts skills by using correct punctuation to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xviii) apply English language arts skills by using correct terminology to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xix) apply English language arts knowledge by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xx) apply English language arts knowledge by editing copy for a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xxi) apply English language arts skills by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xxii) apply English language arts skills by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(i) apply mathematics knowledge in invoicing by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(ii) apply mathematics knowledge in time-based mathematics by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iii) apply mathematics knowledge in time-based mathematics by applying measurement to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iv) apply mathematics skills in invoicing by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(vi) apply mathematics skills in time-based mathematics by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(vii) apply mathematics skills in time-based mathematics by applying measurement to solve problems
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(i) adapt language for audience through structure
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(ii) adapt language for purpose through structure
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(iii) adapt language for situation through structure
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(iv) adapt language for intent through structure

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(v) adapt language for audience through style
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(vi) adapt language for purpose through style
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(vii) adapt language for situation through style
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(viii) adapt language for intent through style
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student uses technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(i) use technology applications for audio and video production projects
(5) The student uses technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes
(6) The student understands the evolution and current trends of the audio and video production industry. The student is expected to:	(A) summarize the history and evolution of the audio and video production industry	(i) summarize the history of the audio and video production industry
(6) The student understands the evolution and current trends of the audio and video production industry. The student is expected to:	(A) summarize the history and evolution of the audio and video production industry	(ii) summarize the evolution of the audio and video production industry
(6) The student understands the evolution and current trends of the audio and video production industry. The student is expected to:	(B) analyze the current trends of the audio and video production industry	(i) analyze the current trends of the audio and video production industry
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(7) The student applies safety regulations. The student is expected to:	(C) examine and summarize safety-related problems that may result from working on location	(i) examine safety-related problems that may result from working on location
(7) The student applies safety regulations. The student is expected to:	(C) examine and summarize safety-related problems that may result from working on location	(ii) summarize safety-related problems that may result from working on location
(8) The student develops leadership characteristics. The student is expected to:	(A) employ leadership skills	(i) employ leadership skills
(8) The student develops leadership characteristics. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork skills
(8) The student develops leadership characteristics. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills
(8) The student develops leadership characteristics. The student is expected to:	(C) participate in meetings	(i) participate in meetings
(8) The student develops leadership characteristics. The student is expected to:	(D) participate in mentoring activities	(i) participate in mentoring activities

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(ii) demonstrate an understanding of ethical conduct related to providing proper credit for ideas
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(i) discuss copyright laws in relation to fair use and acquisition
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(ii) discuss trademark laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(iii) discuss personal privacy laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(iv) apply copyright laws in relation to fair use and acquisition

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(v) apply trademark laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(vi) apply personal privacy laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(D) analyze the ethical impact of the audio and video production industry on society	(i) analyze the ethical impact of the audio and video production industry on society
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(E) evaluate audio and video products for accuracy and validity	(i) evaluate audio and video products for accuracy
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(E) evaluate audio and video products for accuracy and validity	(ii) evaluate audio and video products for validity

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a digital product. The student is expected to:	(A) examine real-world issues relating to current topics such as health care, government, business, or education	(i) examine real-world issues relating to current topics
(10) The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a digital product. The student is expected to:	(B) create unique methods and products for audiences beyond the classroom such as school officials, non-profit organizations, higher education officials, government, or other stakeholders	(i) create unique methods for audiences beyond the classroom
(10) The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a digital product. The student is expected to:	(B) create unique methods and products for audiences beyond the classroom such as school officials, non-profit organizations, higher education officials, government, or other stakeholders	(ii) create unique products for audiences beyond the classroom
(11) The student develops career-building characteristics. The student is expected to:	(A) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document information
(11) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(11) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops career-building characteristics. The student is expected to:	(C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, and industry professional organizations	(i) examine professional networking opportunities
(11) The student develops career-building characteristics. The student is expected to:	(C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, and industry professional organizations	(ii) employ professional networking opportunities
(11) The student develops career-building characteristics. The student is expected to:	(D) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(12) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(12) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(12) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(A) understand the audio, video, and film industry, including the history, current practices, and future trends	(i) understand the audio, video, and film industry, including the history

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(A) understand the audio, video, and film industry, including the history, current practices, and future trends	(ii) understand the audio, video, and film industry, including the current practices
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(A) understand the audio, video, and film industry, including the history, current practices, and future trends	(iii) understand the audio, video, and film industry, including the future trends
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(B) explain the beginning and evolution of the audio, video, and film industry	(i) explain the beginning of the audio, video, and film industry
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(B) explain the beginning and evolution of the audio, video, and film industry	(ii) explain the evolution of the audio, video, and film industry
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(C) describe how changing technology is impacting the audio, video, and film industry	(i) describe how changing technology is impacting the audio, video, and film industry
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(D) define and use terminology associated with the audio, video, and film industry	(i) define terminology associated with the audio, video, and film industry
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(D) define and use terminology associated with the audio, video, and film industry	(ii) use terminology associated with the audio, video, and film industry

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(E) identify various audio tape, tapeless, and file formats and the key elements required in audio scripts	(i) identify various audio tape formats
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(E) identify various audio tape, tapeless, and file formats and the key elements required in audio scripts	(ii) identify various tapeless formats
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(E) identify various audio tape, tapeless, and file formats and the key elements required in audio scripts	(iii) identify various file formats
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(E) identify various audio tape, tapeless, and file formats and the key elements required in audio scripts	(iv) identify the key elements required in audio scripts
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(F) apply writing skills to develop an audio script	(i) apply writing skills to develop an audio script
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(G) explain how various styles of music can create a specific emotional impact	(i) explain how various styles of music can create a specific emotional impact
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(H) understand various microphones based upon type, pickup patterns, and various audio cables and connectors	(i) understand various microphones based upon type

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(H) understand various microphones based upon type, pickup patterns, and various audio cables and connectors	(ii) understand various microphones based upon pickup patterns
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(H) understand various microphones based upon type, pickup patterns, and various audio cables and connectors	(iii) understand various microphones based upon various audio cables and connectors
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(I) identify the key elements required in video scripts	(i) identify the key elements required in video scripts
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(J) apply writing skills to develop a video script	(i) apply writing skills to develop a video script
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(K) identify various video tape, tapeless, and file formats	(i) identify various video tape formats
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(K) identify various video tape, tapeless, and file formats	(ii) identify various tapeless formats
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(K) identify various video tape, tapeless, and file formats	(iii) identify various file formats

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(L) understand various video cables and connectors	(i) understand various video cables and connectors
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(M) distinguish between analog and digital formats	(i) distinguish between analog and digital formats
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(N) describe various videography techniques, including picture composition, focus, camera and tripod movements, and proper exposure and white balance	(i) describe various videography techniques, including picture composition
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(N) describe various videography techniques, including picture composition, focus, camera and tripod movements, and proper exposure and white balance	(ii) describe various videography techniques, including focus
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(N) describe various videography techniques, including picture composition, focus, camera and tripod movements, and proper exposure and white balance	(iii) describe various videography techniques, including camera and tripod movements
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(N) describe various videography techniques, including picture composition, focus, camera and tripod movements, and proper exposure and white balance	(iv) describe various videography techniques, including proper exposure and white balance

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(O) understand the basics of audio and video editing platforms such as differences between linear and nonlinear editing systems	(i) understand the basics of audio and video editing platforms
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(P) describe various digital platforms, including high definition and standard definition	(i) describe various digital platforms, including high definition
(13) The student develops a basic understanding of audio and video production. The student is expected to:	(P) describe various digital platforms, including high definition and standard definition	(ii) describe various digital platforms, including standard definition
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(i) design procedures to track trends for continual improvement in process
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(ii) design procedures to set timelines for continual improvement in process
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(iii) design procedures to evaluate progress for continual improvement in process
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(iv) design procedures to track trends for continual improvement in product

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(v) design procedures to set timelines for continual improvement in product
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(vi) design procedures to evaluate progress for continual improvement in product
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(vii) implement procedures to track trends for continual improvement in process
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(viii) implement procedures to set timelines for continual improvement in process
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(ix) implement procedures to evaluate progress for continual improvement in process
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(x) implement procedures to track trends for continual improvement in product
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(xi) implement procedures to set timelines for continual improvement in product

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the pre-production process. The student is expected to:	(A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(xii) implement procedures to evaluate progress for continual improvement in product
(14) The student understands the pre-production process. The student is expected to:	(B) respond to advice from peers and professionals	(i) respond to advice from peers
(14) The student understands the pre-production process. The student is expected to:	(B) respond to advice from peers and professionals	(ii) respond to advice from professionals
(14) The student understands the pre-production process. The student is expected to:	(C) create technology specifications	(i) create technology specifications
(14) The student understands the pre-production process. The student is expected to:	(D) monitor process and product quality using established criteria	(i) monitor process using established criteria
(14) The student understands the pre-production process. The student is expected to:	(D) monitor process and product quality using established criteria	(ii) monitor product quality using established criteria
(14) The student understands the pre-production process. The student is expected to:	(E) create a script and identify resources needed to begin the production	(i) create a script
(14) The student understands the pre-production process. The student is expected to:	(E) create a script and identify resources needed to begin the production	(ii) identify resources needed to begin the production

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the pre-production process. The student is expected to:	(F) identify budgeting considerations for cast, crew, equipment, and location	(i) identify budgeting considerations for cast
(14) The student understands the pre-production process. The student is expected to:	(F) identify budgeting considerations for cast, crew, equipment, and location	(ii) identify budgeting considerations for crew
(14) The student understands the pre-production process. The student is expected to:	(F) identify budgeting considerations for cast, crew, equipment, and location	(iii) identify budgeting considerations for equipment
(14) The student understands the pre-production process. The student is expected to:	(F) identify budgeting considerations for cast, crew, equipment, and location	(iv) identify budgeting considerations for location
(14) The student understands the pre-production process. The student is expected to:	(G) analyze the script and storyboard development processes for a successful production	(i) analyze the script development processes for a successful production
(14) The student understands the pre-production process. The student is expected to:	(G) analyze the script and storyboard development processes for a successful production	(ii) analyze the storyboard development processes for a successful production
(14) The student understands the pre-production process. The student is expected to:	(H) identify and participate in the team roles required for completion of a production	(i) identify the team roles required for completion of a production
(14) The student understands the pre-production process. The student is expected to:	(H) identify and participate in the team roles required for completion of a production	(ii) participate in the team roles required for completion of a production
(14) The student understands the pre-production process. The student is expected to:	(I) identify cast, crew, equipment, and location requirements for a scripted production	(i) identify cast requirements for a scripted production

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the pre-production process. The student is expected to:	(I) identify cast, crew, equipment, and location requirements for a scripted production	(ii) identify crew requirements for a scripted production
(14) The student understands the pre-production process. The student is expected to:	(I) identify cast, crew, equipment, and location requirements for a scripted production	(iii) identify equipment requirements for a scripted production
(14) The student understands the pre-production process. The student is expected to:	(I) identify cast, crew, equipment, and location requirements for a scripted production	(iv) identify location requirements for a scripted production
(14) The student understands the pre-production process. The student is expected to:	(J) understand the casting or audition process	(i) understand the casting or audition process
(15) The student understands the post-production process. The student is expected to:	(A) use technology applications to facilitate evaluation of work, both process and product, by evaluating the project's success in meeting established criteria	(i) use technology applications to facilitate evaluation of work, both process and product, by evaluating the project's success in meeting established criteria
(15) The student understands the post-production process. The student is expected to:	(B) research the best method for promoting the product by identifying and analyzing market research such as market share, audience-measurement ratings, sweeps periods, distribution, product release dates, demographics, target audience, and advertising rates and revenue	(i) research the best method for promoting the product by identifying market research
(15) The student understands the post-production process. The student is expected to:	(B) research the best method for promoting the product by identifying and analyzing market research such as market share, audience-measurement ratings, sweeps periods, distribution, product release dates, demographics, target audience, and advertising rates and revenue	(ii) research the best method for promoting the product by analyzing market research

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.88. Audio/Video Production I Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications or Digital and Interactive Media in the Information Technology Career Cluster. Corequisite: Audio/Video Production I. This course must be taken concurrently with Audio/Video Production I and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Audio/Video Production I to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products. Requiring a lab corequisite for the course affords necessary time devoted specifically to the production and post-production process.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<p>(c) Knowledge and Skills.</p>	

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(i) create a resume to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(ii) create a cover letter/letter of interest to document information

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(i) apply English language arts knowledge by demonstrating use of content
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(ii) apply English language arts knowledge by demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(iii) apply English language arts knowledge by demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(iv) apply English language arts knowledge by using correct grammar to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(v) apply English language arts knowledge by using correct punctuation to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(vi) apply English language arts knowledge by using correct terminology to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(vii) apply English language arts knowledge by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(viii) apply English language arts knowledge by using correct punctuation to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(ix) apply English language arts knowledge by using correct terminology to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(x) apply English language arts knowledge by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xi) apply English language arts knowledge by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xii) apply English language arts skills by demonstrating use of content

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xiii) apply English language arts skills by demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xiv) apply English language arts skills by demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xv) apply English language arts skills by using correct grammar to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xvi) apply English language arts skills by using correct punctuation to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xvii) apply English language arts skills by using correct terminology to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xviii) apply English language arts skills by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xix) apply English language arts skills by using correct punctuation to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xx) apply English language arts skills by using correct terminology to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xxi) apply English language arts skills by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xxii) apply English language arts skills by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(i) apply mathematics knowledge in invoicing by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(ii) apply mathematics knowledge in time-based mathematics by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iii) apply mathematics knowledge in time-based mathematics by applying measurement to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iv) apply mathematics skills in invoicing by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(v) apply mathematics skills in time-based mathematics by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(vi) apply mathematics skills in time-based mathematics by applying measurement to solve problems
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(i) use technology applications for audio and video production projects
(5) The student applies technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations
(6) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(6) The student applies safety regulations. The student is expected to:	(C) identify and report safety-related problems that may result from working on location	(i) identify safety-related problems that may result from working on location
(6) The student applies safety regulations. The student is expected to:	(C) identify and report safety-related problems that may result from working on location	(ii) report safety-related problems that may result from working on location
(7) The student develops leadership characteristics. The student is expected to:	(A) employ leadership skills	(i) employ leadership skills
(7) The student develops leadership characteristics. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork skills
(7) The student develops leadership characteristics. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills
(7) The student develops leadership characteristics. The student is expected to:	(C) participate in meetings	(i) participate in meetings

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student develops leadership characteristics. The student is expected to:	(D) participate in mentoring activities	(i) participate in mentoring activities
(8) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(8) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(ii) demonstrate an understanding of ethical conduct related to providing proper credit for ideas
(8) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(i) apply copyright laws in relation to fair use and acquisition
(8) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(ii) apply trademark laws
(8) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(B) apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(iii) apply personal privacy laws
(8) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops career-building characteristics. The student is expected to:	(A) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document information
(9) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(9) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(9) The student develops career-building characteristics. The student is expected to:	(C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, industry professional organizations	(i) examine professional networking opportunities
(9) The student develops career-building characteristics. The student is expected to:	(C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, industry professional organizations	(ii) employ professional networking opportunities
(9) The student develops career-building characteristics. The student is expected to:	(D) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity
(11) The student develops a basic understanding of audio and video production. The student is expected to:	(A) use terminology associated with the industries	(i) use terminology associated with the industries
(11) The student develops a basic understanding of audio and video production. The student is expected to:	(B) apply writing skills to develop an audio script	(i) apply writing skills to develop an audio script
(11) The student develops a basic understanding of audio and video production. The student is expected to:	(C) apply various styles of music as needed to create a specific emotional impact	(i) apply various styles of music as needed to create a specific emotional impact
(11) The student develops a basic understanding of audio and video production. The student is expected to:	(D) use various audio tape, tapeless, and file formats	(i) use various audio tape formats
(11) The student develops a basic understanding of audio and video production. The student is expected to:	(D) use various audio tape, tapeless, and file formats	(ii) use various audio tapeless formats
(11) The student develops a basic understanding of audio and video production. The student is expected to:	(D) use various audio tape, tapeless, and file formats	(iii) use various audio file formats
(11) The student develops a basic understanding of audio and video production. The student is expected to:	(E) use various microphones based upon type and pickup patterns	(i) use various microphones based upon type
(11) The student develops a basic understanding of audio and video production. The student is expected to:	(E) use various microphones based upon type and pickup patterns	(ii) use various microphones based upon pickup patterns

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops a basic understanding of audio and video production. The student is expected to:	(F) use various audio cables and connectors	(i) use various audio cables
(11) The student develops a basic understanding of audio and video production. The student is expected to:	(F) use various audio cables and connectors	(ii) use various audio connectors
(12) The student employs knowledge regarding use of video. The student is expected to:	(A) apply writing skills to develop a video script	(i) apply writing skills to develop a video script
(12) The student employs knowledge regarding use of video. The student is expected to:	(B) use various video tape, tapeless, and file formats	(i) use various video tape formats
(12) The student employs knowledge regarding use of video. The student is expected to:	(B) use various video tape, tapeless, and file formats	(ii) use various video tapeless formats
(12) The student employs knowledge regarding use of video. The student is expected to:	(B) use various video tape, tapeless, and file formats	(iii) use various video file formats
(12) The student employs knowledge regarding use of video. The student is expected to:	(C) use various video cables and connectors	(i) use various video cables
(12) The student employs knowledge regarding use of video. The student is expected to:	(C) use various video cables and connectors	(ii) use various video connectors
(12) The student employs knowledge regarding use of video. The student is expected to:	(D) demonstrate operation of video cameras	(i) demonstrate operation of video cameras

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student employs knowledge regarding use of video. The student is expected to:	(E) demonstrate how to properly maintain video equipment	(i) demonstrate how to properly maintain video equipment
(13) The student employs various videography techniques. The student is expected to:	(A) demonstrate how to frame and maintain picture composition	(i) demonstrate how to frame picture composition
(13) The student employs various videography techniques. The student is expected to:	(A) demonstrate how to frame and maintain picture composition	(ii) demonstrate how to maintain picture composition
(13) The student employs various videography techniques. The student is expected to:	(B) demonstrate focusing techniques	(i) demonstrate focusing techniques
(13) The student employs various videography techniques. The student is expected to:	(C) demonstrate camera and tripod movements	(i) demonstrate camera movements
(13) The student employs various videography techniques. The student is expected to:	(C) demonstrate camera and tripod movements	(ii) demonstrate tripod movements
(13) The student employs various videography techniques. The student is expected to:	(D) demonstrate proper exposure and white balance	(i) demonstrate proper exposure and white balance
(14) The student edits basic audio and video productions. The student is expected to:	(A) demonstrate skills required for editing using linear and nonlinear systems	(i) demonstrate skills required for editing using linear systems
(14) The student edits basic audio and video productions. The student is expected to:	(A) demonstrate skills required for editing using linear and nonlinear systems	(ii) demonstrate skills required for editing using nonlinear systems

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student edits basic audio and video productions. The student is expected to:	(B) employ knowledge of control peripherals for capturing or ingesting media	(i) employ knowledge of control peripherals for capturing or ingesting media
(15) The student understands the pre-production process. The student is expected to:	(A) implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(i) implement procedures to track trends for continual improvement in process
(15) The student understands the pre-production process. The student is expected to:	(A) implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(ii) implement procedures to track trends for continual improvement in product
(15) The student understands the pre-production process. The student is expected to:	(A) implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(iii) implement procedures to set timelines for continual improvement in process
(15) The student understands the pre-production process. The student is expected to:	(A) implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(iv) implement procedures to set timelines for continual improvement in product
(15) The student understands the pre-production process. The student is expected to:	(A) implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(v) implement procedures to evaluate progress for continual improvement in process
(15) The student understands the pre-production process. The student is expected to:	(A) implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product	(vi) implement procedures to evaluate progress for continual improvement in product
(15) The student understands the pre-production process. The student is expected to:	(B) respond to advice from peers and professionals	(i) respond to advice from peers

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands the pre-production process. The student is expected to:	(B) respond to advice from peers and professionals	(ii) respond to advice from professionals
(15) The student understands the pre-production process. The student is expected to:	(C) create technology specifications	(i) create technology specifications
(15) The student understands the pre-production process. The student is expected to:	(D) monitor process and product quality using established criteria	(i) monitor process using established criteria
(15) The student understands the pre-production process. The student is expected to:	(D) monitor process and product quality using established criteria	(ii) monitor product quality using established criteria
(15) The student understands the pre-production process. The student is expected to:	(E) create a script and identify resources needed to begin the production	(i) create a script
(15) The student understands the pre-production process. The student is expected to:	(E) create a script and identify resources needed to begin the production	(ii) identify resources needed to begin the production
(15) The student understands the pre-production process. The student is expected to:	(F) apply budgeting considerations for cast, crew, equipment, and location	(i) apply budgeting considerations for cast
(15) The student understands the pre-production process. The student is expected to:	(F) apply budgeting considerations for cast, crew, equipment, and location	(ii) apply budgeting considerations for crew
(15) The student understands the pre-production process. The student is expected to:	(F) apply budgeting considerations for cast, crew, equipment, and location	(iii) apply budgeting considerations for equipment

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands the pre-production process. The student is expected to:	(F) apply budgeting considerations for cast, crew, equipment, and location	(iv) apply budgeting considerations for location
(15) The student understands the pre-production process. The student is expected to:	(G) analyze the script and storyboard for a successful production	(i) analyze the script for a successful production
(15) The student understands the pre-production process. The student is expected to:	(G) analyze the script and storyboard for a successful production	(ii) analyze the storyboard for a successful production
(15) The student understands the pre-production process. The student is expected to:	(H) participate in the team roles required for completion of a production	(i) participate in the team roles required for completion of a production
(15) The student understands the pre-production process. The student is expected to:	(I) employ cast, crew, equipment, and location for a scripted production	(i) employ cast for a scripted production
(15) The student understands the pre-production process. The student is expected to:	(I) employ cast, crew, equipment, and location for a scripted production	(ii) employ crew for a scripted production
(15) The student understands the pre-production process. The student is expected to:	(I) employ cast, crew, equipment, and location for a scripted production	(iii) employ equipment for a scripted production
(15) The student understands the pre-production process. The student is expected to:	(I) employ cast, crew, equipment, and location for a scripted production	(iv) employ location for a scripted production
(16) The student understands the production process. The student is expected to:	(A) implement a coherent sequence of events to successfully produce a script	(i) implement a coherent sequence of events to successfully produce a script

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student understands the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, and lighting filters	(i) use lighting techniques, including three-point lighting
(16) The student understands the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, and lighting filters	(ii) use lighting techniques, including reflected light
(16) The student understands the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, and lighting filters	(iii) use lighting techniques, including color temperatures
(16) The student understands the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, and lighting filters	(iv) use lighting techniques, including lighting filters
(16) The student understands the production process. The student is expected to:	(C) employ audio techniques, including microphone variances and sound mixing	(i) employ audio techniques, including microphone variances
(16) The student understands the production process. The student is expected to:	(C) employ audio techniques, including microphone variances and sound mixing	(ii) employ audio techniques, including sound mixing
(16) The student understands the production process. The student is expected to:	(D) demonstrate knowledge of interpersonal skills with sensitivity to diversity when directing crew or talent	(i) demonstrate knowledge of interpersonal skills with sensitivity to diversity when directing crew or talent
(17) The student understands the post-production process. The student is expected to:	(A) demonstrate knowledge of video systems such as digital and analog systems, software applications, and communication and network components	(i) demonstrate knowledge of video systems
(17) The student understands the post-production process. The student is expected to:	(B) make appropriate decisions regarding the selection of software	(i) make appropriate decisions regarding the selection of software

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands the post-production process. The student is expected to:	(C) make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity	(i) make necessary adjustments regarding compatibility issues, including digital file formats
(17) The student understands the post-production process. The student is expected to:	(C) make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity	(ii) make necessary adjustments regarding compatibility issues, including cross-platform connectivity
(17) The student understands the post-production process. The student is expected to:	(D) apply animation effects using character generators, fonts, colors, and principles of composition to create graphic images, captions, or titles for video and graphics	(i) apply animation effects using character generators to create graphic images, captions, or titles for video
(17) The student understands the post-production process. The student is expected to:	(D) apply animation effects using character generators, fonts, colors, and principles of composition to create graphic images, captions, or titles for video and graphics	(ii) apply animation effects using character generators to create graphic images, captions, or titles for graphics
(17) The student understands the post-production process. The student is expected to:	(D) apply animation effects using character generators, fonts, colors, and principles of composition to create graphic images, captions, or titles for video and graphics	(iii) apply animation effects using fonts to create graphic images, captions, or titles for video
(17) The student understands the post-production process. The student is expected to:	(D) apply animation effects using character generators, fonts, colors, and principles of composition to create graphic images, captions, or titles for video and graphics	(iv) apply animation effects using fonts to create graphic images, captions, or titles for graphics
(17) The student understands the post-production process. The student is expected to:	(D) apply animation effects using character generators, fonts, colors, and principles of composition to create graphic images, captions, or titles for video and graphics	(v) apply animation effects using colors to create graphic images, captions, or titles for video

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands the post-production process. The student is expected to:	(D) apply animation effects using character generators, fonts, colors, and principles of composition to create graphic images, captions, or titles for video and graphics	(vi) apply animation effects using colors to create graphic images, captions, or titles for graphics
(17) The student understands the post-production process. The student is expected to:	(D) apply animation effects using character generators, fonts, colors, and principles of composition to create graphic images, captions, or titles for video and graphics	(vii) apply animation effects using principles of composition to create graphic images, captions, or titles for video
(17) The student understands the post-production process. The student is expected to:	(D) apply animation effects using character generators, fonts, colors, and principles of composition to create graphic images, captions, or titles for video and graphics	(viii) apply animation effects using principles of composition to create graphic images, captions, or titles for graphic
(17) The student understands the post-production process. The student is expected to:	(E) demonstrate proficiency in the use of a variety of electronic input devices	(i) demonstrate proficiency in the use of a variety of electronic input devices
(17) The student understands the post-production process. The student is expected to:	(F) use a variety of strategies to acquire information from online resources	(i) use a variety of strategies to acquire information from online resources
(17) The student understands the post-production process. The student is expected to:	(G) acquire electronic information in a variety of formats	(i) acquire electronic information in a variety of formats
(17) The student understands the post-production process. The student is expected to:	(H) use different compression standards and techniques to output for distribution	(i) use different compression standards to output for distribution
(17) The student understands the post-production process. The student is expected to:	(H) use different compression standards and techniques to output for distribution	(ii) use different compression techniques to output for distribution

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands the post-production process. The student is expected to:	(I) format digital information for effective communication with a defined audience using appropriate font attributes and color, white space and graphics, and camera perspective	(i) format digital information for effective communication with a defined audience using appropriate font attributes
(17) The student understands the post-production process. The student is expected to:	(I) format digital information for effective communication with a defined audience using appropriate font attributes and color, white space and graphics, and camera perspective	(ii) format digital information for effective communication with a defined audience using appropriate font color
(17) The student understands the post-production process. The student is expected to:	(I) format digital information for effective communication with a defined audience using appropriate font attributes and color, white space and graphics, and camera perspective	(iii) format digital information for effective communication with a defined audience using appropriate white space
(17) The student understands the post-production process. The student is expected to:	(I) format digital information for effective communication with a defined audience using appropriate font attributes and color, white space and graphics, and camera perspective	(iv) format digital information for effective communication with a defined audience using appropriate graphics
(17) The student understands the post-production process. The student is expected to:	(I) format digital information for effective communication with a defined audience using appropriate font attributes and color, white space and graphics, and camera perspective	(v) format digital information for effective communication with a defined audience using appropriate camera perspective
(17) The student understands the post-production process. The student is expected to:	(J) use appropriate content selection and presentation	(i) use appropriate content selection
(17) The student understands the post-production process. The student is expected to:	(J) use appropriate content selection and presentation	(ii) use appropriate content presentation

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands the post-production process. The student is expected to:	(K) understand target audiences and demographics	(i) understand target audiences
(17) The student understands the post-production process. The student is expected to:	(K) understand target audiences and demographics	(i) understand target demographics
(17) The student understands the post-production process. The student is expected to:	(L) determine appropriate delivery method based on distribution needs	(i) determine appropriate delivery method based on distribution needs
(17) The student understands the post-production process. The student is expected to:	(M) deliver products in a variety of media by using various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery	(i) deliver products in a variety of media by using various delivery formats
(17) The student understands the post-production process. The student is expected to:	(N) use appropriate computer-based productivity tools to create and modify solutions to problems	(i) use appropriate computer-based productivity tools to create solutions to problems
(17) The student understands the post-production process. The student is expected to:	(N) use appropriate computer-based productivity tools to create and modify solutions to problems	(ii) use appropriate computer-based productivity tools to modify solutions to problems
(17) The student understands the post-production process. The student is expected to:	(O) create audio and video technology products for a variety of purposes and audiences	(i) create audio and video technology products for a variety of purposes
(17) The student understands the post-production process. The student is expected to:	(O) create audio and video technology products for a variety of purposes and audiences	(ii) create audio and video technology products for a variety of audiences
(17) The student understands the post-production process. The student is expected to:	(P) develop technical documentation related to audio and video technology	(i) develop technical documentation related to audio and video technology

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands the post-production process. The student is expected to:	(Q) demonstrate innovative uses of a wide range of emerging technologies, including online learning, mobile devices, digital content, and Web 2.0 tools such as podcasting, wikis, and blogs	(i) demonstrate innovative uses of a wide range of emerging technologies, including online learning
(17) The student understands the post-production process. The student is expected to:	(Q) demonstrate innovative uses of a wide range of emerging technologies, including online learning, mobile devices, digital content, and Web 2.0 tools such as podcasting, wikis, and blogs	(ii) demonstrate innovative uses of a wide range of emerging technologies, including mobile devices
(17) The student understands the post-production process. The student is expected to:	(Q) demonstrate innovative uses of a wide range of emerging technologies, including online learning, mobile devices, digital content, and Web 2.0 tools such as podcasting, wikis, and blogs	(iii) demonstrate innovative uses of a wide range of emerging technologies, including digital content
(17) The student understands the post-production process. The student is expected to:	(Q) demonstrate innovative uses of a wide range of emerging technologies, including online learning, mobile devices, digital content, and Web 2.0 tools such as podcasting, wikis, and blogs	(iv) demonstrate innovative uses of a wide range of emerging technologies, including Web 2.0 tools

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.89. Audio/Video Production II (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Prerequisite: Audio/Video Production I. Recommended corequisite: Audio/Video Production II Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(i) create resume to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(ii) create cover letter/letter of interest to document information

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(v) create cover letter/letter of interest
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(i) apply English language arts knowledge by consistently demonstrating use of content
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(ii) apply English language arts skills by consistently demonstrating use of content
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(iii) apply English language arts knowledge by consistently demonstrating use of technical concepts

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(iv) apply English language arts skills by consistently demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(v) apply English language arts knowledge by consistently demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(vi) apply English language arts skills by consistently demonstrating use of vocabulary

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(2) The student applies academic knowledge and skills in production projects. The student is expected to:</p>	<p>(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(vii) apply English language arts knowledge by using correct grammar to write documents</p>
<p>(2) The student applies academic knowledge and skills in production projects. The student is expected to:</p>	<p>(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(viii) apply English language arts skills by using correct grammar to write documents</p>
<p>(2) The student applies academic knowledge and skills in production projects. The student is expected to:</p>	<p>(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(ix) apply English language arts knowledge by using correct grammar to edit documents</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(x) apply English language arts skills by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xi) apply English language arts knowledge by using correct punctuation to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xii) apply English language arts skills by using correct punctuation to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(2) The student applies academic knowledge and skills in production projects. The student is expected to:</p>	<p>(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(xiii) apply English language arts knowledge by using correct punctuation to edit documents</p>
<p>(2) The student applies academic knowledge and skills in production projects. The student is expected to:</p>	<p>(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(xiv) apply English language arts skills by using correct punctuation to edit documents</p>
<p>(2) The student applies academic knowledge and skills in production projects. The student is expected to:</p>	<p>(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(xv) apply English language arts knowledge by using correct terminology to write documents</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xvi) apply English language arts skills by using correct terminology to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xvii) apply English language arts knowledge by using correct terminology to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xviii) apply English language arts skills by using correct terminology to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xix) apply English language arts knowledge by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xx) apply English language arts skills by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xxi) apply English language arts knowledge by editing copy for a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xxii) apply English language arts skills by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(i) apply mathematics knowledge in invoicing by consistently demonstrating knowledge of arithmetic operations
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(ii) apply mathematics skills in invoicing by consistently demonstrating knowledge of arithmetic operations
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iii) apply mathematics knowledge in time-based mathematics by consistently demonstrating knowledge of arithmetic operations

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iv) apply mathematics skills in time-based mathematics by consistently demonstrating knowledge of arithmetic operations
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(v) apply mathematics knowledge in time-based mathematics by consistently applying measurement to solve problems
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(vi) apply mathematics skills in time-based mathematics by consistently applying measurement to solve problems
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(i) adapt language for audience through structure
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(ii) adapt language for audience through style
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(iii) adapt language for purpose through structure

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(iv) adapt language for purpose through style
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(v) adapt language for situation through structure
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(vi) adapt language for situation through style
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(vii) adapt language for intent through structure
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(viii) adapt language for intent through style
(3) The student applies professional communications strategies. The student is expected to:	(B) analyze and organize oral and written information	(i) analyze oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) analyze and organize oral and written information	(ii) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) analyze and organize oral and written information	(iii) analyze written information
(3) The student applies professional communications strategies. The student is expected to:	(B) analyze and organize oral and written information	(iv) organize written information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(i) analyze information
(3) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(ii) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(iii) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(iv) analyze data
(3) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(v) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(vi) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(vii) analyze observations
(3) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(viii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(ix) communicate observations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(i) create formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(ii) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(iii) create informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(iv) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student uses technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(i) use technology applications for audio and video production projects
(5) The student uses technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes
(6) The student understands the evolution and current trends of the audio and video production industry. The student is expected to:	(A) summarize the history and evolution of the audio and video production industry	(i) summarize the history of the audio and video production industry
(6) The student understands the evolution and current trends of the audio and video production industry. The student is expected to:	(A) summarize the history and evolution of the audio and video production industry	(ii) summarize the evolution of the audio and video production industry

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands the evolution and current trends of the audio and video production industry. The student is expected to:	(B) analyze the current trends of the audio and video production industry	(i) analyze the current trends of the audio and video production industry
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(B) recognize and resolve potential safety concerns	(i) recognize potential safety concerns
(7) The student applies safety regulations. The student is expected to:	(B) recognize and resolve potential safety concerns	(ii) resolve potential safety concerns
(7) The student applies safety regulations. The student is expected to:	(C) follow emergency procedures	(i) follow emergency procedures
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership opportunities to enhance skills

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities to enhance skills</p>
<p>(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(vii) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities to enhance skills</p>
<p>(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(viii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities to enhance skills</p>
<p>(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:</p>	<p>(B) employ teamwork and conflict-management skills to achieve collective goals</p>	<p>(i) employ teamwork skills to achieve collective goals</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) maintain effective working relationships by providing constructive criticism

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) maintain effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) establish effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) establish effective working relationships by managing stress

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by managing stress
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) establish effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(ii) demonstrate an understanding of ethical conduct related to providing proper credit for ideas
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(B) apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(i) apply copyright laws in relation to fair use and acquisition
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(B) apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(ii) apply copyright laws in relation to trademark laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(B) apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(iii) apply copyright laws in relation to personal privacy laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student develops career-building characteristics. The student is expected to:	(A) update a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) update a career portfolio to document information
(10) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(10) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(10) The student develops career-building characteristics. The student is expected to:	(C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, industry professional organizations	(i) examine professional networking opportunities
(10) The student develops career-building characteristics. The student is expected to:	(C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, industry professional organizations	(ii) employ professional networking opportunities
(10) The student develops career-building characteristics. The student is expected to:	(D) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(11) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(i) understand set-up of standard systems for the audio/video industry, including editing systems
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(ii) understand execution of standard systems for the audio/video industry, including editing systems
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(iii) understand trouble-shooting of standard systems for the audio/video industry, including editing systems
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(iv) understand set-up of standard systems for the audio/video industry, including wireless transmission systems

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(v) understand execution of standard systems for the audio/video industry, including wireless transmission systems
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(vi) understand trouble-shooting of standard systems for the audio/video industry, including wireless transmission systems
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(vii) understand set-up of standard systems for the audio/video industry, including wired transmission systems
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(viii) understand execution of standard systems for the audio/video industry, including wired transmission systems
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(ix) understand trouble-shooting of standard systems for the audio/video industry, including wired transmission systems

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(x) understand set-up of standard systems for the audio/video industry, including cabling
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(xi) understand execution of standard systems for the audio/video industry, including cabling
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(xii) understand trouble-shooting of standard systems for the audio/video industry, including cabling
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(xiii) understand set-up of standard systems for the audio/video industry, including configurations for production purposes
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(xiv) understand execution of standard systems for the audio/video industry, including configurations for production purposes

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(xv) understand trouble-shooting of standard systems for the audio/video industry, including configurations for production purposes
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(B) employ knowledge of recording equipment usage by explaining analog and digital formats	(i) employ knowledge of recording equipment usage by explaining analog formats
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(B) employ knowledge of recording equipment usage by explaining analog and digital formats	(ii) employ knowledge of recording equipment usage by explaining digital formats
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(C) describe tape and tapeless formats	(i) describe tape formats
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(C) describe tape and tapeless formats	(ii) describe tapeless formats
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(D) demonstrate the operation of recording devices, including metering a recording signal for proper levels and proper maintenance of recording equipment	(i) demonstrate the operation of recording devices, including metering a recording signal for proper levels of recording equipment
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(D) demonstrate the operation of recording devices, including metering a recording signal for proper levels and proper maintenance of recording equipment	(ii) demonstrate the operation of recording devices, including proper maintenance of recording equipment

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student demonstrates knowledge of audio and video production. The student is expected to:	(E) apply appropriate industry-related terminology	(i) apply appropriate industry-related terminology
(13) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage to identify and evaluate the production	(i) apply critical elements, including purpose, in the pre-production stage to identify the production
(13) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage to identify and evaluate the production	(ii) apply critical elements, including target audience, in the pre-production stage to identify the production
(13) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage to identify and evaluate the production	(iii) apply critical elements, including distribution, in the pre-production stage to identify the production
(13) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage to identify and evaluate the production	(iv) apply critical elements, including purpose, in the pre-production stage to evaluate the production
(13) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage to identify and evaluate the production	(v) apply critical elements, including target audience, in the pre-production stage to evaluate the production
(13) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage to identify and evaluate the production	(vi) apply critical elements, including distribution, in the pre-production stage to identify the production
(13) The student understands the pre-production process. The student is expected to:	(B) demonstrate procedures to establish timelines	(i) demonstrate procedures to establish timelines
(13) The student understands the pre-production process. The student is expected to:	(C) develop a budget with considerations for cast, crew, equipment, and location	(i) develop a budget with considerations for cast

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student understands the pre-production process. The student is expected to:	(C) develop a budget with considerations for cast, crew, equipment, and location	(ii) develop a budget with considerations for crew
(13) The student understands the pre-production process. The student is expected to:	(C) develop a budget with considerations for cast, crew, equipment, and location	(iii) develop a budget with considerations for equipment
(13) The student understands the pre-production process. The student is expected to:	(C) develop a budget with considerations for cast, crew, equipment, and location	(iv) develop a budget with considerations for location
(13) The student understands the pre-production process. The student is expected to:	(D) write documents of the scripting process such as treatments, storyboards, rundowns, and scripts for various types of programs using proper formatting for the specific type of production document	(i) write documents of the scripting process for various types of programs using proper formatting for the specific type of production document
(13) The student understands the pre-production process. The student is expected to:	(E) identify specific elements needed for successful production such as cast, crew, equipment, location, props, and sound effects	(i) identify specific elements needed for successful production
(13) The student understands the pre-production process. The student is expected to:	(F) discuss how various styles of music can create a specific emotional impact	(i) discuss how various styles of music can create a specific emotional impact
(13) The student understands the pre-production process. The student is expected to:	(G) examine the end goal of the production to determine the appropriate format for recording and distributing	(i) examine the end goal of the production to determine the appropriate format for recording

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student understands the pre-production process. The student is expected to:	(G) examine the end goal of the production to determine the appropriate format for recording and distributing	(ii) examine the end goal of the production to determine the appropriate format for distributing
(13) The student understands the pre-production process. The student is expected to:	(H) identify several means to work within budget restraints	(i) identify several means to work within budget restraints
(13) The student understands the pre-production process. The student is expected to:	(I) conduct auditions for the talent and secure the crew required for a successful production	(i) conduct auditions for the talent required for a successful production
(13) The student understands the pre-production process. The student is expected to:	(I) conduct auditions for the talent and secure the crew required for a successful production	(ii) secure the crew required for a successful production
(13) The student understands the pre-production process. The student is expected to:	(J) examine various contracts related to industry tasks, including talent releases for productions, and key elements for contracts such as crew, talent, location, and distribution	(i) examine various contracts related to industry tasks, including talent releases for productions
(13) The student understands the pre-production process. The student is expected to:	(J) examine various contracts related to industry tasks, including talent releases for productions, and key elements for contracts such as crew, talent, location, and distribution	(ii) examine various contracts related to industry tasks, including key elements for contracts

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(i) understand the roles of various industry professionals by identifying the responsibilities among the production team, including producers
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(ii) understand the roles of various industry professionals by discussing the responsibilities among the production team, including producers
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(iii) understand the roles of various industry professionals by identifying the responsibilities among the production team, including directors
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(iv) understand the roles of various industry professionals by discussing the responsibilities among the production team, including directors

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(v) understand the roles of various industry professionals by identifying the responsibilities among the production team, including editors
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(vi) understand the roles of various industry professionals by discussing the responsibilities among the production team, including editors
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(vii) understand the roles of various industry professionals by identifying the responsibilities among the production team, including engineers
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(viii) understand the roles of various industry professionals by discussing the responsibilities among the production team, including engineers

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(ix) understand the roles of various industry professionals by identifying the responsibilities among the production team, including talent
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(x) understand the roles of various industry professionals by discussing the responsibilities among the production team, including talent
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(xi) understand the roles of various industry professionals by identifying the responsibilities among the production team, including additional crew members
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(xii) understand the roles of various industry professionals by discussing the responsibilities among the production team, including additional crew members

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(xiii) understand the roles of various industry professionals by identifying the responsibilities among the production team, including sales team
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(xiv) understand the roles of various industry professionals by discussing the responsibilities among the production team, including sales team
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(xv) understand the roles of various industry professionals by identifying the relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team
(14) The student understands the business aspects of the industry. The student is expected to:	(A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team	(xvi) understand the roles of various industry professionals by discussing the relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the business aspects of the industry. The student is expected to:	(B) understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance self-promotion techniques, proposals, technology applications for freelance entrepreneurs, best practices for various freelance job responsibilities, and standard billing practices for freelance labor, including invoices and collections rates	(i) understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance self-promotion techniques
(14) The student understands the business aspects of the industry. The student is expected to:	(B) understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance self-promotion techniques, proposals, technology applications for freelance entrepreneurs, best practices for various freelance job responsibilities, and standard billing practices for freelance labor, including invoices and collections rates	(ii) understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance proposals
(14) The student understands the business aspects of the industry. The student is expected to:	(B) understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance self-promotion techniques, proposals, technology applications for freelance entrepreneurs, best practices for various freelance job responsibilities, and standard billing practices for freelance labor, including invoices and collections rates	(iii) understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance technology applications

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the business aspects of the industry. The student is expected to:	(B) understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance self-promotion techniques, proposals, technology applications for freelance entrepreneurs, best practices for various freelance job responsibilities, and standard billing practices for freelance labor, including invoices and collections rates	(iv) understand the opportunities in the industry for freelance entrepreneurs by identifying standard best practices for various freelance job responsibilities
(14) The student understands the business aspects of the industry. The student is expected to:	(B) understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance self-promotion techniques, proposals, technology applications for freelance entrepreneurs, best practices for various freelance job responsibilities, and standard billing practices for freelance labor, including invoices and collections rates	(v) understand the opportunities in the industry for freelance entrepreneurs by identifying standard billing practices for freelance labor, including invoices
(14) The student understands the business aspects of the industry. The student is expected to:	(B) understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance self-promotion techniques, proposals, technology applications for freelance entrepreneurs, best practices for various freelance job responsibilities, and standard billing practices for freelance labor, including invoices and collections rates	(vi) understand the opportunities in the industry for freelance entrepreneurs by identifying standard billing practices for freelance labor, including collections rates
(14) The student understands the business aspects of the industry. The student is expected to:	(C) understand the unique characteristics of live productions such as roles, equipment, time accountability, back-timing, time-based mathematics, and financial support	(i) understand the unique characteristics of live productions

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the business aspects of the industry. The student is expected to:	(D) identify roles, costs, equipment, and strategies for financially supporting studio and field productions	(i) identify roles for financially supporting studio productions
(14) The student understands the business aspects of the industry. The student is expected to:	(D) identify roles, costs, equipment, and strategies for financially supporting studio and field productions	(ii) identify roles for financially supporting field productions
(14) The student understands the business aspects of the industry. The student is expected to:	(D) identify roles, costs, equipment, and strategies for financially supporting studio and field productions	(iii) identify costs for financially supporting studio productions
(14) The student understands the business aspects of the industry. The student is expected to:	(D) identify roles, costs, equipment, and strategies for financially supporting studio and field productions	(iv) identify costs for financially supporting field productions
(14) The student understands the business aspects of the industry. The student is expected to:	(D) identify roles, costs, equipment, and strategies for financially supporting studio and field productions	(v) identify equipment for financially supporting studio productions

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the business aspects of the industry. The student is expected to:	(D) identify roles, costs, equipment, and strategies for financially supporting studio and field productions	(vi) identify equipment for financially supporting field productions
(14) The student understands the business aspects of the industry. The student is expected to:	(D) identify roles, costs, equipment, and strategies for financially supporting studio and field productions	(vii) identify strategies for financially supporting studio productions
(14) The student understands the business aspects of the industry. The student is expected to:	(D) identify roles, costs, equipment, and strategies for financially supporting studio and field productions	(viii) identify strategies for financially supporting field productions
(15) The student demonstrates an understanding of regulatory agency guidelines for content appropriateness. The student is expected to:	(A) identify applicable guidelines based on production distribution methods	(i) identify applicable guidelines based on production distribution methods
(15) The student demonstrates an understanding of regulatory agency guidelines for content appropriateness. The student is expected to:	(B) distinguish between Federal Communications Commission (FCC), National Public Radio (NPR), and other regulatory agencies	(i) distinguish between Federal Communications Commission (FCC), National Public Radio (NPR), and other regulatory agencies
(16) The student understands the technical broadcast standards established by the FCC. The student is expected to:	(A) apply knowledge of broadcast formats by distinguishing between analog and digital formats	(i) apply knowledge of broadcast formats by distinguishing between analog and digital formats
(16) The student understands the technical broadcast standards established by the FCC. The student is expected to:	(B) describe the difference in data signals and equipment for analog and digital technology	(i) describe the difference in data signals for analog and digital technology
(16) The student understands the technical broadcast standards established by the FCC. The student is expected to:	(B) describe the difference in data signals and equipment for analog and digital technology	(ii) describe the difference in equipment for analog and digital technology

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student understands the technical broadcast standards established by the FCC. The student is expected to:	(C) identify the evolution of the broadcast signal and standards such as High-Definition (HD), Standard-Definition (SDTV), National Television System Committee (NTSC), Phase Alternating Line (PAL), and Sequential Color with Memory (SECAM)	(i) identify the evolution of the broadcast signal
(16) The student understands the technical broadcast standards established by the FCC. The student is expected to:	(C) identify the evolution of the broadcast signal and standards such as High-Definition (HD), Standard-Definition (SDTV), National Television System Committee (NTSC), Phase Alternating Line (PAL), and Sequential Color with Memory (SECAM)	(ii) identify the evolution of the broadcast standards
(16) The student understands the technical broadcast standards established by the FCC. The student is expected to:	(D) identify the location of radio and television frequencies in the electromagnetic spectrum	(i) identify the location of radio frequencies in the electromagnetic spectrum
(16) The student understands the technical broadcast standards established by the FCC. The student is expected to:	(D) identify the location of radio and television frequencies in the electromagnetic spectrum	(ii) identify the location of television frequencies in the electromagnetic spectrum
(17) The student understands the evolution of various media formats. The student is expected to:	(A) identify the evolution of various media formats such as tape, tapeless, film, and electronic	(i) identify the evolution of various media formats
(17) The student understands the evolution of various media formats. The student is expected to:	(B) identify the evolution and application of digital media formats and compression standards	(i) identify the evolution of digital media formats
(17) The student understands the evolution of various media formats. The student is expected to:	(B) identify the evolution and application of digital media formats and compression standards	(ii) identify the evolution of digital media compression standards
(17) The student understands the evolution of various media formats. The student is expected to:	(B) identify the evolution and application of digital media formats and compression standards	(iii) identify the application of digital media formats

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands the evolution of various media formats. The student is expected to:	(B) identify the evolution and application of digital media formats and compression standards	(iv) identify the application of digital media compression standards

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.90. Audio/Video Production II Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Prerequisite: Audio/Video Production I. Corequisite: Audio/Video Production II. This course must be taken concurrently with Audio/Video Production II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Audio/Video Production II to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a format with both audio and video. Requiring a lab corequisite for the course affords necessary time devoted specifically to the production and post-production process.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) update a resume, cover letter/letter of interest, and career portfolio to document work experiences, licenses, certifications, and work samples	(i) update a resume to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) update a resume, cover letter/letter of interest, and career portfolio to document information such as work experiences, licenses, certifications, and work samples	(ii) update a cover letter/letter of interest to document information

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) update a resume, cover letter/letter of interest, and career portfolio to document information such as work experiences, licenses, certifications, and work samples	(iii) update a career portfolio of interest to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(i) apply English language arts knowledge by consistently demonstrating use of content
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(ii) apply English language arts skills by consistently demonstrating use of content

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(iii) apply English language arts knowledge by consistently demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(iv) apply English language arts skills by consistently demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(v) apply English language arts knowledge by consistently demonstrating use of vocabulary

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(vi) apply English language arts skills by consistently demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(vii) apply English language arts knowledge by using correct grammar to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(viii) apply English language arts skills by using correct grammar to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(ix) apply English language arts knowledge by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(x) apply English language arts skills by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xi) apply English language arts knowledge by using correct punctuation to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xii) apply English language arts skills by using correct punctuation to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xiii) apply English language arts knowledge by using correct punctuation to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xiv) apply English language arts skills by using correct punctuation to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xv) apply English language arts knowledge by using correct terminology to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xvi) apply English language arts skills by using correct terminology to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xvii) apply English language arts skills by using correct terminology to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xviii) apply English language arts skills by using correct terminology to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xix) apply English language arts knowledge by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xx) apply English language arts skills by composing copy for a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xxi) apply English language arts knowledge by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xxii) apply English language arts skills by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(i) apply mathematics knowledge in invoicing by consistently demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(ii) apply mathematics skills in invoicing by consistently demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iii) apply mathematics knowledge in time-based mathematics by consistently demonstrating knowledge of arithmetic operations to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iv) apply mathematics skills in time-based mathematics by consistently demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(v) apply mathematics knowledge in time-based mathematics by consistently applying measurement to solve problems
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(vi) apply mathematics skills in time-based mathematics by consistently applying measurement to solve problems
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(i) demonstrate the value of listening
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(ii) demonstrate the purpose of listening
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(iii) demonstrate the value of observing
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(iv) demonstrate the purpose of observing

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(v) demonstrate the value of concentrating
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(vi) demonstrate the purpose of concentrating
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(vii) demonstrate the value of cooperating
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(viii) demonstrate the purpose of cooperating
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(ix) demonstrate the value of using emotional recall
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(x) demonstrate the purpose of using emotional recall
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(xi) demonstrate the value of using sensory recall

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(A) demonstrate the value and purpose of listening, observing, concentrating, cooperating, and using emotional and sensory recall	(xii) demonstrate the purpose of using sensory recall
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(B) develop and practice effective voice and diction	(i) develop effective voice
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(B) develop and practice effective voice and diction	(ii) develop effective diction
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(B) develop and practice effective voice and diction	(iii) practice effective voice
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(B) develop and practice effective voice and diction	(iv) practice effective diction
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(C) analyze strategies such as advertising; perpetuating stereotypes; and using visual representations, special effects, and language used by media to inform, persuade, entertain, and transform culture	(i) analyze strategies used by media to inform
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(C) analyze strategies such as advertising; perpetuating stereotypes; and using visual representations, special effects, and language used by media to inform, persuade, entertain, and transform culture	(ii) analyze strategies used by media to persuade

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(C) analyze strategies such as advertising; perpetuating stereotypes; and using visual representations, special effects, and language used by media to inform, persuade, entertain, and transform culture	(iii) analyze strategies used by media to entertain
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(C) analyze strategies such as advertising; perpetuating stereotypes; and using visual representations, special effects, and language used by media to inform, persuade, entertain, and transform culture	(iv) analyze strategies used by media to transform culture
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(D) explore the emotional and intellectual effects of visual media on viewers	(i) explore the emotional effects of visual media on viewers
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(D) explore the emotional and intellectual effects of visual media on viewers	(ii) explore the intellectual effects of visual media on viewers
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(E) analyze how visual and audio techniques such as special effects, editing, camera angles, reaction shots, sequencing, and music convey messages in media	(i) analyze how visual techniques convey messages in media
(3) The student develops a perception of self, human relationships, and the world. The student is expected to:	(E) analyze how visual and audio techniques such as special effects, editing, camera angles, reaction shots, sequencing, and music convey messages in media	(ii) analyze how audio techniques convey messages in media
(4) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(i) adapt language for audience through structure
(4) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(ii) adapt language for audience through style

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(iii) adapt language for purpose through structure
(4) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(iv) adapt language for purpose through style
(4) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(v) adapt language for situation through structure
(4) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(vi) adapt language for situation through style
(4) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(vii) adapt language for intent through structure
(4) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent through structure and style	(viii) adapt language for intent through style
(4) The student applies professional communications strategies. The student is expected to:	(B) analyze and organize oral and written information	(i) analyze oral information
(4) The student applies professional communications strategies. The student is expected to:	(B) analyze and organize oral and written information	(ii) organize oral information
(4) The student applies professional communications strategies. The student is expected to:	(B) analyze and organize oral and written information	(iii) analyze written information

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student applies professional communications strategies. The student is expected to:	(B) analyze and organize oral and written information	(iv) organize written information
(4) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(i) analyze information
(4) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(ii) interpret information
(4) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(iii) communicate information
(4) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(iv) analyze data
(4) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(v) interpret data
(4) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(vi) communicate data
(4) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(vii) analyze observations
(4) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(viii) interpret observations

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and communicate information, data, and observations	(ix) communicate observations
(4) The student applies professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(i) create formal presentations
(4) The student applies professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(ii) deliver formal presentations
(4) The student applies professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(iii) create informal presentations
(4) The student applies professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(iv) deliver informal presentations
(4) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(4) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(4) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(4) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student applies professional communications strategies. The student is expected to:	(G) collaborate with others in a production role such as talent, director, producer, videographer, and editor to tell a story through live or recorded productions	(i) collaborate with others in a production role to tell a story through live or recorded productions
(4) The student applies professional communications strategies. The student is expected to:	(H) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction
(4) The student applies professional communications strategies. The student is expected to:	(H) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(5) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(5) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(5) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student understands and examines problem-solving methods. The student is expected to:	(C) demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of audio and video production such as directing, producing, writing, videography, and editing	(i) demonstrate responsibility by concentrating in one or more areas of audio and video production
(5) The student understands and examines problem-solving methods. The student is expected to:	(C) demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of audio and video production such as directing, producing, writing, videography, and editing	(ii) demonstrate artistic discipline by concentrating in one or more areas of audio and video production

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands and examines problem-solving methods. The student is expected to:	(C) demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of audio and video production such as directing, producing, writing, videography, and editing	(iii) demonstrate creative problem solving by concentrating in one or more areas of audio and video production
(6) The student uses technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(i) use technology applications for audio and video production projects
(6) The student uses technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations throughout the production process	(i) implement personal safety rules and regulations throughout the production process
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations throughout the production process	(ii) implement workplace safety rules and regulations throughout the production process
(7) The student applies safety regulations. The student is expected to:	(B) recognize and resolve potential safety concerns	(i) recognize potential safety concerns
(7) The student applies safety regulations. The student is expected to:	(B) recognize and resolve potential safety concerns	(ii) resolve potential safety concerns
(7) The student applies safety regulations. The student is expected to:	(C) follow emergency procedures	(i) follow emergency procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving and management traits	(i) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving and management traits	(ii) employ leadership skills to accomplish goals and objectives by exhibiting management traits
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork to achieve collective goals
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by providing constructive criticism

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) maintain effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) maintain effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) establish effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) establish effective working relationships by managing stress

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by managing stress
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) establish effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(ii) demonstrate an understanding of ethical conduct related to providing proper credit for ideas

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(B) apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(i) apply copyright laws in relation to fair use and acquisition
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(B) apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(iii) apply copyright laws in relation to trademark laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(B) apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws	(iv) apply copyright laws in relation to personal privacy laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(i) understand set-up of standard systems for the audio/video industry, including editing systems for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(ii) understand execution of standard systems for the audio/video industry, including editing systems for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(iii) understand trouble-shooting of standard systems for the audio/video industry, including editing systems for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(iv) understand set-up of standard systems for the audio/video industry, including wireless transmission systems for production purposes

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(v) understand execution of standard systems for the audio/video industry, including wireless transmission systems for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(vi) understand trouble-shooting of standard systems for the audio/video industry, including wireless transmission systems for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(vii) understand set-up of standard systems for the audio/video industry, including wired transmission systems for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(viii) understand execution of standard systems for the audio/video industry, including wired transmission systems for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(ix) understand trouble-shooting of standard systems for the audio/video industry, including wired transmission systems for production purposes

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(x) understand set-up of standard systems for the audio/video industry, including cabling for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(xi) understand execution of standard systems for the audio/video industry, including cabling for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(xii) understand trouble-shooting of standard systems for the audio/video industry, including cabling for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(xiii) understand set-up of standard systems for the audio/video industry, including configurations for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(xiv) understand execution of standard systems for the audio/video industry, including configurations for production purposes

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes	(xv) understand trouble-shooting of standard systems for the audio/video industry, including configurations for production purposes
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(B) employ the operation of recording devices, including metering a recording signal for proper levels and proper maintenance of recording equipment	(i) employ the operation of recording devices, including metering a recording signal for proper levels
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(B) employ the operation of recording devices, including metering a recording signal for proper levels and proper maintenance of recording equipment	(ii) employ the operation of recording devices, including proper maintenance of recording equipment
(11) The student demonstrates an understanding of audio and video production. The student is expected to:	(C) apply appropriate industry-related terminology	(i) apply appropriate industry-related terminology
(12) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage by identifying and evaluating the production	(i) apply critical elements, including purpose in the pre-production stage by identifying the production
(12) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage by identifying and evaluating the production	(ii) apply critical elements, including distribution, in the pre-production stage by identifying the production
(12) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage by identifying and evaluating the production	(iii) apply critical elements, including target audience in the pre-production stage by identifying the production

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage by identifying and evaluating the production	(iv) apply critical elements, including purpose in the pre-production stage by evaluating the production
(12) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage by identifying and evaluating the production	(v) apply critical elements, including distribution, in the pre-production stage by evaluating the production
(12) The student understands the pre-production process. The student is expected to:	(A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage by identifying and evaluating the production	(vi) apply critical elements, including target audience in the pre-production stage by evaluating the production
(12) The student understands the pre-production process. The student is expected to:	(B) use advanced technology applications to facilitate pre-production by developing a budget with considerations for cast, crew, equipment, and location	(i) use advanced technology applications to facilitate pre-production by developing a budget with considerations for cast
(12) The student understands the pre-production process. The student is expected to:	(B) use advanced technology applications to facilitate pre-production by developing a budget with considerations for cast, crew, equipment, and location	(ii) use advanced technology applications to facilitate pre-production by developing a budget with considerations for crew
(12) The student understands the pre-production process. The student is expected to:	(B) use advanced technology applications to facilitate pre-production by developing a budget with considerations for cast, crew, equipment, and location	(iii) use advanced technology applications to facilitate pre-production by developing a budget with considerations for equipment
(12) The student understands the pre-production process. The student is expected to:	(B) use advanced technology applications to facilitate pre-production by developing a budget with considerations for cast, crew, equipment, and location	(iv) use advanced technology applications to facilitate pre-production by developing a budget with considerations for location

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands the pre-production process. The student is expected to:	(C) write documents of the scripting process such as treatments, storyboards, rundowns, and scripts for various types of programs	(i) write documents of the scripting process for various types of programs
(12) The student understands the pre-production process. The student is expected to:	(D) use proper formatting for the specific type of production document	(i) use proper formatting for the specific type of production document
(12) The student understands the pre-production process. The student is expected to:	(E) identify specific elements of the production document needed for successful production, such as cast, props, and sound effects	(i) identify specific elements of the production document needed for successful production
(12) The student understands the pre-production process. The student is expected to:	(F) determine artistic impact of production plan	(i) determine artistic impact of production plan
(12) The student understands the pre-production process. The student is expected to:	(G) determine the use of art elements such as color, texture, form, line, and space	(i) determine the use of art elements
(12) The student understands the pre-production process. The student is expected to:	(H) determine the principles of design such as continuity, pattern, rhythm, balance, proportion, and unity in products	(i) determine the principles of design in products
(12) The student understands the pre-production process. The student is expected to:	(I) determine cast, crew, equipment, and location requirements for a successful production	(i) determine cast requirements for a successful production
(12) The student understands the pre-production process. The student is expected to:	(I) determine cast, crew, equipment, and location requirements for a successful production	(ii) determine crew requirements for a successful production

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands the pre-production process. The student is expected to:	(I) determine cast, crew, equipment, and location requirements for a successful production	(iii) determine equipment requirements for a successful production
(12) The student understands the pre-production process. The student is expected to:	(I) determine cast, crew, equipment, and location requirements for a successful production	(iv) determine location requirements for a successful production
(12) The student understands the pre-production process. The student is expected to:	(J) conduct auditions for the talent and secure the crew required for a successful production	(i) conduct auditions for the talent
(12) The student understands the pre-production process. The student is expected to:	(J) conduct auditions for the talent and secure the crew required for a successful production	(ii) secure the crew required for a successful production
(12) The student understands the pre-production process. The student is expected to:	(K) examine various contracts related to industry tasks by using talent releases for productions	(i) examine various contracts related to industry tasks by using talent releases for productions
(13) The student applies the production process. The student is expected to:	(A) apply the coherent sequence of events to successfully produce a script	(i) apply the coherent sequence of events to successfully produce a script
(13) The student applies the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, lighting filters, lighting gels, and understand lighting and its emotional impact on productions	(i) use lighting techniques, including three-point lighting
(13) The student applies the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, lighting filters, lighting gels, and understand lighting and its emotional impact on productions	(ii) use lighting techniques, including reflected light

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student applies the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, lighting filters, lighting gels, and understand lighting and its emotional impact on productions	(iii) use lighting techniques, including color temperatures
(13) The student applies the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, lighting filters, lighting gels, and understand lighting and its emotional impact on productions	(iv) use lighting techniques, including lighting filters
(13) The student applies the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, lighting filters, lighting gels, and understand lighting and its emotional impact on productions	(v) use lighting techniques, including lighting gels
(13) The student applies the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, lighting filters, lighting gels, and understand lighting and its emotional impact on productions	(vi) understand lighting
(13) The student applies the production process. The student is expected to:	(B) use lighting techniques, including three-point lighting, reflected light, color temperatures, lighting filters, lighting gels, and understand lighting and its emotional impact on productions	(vii) understand [lighting's] emotional impact on productions
(13) The student applies the production process. The student is expected to:	(C) demonstrate a knowledge of audio techniques by using various microphone types	(i) demonstrate a knowledge of audio techniques by using various microphone types
(13) The student applies the production process. The student is expected to:	(D) demonstrate an understanding of sound mixing and elements of a final audio mix	(i) demonstrate an understanding of sound mixing

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student applies the production process. The student is expected to:	(D) demonstrate an understanding of sound mixing and elements of a final audio mix	(ii) demonstrate an understanding of sound elements of a final audio mix
(13) The student applies the production process. The student is expected to:	(E) execute production of the script by demonstrating teamwork and knowledge of interpersonal skills with sensitivity to diversity when directing crew and talent	(i) execute production of the script by demonstrating teamwork when directing crew
(13) The student applies the production process. The student is expected to:	(E) execute production of the script by demonstrating teamwork and knowledge of interpersonal skills with sensitivity to diversity when directing crew and talent	(ii) execute production of the script by demonstrating teamwork when directing talent
(13) The student applies the production process. The student is expected to:	(E) execute production of the script by demonstrating teamwork and knowledge of interpersonal skills with sensitivity to diversity when directing crew and talent	(iii) execute knowledge of interpersonal skills with sensitivity to diversity when directing crew
(13) The student applies the production process. The student is expected to:	(E) execute production of the script by demonstrating teamwork and knowledge of interpersonal skills with sensitivity to diversity when directing crew and talent	(iv) execute knowledge of interpersonal skills with sensitivity to diversity when directing talent
(13) The student applies the production process. The student is expected to:	(F) apply knowledge of the critical elements in designing activities in the production stage	(i) apply knowledge of the critical elements in designing activities in the production stage
(13) The student applies the production process. The student is expected to:	(G) employ knowledge of digital editing by addressing various distribution formats, including electronic, disk, tapeless, and tape	(i) employ knowledge of digital editing by addressing various distribution formats, including electronic
(13) The student applies the production process. The student is expected to:	(G) employ knowledge of digital editing by addressing various distribution formats, including electronic, disk, tapeless, and tape	(ii) employ knowledge of digital editing by addressing various distribution formats, including disk

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student applies the production process. The student is expected to:	(G) employ knowledge of digital editing by addressing various distribution formats, including electronic, disk, tapeless, and tape	(iii) employ knowledge of digital editing by addressing various distribution formats, including tapeless
(13) The student applies the production process. The student is expected to:	(G) employ knowledge of digital editing by addressing various distribution formats, including electronic, disk, tapeless, and tape	(iv) employ knowledge of digital editing by addressing various distribution formats, including tape
(13) The student applies the production process. The student is expected to:	(H) ingest media to an editing system for the purpose of manipulating recorded media	(i) ingest media to an editing system for the purpose of manipulating recorded media
(13) The student applies the production process. The student is expected to:	(I) properly monitor equipment to ensure quality recordings	(i) properly monitor equipment to ensure quality recordings
(13) The student applies the production process. The student is expected to:	(J) set appropriate levels before recording by using broadcast standard tools	(i) set appropriate levels before recording by using broadcast standard tools
(13) The student applies the production process. The student is expected to:	(K) identify standards for logging notes during the recording process	(i) identify standards for logging notes during the recording process

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the post-production process relating to video systems. The student is expected to:	(A) demonstrate knowledge of video systems such as digital and analog systems, software applications, and communication and network components	(i) demonstrate knowledge of video systems
(14) The student understands the post-production process relating to video systems. The student is expected to:	(A) demonstrate knowledge of video systems such as digital and analog systems, software applications, and communication and network components	(ii) demonstrate knowledge of software applications
(14) The student understands the post-production process relating to video systems. The student is expected to:	(A) demonstrate knowledge of video systems such as digital and analog systems, software applications, and communication and network components	(iii) demonstrate knowledge of communication components
(14) The student understands the post-production process relating to video systems. The student is expected to:	(A) demonstrate knowledge of video systems such as digital and analog systems, software applications, and communication and network components	(iv) demonstrate knowledge of network components
(14) The student understands the post-production process relating to video systems. The student is expected to:	(B) demonstrate an understanding of various input, processing, output, and storage devices	(i) demonstrate an understanding of various input devices
(14) The student understands the post-production process relating to video systems. The student is expected to:	(B) demonstrate an understanding of various input, processing, output, and storage devices	(ii) demonstrate an understanding of various processing devices
(14) The student understands the post-production process relating to video systems. The student is expected to:	(B) demonstrate an understanding of various input, processing, output, and storage devices	(iii) demonstrate an understanding of various output devices

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands the post-production process relating to video systems. The student is expected to:	(B) demonstrate an understanding of various input, processing, output, and storage devices	(iv) demonstrate an understanding of various storage devices
(14) The student understands the post-production process relating to video systems. The student is expected to:	(C) demonstrate an understanding of compatibility issues, including digital file formats and cross-platform connectivity	(i) demonstrate an understanding of compatibility issues, including digital file formats
(14) The student understands the post-production process relating to video systems. The student is expected to:	(C) demonstrate an understanding of compatibility issues, including digital file formats and cross-platform connectivity	(ii) demonstrate an understanding of compatibility issues, including cross-platform connectivity
(14) The student understands the post-production process relating to video systems. The student is expected to:	(D) demonstrate an understanding of high definition and standard definition output media	(i) demonstrate an understanding of high definition output media
(14) The student understands the post-production process relating to video systems. The student is expected to:	(D) demonstrate an understanding of high definition and standard definition output media	(ii) demonstrate an understanding of standard definition output media
(15) The student understands the post-production process relating to animation effects. The student is expected to:	(A) use character generators, fonts, colors, and principles of composition to create graphic images	(i) use character generators to create graphic images
(15) The student understands the post-production process relating to animation effects. The student is expected to:	(A) use character generators, fonts, colors, and principles of composition to create graphic images	(ii) use fonts to create graphic images

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student understands the post-production process relating to animation effects. The student is expected to:	(A) use character generators, fonts, colors, and principles of composition to create graphic images	(iii) use colors to create graphic images
(15) The student understands the post-production process relating to animation effects. The student is expected to:	(A) use character generators, fonts, colors, and principles of composition to create graphic images	(iv) use principles of composition to create graphic images
(15) The student understands the post-production process relating to animation effects. The student is expected to:	(B) create captions or titles for video and graphics	(i) create captions or titles for video
(15) The student understands the post-production process relating to animation effects. The student is expected to:	(B) create captions or titles for video and graphics	(ii) create captions or titles for graphics
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(A) demonstrate proficiency in outputting production for distribution using various compression standards and techniques	(i) demonstrate proficiency in outputting production for distribution using various compression standards
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(A) demonstrate proficiency in outputting production for distribution using various compression standards and techniques	(ii) demonstrate proficiency in outputting production for distribution using various compression techniques
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(B) understand the relationship between file size and quality	(i) understand the relationship between file size and quality

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(C) use various delivery formats such as disk, broadcast, cellular, portable devices, electronic, and online delivery	(i) use various delivery formats
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(D) determine the appropriate delivery method based on distribution needs	(i) determine the appropriate delivery method based on distribution needs
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(E) extend the learning environment through digital sharing and gathering such as cloud computing, emerging collaboration technologies, data mining strategies, and mobile technologies	(i) extend the learning environment through digital sharing
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(E) extend the learning environment through digital sharing and gathering such as cloud computing, emerging collaboration technologies, data mining strategies, and mobile technologies	(ii) extend the learning environment through digital gathering
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(F) use appropriate computer-based productivity tools to create and modify solutions to problems	(i) use appropriate computer-based productivity tools to create solutions to problems
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(F) use appropriate computer-based productivity tools to create and modify solutions to problems	(ii) use appropriate computer-based productivity tools to modify solutions to problems
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(G) integrate productivity tools to develop and modify solutions to problems	(i) integrate productivity tools to develop solutions to problems

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(G) integrate productivity tools to develop and modify solutions to problems	(ii) integrate productivity tools to modify solutions to problems
(16) The student understands the post-production process relating to output for distribution. The student is expected to:	(H) create technical documentation related to project specifications	(i) create technical documentation related to project specifications
(17) The student understands the post-production process relating to level of project success. The student is expected to:	(A) critique production to determine how the various elements resulted in a successful or unsuccessful project	(i) critique production to determine how the various elements resulted in a successful or unsuccessful project
(17) The student understands the post-production process relating to level of project success. The student is expected to:	(B) recognize and evaluate final production as an art form	(i) recognize final production as an art form
(17) The student understands the post-production process relating to level of project success. The student is expected to:	(B) recognize and evaluate final production as an art form	(ii) evaluate final production as an art form

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.91. Digital Audio Technology I (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications or Digital and Interactive Media (DIM) or both Audio/Video Production I and Audio/Video Production I Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Digital Audio Technology I was designed to provide students interested in audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, music production and live sound, and additional opportunities and skill sets. Digital Audio Technology I does not replace Audio Video Production courses but is recommended as a single credit, co-curricular course with an audio production technical emphasis. This course can also be paired with Digital and Interactive Media. Students will be expected to develop an understanding of the audio industry with a technical emphasis on production and critical-listening skills.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(ii) demonstrate skills related to applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(i) create a resume to document information

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(ii) create a cover letter/letter of interest to document information
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(i) apply English language arts knowledge by demonstrating use of content
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(ii) apply English language arts skills by demonstrating use of content
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(iii) apply English language arts knowledge by demonstrating use of technical concepts

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(iv) apply English language arts skills by demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(v) apply English language arts knowledge by demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(vi) apply English language arts skills by demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(vii) apply English language arts knowledge by using correct grammar to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(viii) apply English language arts knowledge by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(ix) apply English language arts skills by using correct grammar to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(x) apply English language arts skills by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xi) apply English language arts knowledge by using correct punctuation to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xii) apply English language arts knowledge by using correct punctuation to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xiii) apply English language arts skills by using correct punctuation to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xiv) apply English language arts skills by using correct punctuation to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xv) apply English language arts knowledge by using correct terminology to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xvi) apply English language arts knowledge by using correct terminology to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xvii) apply English language arts skills by using correct terminology to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xviii) apply English language arts skills by using correct terminology to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xix) apply English language arts knowledge by composing copy for a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xx) apply English language arts skills by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xxi) apply English language arts knowledge by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xxii) apply English language arts skills by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(i) apply mathematics knowledge and skills in invoicing by demonstrating knowledge of arithmetic operations

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(ii) apply mathematics knowledge and skills in invoicing by applying measurement to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iii) apply mathematics knowledge and skills in time-based mathematics by demonstrating knowledge of arithmetic operations
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iv) apply mathematics knowledge and skills in time-based mathematics by applying measurement to solve problems
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio production projects	(i) use technology applications for audio production projects
(5) The student applies technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands the evolution and current trends of the audio industry. The student is expected to:	(A) summarize the history and evolution of the audio production industry	(i) summarize the history of the audio production industry
(6) The student understands the evolution and current trends of the audio industry. The student is expected to:	(A) summarize the history and evolution of the audio production industry	(ii) summarize the evolution of the audio production industry
(6) The student understands the evolution and current trends of the audio industry. The student is expected to:	(B) analyze the current trends of the audio production industry	(i) analyze the current trends of the audio production industry
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(8) The student develops leadership characteristics. The student is expected to:	(A) employ leadership skills	(i) employ leadership skills
(8) The student develops leadership characteristics. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork skills
(8) The student develops leadership characteristics. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student develops leadership characteristics. The student is expected to:	(C) participate in meetings	(i) participate in meetings
(8) The student develops leadership characteristics. The student is expected to:	(D) participate in mentoring activities	(i) participate in mentoring activities
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(ii) demonstrate an understanding of ethical conduct related to providing proper credit for ideas
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(B) model respect for intellectual property	(i) model respect for intellectual property
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(C) analyze the ethical impact of the audio production industry on society	(i) analyze the ethical impact of the audio production industry on society
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(D) understand and comply with all copyright and fair use laws	(i) understand all copyright laws

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(D) understand and comply with all copyright and fair use laws	(ii) comply with all copyright laws
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(D) understand and comply with all copyright and fair use laws	(iii) understand all fair use laws
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(D) understand and comply with all copyright and fair use laws	(iv) comply with all fair use laws
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(E) understand and comply with all applicable rules and regulations of the associated governing authority such as the Federal Communications Commission (FCC), local school district, or client	(i) understand all applicable rules and regulations of the associated governing authority
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(E) understand and comply with all applicable rules and regulations of the associated governing authority such as the Federal Communications Commission (FCC), local school district, or client	(ii) comply with all applicable rules and regulations of the associated governing authority
(10) The student develops career-building characteristics. The student is expected to demonstrate skills in evaluating and comparing employment opportunities.	[A] demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student develops career-building characteristics. The student is expected to demonstrate skills in evaluating and comparing employment opportunities.	[A] demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(11) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(11) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(A) identify various career pathways and job opportunities in the audio production industry	(i) identify various career pathways in the audio production industry
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(A) identify various career pathways and job opportunities in the audio production industry	(ii) identify various job opportunities in the audio production industry
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(B) understand the roles of various industry audio professionals such as producers, editors, engineers, and talent as they apply to specific audio production career pathways	(i) understand the roles of various industry audio professionals as they apply to specific audio production career pathways
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(C) understand the history, current practices, and future trends for audio production careers such as radio and television broadcasting, video and film, animation and game design, music production, and live sound	(i) understand the history for audio production careers

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(C) understand the history, current practices, and future trends for audio production careers such as radio and television broadcasting, video and film, animation and game design, music production, and live sound	(ii) understand the current practices for audio production careers
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(C) understand the history, current practices, and future trends for audio production careers such as radio and television broadcasting, video and film, animation and game design, music production, and live sound	(iii) understand the future trends for audio production careers
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(D) describe how the changing technology is impacting the audio industry	(i) describe how the changing technology is impacting the audio industry
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(E) define and appropriately use terminology associated with the audio production industry	(i) define terminology associated with the audio production industry
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(E) define and appropriately use terminology associated with the audio production industry	(ii) appropriately use terminology associated with the audio production industry
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(A) understand types and application of microphones such as dynamic, condenser, ribbon, pressure zone (PZM), universal serial bus (USB), and wireless	(i) understand types of microphones
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(A) understand types and application of microphones such as dynamic, condenser, ribbon, pressure zone (PZM), universal serial bus (USB), and wireless	(ii) understand application of microphones

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(B) understand pick-up patterns and application of microphones such as cardioid, omni-directional, and figure eight	(i) understand pick-up patterns of microphones
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(B) understand pick-up patterns and application of microphones such as cardioid, omni-directional, and figure eight	(ii) understand application of microphones
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(C) understand the operation and application of audio consoles (mixers) such as broadcast consoles, live sound consoles, and recording consoles	(i) understand the operation of audio consoles (mixers)
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(C) understand the operation and application of audio consoles (mixers) such as broadcast consoles, live sound consoles, and recording consoles	(ii) understand the application of audio consoles (mixers)
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(D) understand the operation and application of audio processing equipment or software such as equalizer (EQ), dynamic compressor, noise gate, band pass filters, reverb, and delays	(i) understand the operation of audio processing equipment or software
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(D) understand the operation and application of audio processing equipment or software such as equalizer (EQ), dynamic compressor, noise gate, band pass filters, reverb, and delays	(ii) understand the application of audio processing equipment or software
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(E) understand the operation and application of analog and digital audio recording devices such as handheld recorders, USB interfaces, multi-track devices, and digital audio workstations (DAW)	(i) understand the operation of analog audio recording devices

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(E) understand the operation and application of analog and digital audio recording devices such as handheld recorders, USB interfaces, multi-track devices, and digital audio workstations (DAW)	(ii) understand the application of analog audio recording devices
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(E) understand the operation and application of analog and digital audio recording devices such as handheld recorders, USB interfaces, multi-track devices, and digital audio workstations (DAW)	(iii) understand the operation of digital audio recording devices
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(E) understand the operation and application of analog and digital audio recording devices such as handheld recorders, USB interfaces, multi-track devices, and digital audio workstations (DAW)	(iv) understand the application of digital audio recording devices
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(F) understand the application of audio interconnect cabling and connectors such as XLR balanced, TRS balanced, TS unbalanced, RCA, ¼" TRS/TS, and mini TRS/TS	(i) understand the application of audio interconnect cabling
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(F) understand the application of audio interconnect cabling and connectors such as XLR balanced, TRS balanced, TS unbalanced, RCA, ¼" TRS/TS, and mini TRS/TS	(ii) understand the application of audio interconnect connectors
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(G) understand the operation and application of additional audio hardware such as musical instrument digital interface (MIDI) controllers, direct boxes, audio splitters, and analog to digital converters as needed	(i) understand the operation of additional audio hardware as needed

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(G) understand the operation and application of additional audio hardware such as musical instrument digital interface (MIDI) controllers, direct boxes, audio splitters, and analog to digital converters as needed	(ii) understand the application of additional audio hardware as needed
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(H) understand the types and applications of audio speakers such as broadcast monitors, studio monitors, and live sound speakers	(i) understand the types of audio speakers
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(H) understand the types and applications of audio speakers such as broadcast monitors, studio monitors, and live sound speakers	(ii) understand the applications of audio speakers
(14) The student develops an understanding of audio production elements. The student is expected to:	(A) identify key elements (stems) of an audio production such as dialogue, sound effects, music, and environmental	(i) identify key elements (stems) of an audio production
(14) The student develops an understanding of audio production elements. The student is expected to:	(B) understand how music styles, sound effects, or vocal performance can create a specific emotional impact	(i) understand how music styles, sound effects, or vocal performance can create a specific emotional impact
(14) The student develops an understanding of audio production elements. The student is expected to:	(C) identify key technical elements of audio production for effect such as panning, ducking, track doubling, retiming, and auto-tune	(i) identify key technical elements of audio production for effect
(14) The student develops an understanding of audio production elements. The student is expected to:	(D) understand and identify digital audio codecs and compression standards such as Waveform Audio (WAV), MP3, and advanced audio coding (AAC)	(i) understand digital audio codecs

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student develops an understanding of audio production elements. The student is expected to:	(D) understand and identify digital audio codecs and compression standards such as Waveform Audio (WAV), MP3, and advanced audio coding (AAC)	(ii) identify digital audio codecs
(14) The student develops an understanding of audio production elements. The student is expected to:	(D) understand and identify digital audio codecs and compression standards such as Waveform Audio (WAV), MP3, and advanced audio coding (AAC)	(iii) understand digital compression standards
(14) The student develops an understanding of audio production elements. The student is expected to:	(D) understand and identify digital audio codecs and compression standards such as Waveform Audio (WAV), MP3, and advanced audio coding (AAC)	(iv) identify digital compression standards
(15) The student identifies, creates, and obtains required assets for audio production projects. The student is expected to:	(A) identify key elements required in audio scripts	(i) identify key elements required in audio scripts
(15) The student identifies, creates, and obtains required assets for audio production projects. The student is expected to:	(B) apply writing skills to develop an audio script	(i) apply writing skills to develop an audio script
(15) The student identifies, creates, and obtains required assets for audio production projects. The student is expected to:	(C) create or obtain required audio assets through recording, synthesis, or permissions	(i) create or obtain required audio assets through recording, synthesis, or permissions
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(A) understand how to record or import various types of audio content such as audio files, MIDI data or automation	(i) understand how to record or import various types of audio content

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(B) understand types and application of audio track such as instrument track, master track, auxiliary track, and global attributes track	(i) understand types of audio track
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(B) understand types and application of audio track such as instrument track, master track, auxiliary track, and global attributes track	(ii) understand application of audio track
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(C) understand audio editing tools and transitions such as cut, trim, and fade	(i) understand audio editing tools
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(C) understand audio editing tools and transitions such as cut, trim, and fade	(ii) understand audio transitions
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(D) understand the use and application of software plug-ins such as EQ, dynamic compression, reverb, and software instruments	(i) understand the use of software plug-ins
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(D) understand the use and application of software plug-ins such as EQ, dynamic compression, reverb, and software instruments	(ii) understand the application of software plug-ins
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(E) understand the use and application of software automation	(i) understand the use of software automation
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(E) understand the use and application of software automation	(ii) understand the application of software automation

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(F) understand the various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery	(i) understand the various delivery formats

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.92. Digital Audio Technology II (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Prerequisite: Digital Audio Technology I. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Digital Audio Technology II was designed to provide additional opportunities and skill sets for students interested in audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, and music production and live sound. Digital Audio Technology II does not replace Audio Video Production courses but is recommended as a single credit, co-curricular course with an audio production technical emphasis. This course can also be paired with Digital and Interactive Media (DIM). Students will be expected to develop an understanding of the audio industry with a technical emphasis on production and critical-listening skills.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(i) create a resume to document work experiences
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(ii) create a resume to document licenses

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(iii) create a resume to document certifications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(iv) create a resume to document work samples
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(v) create a cover letter/letter of interest
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(i) apply English language arts knowledge by demonstrating use of content
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(ii) apply English language arts skills by demonstrating use of content

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(iii) apply English language arts knowledge by demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(iv) apply English language arts skills by demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(v) apply English language arts knowledge by demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(vi) apply English language arts skills by demonstrating use of vocabulary

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(vii) apply English language arts knowledge by using correct grammar to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(viii) apply English language arts skills by using correct grammar to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(ix) apply English language arts knowledge by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(x) apply English language arts skills by using correct grammar to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xi) apply English language arts knowledge by using correct punctuation to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xii) apply English language arts skills by using correct punctuation to write documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xiii) apply English language arts knowledge by using correct terminology to edit documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xiv) apply English language arts skills by using correct terminology to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xv) apply English language arts knowledge by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xvi) apply English language arts skills by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xvii) apply English language arts knowledge by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals	(xviii) apply English language arts skills by editing copy for a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(i) apply mathematics knowledge in invoicing by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(ii) apply mathematics skills in invoicing by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iii) apply mathematics knowledge in time-based mathematics by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iv) apply mathematics skills in time-based mathematics by demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(v) apply mathematics knowledge in time-based mathematics by applying measurement to solve problems
(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(vi) apply mathematics skills in time-based mathematics by applying measurement to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student understands professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio production projects	(i) use technology applications for audio production projects
(5) The student applies technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes
(6) The student understands the evolution and current trends of the audio industry. The student is expected to:	(A) summarize the history and evolution of the audio production industry	(i) summarize the history of the audio production industry
(6) The student understands the evolution and current trends of the audio industry. The student is expected to:	(A) summarize the history and evolution of the audio production industry	(ii) summarize the evolution of the audio production industry
(6) The student understands the evolution and current trends of the audio industry. The student is expected to:	(B) analyze the current trends of the audio production industry	(i) analyze the current trends of the audio production industry
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(8) The student develops leadership characteristics. The student is expected to:	(A) employ leadership skills	(i) employ leadership skills
(8) The student develops leadership characteristics. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork skills
(8) The student develops leadership characteristics. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills
(8) The student develops leadership characteristics. The student is expected to:	(C) participate in meetings	(i) participate in meetings
(8) The student develops leadership characteristics. The student is expected to:	(D) participate in mentoring activities	(i) participate in mentoring activities
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas	(ii) demonstrate an understanding of ethical conduct related to providing proper credit for ideas

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(B) model respect for intellectual property	(i) model respect for intellectual property
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(C) analyze the ethical impact of the audio production industry on society	(i) analyze the ethical impact of the audio production industry on society
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(D) understand and comply with all copyright and fair use laws	(i) understand all copyright laws
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(D) understand and comply with all copyright and fair use laws	(ii) comply with all copyright laws
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(D) understand and comply with all copyright and fair use laws	(iii) understand all fair use laws
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(D) understand and comply with all copyright and fair use laws	(iv) comply with all fair use laws

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws and regulations regarding use of technology in audio production. The student is expected to:	(E) understand and comply with all applicable rules and regulations of the associated governing authority such as the Federal Communications Commission (FCC), local school district, or client	(i) understand and comply with all applicable rules and regulations of the associated governing authority
(10) The student develops career-building characteristics. The student is expected to:	(A) create a career portfolio to document work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document work experiences
(10) The student develops career-building characteristics. The student is expected to:	(A) create a career portfolio to document work experiences, licenses, certifications, and work samples	(ii) create a career portfolio to document licenses
(10) The student develops career-building characteristics. The student is expected to:	(A) create a career portfolio to document work experiences, licenses, certifications, and work samples	(iii) create a career portfolio to document certifications
(10) The student develops career-building characteristics. The student is expected to:	(A) create a career portfolio to document work experiences, licenses, certifications, and work samples	(iv) create a career portfolio to document work samples
(10) The student develops career-building characteristics. The student is expected to:	(B) examine and employ professional networking opportunities such as career and technology student organizations, professional social media, and industry professional organizations	(i) examine professional networking opportunities
(10) The student develops career-building characteristics. The student is expected to:	(B) examine and employ professional networking opportunities such as career and technology student organizations, professional social media, and industry professional organizations	(ii) employ professional networking opportunities
(10) The student develops career-building characteristics. The student is expected to:	(C) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(11) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(A) identify various career pathways and job opportunities in the audio production industry	(i) identify various career pathways in the audio production industry
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(A) identify various career pathways and job opportunities in the audio production industry	(ii) identify various job opportunities in the audio production industry
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(B) understand the roles of various industry audio professionals such as producers, editors, engineers, and talent as they apply to specific audio production career pathways	(i) understand the roles of various industry audio professionals as they apply to specific audio production career pathways
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(C) understand the history, current practices, and future trends for audio production careers such as radio and television broadcasting, video and film, animation and game design, music production, and live sound	(i) understand the history for audio production careers
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(C) understand the history, current practices, and future trends for audio production careers such as radio and television broadcasting, video and film, animation and game design, music production, and live sound	(ii) understand current practices for audio production careers

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(C) understand the history, current practices, and future trends for audio production careers such as radio and television broadcasting, video and film, animation and game design, music production, and live sound	(iii) understand future trends for audio production careers
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(D) describe how the changing technology is impacting the audio industry	(i) describe how the changing technology is impacting the audio industry
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(E) define and appropriately use terminology associated with the audio production industry	(i) define terminology associated with the audio production industry
(12) The student develops a basic understanding of the audio production industry. The student is expected to:	(E) define and appropriately use terminology associated with the audio production industry	(ii) appropriately use terminology associated with the audio production industry
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(A) use types and applications of microphones such as dynamic, condenser, ribbon, pressure zone (PZM), universal serial bus (USB), and wireless	(i) use types of microphones
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(A) use types and applications of microphones such as dynamic, condenser, ribbon, pressure zone (PZM), universal serial bus (USB), and wireless	(ii) use applications of microphones
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(B) use pick-up patterns and applications of microphones such as cardioid, omni-directional, and figure eight	(i) use pick-up patterns of microphones
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(B) use pick-up patterns and applications of microphones such as cardioid, omni-directional, and figure eight	(ii) use applications of microphones

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(C) demonstrate the operation and application of audio consoles (mixers) such as broadcast consoles, live sound consoles, and recording consoles	(i) demonstrate the operation of audio consoles (mixers)
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(C) demonstrate the operation and application of audio consoles (mixers) such as broadcast consoles, live sound consoles, and recording consoles	(ii) demonstrate the application of audio consoles (mixers)
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(D) demonstrate the operation and application of audio processing equipment or software such as equalizer (EQ), dynamic compressor, noise gate, band pass filters, reverb, and delays	(i) demonstrate the operation of audio processing equipment or software
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(D) demonstrate the operation and application of audio processing equipment or software such as equalizer (EQ), dynamic compressor, noise gate, band pass filters, reverb, and delays	(ii) demonstrate the application of audio processing equipment or software
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(E) demonstrate the operation and application of analog and digital audio recording devices such as handheld recorders, USB interfaces, multi-track devices, and digital audio workstations (DAW)	(i) demonstrate the operation of analog audio recording devices
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(E) demonstrate the operation and application of analog and digital audio recording devices such as handheld recorders, USB interfaces, multi-track devices, and digital audio workstations (DAW)	(ii) demonstrate the application of analog audio recording devices

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(E) demonstrate the operation and application of analog and digital audio recording devices such as handheld recorders, USB interfaces, multi-track devices, and digital audio workstations (DAW)	(iii) demonstrate the operation digital audio recording devices
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(E) demonstrate the operation and application of analog and digital audio recording devices such as handheld recorders, USB interfaces, multi-track devices, and digital audio workstations (DAW)	(iv) demonstrate the application of digital audio recording devices
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(F) demonstrate the application of audio interconnect cabling and connectors such as XLR balanced, TRS balanced, TS unbalanced, RCA, ¼" TRS/TS, and mini TRS/TS	(i) demonstrate the application of audio interconnect cabling and connectors
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(G) demonstrate the operation and application of additional audio hardware such as musical instrument digital interface (MIDI) controllers, direct boxes, audio splitters, and analog to digital converters as needed	(i) demonstrate the operation of additional audio hardware
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(G) demonstrate the operation and application of additional audio hardware such as musical instrument digital interface (MIDI) controllers, direct boxes, audio splitters, and analog to digital converters as needed	(ii) demonstrate the application of additional audio hardware
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(H) use the types and applications of audio speakers such as broadcast monitors, studio monitors, and live sound speakers	(i) use the types of audio speakers

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops a basic understanding of audio production equipment. The student is expected to:	(H) use the types and applications of audio speakers such as broadcast monitors, studio monitors, and live sound speakers	(ii) use the applications of audio speakers
(14) The student develops an understanding of audio production elements. The student is expected to:	(A) consistently identify key elements (stems) of an audio production such as dialogue, sound effects, music, and environmental	(i) consistently identify key elements (stems) of an audio production
(14) The student develops an understanding of audio production elements. The student is expected to:	(B) use music styles, sound effects, or vocal performances to create a specific emotional impact	(i) use music styles, sound effects, or vocal performances to create a specific emotional impact
(14) The student develops an understanding of audio production elements. The student is expected to:	(C) use key technical elements of audio production for effect such as panning, ducking, track doubling, retiming, and auto-tune	(i) use key technical elements of audio production for effect
(14) The student develops an understanding of audio production elements. The student is expected to:	(D) use digital audio codecs and compression standards such as Waveform Audio (WAV), MP3, and advanced audio coding (AAC)	(i) use digital audio codecs
(14) The student develops an understanding of audio production elements. The student is expected to:	(D) use digital audio codecs and compression standards such as Waveform Audio (WAV), MP3, and advanced audio coding (AAC)	(ii) use digital compression standards
(15) The student identifies, creates, and obtains required assets for audio production projects. The student is expected to:	(A) use key elements required in audio scripts	(i) use key elements required in audio scripts

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student identifies, creates, and obtains required assets for audio production projects. The student is expected to:	(B) consistently apply writing skills to develop an audio script	(i) consistently apply writing skills to develop an audio script
(15) The student identifies, creates, and obtains required assets for audio production projects. The student is expected to:	(C) create or obtain required audio assets through recording, synthesis, or permissions	(i) create or obtain required audio assets through recording, synthesis, or permissions
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(A) demonstrate how to record or import various types of audio content such as audio files, MIDI data, or automation	(i) demonstrate how to record or import various types of audio content
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(B) use types and application of audio tracks such as audio track, instrument track, master track, auxiliary track, and global attributes track	(i) use types of audio tracks
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(B) use types and application of audio tracks such as audio track, instrument track, master track, auxiliary track, and global attributes track	(ii) use application of audio tracks
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(C) use audio editing tools and transitions such as cut, trim, and fade	(i) use audio editing tools
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(C) use audio editing tools and transitions such as cut, trim, and fade	(ii) use audio transitions
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(D) demonstrate the use and application of software plug-ins such as EQ, dynamic compression, reverb, and software instruments	(i) demonstrate the use of software plug-ins

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(D) demonstrate the use and application of software plug-ins such as EQ, dynamic compression, reverb, and software instruments	(ii) demonstrate the application of software plug-ins
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(E) demonstrate the use and application of software automation	(i) demonstrate the use of software automation
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(E) demonstrate the use and application of software automation	(ii) demonstrate the application of software automation
(16) The student develops a basic understanding of a DAW and audio editing. The student is expected to:	(F) use the various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery	(i) use the various delivery formats

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.93. Video Game Design (One Credit), Adopted 2015.
(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Art, Audio/Video Technology, and Communications. Students shall be awarded one credit for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate skills related to seeking and applying for employment	(ii) demonstrate skills related applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document information

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(2) The student applies academic knowledge and skills in video game design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in video game design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents
(2) The student applies academic knowledge and skills in video game design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in video game design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	(i) interpret information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	(ii) communicate information
(3) The student understands professional communications strategies. The student is expected to:	(D) apply active listening skills	(i) apply active listening skills
(3) The student understands professional communications strategies. The student is expected to:	(E) communicate with diverse individuals	(i) communicate with diverse individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and employs problem-solving methods and conflict-management skills. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	(A) implement personal and professional safety rules and regulations	(i) implement personal safety rules and regulations
(5) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	(A) implement personal and professional safety rules and regulations	(ii) implement professional safety rules and regulations
(6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) demonstrate leadership skills	(i) demonstrate leadership skills
(6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) participate in a group setting	(i) participate in a group setting

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies ethical decision making and understands and complies with laws regarding use of technology in video game design. The student is expected to:	(A) exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) exhibit ethical conduct related to interacting with others
(7) The student applies ethical decision making and understands and complies with laws regarding use of technology in video game design. The student is expected to:	(B) discuss and apply copyright laws	(i) discuss copyright laws
(7) The student applies ethical decision making and understands and complies with laws regarding use of technology in video game design. The student is expected to:	(B) discuss and apply copyright laws	(ii) apply copyright laws
(7) The student applies ethical decision making and understands and complies with laws regarding use of technology in video game design. The student is expected to:	(C) model respect of intellectual property	(i) model respect of intellectual property
(7) The student applies ethical decision making and understands and complies with laws regarding use of technology in video game design. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(7) The student applies ethical decision making and understands and complies with laws regarding use of technology in video game design. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies ethical decision making and understands and complies with laws regarding use of technology in video game design. The student is expected to:	(E) analyze the impact of the video game design industry on society	(i) analyze the impact of the video game design industry on society
(8) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(8) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(9) The student develops an understanding of video game design. The student is expected to:	(A) demonstrate knowledge and appropriate use of computer operating systems	(i) demonstrate knowledge of computer operating systems
(9) The student develops an understanding of video game design. The student is expected to:	(A) demonstrate knowledge and appropriate use of computer operating systems	(ii) demonstrate appropriate use of computer operating systems
(9) The student develops an understanding of video game design. The student is expected to:	(B) demonstrate appropriate use of hardware components, software programs, and storage devices	(i) demonstrate appropriate use of hardware components
(9) The student develops an understanding of video game design. The student is expected to:	(B) demonstrate appropriate use of hardware components, software programs, and storage devices	(ii) demonstrate appropriate use of software programs
(9) The student develops an understanding of video game design. The student is expected to:	(B) demonstrate appropriate use of hardware components, software programs, and storage devices	(iii) demonstrate appropriate use of storage devices

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops an understanding of video game design. The student is expected to:	(C) demonstrate knowledge of sound editing	(i) demonstrate knowledge of sound editing
(9) The student develops an understanding of video game design. The student is expected to:	(D) demonstrate knowledge of file formats and cross-platform compatibility	(i) demonstrate knowledge of file formats
(9) The student develops an understanding of video game design. The student is expected to:	(D) demonstrate knowledge of file formats and cross-platform compatibility	(ii) demonstrate knowledge of cross-platform compatibility
(9) The student develops an understanding of video game design. The student is expected to:	(E) acquire and exchange information in a variety of electronic file sharing formats	(i) acquire information in a variety of electronic file sharing formats
(9) The student develops an understanding of video game design. The student is expected to:	(E) acquire and exchange information in a variety of electronic file sharing formats	(ii) exchange information in a variety of electronic file sharing formats
(9) The student develops an understanding of video game design. The student is expected to:	(F) evaluate visual information by recognizing the use of principles and elements of design	(i) evaluate visual information by recognizing the use of principles of design
(9) The student develops an understanding of video game design. The student is expected to:	(F) evaluate visual information by recognizing the use of principles and elements of design	(ii) evaluate visual information by recognizing the use of elements of design
(10) The students employs an appropriate design process to create and modify solutions to problems. The student is expected to:	(A) combine graphics, images, and sound	(i) combine graphics, images, and sound
(10) The students employs an appropriate design process to create and modify solutions to problems. The student is expected to:	(B) apply principles of design	(i) apply principles of design

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The students employs an appropriate design process to create and modify solutions to problems. The student is expected to:	(C) develop and reference technical documentation	(i) develop technical documentation
(10) The students employs an appropriate design process to create and modify solutions to problems. The student is expected to:	(C) develop and reference technical documentation	(ii) reference technical documentation
(10) The students employs an appropriate design process to create and modify solutions to problems. The student is expected to:	(D) edit products	(i) edit products
(11) The student researches the history and evolution of video game design. The student is expected to:	(A) explain the history of video game design	(i) explain the history of video game design
(11) The student researches the history and evolution of video game design. The student is expected to:	(B) describe how changing technology is affecting the industry	(i) describe how changing technology is affecting the industry
(11) The student researches the history and evolution of video game design. The student is expected to:	(C) analyze the use of symbols in video game design of diverse cultures	(i) analyze the use of symbols in video game design of diverse cultures
(11) The student researches the history and evolution of video game design. The student is expected to:	(D) compare current video game design technologies with historical technologies	(i) compare current video game design technologies with historical technologies
(11) The student researches the history and evolution of video game design. The student is expected to:	(E) compare various styles of video game design	(i) compare various styles of video game design

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student researches the history and evolution of video game design. The student is expected to:	(F) explore emerging and innovative video game design technologies and software	(i) explore emerging video game design technologies
(11) The student researches the history and evolution of video game design. The student is expected to:	(F) explore emerging and innovative video game design technologies and software	(ii) explore innovative video game design technologies
(11) The student researches the history and evolution of video game design. The student is expected to:	(F) explore emerging and innovative video game design technologies and software	(iii) explore emerging video game design software
(11) The student researches the history and evolution of video game design. The student is expected to:	(F) explore emerging and innovative video game design technologies and software	(iv) explore innovative video game design software
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(A) employ audience identification, script writing, character design, storyboarding, and audio and delivery formats	(i) employ audience identification
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(A) employ audience identification, script writing, character design, storyboarding, and audio and delivery formats	(ii) employ script writing
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(A) employ audience identification, script writing, character design, storyboarding, and audio and delivery formats	(iii) employ character design
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(A) employ audience identification, script writing, character design, storyboarding, and audio and delivery formats	(iv) employ storyboarding

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(A) employ audience identification, script writing, character design, storyboarding, and audio and delivery formats	(v) employ audio formats
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(A) employ audience identification, script writing, character design, storyboarding, and audio and delivery formats	(vi) employ delivery formats
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(B) describe and use motion paths, scripting, programming, and interactivity	(i) describe motion paths
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(B) describe and use motion paths, scripting, programming, and interactivity	(ii) use motion paths
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(B) describe and use motion paths, scripting, programming, and interactivity	(iii) describe scripting
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(B) describe and use motion paths, scripting, programming, and interactivity	(iv) use scripting
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(B) describe and use motion paths, scripting, programming, and interactivity	(v) describe programming

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(B) describe and use motion paths, scripting, programming, and interactivity	(vi) use programming
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(B) describe and use motion paths, scripting, programming, and interactivity	(vii) describe interactivity
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(B) describe and use motion paths, scripting, programming, and interactivity	(viii) use interactivity
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(C) describe lighting and perspective	(i) describe lighting
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(C) describe lighting and perspective	(ii) describe perspective
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(D) describe and use production processes such as titles, credits, and special effects	(i) describe production processes
(12) The student understands and applies video game design principles, elements, and techniques. The student is expected to:	(D) describe and use production processes such as titles, credits, and special effects	(ii) use production processes

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student evaluates a product using critical-thinking skills. The student is expected to evaluate products and product quality against established criteria and rubrics.	[A] evaluate products and product quality against established criteria and rubrics	(i) evaluate products against established criteria
(13) The student evaluates a product using critical-thinking skills. The student is expected to evaluate products and product quality against established criteria and rubrics.	[A] evaluate products and product quality against established criteria and rubrics	(ii) evaluate products against rubrics
(13) The student evaluates a product using critical-thinking skills. The student is expected to evaluate products and product quality against established criteria and rubrics.	[A] evaluate products and product quality against established criteria and rubrics	(iii) evaluate product quality against established criteria
(13) The student evaluates a product using critical-thinking skills. The student is expected to evaluate products and product quality against established criteria and rubrics.	[A] evaluate products and product quality against established criteria and rubrics	(iv) evaluate product quality against rubrics
(14) The student presents oral or written evaluations of video game design projects. The student is expected to:	(A) identify the intended audience	(i) identify the intended audience
(14) The student presents oral or written evaluations of video game design projects. The student is expected to:	(B) describe aesthetics	(i) describe aesthetics
(14) The student presents oral or written evaluations of video game design projects. The student is expected to:	(C) explain the storyline	(i) explain the storyline

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student presents oral or written evaluations of video game design projects. The student is expected to:	(D) summarize subject matter	(i) summarize subject matter
(14) The student presents oral or written evaluations of video game design projects. The student is expected to:	(E) discuss the use of sound	(i) discuss the use of sound
(15) The student creates video game design projects. The student is expected to use a variety of techniques and software programs.	[A] use a variety of techniques and software programs	(i) use a variety of techniques
(15) The student creates video game design projects. The student is expected to use a variety of techniques and software programs.	[A] use a variety of techniques and software programs	(ii) use a variety of software programs
(16) The student differentiates current programming languages. The student is expected to:	(A) discuss the use of computer programming languages in other fields of study	(i) discuss the use of computer programming languages in other fields of study
(16) The student differentiates current programming languages. The student is expected to:	(B) demonstrate knowledge of specific programming terminology and concepts	(i) demonstrate knowledge of specific programming terminology
(16) The student differentiates current programming languages. The student is expected to:	(B) demonstrate knowledge of specific programming terminology and concepts	(ii) demonstrate knowledge of specific programming concepts
(17) The student applies problem-solving strategies. The student is expected to apply design specifications, step-wise refinement, or algorithm development.	[A] apply design specifications, step-wise refinement, or algorithm development	(i) apply design specifications, step-wise refinement, or algorithm development

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student develops coding with correct and efficient use of expressions. The student is expected to use user-defined functions; proper operator precedence; and sequential, conditional, and repetitive control structures.	[A] use user-defined functions; proper operator precedence; and sequential, conditional, and repetitive control structures	(i) use user-defined functions
(18) The student develops coding with correct and efficient use of expressions. The student is expected to use user-defined functions; proper operator precedence; and sequential, conditional, and repetitive control structures.	[A] use user-defined functions; proper operator precedence; and sequential, conditional, and repetitive control structures	(ii) use proper operator precedence
(18) The student develops coding with correct and efficient use of expressions. The student is expected to use user-defined functions; proper operator precedence; and sequential, conditional, and repetitive control structures.	[A] use user-defined functions; proper operator precedence; and sequential, conditional, and repetitive control structures	(iii) use sequential control structures
(18) The student develops coding with correct and efficient use of expressions. The student is expected to use user-defined functions; proper operator precedence; and sequential, conditional, and repetitive control structures.	[A] use user-defined functions; proper operator precedence; and sequential, conditional, and repetitive control structures	(iv) use conditional control structures
(18) The student develops coding with correct and efficient use of expressions. The student is expected to use user-defined functions; proper operator precedence; and sequential, conditional, and repetitive control structures.	[A] use user-defined functions; proper operator precedence; and sequential, conditional, and repetitive control structures	(v) use repetitive control structures

Knowledge and Skill Statement	Student Expectation	Breakout
(19) The students applies constructive criticism to products. The student is expected to seek and respond to advice from peers and professionals in delineating technological tasks.	[A] seek and respond to advice from peers and professionals in delineating technological tasks	(i) seek advice from peers in delineating technological tasks
(19) The students applies constructive criticism to products. The student is expected to seek and respond to advice from peers and professionals in delineating technological tasks.	[A] seek and respond to advice from peers and professionals in delineating technological tasks	(ii) respond to advice from peers in delineating technological tasks
(19) The students applies constructive criticism to products. The student is expected to seek and respond to advice from peers and professionals in delineating technological tasks.	[A] seek and respond to advice from peers and professionals in delineating technological tasks	(iii) seek advice from professionals in delineating technological tasks
(19) The students applies constructive criticism to products. The student is expected to seek and respond to advice from peers and professionals in delineating technological tasks.	[A] seek and respond to advice from peers and professionals in delineating technological tasks	(iv) respond to advice from professionals in delineating technological tasks
(20) The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	(A) participate with electronic communities as a learner, initiator, contributor, and teacher or mentor	(i) participate with electronic communities as a learner
(20) The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	(A) participate with electronic communities as a learner, initiator, contributor, and teacher or mentor	(ii) participate with electronic communities as a[n] initiator

Knowledge and Skill Statement	Student Expectation	Breakout
(20) The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	(A) participate with electronic communities as a learner, initiator, contributor, and teacher or mentor	(iii) participate with electronic communities as a contributor
(20) The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	(A) participate with electronic communities as a learner, initiator, contributor, and teacher or mentor	(iv) participate with electronic communities as a teacher or mentor
(20) The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	(B) extend the learning environment beyond the school walls with digital products created to increase teaching and learning in the foundation and enrichment curricula	(i) extend the learning environment beyond the school walls with digital products created to increase teaching in the foundation curricula
(20) The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	(B) extend the learning environment beyond the school walls with digital products created to increase teaching and learning in the foundation and enrichment curricula	(ii) extend the learning environment beyond the school walls with digital products created to increase learning in the foundation curricula
(20) The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	(B) extend the learning environment beyond the school walls with digital products created to increase teaching and learning in the foundation and enrichment curricula	(iii) extend the learning environment beyond the school walls with digital products created to increase teaching in the enrichment curricula
(20) The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	(B) extend the learning environment beyond the school walls with digital products created to increase teaching and learning in the foundation and enrichment curricula	(iv) extend the learning environment beyond the school walls with digital products created to increase learning in the enrichment curricula
(20) The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	(C) participate in relevant, meaningful activities in the larger community and society to create electronic projects	(i) participate in relevant, meaningful activities in the larger community to create electronic projects

Knowledge and Skill Statement	Student Expectation	Breakout
(20) The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	(C) participate in relevant, meaningful activities in the larger community and society to create electronic projects	(ii) participate in relevant, meaningful activities in society to create electronic projects
(21) The student uses technology applications to facilitate evaluation of communication processes and products. The student is expected to:	(A) write technology specifications for planning/evaluation rubrics documenting variables, prompts, and programming code internally and externally	(i) write technology specifications for planning/evaluation rubrics documenting variables internally
(21) The student uses technology applications to facilitate evaluation of communication processes and products. The student is expected to:	(A) write technology specifications for planning/evaluation rubrics documenting variables, prompts, and programming code internally and externally	(ii) write technology specifications for planning/evaluation rubrics documenting variables externally
(21) The student uses technology applications to facilitate evaluation of communication processes and products. The student is expected to:	(A) write technology specifications for planning/evaluation rubrics documenting variables, prompts, and programming code internally and externally	(iii) write technology specifications for planning/evaluation rubrics documenting prompts internally
(21) The student uses technology applications to facilitate evaluation of communication processes and products. The student is expected to:	(A) write technology specifications for planning/evaluation rubrics documenting variables, prompts, and programming code internally and externally	(iv) write technology specifications for planning/evaluation rubrics documenting prompts externally
(21) The student uses technology applications to facilitate evaluation of communication processes and products. The student is expected to:	(A) write technology specifications for planning/evaluation rubrics documenting variables, prompts, and programming code internally and externally	(v) write technology specifications for planning/evaluation rubrics documenting programming code internally

Knowledge and Skill Statement	Student Expectation	Breakout
(21) The student uses technology applications to facilitate evaluation of communication processes and products. The student is expected to:	(A) write technology specifications for planning/evaluation rubrics documenting variables, prompts, and programming code internally and externally	(vi) write technology specifications for planning/evaluation rubrics documenting programming code externally
(21) The student uses technology applications to facilitate evaluation of communication processes and products. The student is expected to:	(B) debug and solve problems using reference materials and effective strategies	(i) debug using reference materials
(21) The student uses technology applications to facilitate evaluation of communication processes and products. The student is expected to:	(B) debug and solve problems using reference materials and effective strategies	(ii) solve problems using reference materials
(21) The student uses technology applications to facilitate evaluation of communication processes and products. The student is expected to:	(B) debug and solve problems using reference materials and effective strategies	(iii) debug using effective strategies
(21) The student uses technology applications to facilitate evaluation of communication processes and products. The student is expected to:	(B) debug and solve problems using reference materials and effective strategies	(iv) solve problems using effective strategies
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(A) identify basic game components, including the game engine, game play subsystems, data structures, models, and interfaces	(i) identify basic game components, including the game engine
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(A) identify basic game components, including the game engine, game play subsystems, data structures, models, and interfaces	(ii) identify basic game components, including game play subsystems

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(A) identify basic game components, including the game engine, game play subsystems, data structures, models, and interfaces	(iii) identify basic game components, including data structures
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(A) identify basic game components, including the game engine, game play subsystems, data structures, models, and interfaces	(iv) identify basic game components, including models
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(A) identify basic game components, including the game engine, game play subsystems, data structures, models, and interfaces	(v) identify basic game components, including interfaces
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(B) generate random numbers in a program	(i) generate random numbers in a program
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(C) create a program implementing conditional statements	(i) create a program implementing conditional statements
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(D) develop an appropriate data model	(i) develop an appropriate data model
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(E) demonstrate an understanding of and apply object-oriented game programming	(i) demonstrate an understanding of object-oriented game programming

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(E) demonstrate an understanding of and apply object-oriented game programming	(ii) apply object-oriented game programming
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(F) demonstrate an understanding of game programming essentials, including event-driven programming, communicating with messages, and device management	(i) demonstrate an understanding of game programming essentials, including event-driven programming
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(F) demonstrate an understanding of game programming essentials, including event-driven programming, communicating with messages, and device management	(ii) demonstrate an understanding of game programming essentials, including communicating with messages
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(F) demonstrate an understanding of game programming essentials, including event-driven programming, communicating with messages, and device management	(iii) demonstrate an understanding of game programming essentials, including device management
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(G) demonstrate an understanding of the role of game events, the animation loop, and game timing	(i) demonstrate an understanding of the role of game events
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(G) demonstrate an understanding of the role of game events, the animation loop, and game timing	(ii) demonstrate an understanding of the role of the animation loop
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(G) demonstrate an understanding of the role of game events, the animation loop, and game timing	(iii) demonstrate an understanding of the role of game timing

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(H) demonstrate an understanding of the role of game engines	(i) demonstrate an understanding of the role of game engines
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(I) apply basic game screen design and layout, including visual controls, user interfaces, menus, and options	(i) apply basic game screen design and layout, including visual controls
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(I) apply basic game screen design and layout, including visual controls, user interfaces, menus, and options	(ii) apply basic game screen design and layout, including user interfaces
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(I) apply basic game screen design and layout, including visual controls, user interfaces, menus, and options	(iii) apply basic game screen design and layout, including menus
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(I) apply basic game screen design and layout, including visual controls, user interfaces, menus, and options	(iv) apply basic game screen design and layout, including options
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(J) use game control design to understand, access, and control input devices	(i) use game control design to understand input devices
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(J) use game control design to understand, access, and control input devices	(ii) use game control design to access input devices

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(J) use game control design to understand, access, and control input devices	(iii) use game control design to control input devices
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(K) demonstrate an understanding of and apply game animation, including the principles of animation and frame-based animation	(i) demonstrate an understanding of game animation, including the principles of animation
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(K) demonstrate an understanding of and apply game animation, including the principles of animation and frame-based animation	(ii) apply game animation, including the principles of animation
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(K) demonstrate an understanding of and apply game animation, including the principles of animation and frame-based animation	(iii) demonstrate an understanding of game animation, including frame-based animation
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(K) demonstrate an understanding of and apply game animation, including the principles of animation and frame-based animation	(iv) apply game animation, including frame-based animation
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(L) demonstrate an understanding of game events, including listeners, triggers, and timed events	(i) demonstrate an understanding of game events, including listeners
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(L) demonstrate an understanding of game events, including listeners, triggers, and timed events	(ii) demonstrate an understanding of game events, including triggers

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(L) demonstrate an understanding of game events, including listeners, triggers, and timed events	(iii) demonstrate an understanding of game events, including timed events
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(M) demonstrate an understanding of and implement collision detection, including models and sprite collisions	(i) demonstrate an understanding of collision detection, including models
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(M) demonstrate an understanding of and implement collision detection, including models and sprite collisions	(ii) implement collision detection, including models
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(M) demonstrate an understanding of and implement collision detection, including models and sprite collisions	(iii) demonstrate an understanding of collision detection, including sprite collisions
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(M) demonstrate an understanding of and implement collision detection, including models and sprite collisions	(iv) implement collision detection, including sprite collisions
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(N) demonstrate an understanding of player progression, including leveling, linear progression, and maintaining high score data	(i) demonstrate an understanding of player progression, including leveling
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(N) demonstrate an understanding of player progression, including leveling, linear progression, and maintaining high score data	(ii) demonstrate an understanding of player progression, including linear progression

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(N) demonstrate an understanding of player progression, including leveling, linear progression, and maintaining high score data	(iii) demonstrate an understanding of player progression, including maintaining high score data
(22) The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:	(O) demonstrate an understanding of algorithmic decision making	(i) demonstrate an understanding of algorithmic decision making

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.94. Printing and Imaging Technology I (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended corequisite: Printing and Imaging Technology I Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the printing industry with a focus on digital prepress and digital publishing.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify appropriate training, education, or certification for printing and imaging technology employment	(i) identify appropriate training, education, or certification for printing and imaging technology employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) recognize positive work behaviors and personal qualities needed to be employable	(i) recognize positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) recognize positive work behaviors and personal qualities needed to be employable	(ii) recognize personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) describe skills related to seeking, applying for, and obtaining a desired job	(i) describe skills related to seeking a desired job
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) describe skills related to seeking, applying for, and obtaining a desired job	(ii) describe skills related to applying for a desired job
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) describe skills related to seeking, applying for, and obtaining a desired job	(iii) describe skills related to obtaining a desired job
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(i) apply English language arts knowledge in accordance with industry standards to a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(ii) apply English language arts skills in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(i) apply mathematics knowledge in accordance with industry standards to solve a problem
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(ii) apply mathematics skills in accordance with industry standards to solve a problem
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse groups of individuals	(i) listen to diverse groups of individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse groups of individuals	(ii) speak with diverse groups of individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(i) use personal information management applications for printing and imaging projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(ii) use email applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(iii) use Internet applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(iv) use writing and publishing applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(v) use presentation application for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(vi) use spreadsheet or database applications for printing and imaging projects

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations
(6) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ communication skills	(i) employ communication skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(i) conduct meetings
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(ii) participate in meetings

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) employ mentoring skills	(i) employ mentoring skills
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(A) demonstrate an understanding of ethical conduct	(i) demonstrate an understanding of ethical conduct
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(B) understand copyright laws in relation to fair use and duplication of materials	(i) understand copyright laws in relation to fair use and duplication of materials
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(C) understand Creative Commons laws, including all licensing	(i) understand Creative Commons laws, including all licensing
(9) The student develops career-building characteristics. The student is expected to:	(A) understand the use and importance of a portfolio in documenting information such as work experiences, licenses, certifications, and work samples	(i) understand the use of a portfolio in documenting information
(9) The student develops career-building characteristics. The student is expected to:	(A) understand the use and importance of a portfolio in documenting information such as work experiences, licenses, certifications, and work samples	(v) understand the importance of a portfolio in documenting information
(9) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(9) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops career-building characteristics. The student is expected to:	(C) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks. □	[A] employ planning and time-management skills to complete work tasks	(i) employ planning to complete work tasks
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks. □	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(A) understand printing systems and their uses	(i) understand printing systems
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(A) understand printing systems and their uses	(ii) understand uses [of printing systems]
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(B) describe the processes required for the production of various printed products	(i) describe the processes required for the production of various printed products
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(C) explain the impact of the printing industry on the U.S. economy	(i) explain the impact of the printing industry on the U.S. economy
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(D) understand the impact of emerging technologies in hardware and software applications	(i) understand the impact of emerging technologies in hardware
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(D) understand the impact of emerging technologies in hardware and software applications	(ii) understand the impact of emerging technologies in software applications

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(E) understand how to manage the printing process, including customer service and sales, scheduling, and quality control	(i) understand how to manage the printing process, including customer service and sales
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(E) understand how to manage the printing process, including customer service and sales, scheduling, and quality control	(ii) understand how to manage the printing process, including scheduling
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(E) understand how to manage the printing process, including customer service and sales, scheduling, and quality control	(iii) understand how to manage the printing process, including quality control
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(F) describe materials used in various printing projects	(i) describe materials used in various printing projects
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(G) understand how to acquire information in a variety of formats	(i) understand how to acquire information in a variety of formats
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(H) evaluate information for accuracy, validity, and usability	(i) evaluate information for accuracy
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(H) evaluate information for accuracy, validity, and usability	(ii) evaluate information for validity
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(H) evaluate information for accuracy, validity, and usability	(iii) evaluate information for usability

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(I) compare the features of graphics programs used in digital printing	(i) compare the features of graphics programs used in digital printing
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(J) explain how design elements such as text, graphics, headlines, use of color, and white space affect usability	(i) explain how design elements affect usability
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(K) explain the principles of typography, including font size and style	(i) explain the principles of typography, including font size
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(K) explain the principles of typography, including font size and style	(ii) explain the principles of typography, including font style
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(L) explain color theory and its use in the design process	(i) explain color theory
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(L) explain color theory and its use in the design process	(ii) explain the use [of color theory] in the design process
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(M) identify graphic design concepts such as contrast, alignment, repetition, and proximity	(i) identify graphic design concepts
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(N) reference technical documentation	(i) reference technical documentation
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(O) understand file and cross-platform compatibility	(i) understand file compatibility

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(O) understand file and cross-platform compatibility	(ii) understand cross-platform compatibility
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(P) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(i) identify the principles of design
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(P) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(ii) use the principles of design to discuss visual aspects in print design, including the student's own designs
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(P) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(iii) use the principles of design to analyze visual aspects in print design, including the student's own designs
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(P) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(iv) use the principles of design to critique visual aspects in print design, including the student's own designs
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(P) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(v) use the principles of design to write about visual aspects in print design, including the student's own designs
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(O) demonstrate knowledge of the principles of design in print design images, with a focus on composition, color, design, shape, shadow, negative space, and background	(i) demonstrate knowledge of the principles of design in print design images, with a focus on composition

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(Q) demonstrate knowledge of the principles of design in print design images, with a focus on composition, color, design, shape, shadow, negative space, and background	(ii) demonstrate knowledge of the principles of design in print design images, with a focus on color
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(Q) demonstrate knowledge of the principles of design in print design images, with a focus on composition, color, design, shape, shadow, negative space, and background	(iii) demonstrate knowledge of the principles of design in print design images, with a focus on design
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(Q) demonstrate knowledge of the principles of design in print design images, with a focus on composition, color, design, shape, shadow, negative space, and background	(iv) demonstrate knowledge of the principles of design in print design images, with a focus on shape
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(Q) demonstrate knowledge of the principles of design in print design images, with a focus on composition, color, design, shape, shadow, negative space, and background	(v) demonstrate knowledge of the principles of design in print design images, with a focus on shadow
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(Q) demonstrate knowledge of the principles of design in print design images, with a focus on composition, color, design, shape, shadow, negative space, and background	(vi) demonstrate knowledge of the principles of design in print design images, with a focus on negative space
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(Q) demonstrate knowledge of the principles of design in print design images, with a focus on composition, color, design, shape, shadow, negative space, and background	(vii) demonstrate knowledge of the principles of design in print design images, with a focus on background

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student researches the history of the printing and imaging field. The student is expected to analyze and summarize the evolution of the printing and imaging field and its historical impact on society.	[A] analyze and summarize the evolution of the printing and imaging field and its historical impact on society	(i) analyze the evolution of the printing and imaging field
(12) The student researches the history of the printing and imaging field. The student is expected to analyze and summarize the evolution of the printing and imaging field and its historical impact on society.	[A] analyze and summarize the evolution of the printing and imaging field and its historical impact on society	(ii) summarize the evolution of the printing and imaging field
(12) The student researches the history of the printing and imaging field. The student is expected to analyze and summarize the evolution of the printing and imaging field and its historical impact on society.	[A] analyze and summarize the evolution of the printing and imaging field and its historical impact on society	(iii) analyze [the printing and imaging field's] historical impact on society
(12) The student researches the history of the printing and imaging field. The student is expected to analyze and summarize the evolution of the printing and imaging field and its historical impact on society.	[A] analyze and summarize the evolution of the printing and imaging field and its historical impact on society	(iv) summarize [the printing and imaging field's] historical impact on society

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.95. Printing and Imaging Technology I Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Corequisite: Printing and Imaging Technology I. This course must be taken concurrently with Printing and Imaging Technology I and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Printing and Imaging Technology I to allow students sufficient time to master the content of both courses. See §74.3(b)(1) of this title (relating to Description of a Required Secondary Curriculum) regarding curriculum arrangement options. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to demonstrate an understanding of the printing industry with a focus on digital prepress and digital publishing.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for printing and imaging technology employment	(i) identify training, education, or certification for printing and imaging technology employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for printing and imaging technology employment	(ii) participate in training, education, or certification for printing and imaging technology employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(i) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job	(i) demonstrate skills related to seeking, applying for, and obtaining a desired job
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(i) apply English language arts knowledge in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(ii) apply English language arts skills in accordance with industry standards to a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(i) apply mathematics knowledge in accordance with industry standards to solve a problem
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(ii) apply mathematics skills in accordance with industry standards to solve a problem
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(i) use personal information management applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(ii) use email applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(iii) use Internet applications for printing and imaging projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(iv) use writing and publishing applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(v) use presentation applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(vi) use spreadsheet or database applications for printing and imaging projects
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations
(6) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ communication skills	(i) employ communication skills

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(i) conduct meetings
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(ii) participate in meetings
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) employ mentoring skills	(i) employ mentoring skills
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(A) demonstrate an understanding of ethical conduct	(i) demonstrate an understanding of ethical conduct
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(B) apply copyright laws in relation to fair use and duplication of materials	(i) apply copyright laws in relation to fair use of materials

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(B) apply copyright laws in relation to fair use and duplication of materials	(ii) apply copyright laws in relation to duplication of materials
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(E) demonstrate an understanding of Creative Commons laws, including all licensing	(i) demonstrate an understanding of Creative Commons laws, including all licensing
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain a portfolio to document work experiences, licenses, certifications, and work samples	(i) maintain a portfolio to document work experiences
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain a portfolio to document work experiences, licenses, certifications, and work samples	(ii) maintain a portfolio to document licenses
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain a portfolio to document work experiences, licenses, certifications, and work samples	(iii) maintain a portfolio to document certifications

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain a portfolio to document work experiences, licenses, certifications, and work samples	(iv) maintain a portfolio to document work samples
(9) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(9) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(9) The student develops career-building characteristics. The student is expected to:	(C) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(A) understand printing systems and their uses	(i) understand printing systems
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(A) understand printing systems and their uses	(ii) understand [printing systems'] uses
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(B) employ processes required for the production of various printed products	(i) employ processes required for the production of various printed products

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(C) demonstrate print process management, including customer service and sales, scheduling, and quality control	(i) demonstrate print process management, including customer service
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(C) demonstrate print process management, including customer service and sales, scheduling, and quality control	(ii) demonstrate print process management, including sales
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(C) demonstrate print process management, including customer service and sales, scheduling, and quality control	(iii) demonstrate print process management, including scheduling
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(C) demonstrate print process management, including customer service and sales, scheduling, and quality control	(iv) demonstrate print process management, including quality control
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(D) evaluate customer needs and materials	(i) evaluate customer needs
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(D) evaluate customer needs and materials	(ii) evaluate customer materials
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(E) acquire information in a variety of formats	(i) acquire information in a variety of formats
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(F) evaluate information for accuracy, validity, and usability	(i) evaluate information for accuracy

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(F) evaluate information for accuracy, validity, and usability	(ii) evaluate information for validity
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(F) evaluate information for accuracy, validity, and usability	(iii) evaluate information for usability
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(G) apply digital publishing techniques to create products by using word processing, graphics, or drawing programs	(i) apply digital publishing techniques to create products by using word processing, graphics, or drawing programs
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(H) apply design elements such as text, graphics, headlines, and white space	(i) apply design elements
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(I) apply typography concepts, including font size and style	(i) apply typography concepts, including font size
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(I) apply typography concepts, including font size and style	(ii) apply typography concepts including font style
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(J) apply color theory	(i) apply color theory
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(K) apply graphic design concepts such as contrast, alignment, repetition, and proximity	(i) apply graphic design concepts
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(L) edit and evaluate products	(i) edit products

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(L) edit and evaluate products	(ii) evaluate products
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(M) develop technical documentation	(i) develop technical documentation
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(N) demonstrate knowledge and appropriate use of hardware components, software programs, and storage devices	(i) demonstrate knowledge of hardware components
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(N) demonstrate knowledge and appropriate use of hardware components, software programs, and storage devices	(ii) demonstrate knowledge of software programs
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(N) demonstrate knowledge and appropriate use of hardware components, software programs, and storage devices	(iii) demonstrate knowledge of storage devices
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(N) demonstrate knowledge and appropriate use of hardware components, software programs, and storage devices	(iv) demonstrate appropriate use of hardware components
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(N) demonstrate knowledge and appropriate use of hardware components, software programs, and storage devices	(v) demonstrate appropriate use of software programs, devices

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(N) demonstrate knowledge and appropriate use of hardware components, software programs, and storage devices	(vi) demonstrate appropriate use storage devices
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(O) demonstrate knowledge of file and cross-platform compatibility	(i) demonstrate knowledge of file compatibility
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(O) demonstrate knowledge of file and cross-platform compatibility	(ii) demonstrate knowledge cross-platform compatibility
(11) The student develops a basic understanding of printing and imaging. The student is expected to:	(P) deliver products in a variety of media	(i) deliver products in a variety of media

Subject	TAC Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.96. Printing and Imaging Technology II (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Printing and Imaging Technology I and Printing and Imaging Technology I Lab. Recommended corequisite: Printing and Imaging Technology II Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the printing industry with a focus on digital prepress and desktop digital publishing.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify appropriate training, education, or certification for employment	(i) identify appropriate training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify positive work behaviors and personal qualities needed to be employable	(ii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) identify skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) identify skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) identify skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) identify skills related to seeking, applying for, and obtaining a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) identify skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) identify skills related to seeking, applying for, and obtaining a desired job, including developing a letter of application

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) identify skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) identify skills related to seeking, applying for, and obtaining a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) identify skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) identify skills related to seeking, applying for, and obtaining a desired job, including demonstrating effective interview skills
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents such as brochures, programs, and newsletters	(i) apply English language arts knowledge in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents such as brochures, programs, and newsletters	(ii) apply English language arts skills in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(i) apply mathematics knowledge in accordance with industry standards to solve a problem
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(ii) apply mathematics skills in accordance with industry standards to solve a problem

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) present information formally and informally	(i) present information formally
(3) The student applies professional communications strategies. The student is expected to:	(D) present information formally and informally	(ii) present information informally
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(i) use personal information management applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(ii) use email applications for printing and imaging projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(iii) use Internet applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(iv) use writing and publishing applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(v) use presentation applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(vi) use spreadsheet or database applications for printing and imaging projects
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles to enhance skills

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vii) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(viii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork skills to achieve collective goals

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain effective working relationships by providing constructive praise
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by providing constructive criticism
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) maintain effective working relationships by providing constructive criticism
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by demonstrating sensitivity to diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) maintain effective working relationships by demonstrating sensitivity to diversity
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) establish effective working relationships by demonstrating value for diversity
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by demonstrating value for diversity
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) establish effective working relationships by managing stress
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by managing stress
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) establish effective working relationships by controlling emotions

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) conduct in meetings to accomplish work tasks by using parliamentary procedures, as needed
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(A) demonstrate an understanding of ethical conduct	(i) demonstrate an understanding of ethical conduct
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(B) understand copyright laws	(i) understand copyright laws
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(E) understand Creative Commons laws, including all licensing	(i) understand Creative Commons laws, including all licensing
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(F) analyze the impact of the printing industry on society	(i) analyze the impact of the printing industry on society
(9) The student develops career-building characteristics. The student is expected to:	(A) understand the use and importance of a portfolio in documenting information such as work experiences, licenses, certifications, and work samples	(i) understand the use of a portfolio in documenting information
(9) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(9) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(9) The student develops career-building characteristics. The student is expected to:	(C) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(A) understand printing systems	(i) understand printing systems
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(B) explain how to manage the printing process	(i) explain how to manage the printing process
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(C) describe how to prepare customer materials for printing	(i) describe how to prepare customer materials for printing
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(D) understand a variety of printing processes	(i) understand a variety of printing processes
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(E) explain ink processes used for various types of printing, identify ink types, and describe how properties of ink affect coverage, color, and color separation	(i) explain ink processes used for various types of printing
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(E) explain ink processes used for various types of printing, identify ink types, and describe how properties of ink affect coverage, color, and color separation	(ii) identify ink types
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(E) explain ink processes used for various types of printing, identify ink types, and describe how properties of ink affect coverage, color, and color separation	(iii) describe how properties of ink affect coverage
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(E) explain ink processes used for various types of printing, identify ink types, and describe how properties of ink affect coverage, color, and color separation	(iv) describe how properties of ink affect color

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(E) explain ink processes used for various types of printing, identify ink types, and describe how properties of ink affect coverage, color, and color separation	(v) describe how properties of ink affect color separation
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(F) explain the uses of papers, including weights and finishes used for various types of printing	(i) explain the uses of papers, including weights used for various types of printing
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(F) explain the uses of papers, including weights and finishes used for various types of printing	(ii) explain the uses of papers, including finishes used for various types of printing
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(G) explain cleanup and maintenance of equipment	(i) explain cleanup of equipment
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(G) explain cleanup and maintenance of equipment	(ii) explain maintenance of equipment
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(H) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(i) identify the principles of design to discuss visual aspects in print design, including the student's own designs
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(H) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(ii) use the principles of design to discuss visual aspects in print design, including the student's own designs
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(H) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(iii) identify the principles of design to analyze visual aspects in print design, including the student's own designs

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(H) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(iv) use the principles of design to analyze visual aspects in print design, including the student's own designs
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(H) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(v) identify the principles of design to critique visual aspects in print design, including the student's own designs
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(H) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(vi) use the principles of design to critique visual aspects in print design, including the student's own designs
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(H) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(vii) identify the principles of design to write about visual aspects in print design, including the student's own designs
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(H) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in print design, including the student's own designs	(viii) use the principles of design to write about visual aspects in print design, including the student's own designs
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(I) demonstrate knowledge of the principles of design in print design images with a focus on composition, color, design, shape, shadow, negative space, and background	(i) demonstrate knowledge of the principles of design in print design images with a focus on composition
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(I) demonstrate knowledge of the principles of design in print design images with a focus on composition, color, design, shape, shadow, negative space, and background	(ii) demonstrate knowledge of the principles of design in print design images with a focus on color

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(I) demonstrate knowledge of the principles of design in print design images with a focus on composition, color, design, shape, shadow, negative space, and background	(iii) demonstrate knowledge of the principles of design in print design images with a focus on design
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(I) demonstrate knowledge of the principles of design in print design images with a focus on composition, color, design, shape, shadow, negative space, and background	(iv) demonstrate knowledge of the principles of design in print design images with a focus on shape
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(I) demonstrate knowledge of the principles of design in print design images with a focus on composition, color, design, shape, shadow, negative space, and background	(v) demonstrate knowledge of the principles of design in print design images with a focus on shadow
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(I) demonstrate knowledge of the principles of design in print design images with a focus on composition, color, design, shape, shadow, negative space, and background	(vi) demonstrate knowledge of the principles of design in print design images with a focus on negative space
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(I) demonstrate knowledge of the principles of design in print design images with a focus on composition, color, design, shape, shadow, negative space, and background	(vii) demonstrate knowledge of the principles of design in print design images with a focus on background

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.97. Printing and Imaging Technology II Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Corequisite: Printing and Imaging Technology II. This course must be taken concurrently with Printing and Imaging Technology II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Printing and Imaging Technology II to allow students sufficient time to master the content of both courses. See §74.3(b)(1) of this title (relating to Description of a Required Secondary Curriculum) regarding curriculum arrangement options. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the printing industry with a focus on digital prepress and desktop digital publishing.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to seeking, applying for, and obtaining a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) demonstrate skills related to seeking, applying for, and obtaining a desired job, including developing a letter of application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to seeking, applying for, and obtaining a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to seeking, applying for, and obtaining a desired job, including demonstrating effective interview skills
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(i) apply English language arts knowledge in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(ii) apply English language arts skills in accordance with industry standards to a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(i) apply mathematics knowledge in accordance with industry standards to solve a problem
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(ii) apply mathematics skills in accordance with industry standards to solve a problem
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) demonstrate active listening skills to obtain and clarify information	(i) demonstrate active listening skills to obtain information
(3) The student applies professional communications strategies. The student is expected to:	(E) demonstrate active listening skills to obtain and clarify information	(ii) demonstrate active listening skills to clarify information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) demonstrate public relations skills to increase internal and external customer/client satisfaction	(i) demonstrate public relations skills to increase internal customer/client satisfaction
(3) The student applies professional communications strategies. The student is expected to:	(G) demonstrate public relations skills to increase internal and external customer/client satisfaction	(ii) demonstrate public relations skills to increase external customer/client satisfaction
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(i) use personal information management applications for printing and imaging projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(ii) use email applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(iii) use Internet applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(iv) use writing and publishing applications for printing and imaging projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(v) use spreadsheet or database applications for printing and imaging projects
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles to enhance skills

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vii) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(viii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities to enhance skills
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork skills to achieve collective goals

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain effective working relationships by providing constructive praise
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by providing constructive criticism
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) maintain effective working relationships by providing constructive criticism
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by demonstrating sensitivity to diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) maintain effective working relationships by demonstrating sensitivity to diversity
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) establish effective working relationships by demonstrating value for diversity
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by demonstrating value for diversity
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) establish effective working relationships by managing stress
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by managing stress
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) establish effective working relationships by controlling emotions

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(7) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(A) demonstrate an understanding of ethical conduct	(i) demonstrate an understanding of ethical conduct
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	(E) understand Creative Commons laws, including all licensing	(i) understand Creative Commons laws, including all licensing
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio to document work experiences, licenses, certifications, and work samples	(i) maintain a portfolio to document work experiences
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio to document work experiences, licenses, certifications, and work samples	(ii) update a portfolio to document work experiences
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio to document work experiences, licenses, certifications, and work samples	(iii) maintain a portfolio to document licenses
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio to document work experiences, licenses, certifications, and work samples	(iv) update a portfolio to document licenses
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio to document work experiences, licenses, certifications, and work samples	(v) maintain a portfolio to document certifications
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio to document work experiences, licenses, certifications, and work samples	(vi) update a portfolio to document certifications
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio to document work experiences, licenses, certifications, and work samples	(vii) maintain a portfolio to document work samples
(9) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio to document work experiences, licenses, certifications, and work samples	(viii) update a portfolio to document work samples

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(9) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(A) understand printing systems and their uses	(i) understand printing systems
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(A) understand printing systems and their uses	(ii) understand [printing systems'] uses
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(B) demonstrate print process management	(i) demonstrate print process management
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(C) prepare customer materials for printing	(i) prepare customer materials for printing
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(D) demonstrate and apply a variety of printing processes	(i) demonstrate a variety of printing processes

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(D) demonstrate and apply a variety of printing processes	(ii) apply a variety of printing processes
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(E) demonstrate industry standard ink processes used for various types of printing, identify ink types, and describe how properties of ink affect coverage, color, and color separation	(i) demonstrate industry standard ink processes used for various types of printing
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(E) demonstrate industry standard ink processes used for various types of printing, identify ink types, and describe how properties of ink affect coverage, color, and color separation	(ii) identify ink types
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(E) demonstrate industry standard ink processes used for various types of printing, identify ink types, and describe how properties of ink affect coverage, color, and color separation	(iii) describe how properties of ink affect coverage
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(E) demonstrate industry standard ink processes used for various types of printing, identify ink types, and describe how properties of ink affect coverage, color, and color separation	(iv) describe how properties of ink affect color
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(E) demonstrate industry standard ink processes used for various types of printing, identify ink types, and describe how properties of ink affect coverage, color, and color separation	(v) describe how properties of ink affect color separation
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(F) demonstrate knowledge of papers, including weights and finishes used for various types of printing	(i) demonstrate knowledge of papers, including weights used for various types of printing

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(F) demonstrate knowledge of papers, including weights and finishes used for various types of printing	(ii) demonstrate knowledge of papers, including finishes used for various types of printing
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(G) perform cleanup and maintenance of equipment	(i) perform cleanup of equipment
(11) The student develops an advanced understanding of printing and imaging. The student is expected to:	(G) perform cleanup and maintenance of equipment	(ii) perform maintenance of equipment

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.98. Commercial Photography I (One Credit), Adopted 2015.
(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended corequisite: Commercial Photography I Lab. Students shall be awarded one credit for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to finding and obtaining a desired job	(i) demonstrate skills related to finding a desired job

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to finding and obtaining a desired job	(ii) demonstrate skills related to obtaining a desired job
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(i) apply English language arts knowledge in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(ii) apply English language arts skills in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(i) apply mathematics knowledge in accordance with industry standards to solve a problem
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(ii) apply mathematics skills in accordance with industry standards to solve a problem
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(i) use personal information management applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(ii) use email applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(iii) use Internet applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(iv) use writing and publishing applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(v) use presentation applications for commercial photography projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(vi) use spreadsheet or database applications for commercial photography projects
(6) The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.	[A] analyze and summarize the history and evolution of commercial photography	(i) analyze the history of commercial photography
(6) The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.	[A] analyze and summarize the history and evolution of commercial photography	(ii) analyze the evolution of commercial photography
(6) The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.	[A] analyze and summarize the history and evolution of commercial photography	(iii) summarize the history of commercial photography
(6) The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.	[A] analyze and summarize the history and evolution of commercial photography	(iv) summarize the evolution of commercial photography
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(i) implement personal safety rules and regulations in a photography studio

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(ii) implement personal safety rules and regulations in a photography lab
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(iii) implement workplace safety rules and regulations in a photography studio
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(iv) implement workplace safety rules and regulations in a photography lab
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ communication skills	(i) employ communication skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(i) conduct meetings

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(ii) participate in meetings
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) employ mentoring skills	(i) employ mentoring skills
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(i) discuss copyright laws in relation to fair use of images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(ii) discuss copyright laws in relation to duplication of images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(iii) apply copyright laws in relation to fair use of images

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(iv) apply copyright laws in relation to duplication of images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(i) model respect for intellectual property when manipulating digital images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(ii) model respect for intellectual property when morphing digital images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(iii) model respect for intellectual property when editing digital images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) analyze the impact of photography on society	(i) analyze the impact of photography on society
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(E) understand Creative Commons laws, including all licensing	(i) understand Creative Commons laws, including all licensing

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student develops career-building characteristics. The student is expected to:	(A) create a portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) create a portfolio to document information
(10) The student develops career-building characteristics. The student is expected to:	(B) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(11) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(11) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(A) research career opportunities and qualifications in photography	(i) research career opportunities in photography
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(A) research career opportunities and qualifications in photography	(ii) research qualifications in photography
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(B) research the history and evolution of photography	(i) research the history of photography
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(B) research the history and evolution of photography	(ii) research the evolution of photography

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(C) analyze principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market	(i) analyze principles of commercial photography
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(D) analyze and apply the elements and principles of art to photographs	(i) analyze the elements of art
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(D) analyze and apply the elements and principles of art to photographs	(ii) analyze the principles of art
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(D) analyze and apply the elements and principles of art to photographs	(iii) apply the elements of art to photographs
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(D) analyze and apply the elements and principles of art to photographs	(iv) apply the principles of art to photographs
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(E) demonstrate knowledge of different types of cameras and lenses and their applications to photography	(i) demonstrate knowledge of different types of cameras
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(E) demonstrate knowledge of different types of cameras and lenses and their applications to photography	(ii) demonstrate knowledge of different types of lenses
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(E) demonstrate knowledge of different types of cameras and lenses and their applications to photography	(iii) demonstrate knowledge of [different types of cameras] applications to photography

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(E) demonstrate knowledge of different types of cameras and lenses and their applications to photography	(iv) demonstrate knowledge of [different types of lenses'] applications to photography
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(F) demonstrate knowledge of photographic composition and layout	(i) demonstrate knowledge of photographic composition
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(F) demonstrate knowledge of photographic composition and layout	(ii) demonstrate knowledge of photographic layout
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(G) demonstrate knowledge of different types of photographic media	(i) demonstrate knowledge of different types of photographic media
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(H) demonstrate knowledge of the basics of digital photography	(i) demonstrate knowledge of the basics of digital photography
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(I) demonstrate knowledge of photographic lighting techniques, including three-point lighting	(i) demonstrate knowledge of photographic lighting techniques, including three-point lighting
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(J) identify characteristics and uses of various types of photographic paper	(i) identify characteristics of various types of photographic paper
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(J) identify characteristics and uses of various types of photographic paper	(ii) identify uses of various types of photographic paper
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(K) demonstrate an understanding of standard conventions for mounting, matting, or framing	(i) demonstrate an understanding of standard conventions for mounting, matting, or framing

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(L) produce a variety of photographs using appropriate, current, industry-standard production processes	(i) produce a variety of photographs using appropriate, current, industry-standard production processes
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(M) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(i) evaluate photographs using principles of art
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(M) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(ii) evaluate photographs using commercial photography standards
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(M) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(iii) evaluate photographs using critical-thinking skills
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(N) understand resolution and digital file format	(i) understand resolution
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(N) understand resolution and digital file format	(ii) understand digital file format
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(O) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in photographic work, including the student's own work	(i) identify principles of design
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(O) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in photographic work, including the student's own work	(ii) use the principles of design to discuss visual aspects in photographic work, including the student's own work

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(O) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in photographic work, including the student's own work	(iii) use the principles of design to analyze visual aspects in photographic work, including the student's own work
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(O) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in photographic work, including the student's own work	(iv) use the principles of design to critique visual aspects in photographic work, including the student's own work
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(O) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects in photographic work, including the student's own work	(v) use the principles of design to write about visual aspects in photographic work, including the student's own work
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(i) demonstrate knowledge of the principles of design in photographic work with a focus on composition
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(ii) demonstrate knowledge of the principles of design in photographic work with a focus on color
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(iii) demonstrate knowledge of the principles of design in photographic work with a focus on design

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(iv) demonstrate knowledge of the principles of design in photographic work with a focus on shape
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(v) demonstrate knowledge of the principles of design in photographic work with a focus on shadow
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(vi) demonstrate knowledge of the principles of design in photographic work with a focus on negative space
(12) The student develops a basic understanding of commercial photography. The student is expected to:	(P) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(vii) demonstrate knowledge of the principles of design in photographic work with a focus on background

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.99. Commercial Photography I Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Corequisite: Commercial Photography I. This course must be taken concurrently with Commercial Photography I and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Commercial Photography I to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking employment to find and obtain a desired job	(i) demonstrate skills related to seeking employment to find and obtain a desired job

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(i) apply English language arts knowledge in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(ii) apply English language arts skills in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(i) apply mathematics knowledge in accordance with industry standards to solve a problem
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(ii) apply mathematics skills in accordance with industry standards to solve a problem
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vii) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(i) use personal information management applications for commercial photography projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(ii) use email applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(iii) use Internet applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(iv) use writing and publishing applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(v) use presentation applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(vi) use spreadsheet or database applications for commercial photography projects

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.	[A] analyze and summarize the history and evolution of commercial photography	(i) analyze the history of commercial photography
(6) The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.	[A] analyze and summarize the history and evolution of commercial photography	(ii) analyze the evolution of commercial photography
(6) The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.	[A] analyze and summarize the history and evolution of commercial photography	(iii) summarize the history of commercial photography
(6) The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.	[A] analyze and summarize the history and evolution of commercial photography	(iv) summarize the evolution of commercial photography
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(i) implement personal safety rules and regulations in a photography studio
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(ii) implement personal safety rules and regulations in a photography lab
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(iii) implement workplace safety rules and regulations in a photography studio

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(iv) implement workplace safety rules and regulations in a photography lab
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ communication skills	(i) employ communication skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(i) conduct meetings
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(ii) participate in meetings
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) employ mentoring skills	(i) employ mentoring skills

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(i) discuss copyright laws in relation to fair use of images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(ii) apply copyright laws in relation to fair use of images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(iii) discuss copyright laws in relation to duplication of images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(iv) apply copyright laws in relation to duplication of images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(i) model respect for intellectual property when manipulating digital images

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(ii) model respect for intellectual property when morphing digital images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(iii) model respect for intellectual property when editing digital images
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) analyze the impact of photography on society	(i) analyze the impact of photography on society
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	(E) understand Creative Commons laws, including all licensing	(i) understand Creative Commons laws, including all licensing
(10) The student develops career-building characteristics. The student is expected to:	(A) create a portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) create a portfolio to document information
(10) The student develops career-building characteristics. The student is expected to:	(B) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(11) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(A) analyze principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market	(i) analyze principles of commercial photography
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(B) analyze and apply the elements and principles of art to photographs	(i) analyze the elements of art
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(B) analyze and apply the elements and principles of art to photographs	(ii) analyze the principles of art
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(B) analyze and apply the elements and principles of art to photographs	(iii) apply the elements of art to photographs
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(B) analyze and apply the elements and principles of art to photographs	(iv) apply the principles of art to photographs
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(C) demonstrate knowledge of different types of cameras and lenses and their applications to photography	(i) demonstrate knowledge of different types of cameras
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(C) demonstrate knowledge of different types of cameras and lenses and their applications to photography	(ii) demonstrate knowledge of different types of lenses

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(C) demonstrate knowledge of different types of cameras and lenses and their applications to photography	(iii) demonstrate knowledge of [different types of cameras'] applications to photography
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(C) demonstrate knowledge of different types of cameras and lenses and their applications to photography	(iv) demonstrate knowledge of [different types of lenses'] applications to photography
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(D) demonstrate knowledge of photographic composition and layout	(i) demonstrate knowledge of photographic composition
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(D) demonstrate knowledge of photographic composition and layout	(ii) demonstrate knowledge of photographic layout
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(E) demonstrate knowledge of the characteristics of different types of photographic media	(i) demonstrate knowledge of the characteristics of different types of photographic media
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(F) demonstrate knowledge of the basics of digital photography	(i) demonstrate knowledge of the basics of digital photography
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(G) demonstrate knowledge of photographic lighting techniques, including three-point lighting	(i) demonstrate knowledge of photographic lighting techniques, including three-point lighting
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(H) identify characteristics and uses of various types of photographic paper	(i) identify characteristics of various types of photographic paper
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(H) identify characteristics and uses of various types of photographic paper	(ii) identify uses of various types of photographic paper

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(I) demonstrate an understanding of standard conventions for mounting, matting, or framing	(i) demonstrate an understanding of standard conventions for mounting, matting, or framing
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(J) produce a variety of photographs using appropriate, current, industry-standard production processes	(i) produce a variety of photographs using appropriate, current, industry-standard production processes
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(K) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(i) evaluate photographs using principles of art
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(K) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(ii) evaluate photographs using commercial photography standards
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(K) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(iii) evaluate photographs using commercial photography standards
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(L) demonstrate an understanding of resolutions and digital file format	(i) demonstrate an understanding of resolutions
(12) The student demonstrates a basic understanding of commercial photography. The student is expected to:	(L) demonstrate an understanding of resolutions and digital file format	(ii) demonstrate an understanding of digital file format

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.100. Commercial Photography II (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Commercial Photography I and Commercial Photography I Lab. Corequisite: Commercial Photography II Lab. Districts are encouraged to offer this course in a consecutive block with Commercial Photography II Lab to allow students sufficient time to master the content of both courses. See §74.3(b)(1) of this title (relating to Description of a Required Secondary Curriculum) regarding curriculum arrangement options. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(i) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to seeking, applying for, and obtaining a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) demonstrate skills related to seeking, applying for, and obtaining a desired job, including developing a letter of application

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to seeking, applying for, and obtaining a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to seeking, applying for, and obtaining a desired job, including demonstrating effective interview skills
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(i) apply English language arts knowledge in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(ii) apply English language arts skills in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(i) apply mathematics knowledge in accordance with industry standards to solve a problem
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(ii) apply mathematics skills in accordance with industry standards to solve a problem
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(i) use personal information management applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(ii) use email applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(iii) use Internet applications for commercial photography projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(iv) use writing and publishing applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(v) use presentation applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(vi) use spreadsheet or database applications for commercial photography projects
(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	[A] analyze and summarize the history and evolution of the commercial photography field	(i) analyze the history of the commercial photography field
(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	[A] analyze and summarize the history and evolution of the commercial photography field	(ii) summarize the history of the commercial photography field

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	[A] analyze and summarize the history and evolution of the commercial photography field	(iii) analyze the evolution of the commercial photography field
(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	[A] analyze and summarize the history and evolution of the commercial photography field	(iv) summarize the evolution of the commercial photography field
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(i) implement personal safety rules and regulations in a photography studio
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(ii) implement personal safety rules and regulations in a photography lab
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(iii) implement workplace safety rules and regulations in a photography studio
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(iv) implement workplace safety rules and regulations in a photography lab
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership opportunities
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(vii) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(vii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork skills to achieve collective goals

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) maintain effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by demonstrating sensitivity to diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) maintain effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) establish effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) establish effective working relationships by managing stress
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by managing stress
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) establish effective working relationships by controlling emotions

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(i) discuss copyright laws in relation to fair use
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(ii) apply copyright laws in relation to fair use
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(iii) discuss copyright laws in relation to duplication of images

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(iv) apply copyright laws in relation to duplication of images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(i) model respect for intellectual property when manipulating digital images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(ii) model respect for intellectual property when morphing digital images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(iii) model respect for intellectual property when editing digital images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Common laws and licensing	(i) demonstrate proper etiquette
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Common laws and licensing	(ii) demonstrate knowledge of acceptable use policies, including Creative Common laws

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Commons laws and licensing	(iii) demonstrate knowledge of acceptable use policies, including licensing
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio with work experiences, licenses, certifications, and work samples	(i) maintain a portfolio with work experiences
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio with work experiences, licenses, certifications, and work samples	(ii) update a portfolio with work experiences
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio with work experiences, licenses, certifications, and work samples	(iii) maintain a portfolio with licenses
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio with work experiences, licenses, certifications, and work samples	(iv) update a portfolio with licenses
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio with work experiences, licenses, certifications, and work samples	(v) maintain a portfolio with certifications
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio with work experiences, licenses, certifications, and work samples	(vi) update a portfolio with certifications
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio with work experiences, licenses, certifications, and work samples	(vii) maintain a portfolio with work samples
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio with work experiences, licenses, certifications, and work samples	(viii) update a portfolio with work samples

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(10) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(11) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks such as creating quotes and budgeting.	[A] employ planning and time-management skills to complete work tasks such as creating quotes and budgeting	(i) employ planning skills to complete work tasks
(11) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks such as creating quotes and budgeting.	[A] employ planning and time-management skills to complete work tasks such as creating quotes and budgeting	(ii) employ time-management skills to complete work tasks
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(A) identify photographs for commercial photography	(i) identify photographs for commercial photography
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(B) recognize the elements and principles of art as they apply to a variety of commercial photography projects	(i) recognize the elements of art as they apply to a variety of commercial photography projects
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(B) recognize the elements and principles of art as they apply to a variety of commercial photography projects	(ii) recognize the principles of art as they apply to a variety of commercial photography projects
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(C) use principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market	(i) use principles of commercial photography

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(D) identify appropriate cameras and lenses	(i) identify appropriate cameras
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(D) identify appropriate cameras and lenses	(ii) identify appropriate lenses
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(E) recognize appropriate photographic composition and layout principles	(i) recognize appropriate photographic composition principles
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(E) recognize appropriate photographic composition and layout principles	(ii) recognize appropriate photographic layout principles
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(F) identify the use of appropriate digital black and white and color photography	(i) identify the use of appropriate digital black and white photography
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(F) identify the use of appropriate digital black and white and color photography	(ii) identify the use of appropriate digital color photography
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) understand the use of effective photographic lighting techniques, including three-point, studio, portraiture, and product	(i) understand the use of effective photographic lighting techniques, including three-point
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) understand the use of effective photographic lighting techniques, including three-point, studio, portraiture, and product	(ii) understand the use of effective photographic lighting techniques, including studio

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) understand the use of effective photographic lighting techniques, including three-point, studio, portraiture, and product	(iii) understand the use of effective photographic lighting techniques, including portraiture
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) understand the use of effective photographic lighting techniques, including three-point, studio, portraiture, and product	(iv) understand the use of effective photographic lighting techniques, including product
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(H) recognize the elements of professional quality photographs	(i) recognize the elements of professional quality photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(I) identify the most appropriate types of photographic paper for projects	(i) identify the most appropriate types of photographic paper for projects
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(J) recognize appropriate solutions for mounting, matting, or framing photographs	(i) recognize appropriate solutions for mounting, matting, or framing photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(K) understand appropriate, current, and industry-standard production processes to produce photographs	(i) understand appropriate production processes to produce photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(K) understand appropriate, current, and industry-standard production processes to produce photographs	(ii) understand current production processes to produce photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(K) understand appropriate, current, and industry-standard production processes to produce photographs	(iii) understand industry-standard production processes to produce photographs

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(L) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(i) evaluate photographs using principles of art
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(L) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(ii) evaluate photographs using commercial photography standards
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(L) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(iii) evaluate photographs using critical-thinking skills
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(M) identify appropriate resolution and digital file formats	(i) identify appropriate resolution
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(M) identify appropriate resolution and digital file formats	(ii) identify appropriate digital file formats
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(N) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects of photographic work, including the student's own work	(i) identify the principles of design to discuss visual aspects of photographic work, including the student's own work
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(N) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects of photographic work, including the student's own work	(ii) use the principles of design to discuss visual aspects of photographic work, including the student's own work
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(N) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects of photographic work, including the student's own work	(iii) identify the principles of design to analyze visual aspects of photographic work, including the student's own work

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(N) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects of photographic work, including the student's own work	(iv) use the principles of design to analyze visual aspects of photographic work, including the student's own work
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(N) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects of photographic work, including the student's own work	(v) identify the principles of design to critique visual aspects of photographic work, including the student's own work
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(N) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects of photographic work, including the student's own work	(vi) use the principles of design to critique visual aspects of photographic work, including the student's own work
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(N) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects of photographic work, including the student's own work	(vii) identify the principles of design to write about visual aspects of photographic work, including the student's own work
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(N) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects of photographic work, including the student's own work	(viii) use the principles of design to write about visual aspects of photographic work, including the student's own work
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(i) demonstrate knowledge of the principles of design in photographic work with a focus on composition
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(ii) demonstrate knowledge of the principles of design in photographic work with a focus on color

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(iii) demonstrate knowledge of the principles of design in photographic work with a focus on design
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(iv) demonstrate knowledge of the principles of design in photographic work with a focus on shape
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(v) demonstrate knowledge of the principles of design in photographic work with a focus on shadow
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(vi) demonstrate knowledge of the principles of design in photographic work with a focus on negative space
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background	(vii) demonstrate knowledge of the principles of design in photographic work with a focus on background

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.101. Commercial Photography II Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Commercial Photography I and Commercial Photography I Lab. Corequisite: Commercial Photography II. This course must be taken concurrently with Commercial Photography II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Commercial Photography II to allow students sufficient time to master the content of both courses. See §74.3(b)(1) of this title (relating to Description of a Required Secondary Curriculum) regarding curriculum arrangement options. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(i) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate positive personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to applying for a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) demonstrate skills related to applying for a desired job, including developing a letter of application

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to applying for a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to applying for a desired job, including demonstrating effective interview skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(vi) demonstrate skills related to obtaining a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(vii) demonstrate skills related to obtaining a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(viii) demonstrate skills related to obtaining a desired job, including developing a letter of application

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ix) demonstrate skills related to obtaining a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(x) demonstrate skills related to obtaining a desired job, including demonstrating effective interview skills
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(i) apply English language arts knowledge in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(ii) apply English language arts skills in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(i) apply mathematics knowledge in accordance with industry standards to solve a problem
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(ii) apply mathematics skills in accordance with industry standards to solve a problem
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(i) use personal information management applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(ii) use email applications for commercial photography projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(iii) use Internet applications for commercial photography projects

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.</p>	<p>(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects</p>	<p>(iv) use writing and publishing applications for commercial photography projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.</p>	<p>(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects</p>	<p>(v) use presentation applications for commercial photography projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.</p>	<p>(A) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects</p>	<p>(vi) use spreadsheet or database applications for commercial photography projects</p>
<p>(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.</p>	<p>(A) analyze and summarize the history and evolution of the commercial photography field</p>	<p>(i) analyze the history of the commercial photography field</p>
<p>(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.</p>	<p>(A) analyze and summarize the history and evolution of the commercial photography field</p>	<p>(ii) analyze the evolution of the commercial photography field</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	(A) analyze and summarize the history and evolution of the commercial photography field	(iii) summarize the history of the commercial photography field
(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	(A) analyze and summarize the history and evolution of the commercial photography field	(iv) summarize the evolution of the commercial photography field
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(i) implement personal safety rules and regulations in a photography studio
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(ii) implement personal safety rules and regulations in a photography lab
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(iii) implement workplace safety rules and regulations in a photography studio
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(iv) implement workplace safety rules and regulations in a photography lab
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership opportunities
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(v) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities	(vii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork to achieve collective goals

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) establish effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) establish effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by managing stress

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) establish effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) maintain effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) maintain effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) maintain effective working relationships by managing stress

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(i) discuss copyright laws in relation to fair use of images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(ii) discuss copyright laws in relation to duplication of images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(iii) apply copyright laws in relation to fair use of images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(iv) apply copyright laws in relation to duplication of images

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(i) model respect for intellectual property when manipulating digital images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(ii) model respect for intellectual property when morphing digital images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(iii) model respect for intellectual property when editing digital images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Common laws and licensing	(i) demonstrate proper etiquette
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Common laws and licensing	(ii) demonstrate knowledge of acceptable use policies, including Creative Common laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Common laws and licensing	(iii) demonstrate knowledge of acceptable use policies, including Creative Common licensing
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio to document work experiences, licenses, certifications, and work samples	(i) maintain a portfolio to document work experiences, licenses, certifications, and work samples
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update a portfolio to document work experiences, licenses, certifications, and work samples	(ii) update a portfolio to document work experiences, licenses, certifications, and work samples

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(10) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(11) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks such as creating quotes and budgeting	(i) employ planning skills to complete work tasks
(11) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to complete work tasks such as creating quotes and budgeting	(ii) employ time-management skills to complete work tasks
(11) The student applies technical skills for efficiency. The student is expected to:	(B) demonstrate skills in budgeting and creating quotes for freelance or contract projects	(i) demonstrate skills in budgeting for freelance or contract projects
(11) The student applies technical skills for efficiency. The student is expected to:	(B) demonstrate skills in budgeting and creating quotes for freelance or contract projects	(ii) demonstrate skills in creating quotes for freelance or contract projects
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(A) create photographs for defined purposes	(i) create photographs for defined purposes
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(B) apply the elements and principles of art to a variety of commercial photography projects	(i) apply the elements of art to a variety of commercial photography projects
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(B) apply the elements and principles of art to a variety of commercial photography projects	(ii) apply the principles of art to a variety of commercial photography projects

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(C) demonstrate the principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market	(i) demonstrate the principles of commercial photography
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(D) demonstrate the use of appropriate cameras and lenses	(i) demonstrate the use of appropriate cameras
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(D) demonstrate the use of appropriate cameras and lenses	(ii) demonstrate the use of appropriate lenses
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(E) apply appropriate photographic composition and layout principles	(i) apply appropriate photographic composition principles
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(E) apply appropriate photographic composition and layout principles	(ii) apply appropriate photographic layout principles
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(F) demonstrate appropriate digital black and white and color photography	(i) demonstrate appropriate digital black and white photography
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(F) demonstrate appropriate digital black and white and color photography	(ii) demonstrate appropriate digital color photography
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) apply effective photographic lighting techniques, including three point, studio, portraiture, and product	(i) apply effective photographic lighting techniques, including three point
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) apply effective photographic lighting techniques, including three point, studio, portraiture, and product	(ii) apply effective photographic lighting techniques, including studio

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) apply effective photographic lighting techniques, including three point, studio, portraiture, and product	(iii) apply effective photographic lighting techniques, including portraiture
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) apply effective photographic lighting techniques, including three point, studio, portraiture, and product	(iv) apply effective photographic lighting techniques, including product
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(H) produce professional quality photographs	(i) produce professional quality photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(I) use the most appropriate types of photographic paper for projects	(i) use the most appropriate types of photographic paper for projects
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(J) use the most appropriate solutions for mounting, matting, or framing photographs	(i) use the most appropriate solutions for mounting, matting, or framing photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(K) demonstrate use of appropriate, current, and industry-standard production processes to produce photographs	(i) demonstrate use of appropriate production processes to produce photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(K) demonstrate use of appropriate, current, and industry-standard production processes to produce photographs	(ii) demonstrate use of current production processes to produce photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(K) demonstrate use of appropriate, current, and industry-standard production processes to produce photographs	(iii) demonstrate use of industry-standard production processes to produce photographs

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(L) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(i) evaluate photographs using principles of art
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(L) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(ii) evaluate photographs using commercial photography standards
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(L) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(iii) evaluate photographs using critical-thinking skills
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(M) demonstrate use of appropriate resolution and digital file formats	(i) demonstrate use of appropriate resolution
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(M) demonstrate use of appropriate resolution and digital file formats	(i) demonstrate use of appropriate digital file formats

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.102. Fashion Design I (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Corequisite: Fashion Design I Lab. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Districts are encouraged to offer this course in a consecutive block with Fashion Design I Lab to allow students sufficient time to master the content of both courses. See §74.3(b)(1) of this title (relating to Description of a Required Secondary Curriculum) regarding curriculum arrangement options. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify training, education, or certification for employment	(i) identify training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(i) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document work samples	(i) create a career portfolio to document work samples
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit variety of documents
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) communicate with diverse individuals	(i) communicate with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(i) use personal information management programs for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ii) use email programs for fashion projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iii) use Internet programs for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iv) use industry programs for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(v) use personal information management programs for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vi) use email programs for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vii) use Internet programs for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(viii) use industry programs for textiles projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ix) use personal information management programs for apparel projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(x) use email programs for apparel projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xi) use Internet programs for apparel projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xii) use industry programs for apparel projects
(6) The student understands fashion, textile, and apparel systems. The student is expected to:	(A) analyze the history of the fashion, textiles, and apparel field	(i) analyze the history of the fashion, textiles, and apparel field
(6) The student understands fashion, textile, and apparel systems. The student is expected to:	(B) compare fashion history relative to current fashions trends	(i) compare fashion history relative to current fashions trends
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(i) implement personal safety rules

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(ii) implement personal safety procedures
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(iii) implement workplace safety rules
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(iv) implement workplace safety procedures
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills	(i) employ leadership skills
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) apply characteristics of effective working relationships	(i) apply characteristics of effective working relationships
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) participate in groups	(i) participate in groups
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(D) employ mentoring skills	(i) employ mentoring skills

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) exhibit ethical conduct
(9) The student applies ethical decision making with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to:	(B) identify and apply copyright laws	(i) identify copyright laws
(9) The student applies ethical decision making with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to:	(B) identify and apply copyright laws	(ii) apply copyright laws
(9) The student applies ethical decision making with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to:	(C) analyze fashion industry influences on society	(i) analyze fashion industry influences on society
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student analyzes the nature of fashion. The student is expected to:	(A) explain the value of fashion	(i) explain the value of fashion
(11) The student analyzes the nature of fashion. The student is expected to:	(B) identify the spectrum of the fashion industry	(i) identify the spectrum of the fashion industry

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student analyzes the nature of fashion. The student is expected to:	(C) identify prominent fashion publications	(i) identify prominent fashion publications
(11) The student analyzes the nature of fashion. The student is expected to:	(D) evaluate the fashion cycle	(i) evaluate the fashion cycle
(11) The student analyzes the nature of fashion. The student is expected to:	(E) use appropriate terminology	(i) use appropriate terminology
(12) The student evaluates factors influencing the apparel industry. The student is expected to:	(A) describe the interrelationship of the U.S. and international economies	(i) describe the interrelationship of the U.S. and international economies
(12) The student evaluates factors influencing the apparel industry. The student is expected to:	(B) identify and discuss labor laws of the United States and other countries	(i) identify labor laws of the United States
(12) The student evaluates factors influencing the apparel industry. The student is expected to:	(B) identify and discuss labor laws of the United States and other countries	(ii) identify labor laws of other countries
(12) The student evaluates factors influencing the apparel industry. The student is expected to:	(B) identify and discuss labor laws of the United States and other countries	(iii) discuss labor laws of the United States
(12) The student evaluates factors influencing the apparel industry. The student is expected to:	(B) identify and discuss labor laws of the United States and other countries	(iv) discuss labor laws of other countries
(12) The student evaluates factors influencing the apparel industry. The student is expected to:	(C) recognize procedures within the apparel industry that protect the environment	(i) recognize procedures within the apparel industry that protect the environment

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student evaluates factors influencing the apparel industry. The student is expected to:	(D) describe technological advancements influencing the apparel industry	(i) describe technological advancements influencing the apparel industry
(13) The student analyzes factors that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(A) describe social, cultural, and life cycle influences	(i) describe social influences
(13) The student analyzes factors that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(A) describe social, cultural, and life cycle influences	(ii) describe cultural influences
(13) The student analyzes factors that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(A) describe social, cultural, and life cycle influences	(iii) describe life cycle influences
(13) The student analyzes factors that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(B) explain how fashion trends are determined	(i) explain how fashion trends are determined
(13) The student analyzes factors that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(C) analyze the influence of advertising on consumer apparel choices	(i) analyze the influence of advertising on consumer apparel choices
(13) The student analyzes factors that impact consumer purchasing of fashion and apparel accessories. The student is expected to:	(D) determine apparel management techniques for individuals with special needs	(i) determine apparel management techniques for individuals with special needs
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(A) interpret labeling information to determine care procedures for apparel products	(i) interpret labeling information to determine care procedures for apparel products

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(B) evaluate clothing care products and equipment	(i) evaluate clothing care products
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(B) evaluate clothing care products and equipment	(ii) evaluate clothing care equipment
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(C) determine proper equipment and services related to care, maintenance, and storage of apparel	(i) determine proper equipment related to care of apparel
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(C) determine proper equipment and services related to care, maintenance, and storage of apparel	(ii) determine proper equipment related to maintenance of apparel
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(C) determine proper equipment and services related to care, maintenance, and storage of apparel	(iii) determine proper equipment related to storage of apparel
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(C) determine proper equipment and services related to care, maintenance, and storage of apparel	(iv) determine proper services related to care of apparel
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(C) determine proper equipment and services related to care, maintenance, and storage of apparel	(v) determine proper services related to maintenance of apparel
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(C) determine proper equipment and services related to care, maintenance, and storage of apparel	(vi) determine proper services related to storage of apparel
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(D) identify proper safety procedures when using care products and equipment	(i) identify proper safety procedures when using care products

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(D) identify proper safety procedures when using care products and equipment	(ii) identify proper safety procedures when using care equipment
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(E) analyze the impact of clothing care requirements on clothing selection and the clothing budget	(i) analyze the impact of clothing care requirements on clothing selection
(14) The student selects proper care and maintenance practices for apparel. The student is expected to:	(E) analyze the impact of clothing care requirements on clothing selection and the clothing budget	(ii) analyze the impact of clothing care requirements on the clothing budget
(15) The student applies skills related to commercial care of clothing. The student is expected to:	(A) identify procedures to receive, mark, and identify laundry or dry cleaning	(i) identify procedures to receive laundry or dry cleaning
(15) The student applies skills related to commercial care of clothing. The student is expected to:	(A) identify procedures to receive, mark, and identify laundry or dry cleaning	(ii) identify procedures to mark laundry or dry cleaning
(15) The student applies skills related to commercial care of clothing. The student is expected to:	(A) identify procedures to receive, mark, and identify laundry or dry cleaning	(iii) identify procedures to identify laundry or dry cleaning
(15) The student applies skills related to commercial care of clothing. The student is expected to:	(B) identify appropriate laundry and dry cleaning procedures	(i) identify appropriate laundry procedures
(15) The student applies skills related to commercial care of clothing. The student is expected to:	(B) identify appropriate laundry and dry cleaning procedures	(ii) identify appropriate dry cleaning procedures
(15) The student applies skills related to commercial care of clothing. The student is expected to:	(C) identify safety and sanitary procedures while laundering, pressing, or dry cleaning	(i) identify safety procedures while laundering, pressing, or dry cleaning

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student applies skills related to commercial care of clothing. The student is expected to:	(C) identify safety and sanitation procedures while laundering, pressing, or dry cleaning	(ii) identify sanitation procedures while laundering, pressing, or dry cleaning
(15) The student applies skills related to commercial care of clothing. The student is expected to:	(D) describe commercial laundry or dry cleaning techniques	(i) describe commercial laundry or dry cleaning techniques
(15) The student applies skills related to commercial care of clothing. The student is expected to:	(E) identify pressing procedures	(i) identify pressing procedures
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(A) develop a budget for apparel and accessory costs, care, and maintenance	(i) develop a budget for apparel costs
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(A) develop a budget for apparel and accessory costs, care, and maintenance	(ii) develop a budget for apparel care
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(A) develop a budget for apparel and accessory costs, care, and maintenance	(iii) develop a budget for apparel maintenance
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(A) develop a budget for apparel and accessory costs, care, and maintenance	(iv) develop a budget for accessory costs
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(A) develop a budget for apparel and accessory costs, care, and maintenance	(v) develop a budget for accessory care
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(A) develop a budget for apparel and accessory costs, care, and maintenance	(vi) develop a budget for accessory maintenance

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(B) compare various sources for apparel and accessory purchases	(i) compare various sources for apparel purchases
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(B) compare various sources for apparel and accessory purchases	(ii) compare various sources for accessory purchases
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(C) analyze the impact of technology on consumer apparel purchasing options	(i) analyze the impact of technology on consumer apparel purchasing options
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(D) develop and implement ideas for recycling apparel	(i) develop ideas for recycling apparel
(16) The student proposes ways to effectively manage the apparel dollar. The student is expected to:	(D) develop and implement ideas for recycling apparel	(ii) implement ideas for recycling apparel
(17) The student designs apparel products using principles of effective design. The student is expected to:	(A) identify basic body types	(i) identify basic body types
(17) The student designs apparel products using principles of effective design. The student is expected to:	(B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles	(i) identify proportion for specific fashion ensembles
(17) The student designs apparel products using principles of effective design. The student is expected to:	(B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles	(ii) identify balance for specific fashion ensembles

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student designs apparel products using principles of effective design. The student is expected to:	(B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles	(iii) identify emphasis for specific fashion ensembles
(17) The student designs apparel products using principles of effective design. The student is expected to:	(B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles	(iv) identify rhythm for specific fashion ensembles
(17) The student designs apparel products using principles of effective design. The student is expected to:	(B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles	(v) identify harmony for specific fashion ensembles
(17) The student designs apparel products using principles of effective design. The student is expected to:	(B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles	(vi) apply proportion for specific fashion ensembles
(17) The student designs apparel products using principles of effective design. The student is expected to:	(B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles	(vii) apply balance for specific fashion ensembles
(17) The student designs apparel products using principles of effective design. The student is expected to:	(B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles	(viii) apply emphasis for specific fashion ensembles
(17) The student designs apparel products using principles of effective design. The student is expected to:	(B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles	(ix) apply rhythm for specific fashion ensembles

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student designs apparel products using principles of effective design. The student is expected to:	(B) identify and apply proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles	(x) apply harmony for specific fashion ensembles
(17) The student designs apparel products using principles of effective design. The student is expected to:	(C) determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types	(i) determine clothing silhouettes appropriate for specific body types
(17) The student designs apparel products using principles of effective design. The student is expected to:	(C) determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types	(ii) determine fabric selection appropriate for specific body types
(17) The student designs apparel products using principles of effective design. The student is expected to:	(C) determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types	(iii) determine design elements appropriate for specific body types
(17) The student designs apparel products using principles of effective design. The student is expected to:	(D) use design principles to design products for the human form, including adaptations for individuals with special needs	(i) use design principles to design products for the human form, including adaptations for individuals with special needs
(17) The student designs apparel products using principles of effective design. The student is expected to:	(E) sketch fashion drawings using basic design tools and techniques such as fashion drawing, draping, and flat pattern methods for fitting a garment	(i) sketch fashion drawings using basic design tools
(17) The student designs apparel products using principles of effective design. The student is expected to:	(E) sketch fashion drawings using basic design tools and techniques such as fashion drawing, draping, and flat pattern methods for fitting a garment	(ii) sketch fashion drawings using basic design techniques

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student designs apparel products using principles of effective design. The student is expected to:	(F) apply technology applications useful in the apparel design process	(i) apply technology applications useful in the apparel design process
(18) The student designs apparel products using elements of effective design. The student is expected to:	(A) identify and apply shape, line, form, color, and texture for specific fashion ensembles	(i) identify shape for specific fashion ensembles
(18) The student designs apparel products using elements of effective design. The student is expected to:	(A) identify and apply shape, line, form, color, and texture for specific fashion ensembles	(ii) identify line for specific fashion ensembles
(18) The student designs apparel products using elements of effective design. The student is expected to:	(A) identify and apply shape, line, form, color, and texture for specific fashion ensembles	(iii) identify form for specific fashion ensembles
(18) The student designs apparel products using elements of effective design. The student is expected to:	(A) identify and apply shape, line, form, color, and texture for specific fashion ensembles	(iv) identify color for specific fashion ensembles
(18) The student designs apparel products using elements of effective design. The student is expected to:	(A) identify and apply shape, line, form, color, and texture for specific fashion ensembles	(v) identify texture for specific fashion ensembles
(18) The student designs apparel products using elements of effective design. The student is expected to:	(A) identify and apply shape, line, form, color, and texture for specific fashion ensembles	(vi) apply shape for specific fashion ensembles
(18) The student designs apparel products using elements of effective design. The student is expected to:	(A) identify and apply shape, line, form, color, and texture for specific fashion ensembles	(vii) apply line for specific fashion ensembles
(18) The student designs apparel products using elements of effective design. The student is expected to:	(A) identify and apply shape, line, form, color, and texture for specific fashion ensembles	(viii) apply form for specific fashion ensembles

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student designs apparel products using elements of effective design. The student is expected to:	(A) identify and apply shape, line, form, color, and texture for specific fashion ensembles	(ix) apply color for specific fashion ensembles
(18) The student designs apparel products using elements of effective design. The student is expected to:	(A) identify and apply shape, line, form, color, and texture for specific fashion ensembles	(x) apply texture for specific fashion ensembles
(18) The student designs apparel products using elements of effective design. The student is expected to:	(B) determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types	(i) determine clothing silhouettes appropriate for specific body types
(18) The student designs apparel products using elements of effective design. The student is expected to:	(B) determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types	(ii) determine fabric selection appropriate for specific body types
(18) The student designs apparel products using elements of effective design. The student is expected to:	(B) determine clothing silhouettes, fabric selection, and design elements appropriate for specific body types	(iii) determine design elements appropriate for specific body types
(18) The student designs apparel products using elements of effective design. The student is expected to:	(C) use design elements to design products for the human form, including adaptations for individuals with special needs	(i) use design elements to design products for the human form, including adaptations for individuals with special needs

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.103. Fashion Design I Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Corequisite: Fashion Design I. This class must be taken concurrently with Fashion Design I and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Fashion Design I to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(i) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(ii) demonstrate skills related to applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document work samples	(i) create a career portfolio to document work samples
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) communicate with diverse individuals	(i) communicate with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(i) use personal information management programs for fashion projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ii) use email programs for fashion projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iii) use Internet programs for fashion projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iv) use industry programs for fashion projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(v) use personal information management programs for textiles projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vi) use email programs for textiles projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vii) use Internet programs for textiles projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(viii) use industry programs for textiles projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ix) use personal information management programs for apparel projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(x) use email programs for apparel projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xi) use Internet programs for apparel projects
(5) The student applies technology applications. The student is expected to:	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xii) use industry programs for apparel projects
(6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to:	(A) compare fashion history relative to current fashions trends	(i) compare fashion history relative to current fashions trends
(6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to:	(B) evaluate how historical events and attitudes influence fashion trends	(i) evaluate how historical events influence fashion trends
(6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to:	(B) evaluate how historical events and attitudes influence fashion trends	(ii) evaluate how historical attitudes influence fashion trends
(7) The student applies safety regulations. The student is expected to:	[A] implement personal and workplace safety rules and procedures	(i) implement personal safety rules
(7) The student applies safety regulations. The student is expected to:	[A] implement personal and workplace safety rules and procedures	(ii) implement workplace safety rules

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies safety regulations. The student is expected to:	[A] implement personal and workplace safety rules and procedures	(iii) implement personal safety procedures
(7) The student applies safety regulations. The student is expected to:	[A] implement personal and workplace safety rules and procedures	(iv) implement workplace safety procedures
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills	(i) employ leadership skills
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) apply characteristics of effective working relationships	(i) apply characteristics of effective working relationships
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) participate in groups	(i) participate in groups
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(D) employ mentoring skills	(i) employ mentoring skills
(9) The student applies ethical decision making with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) exhibit ethical conduct
(9) The student applies ethical decision making with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to:	(C) evaluate fashion industry influences on society	(i) evaluate fashion industry influences on society
(10) The student applies technical skills for efficiency. The student is expected to:	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies technical skills for efficiency. The student is expected to:	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student analyzes the nature of fashion. The student is expected to:	(A) analyze prominent fashion publications	(i) analyze prominent fashion publications
(11) The student analyzes the nature of fashion. The student is expected to:	(B) analyze trends using the fashion cycle	(i) analyze trends using the fashion cycle
(12) The student analyzes fiber and textile characteristics. The student is expected to:	(A) identify fibers and textiles	(i) identify fibers
(12) The student analyzes fiber and textile characteristics. The student is expected to:	(A) identify fibers and textiles	(ii) identify textiles
(12) The student analyzes fiber and textile characteristics. The student is expected to:	(B) evaluate water resistance, heat sensitivity, and colorfastness of various textiles	(i) evaluate water resistance of various textiles
(12) The student analyzes fiber and textile characteristics. The student is expected to:	(B) evaluate water resistance, heat sensitivity, and colorfastness of various textiles	(ii) evaluate heat sensitivity of various textiles

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student analyzes fiber and textile characteristics. The student is expected to:	(B) evaluate water resistance, heat sensitivity, and colorfastness of various textiles	(iii) evaluate colorfastness of various textiles
(12) The student analyzes fiber and textile characteristics. The student is expected to:	(C) evaluate textile products as to suitability for varied apparel uses	(i) evaluate textile products as to suitability for varied apparel uses
(12) The student analyzes fiber and textile characteristics. The student is expected to:	(D) distinguish textile selvage and grain line	(i) distinguish textile selvage
(12) The student analyzes fiber and textile characteristics. The student is expected to:	(D) distinguish textile selvage and grain line	(ii) distinguish grain line
(13) The student selects proper care and maintenance practices for apparel. The student is expected to:	(A) use appropriate care procedures for textile products	(i) use appropriate care procedures for textile products
(13) The student selects proper care and maintenance practices for apparel. The student is expected to:	(B) use appropriate care procedures for apparel products	(i) use appropriate care procedures for apparel products
(14) The student applies skills related to commercial care of clothing. The student is expected to:	(A) demonstrate safety and sanitary procedures while laundering, pressing, or dry cleaning	(i) demonstrate safety procedures while laundering, pressing, or dry cleaning
(14) The student applies skills related to commercial care of clothing. The student is expected to:	(A) demonstrate safety and sanitary procedures while laundering, pressing, or dry cleaning	(ii) demonstrate sanitary procedures while laundering, pressing, or dry cleaning
(14) The student applies skills related to commercial care of clothing. The student is expected to:	(B) demonstrate pressing procedures	(i) demonstrate pressing procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student analyzes the apparel production process from design concept to finished product. The student is expected to:	(A) identify and describe equipment needed for the apparel production process	(i) identify equipment needed for the apparel production process
(15) The student analyzes the apparel production process from design concept to finished product. The student is expected to:	(A) identify and describe equipment needed for the apparel production process	(ii) describe equipment needed for the apparel production process
(15) The student analyzes the apparel production process from design concept to finished product. The student is expected to:	(B) outline the apparel construction process	(i) outline the apparel construction process
(16) The student applies knowledge of fibers, fabrics, and design when evaluating and designing textile products. The student is expected to:	(A) identify characteristics and properties of natural and manufactured fibers	(i) identify characteristics of natural fibers
(16) The student applies knowledge of fibers, fabrics, and design when evaluating and designing textile products. The student is expected to:	(A) identify characteristics and properties of natural and manufactured fibers	(ii) identify characteristics of manufactured fibers
(16) The student applies knowledge of fibers, fabrics, and design when evaluating and designing textile products. The student is expected to:	(A) identify characteristics and properties of natural and manufactured fibers	(iii) identify properties of natural fibers
(16) The student applies knowledge of fibers, fabrics, and design when evaluating and designing textile products. The student is expected to:	(A) identify characteristics and properties of natural and manufactured fibers	(iv) identify properties of manufactured fibers

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student applies knowledge of fibers, fabrics, and design when evaluating and designing textile products. The student is expected to:	(B) describe methods of textile production	(i) describe methods of textile production
(16) The student applies knowledge of fibers, fabrics, and design when evaluating and designing textile products. The student is expected to:	(C) assess the effects of various environmental conditions on textiles	(i) assess the effects of various environmental conditions on textiles
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(A) use appropriate measurement tools and measurement units	(i) use appropriate measurement tools
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(A) use appropriate measurement tools and measurement units	(ii) use appropriate measurement units
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(B) demonstrate appropriate use, selection, and care of equipment, tools, and notions	(i) demonstrate appropriate use of equipment
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(B) demonstrate appropriate use, selection, and care of equipment, tools, and notions	(ii) demonstrate appropriate use of tools
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(B) demonstrate appropriate use, selection, and care of equipment, tools, and notions	(iii) demonstrate appropriate use of notions
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(B) demonstrate appropriate use, selection, and care of equipment, tools, and notions	(iv) demonstrate appropriate selection of equipment
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(B) demonstrate appropriate use, selection, and care of equipment, tools, and notions	(v) demonstrate appropriate selection of tools

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(B) demonstrate appropriate use, selection, and care of equipment, tools, and notions	(vi) demonstrate appropriate selection of notions
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(B) demonstrate appropriate use, selection, and care of equipment, tools, and notions	(vii) demonstrate appropriate care of equipment
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(B) demonstrate appropriate use, selection, and care of equipment, tools, and notions	(viii) demonstrate appropriate care of tools
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(B) demonstrate appropriate use, selection, and care of equipment, tools, and notions	(ix) demonstrate appropriate care of notions
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(C) apply design principles and elements when altering apparel	(i) apply design principles when altering apparel
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(C) apply design principles and elements when altering apparel	(ii) apply design elements when altering apparel
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(D) apply safety procedures while operating equipment	(i) apply safety procedures while operating equipment
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(E) determine apparel design and alterations to accommodate individuals with special needs	(i) determine apparel design to accommodate individuals with special needs
(17) The student demonstrates effective repair and alteration techniques. The student is expected to:	(E) determine apparel design and alterations to accommodate individuals with special needs	(ii) determine apparel alterations to accommodate individuals with special needs

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student demonstrates effective construction techniques. The student is expected to:	(A) apply principles of quality apparel construction	(i) apply principles of quality apparel construction
(18) The student demonstrates effective construction techniques. The student is expected to:	(B) apply design principles and elements when designing and constructing apparel	(i) apply design principles when designing apparel
(18) The student demonstrates effective construction techniques. The student is expected to:	(B) apply design principles and elements when designing and constructing apparel	(ii) apply design principles when constructing apparel
(18) The student demonstrates effective construction techniques. The student is expected to:	(B) apply design principles and elements when designing and constructing apparel	(iii) apply design elements when designing apparel
(18) The student demonstrates effective construction techniques. The student is expected to:	(B) apply design principles and elements when designing and constructing apparel	(iv) apply design elements when constructing apparel
(18) The student demonstrates effective construction techniques. The student is expected to:	(C) apply appropriate construction and pressing techniques in apparel and textile construction	(i) apply appropriate construction techniques in apparel construction
(18) The student demonstrates effective construction techniques. The student is expected to:	(C) apply appropriate construction and pressing techniques in apparel and textile construction	(ii) apply appropriate construction techniques in textile construction
(18) The student demonstrates effective construction techniques. The student is expected to:	(C) apply appropriate construction and pressing techniques in apparel and textile construction	(iii) apply appropriate pressing techniques in apparel construction
(18) The student demonstrates effective construction techniques. The student is expected to:	(C) apply appropriate construction and pressing techniques in apparel and textile construction	(iv) apply appropriate pressing techniques in textile construction

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student demonstrates effective construction techniques. The student is expected to:	(D) describe pattern parts and terminology	(i) describe pattern parts
(18) The student demonstrates effective construction techniques. The student is expected to:	(D) describe pattern parts and terminology	(ii) describe pattern terminology

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.104. Fashion Design II (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Fashion Design I. Recommended corequisite: Fashion Design II Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p> <p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) communicate with diverse individuals	(i) communicate with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(i) use personal information management programs for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ii) use email programs for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iii) use Internet programs for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iv) use industry programs for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(v) use personal information management programs for textiles projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vi) use email programs for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vii) use Internet programs for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(viii) use industry programs for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ix) use personal information management programs for apparel projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(x) use email programs for apparel projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xi) use Internet programs for apparel projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xii) use industry programs for apparel projects
(6) The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to analyze fashion history relative to current fashions trends.	[A] analyze fashion history relative to current fashions trends	(i) analyze fashion history relative to current fashions trends
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(i) implement personal safety rules
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(ii) implement personal safety procedures
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(iii) implement workplace safety rules
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(iv) implement workplace safety procedures
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish collective goals	(i) employ leadership skills to accomplish collective goals

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish practices for effective working relationships
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain practices for effective working relationships
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(i) conduct meetings using parliamentary procedure
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(ii) participate in meetings using parliamentary procedure
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(D) employ mentoring skills to inspire others	(i) employ mentoring skills to inspire others
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct as defined by the fashion and apparel industries	(i) exhibit ethical conduct as defined by the fashion industr[y]
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct as defined by the fashion and apparel industries	(ii) exhibit ethical conduct as defined by the apparel industr[y]

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(D) demonstrate knowledge of acceptable use policies	(i) demonstrate knowledge of acceptable use policies
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(i) summarize the rights of employers
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(ii) summarize the responsibilities of employers
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iii) summarize the rights of employees
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iv) summarize the responsibilities of employees

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(F) analyze legal aspects of the fashion and apparel industries	(i) analyze legal aspects of the fashion industr[y]
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(F) analyze legal aspects of the fashion and apparel industries	(ii) analyze legal aspects of the apparel industr[y]
(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(A) evaluate significant historic fashions from early civilizations to today	(i) evaluate significant historic fashions from early civilizations to today
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(B) describe social influences that have affected fashion	(i) describe social influences that have affected fashion
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(C) explain values communicated through clothing in specific historical periods	(i) explain values communicated through clothing in specific historical periods

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(D) show the influence of historic fashions on current-year fashion	(i) show the influence of historic fashions on current-year fashion
(11) The student describes how garment development and fashion have evolved from ancient times to present day. The student is expected to:	(E) identify prominent historical designers	(i) identify prominent historical designers
(12) The student analyzes various types of worldwide fashion production. The student is expected to:	(A) describe mass production techniques	(i) describe mass production techniques
(12) The student analyzes various types of worldwide fashion production. The student is expected to:	(B) describe the development of haute couture	(i) describe the development of haute couture
(13) The student determines design influences on the fashion industry. The student is expected to:	(A) explain the role of leading designers in determining fashion trends	(i) explain the role of leading designers in determining fashion trends
(13) The student determines design influences on the fashion industry. The student is expected to:	(B) analyze international factors affecting fashion design	(i) analyze international factors affecting fashion design
(13) The student determines design influences on the fashion industry. The student is expected to:	(C) determine the impact of technology on the design industry	(i) determine the impact of technology on the design industry
(13) The student determines design influences on the fashion industry. The student is expected to:	(D) determine the impact of design decisions on product cost	(i) determine the impact of design decisions on product cost
(14) The student creates a portfolio of fashion designs. The student is expected to:	(A) demonstrate fashion figure drawing	(i) demonstrate fashion figure drawing

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(i) apply design elements to create fashion drawings
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(ii) apply design principles to create fashion drawings
(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) demonstrate the properties and characteristics of color	(i) demonstrate the properties of color
(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) demonstrate the properties and characteristics of color	(ii) demonstrate the characteristics of color
(14) The student creates a portfolio of fashion designs. The student is expected to:	(D) use computer-aided techniques to create fashion designs	(i) use computer-aided techniques to create fashion designs
(14) The student creates a portfolio of fashion designs. The student is expected to:	(E) select appropriate textiles to use in specific designs	(i) select appropriate textiles to use in specific designs
(14) The student creates a portfolio of fashion designs. The student is expected to:	(F) assemble portfolio components to present fashion designs	(i) assemble portfolio components to present fashion designs
(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(A) describe techniques used to analyze the fashion image of individual clients	(i) describe techniques used to analyze the fashion image of individual clients

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(B) analyze factors involved in fashion image consulting such as personal coloring, color harmonies, appropriate fabric textures, body proportion and silhouette, figure, facial and hair analysis, and wardrobe coordination	(i) analyze factors involved in fashion image consulting
(15) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(C) develop a personal fashion image evaluation for an individual	(i) develop a personal fashion image evaluation for an individual

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.105. Fashion Design II Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Corequisite: Fashion Design II. Prerequisites: Fashion Design I and Fashion Design I Lab. This course must be taken concurrently with Fashion Design II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Fashion Design II to allow students sufficient time to master the content of both courses. See §74.3(b)(1) of this title (relating to Description of a Required Secondary Curriculum) regarding curriculum arrangement options. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document work experiences
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document work experiences, licenses, certifications, and work samples	(ii) create a career portfolio to document licenses
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document work experiences, licenses, certifications, and work samples	(iii) create a career portfolio to document certifications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document work experiences, licenses, certifications, and work samples	(iv) create a career portfolio to document work samples
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) communicate with diverse individuals	(i) communicate with diverse individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(i) use personal information management applications for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(ii) use personal information management applications for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(iii) use personal information management applications for apparel projects

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(iv) use email applications for fashion projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(v) use email applications for textiles projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(vi) use email applications for apparel projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(vii) use Internet applications for fashion projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(ix) use Internet applications for textiles projects</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(x) use Internet applications for apparel projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(xi) use word processor applications for fashion projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(xii) use word processor applications for textiles projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(xiii) use word processor applications for apparel projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(xiv) use industry program applications for fashion projects</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xv) use industry program applications for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xvi) use industry program applications for apparel projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xvii) use slide show presentation applications for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xviii) use slide show presentation applications for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xix) use slide show presentation applications for apparel projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xxx) use spreadsheet applications for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xxi) use spreadsheet applications for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xxii) use spreadsheet applications for apparel projects
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(i) analyze the history of the fashion field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(ii) analyze the evolution of the fashion field

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(iii) analyze the history of the textiles field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(iv) analyze the evolution of the textiles field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(v) analyze the history of the apparel field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(vi) analyze the evolution of the apparel field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(vii) summarize the history of the fashion field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(viii) summarize the evolution of the fashion field

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(ix) summarize the history of the textiles field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(x) summarize the evolution of the textiles field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(xi) summarize the history of the apparel field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(xii) summarize the evolution of the apparel field
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(i) implement personal safety rules
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(ii) implement personal safety procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(iii) implement workplace safety rules
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(iv) implement workplace safety procedures
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by describing effective leadership styles
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iv) employ leadership skills to accomplish goals and objectives by participating in civic leadership
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(v) employ leadership skills to accomplish goals and objectives by participating in community leadership
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vi) employ leadership skills to accomplish goals and objectives by participating in teamwork opportunities to enhance skills
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) establish effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) establish effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by managing stress
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) establish effective working relationships by controlling emotions
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) maintain effective working relationships by providing constructive praise

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) maintain effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) maintain effective working relationships by managing stress
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(i) conduct meetings using parliamentary procedure

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(ii) participate in meetings using parliamentary procedure
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(D) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(D) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(D) demonstrate knowledge of acceptable use policies	(i) demonstrate knowledge of acceptable use policies

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(i) summarize the rights of employers
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(ii) summarize the rights of employees
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iii) summarize the responsibilities of employers
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iv) summarize the responsibilities of employees
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(F) exhibit ethical practices as defined by the fashion and apparel industries	(i) exhibit ethical practices as defined by the fashion industr[y]
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(F) exhibit ethical practices as defined by the fashion and apparel industries	(ii) exhibit ethical practices as defined by the apparel industr[y]
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(G) analyze legal aspects of the fashion and apparel industries	(i) analyze legal aspects of the fashion industr[y]

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(G) analyze legal aspects of the fashion and apparel industries	(ii) analyze legal aspects of the apparel industr[y]
(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student performs operations for various roles in the fashion industry. The student is expected to:	(A) identify tasks that employees may perform	(i) identify tasks that employees may perform
(11) The student performs operations for various roles in the fashion industry. The student is expected to:	(B) follow procedures identified for performing tasks	(i) follow procedures identified for performing tasks
(11) The student performs operations for various roles in the fashion industry. The student is expected to:	(C) apply resource management procedures when completing assigned tasks	(i) apply resource management procedures when completing assigned tasks
(12) The student determines textile suitability for specific applications and uses. The student is expected to:	(A) compare processes for dyeing, printing, and finishing used in the textile industry	(i) compare processes for dyeing, printing, and finishing used in the textile industry
(12) The student determines textile suitability for specific applications and uses. The student is expected to:	(B) explain how finishes affect the characteristics of fabrics	(i) explain how finishes affect the characteristics of fabrics

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student determines textile suitability for specific applications and uses. The student is expected to:	(C) recommend care procedures for various textile products	(i) recommend care procedures for various textile products
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(A) outline the textile design process from concept to finished product	(i) outline the textile design process from concept to finished product
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(B) differentiate types and methods of textile production	(i) differentiate types of textile production
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(B) differentiate types and methods of textile production	(ii) differentiate methods of textile production
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(i) summarize implications of dyeing textiles
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(ii) summarize implications of printing textiles
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(iii) summarize implications of finishing of textiles

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(iv) summarize methods of dyeing textiles
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(v) summarize methods of printing textiles
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(vi) summarize methods of finishing of textiles
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(D) determine textile and apparel labeling requirements	(i) determine textile labeling requirements
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(D) determine textile and apparel labeling requirements	(ii) determine apparel labeling requirements
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(E) determine factors affecting the cost of textile products	(i) determine factors affecting the cost of textile products
(14) The student creates a portfolio of fashion designs. The student is expected to:	(A) demonstrate fashion figure drawing	(i) demonstrate fashion figure drawing
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(i) apply design elements to create fashion drawings

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(ii) apply design principles to create fashion drawings
(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) use computer-aided techniques to create fashion designs	(i) use computer-aided techniques to create fashion designs
(14) The student creates a portfolio of fashion designs. The student is expected to:	(D) select appropriate textiles to use in specific designs	(i) select appropriate textiles to use in specific designs
(14) The student creates a portfolio of fashion designs. The student is expected to:	(E) assemble portfolio components to present fashion designs	(i) assemble portfolio components to present fashion designs
(15) The student produces quality fashion products. The student is expected to:	(A) outline general procedures and equipment used in apparel design and pattern development	(i) outline general procedures used in apparel design development
(15) The student produces quality fashion products. The student is expected to:	(A) outline general procedures and equipment used in apparel design and pattern development	(ii) outline general procedures used in apparel pattern development
(15) The student produces quality fashion products. The student is expected to:	(A) outline general procedures and equipment used in apparel design and pattern development	(iii) outline equipment used in apparel design development
(15) The student produces quality fashion products. The student is expected to:	(A) outline general procedures and equipment used in apparel design and pattern development	(iv) outline equipment used in apparel pattern development
(15) The student produces quality fashion products. The student is expected to:	(B) construct custom made garments using appropriate tools, equipment, and supplies	(i) construct custom made garments using appropriate tools

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student produces quality fashion products. The student is expected to:	(B) construct custom made garments using appropriate tools, equipment, and supplies	(ii) construct custom made garments using appropriate equipment
(15) The student produces quality fashion products. The student is expected to:	(B) construct custom made garments using appropriate tools, equipment, and supplies	(iii) construct custom made garments using appropriate supplies
(15) The student produces quality fashion products. The student is expected to:	(C) develop garments for proper fit	(i) develop garments for proper fit
(15) The student produces quality fashion products. The student is expected to:	(D) apply correct procedures used in garment fitting, pattern making, and pattern alterations	(i) apply correct procedures used in garment fitting
(15) The student produces quality fashion products. The student is expected to:	(D) apply correct procedures used in garment fitting, pattern making, and pattern alterations	(ii) apply correct procedures used in pattern making
(15) The student produces quality fashion products. The student is expected to:	(D) apply correct procedures used in garment fitting, pattern making, and pattern alterations	(iii) apply correct procedures used in pattern alterations
(15) The student produces quality fashion products. The student is expected to:	(E) construct custom made garments	(i) construct custom made garments
(15) The student produces quality fashion products. The student is expected to:	(F) demonstrate safety practices related to garment construction	(i) demonstrate safety practices related to garment construction
(16) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(A) describe techniques used to analyze the fashion image of individual clients	(i) describe techniques used to analyze the fashion image of individual clients

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(B) analyze factors involved in fashion image consulting such as personal coloring, color harmonies, appropriate fabric textures, body proportion and silhouette, figure, facial and hair analysis, and wardrobe coordination	(i) analyze factors involved in fashion image consulting
(16) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(C) develop a personal fashion image evaluation for an individual	(i) develop a personal fashion image evaluation for an individual

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.105. Fashion Design II Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Corequisite: Fashion Design II. Prerequisites: Fashion Design I and Fashion Design I Lab. This course must be taken concurrently with Fashion Design II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Fashion Design II to allow students sufficient time to master the content of both courses. See §74.3(b)(1) of this title (relating to Description of a Required Secondary Curriculum) regarding curriculum arrangement options. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document work experiences, licenses, certifications, and work samples	(i) create a career portfolio to document work experiences
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document work experiences, licenses, certifications, and work samples	(ii) create a career portfolio to document licenses
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document work experiences, licenses, certifications, and work samples	(iii) create a career portfolio to document certifications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a career portfolio to document work experiences, licenses, certifications, and work samples	(iv) create a career portfolio to document work samples
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) communicate with diverse individuals	(i) communicate with diverse individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(i) use personal information management applications for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(ii) use personal information management applications for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(iii) use personal information management applications for apparel projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(iv) use email applications for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(v) use email applications for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(vi) use email applications for apparel projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(vii) use Internet applications for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(ix) use Internet applications for textiles projects

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(x) use Internet applications for apparel projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(xi) use word processor applications for fashion projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(xii) use word processor applications for textiles projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(xiii) use word processor applications for apparel projects</p>
<p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</p>	<p>[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects</p>	<p>(xiv) use industry program applications for fashion projects</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xv) use industry program applications for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xvi) use industry program applications for apparel projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xvii) use slide show presentation applications for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xviii) use slide show presentation applications for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xix) use slide show presentation applications for apparel projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xxx) use spreadsheet applications for fashion projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xxi) use spreadsheet applications for textiles projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, word processor, industry program, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects	(xxii) use spreadsheet applications for apparel projects
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(i) analyze the history of the fashion field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(ii) analyze the evolution of the fashion field

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(iii) analyze the history of the textiles field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(iv) analyze the evolution of the textiles field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(v) analyze the history of the apparel field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(vi) analyze the evolution of the apparel field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(vii) summarize the history of the fashion field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(viii) summarize the evolution of the fashion field

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(ix) summarize the history of the textiles field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(x) summarize the evolution of the textiles field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(xi) summarize the history of the apparel field
(6) The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.	[A] analyze and summarize the history and evolution of the fashion, textiles, and apparel field	(xii) summarize the evolution of the apparel field
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(i) implement personal safety rules
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(ii) implement personal safety procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(iii) implement workplace safety rules
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(iv) implement workplace safety procedures
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by describing effective leadership styles
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iv) employ leadership skills to accomplish goals and objectives by participating in civic leadership
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(v) employ leadership skills to accomplish goals and objectives by participating in community leadership
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vi) employ leadership skills to accomplish goals and objectives by participating in teamwork opportunities to enhance skills
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) establish effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) establish effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by managing stress
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) establish effective working relationships by controlling emotions
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) maintain effective working relationships by providing constructive praise

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) maintain effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) maintain effective working relationships by managing stress
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(B) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(i) conduct meetings using parliamentary procedure

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(ii) participate in meetings using parliamentary procedure
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(D) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(8) The student applies leadership characteristics in classroom and professional settings. The student is expected to:	(D) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(D) demonstrate knowledge of acceptable use policies	(i) demonstrate knowledge of acceptable use policies

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(i) summarize the rights of employers
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(ii) summarize the rights of employees
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iii) summarize the responsibilities of employers
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iv) summarize the responsibilities of employees
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(F) exhibit ethical practices as defined by the fashion and apparel industries	(i) exhibit ethical practices as defined by the fashion industr[y]
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(F) exhibit ethical practices as defined by the fashion and apparel industries	(ii) exhibit ethical practices as defined by the apparel industr[y]
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(G) analyze legal aspects of the fashion and apparel industries	(i) analyze legal aspects of the fashion industr[y]

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	(G) analyze legal aspects of the fashion and apparel industries	(ii) analyze legal aspects of the apparel industr[y]
(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student performs operations for various roles in the fashion industry. The student is expected to:	(A) identify tasks that employees may perform	(i) identify tasks that employees may perform
(11) The student performs operations for various roles in the fashion industry. The student is expected to:	(B) follow procedures identified for performing tasks	(i) follow procedures identified for performing tasks
(11) The student performs operations for various roles in the fashion industry. The student is expected to:	(C) apply resource management procedures when completing assigned tasks	(i) apply resource management procedures when completing assigned tasks
(12) The student determines textile suitability for specific applications and uses. The student is expected to:	(A) compare processes for dyeing, printing, and finishing used in the textile industry	(i) compare processes for dyeing, printing, and finishing used in the textile industry
(12) The student determines textile suitability for specific applications and uses. The student is expected to:	(B) explain how finishes affect the characteristics of fabrics	(i) explain how finishes affect the characteristics of fabrics

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student determines textile suitability for specific applications and uses. The student is expected to:	(C) recommend care procedures for various textile products	(i) recommend care procedures for various textile products
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(A) outline the textile design process from concept to finished product	(i) outline the textile design process from concept to finished product
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(B) differentiate types and methods of textile production	(i) differentiate types of textile production
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(B) differentiate types and methods of textile production	(ii) differentiate methods of textile production
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(i) summarize implications of dyeing textiles
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(ii) summarize implications of printing textiles
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(iii) summarize implications of finishing of textiles

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(iv) summarize methods of dyeing textiles
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(v) summarize methods of printing textiles
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(C) summarize implications and methods of dyeing, printing, and finishing of textiles	(vi) summarize methods of finishing of textiles
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(D) determine textile and apparel labeling requirements	(i) determine textile labeling requirements
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(D) determine textile and apparel labeling requirements	(ii) determine apparel labeling requirements
(13) The student determines implications of textile characteristics on apparel and fashion. The student is expected to:	(E) determine factors affecting the cost of textile products	(i) determine factors affecting the cost of textile products
(14) The student creates a portfolio of fashion designs. The student is expected to:	(A) demonstrate fashion figure drawing	(i) demonstrate fashion figure drawing
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(i) apply design elements to create fashion drawings

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student creates a portfolio of fashion designs. The student is expected to:	(B) apply design elements and principles to create fashion drawings	(ii) apply design principles to create fashion drawings
(14) The student creates a portfolio of fashion designs. The student is expected to:	(C) use computer-aided techniques to create fashion designs	(i) use computer-aided techniques to create fashion designs
(14) The student creates a portfolio of fashion designs. The student is expected to:	(D) select appropriate textiles to use in specific designs	(i) select appropriate textiles to use in specific designs
(14) The student creates a portfolio of fashion designs. The student is expected to:	(E) assemble portfolio components to present fashion designs	(i) assemble portfolio components to present fashion designs
(15) The student produces quality fashion products. The student is expected to:	(A) outline general procedures and equipment used in apparel design and pattern development	(i) outline general procedures used in apparel design development
(15) The student produces quality fashion products. The student is expected to:	(A) outline general procedures and equipment used in apparel design and pattern development	(ii) outline general procedures used in apparel pattern development
(15) The student produces quality fashion products. The student is expected to:	(A) outline general procedures and equipment used in apparel design and pattern development	(iii) outline equipment used in apparel design development
(15) The student produces quality fashion products. The student is expected to:	(A) outline general procedures and equipment used in apparel design and pattern development	(iv) outline equipment used in apparel pattern development
(15) The student produces quality fashion products. The student is expected to:	(B) construct custom made garments using appropriate tools, equipment, and supplies	(i) construct custom made garments using appropriate tools

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student produces quality fashion products. The student is expected to:	(B) construct custom made garments using appropriate tools, equipment, and supplies	(ii) construct custom made garments using appropriate equipment
(15) The student produces quality fashion products. The student is expected to:	(B) construct custom made garments using appropriate tools, equipment, and supplies	(iii) construct custom made garments using appropriate supplies
(15) The student produces quality fashion products. The student is expected to:	(C) develop garments for proper fit	(i) develop garments for proper fit
(15) The student produces quality fashion products. The student is expected to:	(D) apply correct procedures used in garment fitting, pattern making, and pattern alterations	(i) apply correct procedures used in garment fitting
(15) The student produces quality fashion products. The student is expected to:	(D) apply correct procedures used in garment fitting, pattern making, and pattern alterations	(ii) apply correct procedures used in pattern making
(15) The student produces quality fashion products. The student is expected to:	(D) apply correct procedures used in garment fitting, pattern making, and pattern alterations	(iii) apply correct procedures used in pattern alterations
(15) The student produces quality fashion products. The student is expected to:	(E) construct custom made garments	(i) construct custom made garments
(15) The student produces quality fashion products. The student is expected to:	(F) demonstrate safety practices related to garment construction	(i) demonstrate safety practices related to garment construction
(16) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(A) describe techniques used to analyze the fashion image of individual clients	(i) describe techniques used to analyze the fashion image of individual clients

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(B) analyze factors involved in fashion image consulting such as personal coloring, color harmonies, appropriate fabric textures, body proportion and silhouette, figure, facial and hair analysis, and wardrobe coordination	(i) analyze factors involved in fashion image consulting
(16) The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:	(C) develop a personal fashion image evaluation for an individual	(i) develop a personal fashion image evaluation for an individual

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.106. Graphic Design and Illustration I (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Recommended corequisite: Graphic Design and Illustration I Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate positive personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking employment to find and obtain a desired job	(i) demonstrate skills related to seeking employment to find and obtain a desired job

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) maintain a career portfolio to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(i) adapt language for audience

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	(i) interpret information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	(ii) communicate information
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and employs problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and employs problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and employs problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects	(i) use personal information management applications for art and design projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects	(ii) use email applications for art and design projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects	(iii) use Internet applications for art and design projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects	(iv) use writing and publishing applications for art and design projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects	(v) use presentation applications for art and design projects
(6) The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(i) analyze the history of related fields
(6) The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(ii) analyze the evolution of related fields

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(iii) summarize the history of related fields
(6) The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(iv) summarize the evolution of related fields
(7) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(i) implement personal safety rules and regulations
(7) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(ii) implement professional safety rules and regulations
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills	(i) employ leadership skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(i) conduct meetings
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(ii) participate in meetings
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) employ mentoring skills	(i) employ mentoring skills
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(A) exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) exhibit ethical conduct related to interacting with others
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition	(i) discuss copyright laws in relation to fair use and acquisition
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition	(ii) apply copyright laws in relation to fair use and acquisition

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(E) analyze the impact of the advertising and visual communication design industry on society	(i) analyze the impact of the advertising and visual communication design industry on society
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an increasing understanding of graphic design and illustration. The student is expected to research art and design career opportunities and qualifications.	[A] research art and design career opportunities and qualifications	(i) research art and design career opportunities
(11) The student develops an increasing understanding of graphic design and illustration. The student is expected to research art and design career opportunities and qualifications.	[A] research art and design career opportunities and qualifications	(ii) research art and design career qualifications
(12) The student researches the history and evolution of art and design. The student is expected to:	(A) explain the history of visual arts and design	(i) explain the history of visual arts and design
(12) The student researches the history and evolution of art and design. The student is expected to:	(B) understand general characteristics in artwork from a variety of cultures	(i) understand general characteristics in artwork from a variety of cultures
(12) The student researches the history and evolution of art and design. The student is expected to:	(C) compare current visual arts technologies with historical technologies	(i) compare current visual arts technologies with historical technologies
(13) The student conducts oral or written critiques of designs. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(i) interpret design decisions
(13) The student conducts oral or written critiques of designs. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(ii) evaluate design decisions
(13) The student conducts oral or written critiques of designs. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(iii) justify design decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student conducts oral or written critiques of designs. The student is expected to:	(B) apply a critical method of evaluation	(i) apply a critical method of evaluation
(13) The student conducts oral or written critiques of designs. The student is expected to:	(C) communicate an oral or written defense	(i) communicate an oral or written defense
(13) The student conducts oral or written critiques of designs. The student is expected to:	(D) evaluate oral or written feedback	(i) evaluate oral or written feedback
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(i) analyze art elements in photographic works
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(ii) analyze art elements in multimedia applications
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(iii) analyze art elements in digital media

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(iv) analyze art elements in print media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(v) analyze art principles in photographic works
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(vi) analyze art principles in multimedia applications
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(vii) analyze art principles in digital media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(viii) analyze art principles in print media

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(ix) apply art elements in photographic works
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(x) apply art elements in multimedia applications
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xi) apply art elements in digital media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xii) apply art elements print media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xiii) apply art principles in photographic works

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xiv) apply art principles in multimedia applications
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xv) apply art principles in digital media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xvi) apply art principles in print media
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(A) create designs for defined applications	(i) create designs for defined applications
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(B) apply elements of design	(i) apply elements of design
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(C) apply design principles and typography	(i) apply design principles

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(C) apply design principles and typography	(ii) apply typography
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(D) use good composition	(i) use good composition
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(E) demonstrate anatomical figure drawing	(i) demonstrate anatomical figure drawing
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(F) demonstrate drawing in one-point, two-point, and multi-point perspective	(i) demonstrate drawing in one-point perspective
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(F) demonstrate drawing in one-point, two-point, and multi-point perspective	(ii) demonstrate drawing in two-point perspective
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(F) demonstrate drawing in one-point, two-point, and multi-point perspective	(iii) demonstrate drawing in multi-point perspective
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(G) create a project by applying color	(i) create a project by applying color

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(H) apply printing concepts	(i) apply printing concepts

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.107. Graphic Design and Illustration I Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Corequisite: Graphic Design and Illustration. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. This class must be taken concurrently with Graphic Design and Illustration and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Graphic Design and Illustration to allow students sufficient time to master the content of both courses. See §74.3(b)(1) of this title (relating to Description of a Required Secondary Curriculum) regarding curriculum arrangement options. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(i) identify training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification for employment	(ii) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(i) identify positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(ii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iii) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate positive work behaviors and personal qualities needed to be employable	(iv) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking employment to find and obtain a desired job	(i) demonstrate skills related to seeking employment to find and obtain a desired job

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(i) maintain a career portfolio to document work experiences
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(ii) maintain a career portfolio to document licenses
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(iii) maintain a career portfolio to document certifications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(iv) maintain a career portfolio to document work samples
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student understands professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	(i) interpret information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	(ii) communicate information
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student understands professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student understands professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and employs problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and employs problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and employs problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing and presentation applications for art and design projects.	[A] use personal information management, email, Internet, writing and publishing and presentation applications for art and design projects	(i) use personal information management applications for art and design projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing and presentation applications for art and design projects.	[A] use personal information management, email, Internet, writing and publishing and presentation applications for art and design projects	(ii) use email applications for art and design projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing and presentation applications for art and design projects.	[A] use personal information management, email, Internet, writing and publishing and presentation applications for art and design projects	(iii) use Internet applications for art and design projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing and presentation applications for art and design projects.	[A] use personal information management, email, Internet, writing and publishing and presentation applications for art and design projects	(iv) use writing and publishing applications for art and design projects
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing and presentation applications for art and design projects.	[A] use personal information management, email, Internet, writing and publishing and presentation applications for art and design projects	(v) use presentation applications for art and design projects

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(i) analyze the history of related fields
(6) The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(ii) analyze the evolution of related fields
(6) The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(iii) summarize the history of related fields
(6) The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(iv) summarize the evolution of related fields
(7) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(i) implement personal safety rules and regulations
(7) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(ii) implement professional safety rules and regulations
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills	(i) employ leadership skills

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(i) conduct meetings
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(ii) participate in meetings
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) employ mentoring skills	(i) employ mentoring skills
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(A) exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) exhibit ethical conduct related to interacting with others
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(B) apply copyright laws in relation to fair use and acquisition	(i) apply copyright laws in relation to fair use and acquisition

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(E) analyze the impact of the advertising and visual communication design industry on society	(i) analyze the impact of the advertising industry on society
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(E) analyze the impact of the advertising and visual communication design industry on society	(ii) analyze the impact of the visual communication design industry on society
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student develops an increasing understanding of graphic design and illustration. The student is expected to research art and design career opportunities and qualifications.	[A] research art and design career opportunities and qualifications	(i) research art and design career opportunities
(11) The student develops an increasing understanding of graphic design and illustration. The student is expected to research art and design career opportunities and qualifications.	[A] research art and design career opportunities and qualifications	(ii) research art and design career qualifications
(12) The student researches the history and evolution of art and design. The student is expected to:	(A) explain the history of visual arts and design	(i) explain the history of visual arts and design
(12) The student researches the history and evolution of art and design. The student is expected to:	(B) understand general characteristics in artwork from a variety of cultures	(i) understand general characteristics in artwork from a variety of cultures
(12) The student researches the history and evolution of art and design. The student is expected to:	(C) compare current visual arts technologies with historical technologies	(i) compare current visual arts technologies with historical technologies
(13) The student conducts oral or written critiques of designs. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(i) interpret design decisions
(13) The student conducts oral or written critiques of designs. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(ii) evaluate design decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student conducts oral or written critiques of designs. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(iii) justify design decisions
(13) The student conducts oral or written critiques of designs. The student is expected to:	(B) apply a critical method of evaluation	(i) apply a critical method of evaluation
(13) The student conducts oral or written critiques of designs. The student is expected to:	(C) communicate an oral or written defense	(i) communicate an oral or written defense
(13) The student conducts oral or written critiques of designs. The student is expected to:	(D) evaluate oral or written feedback	(i) evaluate oral or written feedback
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(i) analyze art elements in photographic works
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(ii) analyze art elements in multimedia applications
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(iii) analyze art elements in digital media

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(iv) analyze art elements in print media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(v) analyze art principles in photographic works
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(vi) analyze art principles in multimedia applications
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(vii) analyze art principles in digital media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(viii) analyze art principles in print media

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(ix) apply art elements in photographic works
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(x) apply art elements in multimedia applications
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xi) apply art elements in digital media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xii) apply art elements in print media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xiii) apply art principles in photographic works

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xiv) apply art principles in multimedia applications
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xv) apply art principles in digital media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	[A] analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	(xvi) apply art principles in print media
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(A) create designs for defined applications	(i) create designs for defined applications
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(B) apply elements of design	(i) apply elements of design
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(C) apply design principles and typography	(i) apply design principles

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(C) apply design principles and typography	(ii) apply design typography
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(D) use good composition	(i) use good composition
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(E) demonstrate anatomical figure drawing	(i) demonstrate anatomical figure drawing
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(F) demonstrate drawing in one-point, two-point, and multi-point perspective	(i) demonstrate drawing in one-point perspective
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(F) demonstrate drawing in one-point, two-point, and multi-point perspective	(ii) demonstrate drawing in two-point perspective
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(F) demonstrate drawing in one-point, two-point, and multi-point perspective	(iii) demonstrate drawing in multi-point perspective
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(G) create a project by applying color	(i) create a project by applying color

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(H) apply printing concepts	(i) apply printing concepts

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.108. Graphic Design and Illustration II (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Prerequisite: Graphic Design and Illustration I. Recommended corequisite: Graphic Design and Illustration II Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(i) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a letter of application

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including demonstrating effective interview skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) maintain a career portfolio to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student understands and employs problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(3) The student understands and employs problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(3) The student understands and employs problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(4) The student applies knowledge of design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(i) analyze the history of related fields
(4) The student applies knowledge of design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(ii) analyze the evolution of related fields

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student applies knowledge of design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(iii) summarize the history of related fields
(4) The student applies knowledge of design systems. The student is expected to analyze and summarize the history and evolution of related fields.	[A] analyze and summarize the history and evolution of related fields	(iv) summarize the evolution of related fields
(5) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(i) implement personal safety rules and regulations
(5) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(ii) implement professional safety rules and regulations
(6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills	(i) employ leadership skills
(6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(i) employ teamwork skills
(6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills	(ii) employ conflict-management skills

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(i) conduct meetings
(6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) conduct and participate in meetings	(ii) participate in meetings
(6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) employ mentoring skills	(i) employ mentoring skills
(7) The student applies ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct
(7) The student applies ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws
(7) The student applies ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(7) The student applies ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies
(7) The student applies ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(E) identify the impact of the advertising and visual communication design industry on society	(i) identify the impact of the advertising and visual communication design industry on society
(8) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(8) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(9) The student develops an advanced understanding of graphic design and illustration. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(i) interpret design decisions
(9) The student develops an advanced understanding of graphic design and illustration. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(ii) evaluate design decisions
(9) The student develops an advanced understanding of graphic design and illustration. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(iii) justify design decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops an advanced understanding of graphic design and illustration. The student is expected to:	(B) participate in oral or written critiques of designs by applying a critical method of evaluation	(i) participate in oral or written critiques of designs by applying a critical method of evaluation
(9) The student develops an advanced understanding of graphic design and illustration. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations	(i) identify art elements
(9) The student develops an advanced understanding of graphic design and illustration. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations	(ii) identify art principles
(9) The student develops an advanced understanding of graphic design and illustration. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations	(iii) apply art elements to designs and illustrations
(9) The student develops an advanced understanding of graphic design and illustration. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations	(iv) apply art principles to designs and illustrations

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.109. Graphic Design and Illustration II Lab (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Corequisite: Graphic Design and Illustration II. Prerequisite: Graphic Design and Illustration I and Graphic Design and Illustration I Lab. This course must be taken concurrently with Graphic Design and Illustration II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Graphic Design and Illustration II to allow students sufficient time to master the content of both courses. See §74.3(b)(1) of this title (relating to Description of a Required Secondary Curriculum) regarding curriculum arrangement options. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(i) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a letter of application

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including demonstrating effective interview skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(i) maintain a career portfolio to document work experiences
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(ii) maintain a career portfolio to document licenses
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(iii) maintain a career portfolio to document certifications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(iv) maintain a career portfolio to document work samples

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student demonstrates professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student demonstrates professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student demonstrates professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student demonstrates professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student demonstrates professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student demonstrates professional communications strategies. The student is expected to:	(C) interpret and communicate information	(i) interpret information
(3) The student demonstrates professional communications strategies. The student is expected to:	(C) interpret and communicate information	(ii) communicate information
(3) The student demonstrates professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student demonstrates professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates professional communications strategies. The student is expected to:	(E) demonstrate active listening skills	(i) demonstrate active listening skills
(3) The student demonstrates professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student demonstrates professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student demonstrates professional communications strategies. The student is expected to:	(G) exhibit public relations skills	(i) exhibit public relations skills
(4) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and graphic design projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for art and graphic design projects	(i) use personal information management applications for art and graphic design projects
(4) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and graphic design projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for art and graphic design projects	(ii) use email applications for art and graphic design projects
(4) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and graphic design projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for art and graphic design projects	(iii) use Internet applications for art and graphic design projects

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and graphic design projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for art and graphic design projects	(iv) use writing and publishing applications for art and graphic design projects
(4) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and graphic design projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for art and graphic design projects	(v) use presentation applications for art and graphic design projects
(5) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(i) implement personal safety rules and regulations
(5) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(ii) implement professional safety rules and regulations
(6) The student demonstrates ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct
(6) The student demonstrates ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(6) The student demonstrates ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(6) The student demonstrates ethical decision making and complies with laws regarding use of technology in art and design. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies
(7) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(7) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(8) The student develops an advanced understanding of graphic design and illustration. The student is expected to interpret, evaluate, and justify design decisions.	[A] interpret, evaluate, and justify design decisions	(i) interpret design decisions
(8) The student develops an advanced understanding of graphic design and illustration. The student is expected to interpret, evaluate, and justify design decisions.	[A] interpret, evaluate, and justify design decisions	(ii) evaluate design decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student develops an advanced understanding of graphic design and illustration. The student is expected to interpret, evaluate, and justify design decisions.	[A] interpret, evaluate, and justify design decisions	(iii) justify design decisions
(9) The student participates in oral or written critiques of designs. The student is expected to:	(A) apply a critical method of evaluation	(i) apply a critical method of evaluation
(9) The student participates in oral or written critiques of designs. The student is expected to:	(B) communicate an oral or written defense	(i) communicate an oral or written defense
(9) The student participates in oral or written critiques of designs. The student is expected to:	(C) identify and demonstrate art elements and principles in designs and illustrations	(i) identify art elements in designs
(9) The student participates in oral or written critiques of designs. The student is expected to:	(C) identify and demonstrate art elements and principles in designs and illustrations	(ii) identify art elements in illustrations
(9) The student participates in oral or written critiques of designs. The student is expected to:	(C) identify and demonstrate art elements and principles in designs and illustrations	(iii) demonstrate art elements in designs
(9) The student participates in oral or written critiques of designs. The student is expected to:	(C) identify and demonstrate art elements and principles in designs and illustrations	(iv) demonstrate art elements in illustrations
(9) The student participates in oral or written critiques of designs. The student is expected to:	(C) identify and demonstrate art elements and principles in designs and illustrations	(v) identify art principles in designs
(9) The student participates in oral or written critiques of designs. The student is expected to:	(C) identify and demonstrate art elements and principles in designs and illustrations	(vi) identify art principles in illustrations

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student participates in oral or written critiques of designs. The student is expected to:	(C) identify and demonstrate art elements and principles in designs and illustrations	(vii) demonstrate art principles in designs
(9) The student participates in oral or written critiques of designs. The student is expected to:	(C) identify and demonstrate art elements and principles in designs and illustrations	(viii) demonstrate art principles in illustrations
(10) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(A) create designs for defined applications	(i) create designs for defined applications
(10) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(B) demonstrate elements of design	(i) demonstrate elements of design
(10) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(C) demonstrate design principles and typography	(i) demonstrate design principles
(10) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(C) demonstrate design principles and typography	(ii) demonstrate design typography
(10) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(D) use appropriate composition	(i) use appropriate composition
(10) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(E) use anatomically appropriate figure drawing	(i) use anatomically appropriate figure drawing

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(F) use appropriate perspective	(i) use appropriate perspective
(10) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(G) use the most effective color choices in projects	(i) use the most effective color choices in projects
(10) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(H) use printing concepts	(i) use printing concepts

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.110. Professional Communications (One-Half Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. This course may be used to satisfy a speech credit or skills requirement outlined in Chapter 74 of this title (relating to Curriculum Requirements). Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(i) explore opportunities in training for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(ii) explore opportunities in education for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) explore opportunities in training, education, and certifications for employment	(iii) explore opportunities in certifications for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(i) create a resume to document work experiences
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(ii) create a resume to document licenses
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(iii) create a resume to document certifications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(iv) create a resume to document work samples
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(v) create a cover letter/letter of interest
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(i) demonstrate use of content
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(ii) demonstrate use of technical concepts
(2) The student applies English language arts in professional communications projects. The student is expected to:	(A) demonstrate use of content, technical concepts, and vocabulary	(iii) demonstrate use of vocabulary
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(i) use correct grammar to write documents
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(ii) use correct grammar to edit documents
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iii) use correct punctuation to write documents
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(iv) use correct punctuation to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(v) use correct terminology to write documents
(2) The student applies English language arts in professional communications projects. The student is expected to:	(B) use correct grammar, punctuation, and terminology to write and edit documents	(vi) use correct terminology to edit documents
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(i) identify assumptions
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(ii) identify purpose
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(iii) identify outcomes
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(iv) identify solutions
(2) The student applies English language arts in professional communications projects. The student is expected to:	(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques	(v) identify propaganda techniques

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(i) compose copy for a variety of written documents
(2) The student applies English language arts in professional communications projects. The student is expected to:	(D) compose and edit copy for a variety of written documents	(ii) edit copy for a variety of written documents
(2) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information	(i) evaluate oral information
(2) The student applies English language arts in professional communications projects. The student is expected to:	(E) evaluate oral and written information	(ii) evaluate written information
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(i) research topics for the preparation of oral communications
(2) The student applies English language arts in professional communications projects. The student is expected to:	(F) research topics for the preparation of oral and written communications	(ii) research topics for the preparation of written communications
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student applies professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(i) develop tables
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(ii) interpret tables
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(iii) develop charts
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(iv) interpret charts
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(v) develop figures

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(F) develop and interpret tables, charts, and figures	(vi) interpret figures
(3) The student applies professional communications strategies. The student is expected to:	(G) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(H) exhibit public relations skills	(i) exhibit public relations skills
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student uses technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(i) use technology applications for audio production projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student uses technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(ii) use technology applications for video production projects
(5) The student uses technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes
(6) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses	(i) describe the nature of businesses
(6) The student understands communications systems. The student is expected to:	(A) describe the nature and types of businesses	(ii) describe the types of businesses
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(i) analyze the history of the various related fields of study
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(ii) summarize the history of the various related fields of study
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(iii) analyze the evolution of the various related fields of study
(6) The student understands communications systems. The student is expected to:	(B) analyze and summarize the history and evolution of the various related fields of study	(iv) summarize the evolution of the various related fields of study

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands communications systems. The student is expected to:	(C) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole	(i) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(i) implement personal safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and classroom safety rules and regulations	(ii) implement classroom safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures as needed	(i) follow emergency procedures as needed
(8) The student identifies and develops leadership characteristics. The student is expected to:	(A) identify leadership characteristics	(i) identify leadership characteristics
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(i) participate in student leadership activities
(8) The student identifies and develops leadership characteristics. The student is expected to:	(B) participate in student leadership and professional development activities	(ii) participate in professional development activities
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(B) discuss copyright laws in relation to fair use and duplication of materials	(i) discuss copyright laws in relation to fair use of materials
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(B) discuss copyright laws in relation to fair use and duplication of materials	(ii) discuss copyright laws in relation to duplication of materials
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(C) analyze the impact of communications on society	(i) analyze the impact of communications on society
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(D) understand and exhibit digital citizenship	(i) understand digital citizenship
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	(D) understand and exhibit digital citizenship	(ii) exhibit digital citizenship
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(i) employ planning skills to relate to professional communications
(10) The student applies technical skills for efficiency. The student is expected to:	(A) employ planning and time-management skills to relate to professional communications	(ii) employ time-management skills to relate to professional communications

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student applies technical skills for efficiency. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(i) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the history
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(ii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the foundation elements
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iii) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the principles
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects	(iv) develop an understanding of the evolution of the arts, audio/video technology and communications career field, including the communicative effects
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(i) demonstrate knowledge of the communication process, including the characteristics of oral language

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(ii) demonstrate knowledge of the communication process, including the types of nonverbal communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(iii) demonstrate knowledge of the communication process, including the effects of nonverbal communication
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance	(iv) demonstrate knowledge of the communication process, including effective nonverbal strategies
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic	(i) demonstrate knowledge of the components of the listening process
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic	(ii) demonstrate knowledge of the components of specific kinds of listening

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(i) identify ethical responsibilities of communicators
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(ii) analyze ethical responsibilities of communicators
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(iii) identify social responsibilities of communicators
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(D) identify and analyze ethical and social responsibilities of communicators	(iv) analyze social responsibilities of communicators
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(i) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(ii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of informal language</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(iii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of standard language</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations</p>	<p>(iii) demonstrate knowledge of various communication processes in professional contexts, including analyzing standards for appropriate use of technical language</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(v) demonstrate knowledge of various communication processes in professional contexts, including making appropriate and important communication decisions based on accurate and complete information
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(vi) demonstrate knowledge of various communication processes in professional contexts, including recognizing appropriate channels of communication in organizations
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations	(vii) demonstrate knowledge of various communication processes in professional contexts, including analyzing appropriate channels of communication in organizations
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(i) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(ii) use appropriate interpersonal communication strategies in professional contexts, including using different types of communication management skills
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional etiquette	(iii) use appropriate interpersonal communication strategies in professional contexts, including observing professional etiquette
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(i) demonstrate knowledge of the interview process, including effective communication as [an] interviewee
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(ii) demonstrate knowledge of the interview process, including effective communication as [an] interviewer
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews	(iii) demonstrate knowledge of the interview process, including federal employment laws regarding interviews
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(H) identify and use appropriate strategies for communicating with a variety of audiences	(i) identify appropriate strategies for communicating with a variety of audiences

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(H) identify and use appropriate strategies for communicating with a variety of audiences	(ii) use appropriate strategies for communicating with a variety of audiences
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(i) identify the types of professional groups
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(ii) identify the purposes of professional groups
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(iii) identify the dynamics of professional groups
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(iv) identify the processes of professional groups
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(v) identify the effectiveness of professional groups

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(vi) identify the roles of members of professional groups
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups	(vii) identify the leadership styles of professional groups
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(i) communicate effectively in group contexts by assuming productive roles in groups
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(ii) communicate effectively in group contexts by solving problems in groups
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(iii) communicate effectively in group contexts by managing conflicts in groups
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups	(iv) communicate effectively in group contexts by building consensus in groups

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(i) research formal professional presentations by analyzing the audience</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(ii) research informal professional presentations by analyzing the audience</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(iii) research formal professional presentations by analyzing the occasion</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(iv) research informal professional presentations by analyzing the occasion</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(v) research formal professional presentations by analyzing the purpose
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(vi) research informal professional presentations by analyzing the purpose
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(vii) research formal professional presentations by analyzing the primary sources
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility	(viii) research informal professional presentations by analyzing the primary sources

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(ix) research formal professional presentations by analyzing the secondary sources</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(x) research informal professional presentations by analyzing the secondary sources</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(xi) research formal professional presentations by determining specific topics for presentations</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(xii) research informal professional presentations by determining specific topics for presentations</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(xiii) research formal professional presentations by evaluating sources using media literacy strategies</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</p>	<p>(xiv) research informal professional presentations by evaluating sources using media literacy strategies</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(i) develop formal professional presentations using effective strategies to organize presentations</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources</p>	<p>(ii) develop informal professional presentations using effective strategies to organize presentations</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(iii) develop formal professional presentations using information to support points in presentations
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(iv) develop informal professional presentations using information to support points in presentations
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(v) develop formal professional presentations preparing scripts or notes
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(vi) develop informal professional presentations preparing scripts or notes

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(vii) develop formal professional presentations using visual or auditory aids to enhance presentations
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(viii) develop informal professional presentations using visual or auditory aids to enhance presentations
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(ix) develop formal professional presentations providing credit for information sources
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources	(x) develop informal professional presentations providing credit for information sources
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience	(i) conduct formal professional presentations using effective verbal strategies to inform, persuade, or motivate an audience

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience	(ii) conduct informal professional presentations using effective verbal strategies to inform, persuade, or motivate an audience
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience	(iii) conduct formal professional presentations using effective nonverbal strategies to inform, persuade, or motivate an audience
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience	(iv) conduct informal professional presentations using effective nonverbal strategies to inform, persuade, or motivate an audience
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(N) use appropriate techniques to manage communication apprehension and build self-confidence	(i) use appropriate techniques to manage communication apprehension
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(N) use appropriate techniques to manage communication apprehension and build self-confidence	(ii) use appropriate techniques to build self-confidence
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(i) evaluate formal professional presentations by participating in question-and-answer sessions following presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(ii) evaluate informal professional presentations by participating in question-and-answer sessions following presentations
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(iii) evaluate formal professional presentations by applying critical-listening strategies
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(iv) evaluate informal professional presentations by applying critical-listening strategies
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(v) evaluate formal professional presentations by evaluating the effectiveness of presentations, including self-evaluation
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation	(vi) evaluate informal professional presentations by evaluating the effectiveness of presentations, including self-evaluation

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(P) participate in an informative or persuasive group discussion	(i) participate in an informative or persuasive group discussion
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(Q) use a variety of strategies to acquire information from electronic resources	(i) use a variety of strategies to acquire information from electronic resources
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(R) acquire electronic information in a variety of formats	(i) acquire electronic information in a variety of formats
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(S) use research skills and electronic communications	(i) use research skills
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(S) use research skills and electronic communications	(ii) use electronic communications
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap	(i) format digital information for appropriate and effective communication in a product by defining the purpose

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(ii) format digital information for appropriate and effective communication in a product by identifying the intended audience</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap</p>	<p>(iii) format digital information for appropriate and effective communication in a product by using the principles of page design</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity</p>	<p>(i) apply desktop publishing to create products using word processing programs, editing products, or drawing programs</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity</p>	<p>(ii) apply desktop publishing to create products using design elements</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity</p>	<p>(iii) apply desktop publishing to create products using typography concepts, including font size</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity</p>	<p>(iv) apply desktop publishing to create products using typography concepts, including font style</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity</p>	<p>(v) apply desktop publishing to create products using graphic design concepts</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p>	<p>(V) develop and reference technical documentation</p>	<p>(i) develop technical documentation</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(V) develop and reference technical documentation	(ii) reference technical documentation
(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:	(W) deliver digital products in a variety of appropriate media	(i) deliver digital products in a variety of appropriate media

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.111. Practicum in Animation (Two to Three Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Animation II and Animation II Lab. A student shall be awarded two credits for successful completion of this course when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Video Technology, and Communications Career Cluster. A student shall be awarded three credits for successful completion of this course when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Video Technology, and Communications Career Cluster.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technology education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in animation span all aspects of the arts, audio/video technology, and communications industry. Building upon the concepts taught in Animation II and its corequisite Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(i) create a resume to document work experiences
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(ii) create a resume to document licenses

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(iii) create a resume to document certifications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(iv) create a resume to document work samples
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples	(v) create a cover letter/letter of interest
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(i) apply English language arts knowledge by consistently demonstrating use of content
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(ii) apply English language arts knowledge by consistently demonstrating use of technical concepts

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(iii) apply English language arts knowledge by consistently demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(iv) apply English language arts knowledge by using correct grammar to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(v) apply English language arts knowledge by using correct punctuation to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(vi) apply English language arts knowledge by using correct terminology to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(vii) apply English language arts knowledge by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(viii) apply English language arts knowledge by using correct punctuation to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(ix) apply English language arts knowledge by using correct terminology to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(x) apply English language arts knowledge by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xi) apply English language arts knowledge by editing copy for a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xii) apply English language arts skills by consistently demonstrating use of content
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xiii) apply English language arts skills by consistently demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xiv) apply English language arts skills by consistently demonstrating use of vocabulary

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xv) apply English language arts skills by using correct grammar to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xvi) apply English language arts skills by using correct punctuation to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xvii) apply English language arts skills by using correct terminology to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xviii) apply English language arts skills by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xix) apply English language arts skills by using correct punctuation to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xx) apply English language arts skills by using correct terminology to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xxi) apply English language arts skills by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xxii) apply English language arts skills by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(i) apply mathematics knowledge in invoicing by consistently demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(ii) apply mathematics skills in time-based mathematics by consistently demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iii) apply mathematics knowledge in time-based mathematics by consistently applying measurement to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iv) apply mathematics skills in invoicing by consistently demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(v) apply mathematics skills in time-based mathematics by consistently demonstrating knowledge of arithmetic operations to solve problems
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(vi) apply mathematics skills in time-based mathematics by consistently applying measurement to solve problems
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(i) formulate oral information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(ii) analyze oral information
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(iii) organize oral information
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(iv) formulate written information
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(v) analyze written information
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(vi) organize written information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(i) formulate information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(ii) formulate data
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(iii) formulate observations
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(iv) analyze information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(v) analyze data
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(vi) analyze observations
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(vii) interpret information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(viii) interpret data
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(ix) interpret observations
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(x) communicate information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(xi) communicate data
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(xii) communicate observations
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(i) create formal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(ii) create informal presentations
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(iii) deliver formal presentations
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(iv) deliver informal presentations
(3) The student implements advanced professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(3) The student implements advanced professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student implements advanced professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student implements advanced professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student implements advanced professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction
(3) The student implements advanced professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including gathering data and interpretation independently and in groups	(i) employ critical-thinking skills, including gathering data independently
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including gathering data and interpretation independently and in groups	(ii) employ critical-thinking skills, including gathering data in groups
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including gathering data and interpretation independently and in groups	(iii) employ critical-thinking skills, including data interpretation independently
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including gathering data and interpretation independently and in groups	(iv) employ critical-thinking skills, including data interpretation in groups
(4) The student implements advanced problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems and make decisions	(i) employ interpersonal skills in groups to solve problems
(4) The student implements advanced problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems and make decisions	(ii) employ interpersonal skills in groups to make decisions
(5) The student implements advanced technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for animation projects	(i) use technology applications for animation projects
(5) The student implements advanced technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student implements advanced knowledge of the evolution and current trends of the animation industry. The student is expected to:	(A) summarize the history and evolution of the animation industry	(i) summarize the history of the animation industry
(6) The student implements advanced knowledge of the evolution and current trends of the animation industry. The student is expected to:	(A) summarize the history and evolution of the animation industry	(ii) summarize the evolution of the animation industry
(6) The student implements advanced knowledge of the evolution and current trends of the animation industry. The student is expected to:	(B) analyze the current trends of the animation industry	(i) analyze the current trends of the animation industry
(7) The student applies safety regulations. The student is expected to:	(A) consistently implement personal and workplace safety rules and regulations	(i) consistently implement personal safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(A) consistently implement personal and workplace safety rules and regulations	(ii) consistently implement workplace safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(B) recognize and resolve potential safety concerns	(i) recognize potential safety concerns
(7) The student applies safety regulations. The student is expected to:	(B) recognize and resolve potential safety concerns	(ii) resolve potential safety concerns
(7) The student applies safety regulations. The student is expected to:	(C) follow emergency procedures	(i) follow emergency procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership opportunities to enhance skills
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vi) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities to enhance skills
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vii) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities to enhance skills
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(viii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities to enhance skills
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork skills to achieve collective goals

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) establish effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) establish effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by managing stress

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) establish effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) maintain effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) maintain effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) maintain effective working relationships by managing stress

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(A) exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content	(i) exhibit ethical conduct related to providing proper credit for ideas
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(A) exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content	(ii) exhibit ethical conduct related to privacy of sensitive content
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws and use digital information, citing sources using established methods	(i) discuss copyright laws in relation to fair use and acquisition
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws and use digital information, citing sources using established methods	(ii) discuss trademark laws
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws and use digital information, citing sources using established methods	(iii) discuss personal privacy laws

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws and use digital information, citing sources using established methods	(iv) use digital information, citing sources using established methods
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws and use digital information, citing sources using established methods	(v) apply copyright laws in relation to fair use and acquisition
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws and use digital information, citing sources using established methods	(vi) apply trademark laws
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws and use digital information, citing sources using established methods	(vii) apply personal privacy laws
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws and use digital information, citing sources using established methods	(viii) use digital information, citing sources using established methods
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(i) model respect for intellectual property when manipulating graphics

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ii) model respect for intellectual property when manipulating video
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iii) model respect for intellectual property when manipulating text
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iv) model respect for intellectual property when manipulating sound
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(v) model respect for intellectual property when morphing graphics
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vi) model respect for intellectual property when morphing video
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vii) model respect for intellectual property when morphing text
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(viii) model respect for intellectual property when morphing sound

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ix) model respect for intellectual property when editing graphics
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(x) model respect for intellectual property when editing video
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xi) model respect for intellectual property when editing text
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xii) model respect for intellectual property when editing sound
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(i) demonstrate proper etiquette when using networks, especially resources on the Internet
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(ii) demonstrate proper etiquette when using networks, especially resources on the intranet
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(iii) demonstrate knowledge of acceptable use policies when using networks, especially resources on the Internet

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(iv) demonstrate knowledge of acceptable use policies when using networks, especially resources on the intranet
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(E) analyze the impact of the animation industry on society	(i) analyze the impact of the animation industry on society
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(A) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(i) maintain a career portfolio to document work experiences
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(A) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(ii) maintain a career portfolio to document licenses
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(A) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(iii) maintain a career portfolio to document certifications
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(A) maintain a career portfolio to document work experiences, licenses, certifications, and work samples	(iv) maintain a career portfolio to document work samples
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, and industry professional organizations	(i) examine professional networking opportunities
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, and industry professional organizations	(ii) employ professional networking opportunities
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(D) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(11) The student employs effective planning and time-management skills to enhance productivity. The student is expected to:	(A) employ effective planning and time-management skills to complete work tasks	(i) employ effective planning skills to complete work tasks
(11) The student employs effective planning and time-management skills to enhance productivity. The student is expected to:	(A) employ effective planning and time-management skills to complete work tasks	(ii) employ effective time-management skills to complete work tasks
(11) The student employs effective planning and time-management skills to enhance productivity. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(A) determine and meet client needs by conducting client meetings to identify specific project requirements and target demographics	(i) determine client needs by conducting client meetings to identify specific project requirements
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(A) determine and meet client needs by conducting client meetings to identify specific project requirements and target demographics	(ii) determine client needs by conducting client meetings to identify target demographics
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(A) determine and meet client needs by conducting client meetings to identify specific project requirements and target demographics	(iii) meet client needs by conducting client meetings to identify specific project requirements
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(A) determine and meet client needs by conducting client meetings to identify specific project requirements and target demographics	(iv) meet client needs by conducting client meetings to identify target demographics
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(B) develop a production proposal for client approval that includes a production schedule, research-based production costs, and appropriate delivery and distribution options	(i) develop a production proposal for client approval that includes a production schedule, research-based production costs, and appropriate delivery and distribution options
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(A) identify cast, crew, equipment, and location requirements	(i) identify cast requirements
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(A) identify cast, crew, equipment, and location requirements	(ii) identify crew requirements

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(A) identify cast, crew, equipment, and location requirements	(iii) identify equipment requirements
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(A) identify cast, crew, equipment, and location requirements	(iv) identify location requirements
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(B) develop a budget with considerations for cast, crew, equipment, and location	(i) develop a budget with considerations for cast
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(B) develop a budget with considerations for cast, crew, equipment, and location	(ii) develop a budget with considerations for crew
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(B) develop a budget with considerations for cast, crew, equipment, and location	(iii) develop a budget with considerations for equipment
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(B) develop a budget with considerations for cast, crew, equipment, and location	(iv) develop a budget with considerations for location
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(C) analyze the script and storyboard processes	(i) analyze the script processes

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(C) analyze the script and storyboard processes	(ii) analyze the storyboard processes
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(D) assign team roles required for production	(i) assign team roles required for production
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(A) conduct a client meeting for presenting production strategies and implement client feedback	(i) conduct a client meeting for presenting production strategies
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(A) conduct a client meeting for presenting production strategies and implement client feedback	(ii) implement client feedback
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(B) implement a coherent sequence of production events	(i) implement a coherent sequence of production events
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(C) use necessary equipment and crew for quality productions	(i) use necessary equipment for quality productions
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(C) use necessary equipment and crew for quality productions	(ii) use necessary crew for quality productions

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(D) demonstrate teamwork and knowledge of interpersonal skills with sensitivity to diversity	(i) demonstrate teamwork with sensitivity to diversity
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(D) demonstrate teamwork and knowledge of interpersonal skills with sensitivity to diversity	(ii) demonstrate knowledge of interpersonal skills with sensitivity to diversity
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(E) demonstrate appropriate use of editing systems	(i) demonstrate appropriate use of editing systems
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(F) make decisions appropriate for each element of production	(i) make decisions appropriate for each element of production
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(A) make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity	(i) make necessary adjustments regarding compatibility issues, including digital file formats
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(A) make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity	(ii) make necessary adjustments regarding compatibility issues, including cross-platform connectivity
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(B) use various compression standards	(i) use various compression standards

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(C) research the appropriate delivery formats for the target audience	(i) research the appropriate delivery formats for the target audience
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(D) advise clients on optimal delivery options	(i) advise clients on optimal delivery options
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(E) discuss distribution options with optimal project reach	(i) discuss distribution options with optimal project reach
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(A) implement standard freelance entrepreneur self-promotion techniques	(i) implement standard freelance entrepreneur self-promotion techniques
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(B) develop proposals and standard billing and collection practices	(i) develop proposals
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(B) develop proposals and standard billing and collection practices	(ii) develop standard billing practices
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(B) develop proposals and standard billing and collection practices	(iii) develop standard collection practices
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(C) research freelance entrepreneur start-up practices	(i) research freelance entrepreneur start-up practices

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(D) use technology applications common to freelance entrepreneurs	(i) use technology applications common to freelance entrepreneurs
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(A) identify types and requirements of potential employers	(i) identify types of potential employers
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(A) identify types and requirements of potential employers	(ii) identify requirements of potential employers
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(B) use professional etiquette and protocol in situations such as making introductions, speaking on the phone, communicating via electronic devices, offering and receiving criticism, and making follow-up communications	(i) use professional etiquette in situations
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(B) use professional etiquette and protocol in situations such as making introductions, speaking on the phone, communicating via electronic devices, offering and receiving criticism, and making follow-up communications	(ii) use professional protocol in situations
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(C) exhibit appropriate grooming and attire	(i) exhibit appropriate grooming

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(C) exhibit appropriate grooming and attire	(ii) exhibit appropriate attire
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(A) employ appropriate verbal, nonverbal, and listening skills	(i) employ appropriate verbal skills
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(A) employ appropriate verbal, nonverbal, and listening skills	(ii) employ appropriate nonverbal skills
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(A) employ appropriate verbal, nonverbal, and listening skills	(iii) employ appropriate listening skills
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(B) use clear and appropriate communications to convey skill set to others	(i) use clear communications to convey skill set to others
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(B) use clear and appropriate communications to convey skill set to others	(ii) use appropriate communications to convey skill set to others
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(C) understand and apply federal laws regarding lawful employment interviews	(i) understand federal laws regarding lawful employment interviews

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(C) understand and apply federal laws regarding lawful employment interviews	(ii) apply federal laws regarding lawful employment interviews
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(D) identify and use appropriate strategies for dealing with diverse individuals	(i) identify appropriate strategies for dealing with diverse individuals
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(D) identify and use appropriate strategies for dealing with diverse individuals	(ii) use appropriate strategies for dealing with diverse individuals

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.112. Practicum in Audio/Video Production (Two Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Audio/Video Production II and Audio/Video Production II Lab. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in audio/video production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment	(i) demonstrate skills related to seeking and applying for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(i) create a resume to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples	(ii) create a cover letter/letter of interest to document information

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(i) apply English language arts knowledge by consistently demonstrating use of content
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(ii) apply English language arts skills by consistently demonstrating use of content
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(iii) apply English language arts knowledge by consistently demonstrating use of technical concepts

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(iv) apply English language arts skills by consistently demonstrating use of technical concepts
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(v) apply English language arts knowledge by consistently demonstrating use of vocabulary
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(vi) apply English language arts skills by consistently demonstrating use of vocabulary

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(vii) apply English language arts knowledge by using correct grammar to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(viii) apply English language arts skills by using correct grammar to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(ix) apply English language arts knowledge by using correct grammar to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(x) apply English language arts skills by using correct grammar to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xi) apply English language arts knowledge by using correct punctuation to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xii) apply English language arts skills by using correct punctuation to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xiii) apply English language arts knowledge by using correct punctuation to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xiv) apply English language arts skills by using correct punctuation to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xv) apply English language arts knowledge by using correct terminology to write documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xvi) apply English language arts skills by using correct terminology to write documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xvii) apply English language arts knowledge by using correct terminology to edit documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xviii) apply English language arts skills by using correct terminology to edit documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xix) apply English language arts knowledge by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xx) apply English language arts skills by composing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xxi) apply English language arts knowledge by editing copy for a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(xxii) apply English language arts skills by editing copy for a variety of written documents
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(i) apply mathematics knowledge in invoicing by consistently demonstrating knowledge of arithmetic operations
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and	(ii) apply mathematics skills in invoicing by consistently demonstrating knowledge of arithmetic operations
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iii) apply mathematics knowledge in time-based mathematics by consistently demonstrating knowledge of arithmetic operations
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(iv) apply mathematics skills in time-based mathematics by consistently demonstrating knowledge of arithmetic operations
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(v) apply mathematics knowledge in time-based mathematics by consistently applying measurement to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in production projects. The student is expected to:	(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems	(vi) apply mathematics skills in time-based mathematics by consistently applying measurement to solve problems
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(i) formulate oral information
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(ii) formulate written information
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(iii) analyze oral information
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(iv) analyze written information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(v) organize oral information
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) formulate, analyze, and organize oral and written information	(vi) organize written information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(i) formulate information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(ii) analyze information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(iii) interpret information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(iv) communicate information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(v) formulate data
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(vi) analyze data
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(vii) interpret data

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(viii) communicate data
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(ix) formulate observations
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(x) analyze observations
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(xi) interpret observations
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) formulate, analyze, interpret, and communicate information, data, and observations	(xii) communicate observations
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(i) create formal presentations
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(ii) deliver formal presentations
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(iii) create informal presentations
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) create and deliver formal and informal presentations	(iv) deliver informal presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(3) The student implements advanced professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student implements advanced professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student implements advanced professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student implements advanced professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction
(3) The student implements advanced professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation independently and in groups	(i) employ critical-thinking skills, including data gathering independently
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation independently and in groups	(ii) employ critical-thinking skills, including data interpretation independently
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation independently and in groups	(iii) employ critical-thinking skills, including data gathering in groups

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation independently and in groups	(iv) employ critical-thinking skills, including data interpretation in groups
(4) The student implements advanced problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems and make decisions	(i) employ interpersonal skills in groups to solve problems
(4) The student implements advanced problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems and make decisions	(ii) employ interpersonal skills in groups to make decisions
(5) The student implements advanced technology applications and processes. The student is expected to:	(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects	(i) use technology applications for audio and video production projects
(5) The student implements advanced technology applications and processes. The student is expected to:	(B) use processes such as personal information management, file management, and file sharing	(i) use processes
(6) The student implements advanced knowledge of the evolution and current trends of the audio and video production industries. The student is expected to:	(A) summarize the history and evolution of audio and video production industries	(i) summarize the history of audio and video production industries
(6) The student implements advanced knowledge of the evolution and current trends of the audio and video production industries. The student is expected to:	(A) summarize the history and evolution of audio and video production industries	(ii) summarize the evolution of audio and video production industries
(6) The student implements advanced knowledge of the evolution and current trends of the audio and video production industries. The student is expected to:	(B) analyze the current trends of audio and video production industries	(i) analyze the current trends of audio and video production industries

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies safety regulations. The student is expected to:	(A) consistently implement personal and workplace safety rules and regulations	(i) consistently implement personal safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(A) consistently implement personal and workplace safety rules and regulations	(ii) consistently implement workplace safety rules and regulations
(7) The student applies safety regulations. The student is expected to:	(B) recognize and resolve potential safety concerns	(i) recognize potential safety concerns
(7) The student applies safety regulations. The student is expected to:	(B) recognize and resolve potential safety concerns	(ii) resolve potential safety concerns
(7) The student applies safety regulations. The student is expected to:	(C) follow emergency procedures	(i) follow emergency procedures
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership opportunities to enhance skills
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities to enhance skills

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vii) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities to enhance skills
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(viii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities to enhance skills
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork skills to achieve collective goals
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain effective working relationships by providing constructive praise

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by providing constructive criticism
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) maintain effective working relationships by providing constructive criticism
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by demonstrating sensitivity to diversity
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) maintain effective working relationships by demonstrating sensitivity to diversity
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) establish effective working relationships by demonstrating value for diversity
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by demonstrating value for diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) establish effective working relationships by managing stress
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by managing stress
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) establish effective working relationships by controlling emotions
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xiii) maintain effective working relationships by controlling emotions
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) conduct meetings to accomplish work tasks producing meeting minutes, including next steps

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks producing meeting minutes, including next steps
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(8) The student implements leadership characteristics in student organizations and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(A) exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content	(i) exhibit ethical conduct related to providing proper credit for ideas

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(A) exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content	(ii) exhibit ethical conduct related to privacy of sensitive content
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods	(i) discuss copyright laws in relation to fair use and acquisition
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods	(ii) apply copyright laws in relation to fair use and acquisition
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods	(iii) discuss copyright laws in relation to trademark laws
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods	(iv) apply copyright laws in relation to trademark laws
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods	(v) discuss copyright laws in relation to personal privacy laws

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods	(vi) apply copyright laws in relation to personal privacy laws
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods	(vii) discuss copyright laws in relation to use of digital information by citing sources using established methods
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods	(viii) apply copyright laws in relation to use of digital information by citing sources using established methods
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(i) model respect for intellectual property when manipulating graphics
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ii) model respect for intellectual property when manipulating video
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iii) model respect for intellectual property when manipulating text
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iv) model respect for intellectual property when manipulating sound

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(v) model respect for intellectual property when morphing graphics
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vi) model respect for intellectual property when morphing video
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vii) model respect for intellectual property when morphing text
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(viii) model respect for intellectual property when morphing sound
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ix) model respect for intellectual property when editing graphics
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(x) model respect for intellectual property when editing video
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xi) model respect for intellectual property when editing text

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xii) model respect for intellectual property when editing sound
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(i) demonstrate proper etiquette when using networks, especially resources on the Internet
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(ii) demonstrate proper etiquette when using networks, especially resources on the intranet
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(iii) demonstrate knowledge of acceptable use policies when using networks, especially resources on the Internet
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(iv) demonstrate knowledge of acceptable use policies when using networks, especially resources on the intranet
(9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	(E) analyze the impact of the audio/video production industry on society	(i) analyze the impact of the audio/video production industry on society
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(A) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) maintain a career portfolio to document information

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, and industry professional organizations	(i) examine professional networking opportunities
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, and industry professional organizations	(ii) employ professional networking opportunities
(10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:	(D) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(11) The student employs effective planning and time-management skills to enhance productivity. The student is expected to:	(A) employ effective planning and time-management skills to complete work tasks	(i) employ effective planning skills to complete work tasks
(11) The student employs effective planning and time-management skills to enhance productivity. The student is expected to:	(A) employ effective planning and time-management skills to complete work tasks	(ii) employ effective time-management skills to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student employs effective planning and time-management skills to enhance productivity. The student is expected to:	(B) use technology to enhance productivity	(i) use technology to enhance productivity
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(A) determine and meet client needs by conducting client meetings to identify specific project requirements and target demographics	(i) determine client needs by conducting client meetings to identify specific project requirements
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(A) determine and meet client needs by conducting client meetings to identify specific project requirements and target demographics	(ii) meet client needs by conducting client meetings to identify specific project requirements
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(A) determine and meet client needs by conducting client meetings to identify specific project requirements and target demographics	(iii) determine client needs by conducting client meetings to identify target demographics
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(A) determine and meet client needs by conducting client meetings to identify specific project requirements and target demographics	(iv) meet client needs by conducting client meetings to identify target demographics
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(B) develop a production proposal for client approval that includes a production schedule, research-based production costs, and appropriate delivery and distribution options	(i) develop a production proposal for client approval that includes a production schedule
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(B) develop a production proposal for client approval that includes a production schedule, research-based production costs, and appropriate delivery and distribution options	(ii) develop a production proposal for client approval that includes research-based production costs

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(B) develop a production proposal for client approval that includes a production schedule, research-based production costs, and appropriate delivery and distribution options	(iii) develop a production proposal for client approval that includes appropriate delivery options
(12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:	(B) develop a production proposal for client approval that includes a production schedule, research-based production costs, and appropriate delivery and distribution options	(iv) develop a production proposal for client approval that includes appropriate distribution options
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(A) identify cast, crew, equipment, and location requirements	(i) identify cast requirements
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(A) identify cast, crew, equipment, and location requirements	(ii) identify crew requirements
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(A) identify cast, crew, equipment, and location requirements	(iii) identify equipment requirements
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(A) identify cast, crew, equipment, and location requirements	(iv) identify location requirements
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(B) develop a budget with considerations for cast, crew, equipment, and location	(i) develop a budget with considerations for cast

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(B) develop a budget with considerations for cast, crew, equipment, and location	(ii) develop a budget with considerations for crew
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(B) develop a budget with considerations for cast, crew, equipment, and location	(iii) develop a budget with considerations for equipment
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(B) develop a budget with considerations for cast, crew, equipment, and location	(iv) develop a budget with considerations for location
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(C) analyze the script and storyboard processes	(i) analyze the script processes
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(C) analyze the script and storyboard processes	(ii) analyze the storyboard processes
(13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:	(D) assign team roles required for production	(i) assign team roles required for production
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(A) conduct a client meeting for presenting production strategies and implement client feedback	(i) conduct a client meeting for presenting production strategies

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(A) conduct a client meeting for presenting production strategies and implement client feedback	(ii) implement client feedback
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(B) implement a coherent sequence of production events	(i) implement a coherent sequence of production events
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(C) use necessary equipment and crew for quality productions	(i) use necessary equipment for quality productions
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(C) use necessary equipment and crew for quality productions	(ii) use necessary crew for quality productions
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(D) demonstrate teamwork and knowledge of interpersonal skills with sensitivity to diversity	(i) demonstrate teamwork with sensitivity to diversity
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(D) demonstrate teamwork and knowledge of interpersonal skills with sensitivity to diversity	(ii) demonstrate knowledge of interpersonal skills with sensitivity to diversity
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(E) demonstrate appropriate use of editing systems	(i) demonstrate appropriate use of editing systems

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student engages in production activities for successful execution of the project. The student is expected to:	(F) make decisions appropriate for each element of production	(i) make decisions appropriate for each element of production
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(A) make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity	(i) make necessary adjustments regarding compatibility issues, including digital file formats
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(A) make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity	(ii) make necessary adjustments regarding compatibility issues, including cross-platform connectivity
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(B) use various compression standards	(i) use various compression standards
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(C) research the appropriate delivery formats for the target audience	(i) research the appropriate delivery formats for the target audience
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(D) advise clients on optimal delivery options	(i) advise clients on optimal delivery options
(15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:	(E) discuss distribution options with optimal project reach	(i) discuss distribution options with optimal project reach

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(A) implement standard freelance entrepreneur self-promotion techniques	(i) implement standard freelance entrepreneur self-promotion techniques
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(B) develop proposals, standard billing, and collection practices	(i) develop proposals
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(B) develop proposals, standard billing, and collection practices	(ii) develop standard billing
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(B) develop proposals, standard billing, and collection practices	(iii) develop collection practices
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(C) research freelance entrepreneur start-up practices	(i) research freelance entrepreneur start-up practices
(16) The student practices business skills for freelance entrepreneurs. The student is expected to:	(D) use technology applications common to freelance entrepreneurs	(i) use technology applications common to freelance entrepreneurs
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(A) identify types and requirements of potential employers	(i) identify types of potential employers
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(A) identify types and requirements of potential employers	(ii) identify requirements of potential employers

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(B) use professional etiquette and protocol in situations such as making introductions, speaking on the phone, communicating via electronic devices, offering and receiving criticism, and making follow-up communication	(i) use professional etiquette in situations
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(B) use professional etiquette and protocol in situations such as making introductions, speaking on the phone, communicating via electronic devices, offering and receiving criticism, and making follow-up communication	(ii) use professional protocol in situations
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(C) exhibit appropriate grooming and attire	(i) exhibit appropriate grooming
(17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:	(C) exhibit appropriate grooming and attire	(ii) exhibit appropriate attire
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(A) employ appropriate verbal, nonverbal, and listening skills	(i) employ appropriate verbal skills
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(A) employ appropriate verbal, nonverbal, and listening skills	(ii) employ appropriate nonverbal skills

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(A) employ appropriate verbal, nonverbal, and listening skills	(iii) employ appropriate listening skills
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(B) use clear and appropriate communications to convey skill set to others	(i) use clear communications to convey skill set to others
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(B) use clear and appropriate communications to convey skill set to others	(ii) use appropriate communications to convey skill set to others
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(C) understand and apply federal laws regarding lawful employment interviews	(i) understand federal laws regarding lawful employment interviews
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(C) understand and apply federal laws regarding lawful employment interviews	(ii) apply federal laws regarding lawful employment interviews
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(D) identify and use appropriate strategies for dealing with diverse individuals	(i) identify appropriate strategies for dealing with diverse individuals
(18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:	(D) identify and use appropriate strategies for dealing with diverse individuals	(ii) use appropriate strategies for dealing with diverse individuals

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.113. Practicum in Printing and Imaging Technology (Two to Three Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Prerequisites: Printing and Imaging Technology II and Printing and Imaging Technology II Lab. A student shall be awarded two credits for successful completion of this course when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Video Technology, and Communications Career Cluster. A student shall be awarded three credits for successful completion of this course when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Video Technology, and Communications Career Cluster.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the printing industry with a focus on finishing and bindery operations and customer-based projects. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification to prepare for employment	(i) identify training, education, or certification to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification to prepare for employment	(ii) participate in training, education, or certification to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(i) identify professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(ii) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(iii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(iv) demonstrate personal qualities needed to be employable

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to seeking, applying for, and obtaining a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) demonstrate skills related to seeking, applying for, and obtaining a desired job, including developing a letter of application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to seeking, applying for, and obtaining a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to seeking, applying for, and obtaining a desired job, including demonstrating effective interview skills

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(i) apply English language arts knowledge in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(ii) apply English language arts skills in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(i) apply mathematics knowledge in accordance with industry standards to solve a problem
(2) The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(ii) apply mathematics skills in accordance with industry standards to solve a problem
(3) The student implements advanced communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student implements advanced communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student implements advanced communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student implements advanced communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student implements advanced communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student implements advanced communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student implements advanced communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information
(3) The student implements advanced communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data
(3) The student implements advanced communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data
(3) The student implements advanced communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations
(3) The student implements advanced communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student implements advanced communications strategies. The student is expected to:	(D) present information formally and informally	(i) present information formally
(3) The student implements advanced communications strategies. The student is expected to:	(D) present information formally and informally	(ii) present information informally

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(3) The student implements advanced communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student implements advanced communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student implements advanced communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student implements advanced communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction
(3) The student implements advanced communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student implements advanced problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(i) use personal information management applications for printing and imaging projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(ii) use email applications for printing and imaging projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(iii) use Internet applications for printing and imaging projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(iv) use writing and publishing applications for printing and imaging projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(vi) use presentation applications for printing and imaging projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects	(vii) use spreadsheet or database applications for printing and imaging projects
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(i) implement personal safety rules and regulations
(6) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations	(ii) implement workplace safety rules and regulations
(6) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership opportunities to enhance skills
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities to enhance skills

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vii) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities to enhance skills
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(viii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities to enhance skills
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork skills to achieve collective goals
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain effective working relationships by providing constructive praise

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by providing constructive criticism
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) maintain effective working relationships by providing constructive criticism
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by demonstrating sensitivity to diversity
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) maintain effective working relationships by demonstrating sensitivity to diversity
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) establish effective working relationships by demonstrating value for diversity
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by demonstrating value for diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) establish effective working relationships by managing stress
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by managing stress
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) establish effective working relationships by controlling emotions
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(7) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(8) The student implements ethical decision making and complies with laws regarding use of technology in printing. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student implements ethical decision making and complies with laws regarding use of technology in printing. The student is expected to:	(B) apply copyright laws in relation to fair use and duplication of materials	(i) apply copyright laws in relation to fair use of materials
(8) The student implements ethical decision making and complies with laws regarding use of technology in printing. The student is expected to:	(B) apply copyright laws in relation to fair use and duplication of materials	(ii) apply copyright laws in relation to duplication of materials
(8) The student implements ethical decision making and complies with laws regarding use of technology in printing. The student is expected to:	(C) model respect for intellectual property	(i) model respect for intellectual property
(8) The student implements ethical decision making and complies with laws regarding use of technology in printing. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(i) demonstrate proper etiquette
(8) The student implements ethical decision making and complies with laws regarding use of technology in printing. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies	(ii) demonstrate knowledge of acceptable use policies
(8) The student implements ethical decision making and complies with laws regarding use of technology in printing. The student is expected to:	(E) understand Creative Commons laws, including all licensing	(i) understand Creative Commons laws, including all licensing
(9) The student implements career-building characteristics. The student is expected to:	(A) maintain, update, and present a portfolio with work experiences, licenses, certifications, and work samples	(i) maintain a portfolio with work experiences, licenses, certifications, and work samples
(9) The student implements career-building characteristics. The student is expected to:	(A) maintain, update, and present a portfolio with work experiences, licenses, certifications, and work samples	(ii) update a portfolio with work experiences, licenses, certifications, and work samples

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student implements career-building characteristics. The student is expected to:	(A) maintain, update, and present a portfolio with work experiences, licenses, certifications, and work samples	(iii) present a portfolio with work experiences, licenses, certifications, and work samples
(9) The student implements career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(9) The student implements career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(9) The student implements career-building characteristics. The student is expected to:	(C) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.	[A] employ planning and time-management skills and tools to enhance results and complete work tasks	(i) employ planning skills to enhance results
(10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.	[A] employ planning and time-management skills and tools to enhance results and complete work tasks	(ii) employ planning skills to complete work tasks
(10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.	[A] employ planning and time-management skills and tools to enhance results and complete work tasks	(iii) employ planning tools to enhance results

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.	[A] employ planning and time-management skills and tools to enhance results and complete work tasks	(iv) employ planning tools to complete work tasks
(10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.	[A] employ planning and time-management skills and tools to enhance results and complete work tasks	(v) employ time-management skills to enhance results
(10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.	[A] employ planning and time-management skills and tools to enhance results and complete work tasks	(vi) employ time-management skills to complete work tasks
(10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.	[A] employ planning and time-management skills and tools to enhance results and complete work tasks	(vii) employ time-management tools to enhance results
(10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.	[A] employ planning and time-management skills and tools to enhance results and complete work tasks	(viii) employ time-management tools to complete work tasks
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(A) understand printing systems and their uses	(i) understand printing systems

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(A) understand printing systems and their uses	(ii) understand [printing systems'] uses
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(B) manage the printing process	(i) manage the printing process
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(C) prepare customer documents	(i) prepare customer documents
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(D) use appropriate printing processes	(i) use appropriate printing processes
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(E) use binding processes, including cutting, folding, and trimming	(i) use binding processes, including cutting
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(E) use binding processes, including cutting, folding, and trimming	(ii) use binding processes, including folding
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(E) use binding processes, including cutting, folding, and trimming	(iii) use binding processes, including trimming

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(F) calculate paper counts from a stock sheet	(i) calculate paper counts from a stock sheet
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(G) demonstrate folding a variety of print pieces, adapting equipment as needed	(i) demonstrate folding a variety of print pieces, adapting equipment as needed
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(H) demonstrate saddle stitch, perfect bind, and flat stitching in various printed materials	(i) demonstrate saddle stitch in various printed materials
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(H) demonstrate saddle stitch, perfect bind, and flat stitching in various printed materials	(ii) demonstrate perfect bind in various printed materials
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(H) demonstrate saddle stitch, perfect bind, and flat stitching in various printed materials	(iii) demonstrate flat stitching in various printed materials
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(I) demonstrate padding press operations	(i) demonstrate padding press operations
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(J) use appropriate embossing, foil stamping, die cutting, and laminating samples	(i) use appropriate embossing samples

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(J) use appropriate embossing, foil stamping, die cutting, and laminating samples	(ii) use appropriate foil stamping samples
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(J) use appropriate embossing, foil stamping, die cutting, and laminating samples	(iii) use appropriate die cutting samples
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(J) use appropriate embossing, foil stamping, die cutting, and laminating samples	(iv) use appropriate laminating samples
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(K) print appropriate paper labels, ink jet labels, and bulk forms	(i) print appropriate paper labels
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(K) print appropriate paper labels, ink jet labels, and bulk forms	(ii) print appropriate ink jet labels
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(K) print appropriate paper labels, ink jet labels, and bulk forms	(iii) print appropriate bulk forms
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(L) demonstrate knowledge of postal regulations related to packages, contents, sizes, and destinations	(i) demonstrate knowledge of postal regulations related to packages

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(L) demonstrate knowledge of postal regulations related to packages, contents, sizes, and destinations	(ii) demonstrate knowledge of postal regulations related to contents
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(L) demonstrate knowledge of postal regulations related to packages, contents, sizes, and destinations	(iii) demonstrate knowledge of postal regulations related to sizes
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(L) demonstrate knowledge of postal regulations related to packages, contents, sizes, and destinations	(iv) demonstrate knowledge of postal regulations related to destinations
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(M) meet customer needs with regard to labeling, packaging, and shipping according to regulatory standards	(i) meet customer needs with regard to labeling according to regulatory standards
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(M) meet customer needs with regard to labeling, packaging, and shipping according to regulatory standards	(ii) meet customer needs with regard to packaging according to regulatory standards
(11) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(M) meet customer needs with regard to labeling, packaging, and shipping according to regulatory standards	(iii) meet customer needs with regard to shipping according to regulatory standards

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.114. Practicum in Commercial Photography (Two Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Prerequisites: Commercial Photography I and Commercial Photography I Lab along with teacher recommendation. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in training, education, or certification for employment	(i) participate in training, education, or certification for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(i) demonstrate positive work behaviors needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and personal qualities needed to be employable	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to seeking, applying for, and obtaining a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) demonstrate skills related to seeking, applying for, and obtaining a desired job, including developing a letter of application

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to seeking, applying for, and obtaining a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to seeking, applying for, and obtaining a desired job, including effective interview skills
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(i) apply English language arts knowledge in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents	(ii) apply English language arts skills in accordance with industry standards to a variety of written documents
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(i) apply mathematics knowledge in accordance with industry standards to solve a problem
(2) The student applies academic knowledge and skills in commercial photography. The student is expected to:	(B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem	(ii) apply mathematics skills in accordance with industry standards to solve a problem
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student applies professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student applies professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations
(3) The student applies professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student applies professional communications strategies. The student is expected to:	(D) present information formally and informally	(i) present information formally
(3) The student applies professional communications strategies. The student is expected to:	(D) present information formally and informally	(ii) present information informally
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(3) The student applies professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student understands and examines problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student understands and examines problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(i) use personal information management applications for commercial photography projects
(5) The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(ii) use email applications for commercial photography projects
(5) The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(iii) use Internet applications for commercial photography projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(iv) use writing and publishing applications for commercial photography projects
(5) The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(v) use presentation applications for commercial photography projects
(5) The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	[A] use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects	(vi) use spreadsheet or database applications for commercial photography projects
(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	[A] analyze and summarize the history and evolution of the commercial photography field	(i) analyze the history of the commercial photography field
(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	[A] analyze and summarize the history and evolution of the commercial photography field	(ii) summarize the history of the commercial photography field
(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	[A] analyze and summarize the history and evolution of the commercial photography field	(iii) analyze the evolution of the commercial photography field

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	[A] analyze and summarize the history and evolution of the commercial photography field	(iv) summarize the evolution of the commercial photography field
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(i) implement personal safety rules and regulations in a photography studio
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(ii) implement personal safety rules and regulations in a photography lab
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(iii) implement workplace safety rules and regulations in a photography studio
(7) The student applies safety regulations. The student is expected to:	(A) implement personal and workplace safety rules and regulations in a photography studio and lab	(iv) implement workplace safety rules and regulations in a photography lab
(7) The student applies safety regulations. The student is expected to:	(B) follow emergency procedures	(i) follow emergency procedures
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership opportunities to enhance skills

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership opportunities to enhance skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(vii) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities to enhance skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills	(viii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities to enhance skills
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork skills to achieve collective goals
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) maintain effective working relationships by providing constructive praise
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iv) maintain effective working relationships by providing constructive criticism
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(v) establish effective working relationships by demonstrating sensitivity to diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vi) maintain effective working relationships by demonstrating sensitivity to diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(vii) establish effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(viii) maintain effective working relationships by demonstrating value for diversity
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ix) establish effective working relationships by managing stress
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(x) maintain effective working relationships by managing stress
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xi) establish effective working relationships by controlling emotions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(xii) maintain effective working relationships by controlling emotions

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas	(ii) prepare for meetings by producing agendas
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(ii) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(iv) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(v) conduct in meetings to accomplish work tasks by producing meeting minutes, including next steps
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vi) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(vii) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed	(viii) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(i) employ mentoring skills to inspire others
(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) demonstrate an understanding of ethical conduct related to interacting with others
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(i) discuss copyright laws in relation to fair use of images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(ii) apply copyright laws in relation to fair use of images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(iii) discuss copyright laws in relation to duplication of images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and duplication of images	(iv) apply copyright laws in relation to duplication of images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(i) model respect for intellectual property when manipulating digital images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(ii) model respect for intellectual property when morphing digital images

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing digital images	(iii) model respect for intellectual property when editing digital images
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Commons laws and licensing	(i) demonstrate proper etiquette
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Commons laws and licensing	(ii) demonstrate knowledge of acceptable use policies, including Creative Commons laws
(9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Commons laws and licensing	(iii) demonstrate knowledge of acceptable use policies, including licensing
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) maintain portfolio to document information
(10) The student develops career-building characteristics. The student is expected to:	(A) maintain and update portfolio to document information such as work experiences, licenses, certifications, and work samples	(ii) update portfolio to document information
(10) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(10) The student develops career-building characteristics. The student is expected to:	(B) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student is expected to employ planning and time-management skills to complete work tasks such as creating quotes and budgeting. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(i) employ planning to complete work tasks
(11) The student is expected to employ planning and time-management skills to complete work tasks such as creating quotes and budgeting. The student is expected to:	(A) employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student is expected to employ planning and time-management skills to complete work tasks such as creating quotes and budgeting. The student is expected to:	(B) demonstrate skills in budgeting and creating quotes for freelance or contract projects	(i) demonstrate skills in budgeting for freelance or contract projects
(11) The student is expected to employ planning and time-management skills to complete work tasks such as creating quotes and budgeting. The student is expected to:	(B) demonstrate skills in budgeting and creating quotes for freelance or contract projects	(ii) demonstrate skills in creating quotes for freelance or contract projects
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(A) create photographs for defined purposes	(i) create photographs for defined purposes
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(B) apply the elements and principles of art to a variety of commercial photography projects	(i) apply the elements of art to a variety of commercial photography projects
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(B) apply the elements and principles of art to a variety of commercial photography projects	(ii) apply the principles of art to a variety of commercial photography projects

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(C) demonstrate the principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market	(i) demonstrate the principles of commercial photography
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(D) demonstrate the use of appropriate cameras and lenses	(i) demonstrate the use of appropriate cameras
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(D) demonstrate the use of appropriate cameras and lenses	(ii) demonstrate the use of appropriate lenses
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(E) apply appropriate photographic composition and layout principles	(i) apply appropriate photographic composition principles
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(E) apply appropriate photographic composition and layout principles	(ii) apply appropriate photographic layout principles
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(F) demonstrate appropriate digital black and white and color photography	(i) demonstrate appropriate digital black and white photography
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(F) demonstrate appropriate digital black and white and color photography	(ii) demonstrate appropriate digital color photography
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) apply effective photographic lighting techniques, including three point, studio, portraiture, and product	(i) apply effective photographic lighting techniques, including three point
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) apply effective photographic lighting techniques, including three point, studio, portraiture, and product	(ii) apply effective photographic lighting techniques, including studio

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) apply effective photographic lighting techniques, including three point, studio, portraiture, and product	(iii) apply effective photographic lighting techniques, including portraiture
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(G) apply effective photographic lighting techniques, including three point, studio, portraiture, and product	(iv) apply effective photographic lighting techniques, including product
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(H) produce professional quality photographs	(i) produce professional quality photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(I) use the most appropriate types of photographic paper for projects	(i) use the most appropriate types of photographic paper for projects
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(J) use the most appropriate solutions for mounting, matting, or framing photographs	(i) use the most appropriate solutions for mounting, matting, or framing photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(K) demonstrate use of appropriate, current, and industry-standard production processes to produce photographs	(i) demonstrate use of appropriate production processes to produce photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(K) demonstrate use of appropriate, current, and industry-standard production processes to produce photographs	(ii) demonstrate use of current production processes to produce photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(K) demonstrate use of appropriate, current, and industry-standard production processes to produce photographs	(iii) demonstrate use of industry-standard production processes to produce photographs
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(L) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(i) evaluate photographs using principles of art

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(L) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(ii) evaluate photographs using commercial photography standards
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(L) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills	(iii) evaluate photographs using critical-thinking skills
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(M) demonstrate use of appropriate resolution and digital file formats	(i) demonstrate use of appropriate resolution
(12) The student develops an increased understanding of commercial photography. The student is expected to:	(M) demonstrate use of appropriate resolution and digital file formats	(ii) demonstrate use of appropriate digital file formats

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.115. Practicum in Fashion Design (Two Credits), Adopted 2015.
<p>(a) General Requirements. This course is for students in Grades 11 and 12. Prerequisite: Fashion Design II and Fashion Design II Lab. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification to prepare for employment	(i) identify training, education, or certification to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or certification to prepare for employment	(ii) participate in training, education, or certification to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(i) identify professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(ii) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(iii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(iv) demonstrate personal qualities needed to be employable

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a letter of application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including demonstrating effective interview skills

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) maintain a career portfolio to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(i) interpret information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(ii) communicate information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iii) interpret data
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(iv) communicate data
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(v) interpret observations
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) interpret and communicate information, data, and observations	(vi) communicate observations
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student implements advanced professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(3) The student implements advanced professional communications strategies. The student is expected to:	(E) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student implements advanced professional communications strategies. The student is expected to:	(F) communicate with diverse individuals	(i) communicate with diverse individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction
(3) The student implements advanced professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(i) employ critical-thinking skills independently
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups	(ii) employ critical-thinking skills in groups
(4) The student implements advanced problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems	(i) employ interpersonal skills in groups to solve problems
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(i) use personal information management programs for fashion projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ii) use personal information management programs for textiles projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iii) use personal information management programs for apparel projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(iv) use email programs for fashion projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(v) use email programs for textiles projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vi) use email programs for apparel projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(vii) use Internet programs for fashion projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(viii) use Internet programs for textiles projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(ix) use Internet programs for apparel projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(x) use industry programs for fashion projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xi) use industry programs for textiles projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.	[A] use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects	(xii) use industry programs for apparel projects
(6) The student implements advanced knowledge of fashion, textile, and apparel systems. The student evaluates the history of the fashion, textiles, and apparel field. The student is expected to compare fashion history relative to current fashions trends.	[A] compare fashion history relative to current fashions trends	(i) compare fashion history relative to current fashions trends
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(i) implement personal safety rules
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(ii) implement personal safety procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(iii) implement workplace safety rules
(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures.	[A] implement personal and workplace safety rules and procedures	(iv) implement workplace safety procedures
(8) The student implements leadership characteristics in classroom and professional settings. The student is expected to:	(A) employ leadership skills to accomplish collective goals	(i) employ leadership skills to accomplish collective goals
(8) The student implements leadership characteristics in classroom and professional settings. The student is expected to:	(B) employ practices for effective working relationships such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) employ practices for effective working relationships
(8) The student implements leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(i) conduct meetings using parliamentary procedure
(8) The student implements leadership characteristics in classroom and professional settings. The student is expected to:	(C) conduct and participate in meetings using parliamentary procedure	(ii) participate in meetings using parliamentary procedure
(8) The student implements leadership characteristics in classroom and professional settings. The student is expected to:	(D) employ mentoring skills to inspire others	(i) employ mentoring skills to inspire others

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with legal practices related to fashion, textiles, and apparel. The student is expected to:	(A) exhibit ethical conduct	(i) exhibit ethical conduct
(9) The student applies ethical decision making and complies with legal practices related to fashion, textiles, and apparel. The student is expected to:	(B) apply copyright laws	(i) apply copyright laws
(10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(i) employ planning skills to complete work tasks
(10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	[A] employ planning and time-management skills to complete work tasks	(ii) employ time-management skills to complete work tasks
(11) The student describes fundamentals of fashion buying. The student is expected to:	(A) explain processes for retail buying	(i) explain processes for retail buying
(11) The student describes fundamentals of fashion buying. The student is expected to:	(B) identify wholesale market resources	(i) identify wholesale market resources
(11) The student describes fundamentals of fashion buying. The student is expected to:	(C) compare various apparel markets	(i) compare various apparel markets
(11) The student describes fundamentals of fashion buying. The student is expected to:	(D) analyze how timing and pricing of fashion apparel and accessories are determined	(i) analyze how timing of fashion apparel [is] determined

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student describes fundamentals of fashion buying. The student is expected to:	(D) analyze how timing and pricing of fashion apparel and accessories are determined	(ii) analyze how pricing of fashion apparel [is] determined
(11) The student describes fundamentals of fashion buying. The student is expected to:	(D) analyze how timing and pricing of fashion apparel and accessories are determined	(iii) analyze how timing of fashion accessories [is] determined
(11) The student describes fundamentals of fashion buying. The student is expected to:	(D) analyze how timing and pricing of fashion apparel and accessories are determined	(iv) analyze how pricing of fashion accessories [is] determined
(11) The student describes fundamentals of fashion buying. The student is expected to:	(E) analyze the price of a fashion product	(i) analyze the price of a fashion product
(11) The student describes fundamentals of fashion buying. The student is expected to:	(F) describe various types of retail outlets	(i) describe various types of retail outlets
(11) The student describes fundamentals of fashion buying. The student is expected to:	(G) describe how offshore sourcing impacts fashion retailing	(i) describe how offshore sourcing impacts fashion retailing
(11) The student describes fundamentals of fashion buying. The student is expected to:	(H) compose a scenario plan for retail pricing, sales, inventory, and purchasing	(i) compose a scenario plan for retail pricing
(11) The student describes fundamentals of fashion buying. The student is expected to:	(H) compose a scenario plan for retail pricing, sales, inventory, and purchasing	(ii) compose a scenario plan for retail sales
(11) The student describes fundamentals of fashion buying. The student is expected to:	(H) compose a scenario plan for retail pricing, sales, inventory, and purchasing	(iii) compose a scenario plan for retail inventory

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student describes fundamentals of fashion buying. The student is expected to:	(H) compose a scenario plan for retail pricing, sales, inventory, and purchasing	(iv) compose a scenario plan for retail purchasing
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(A) explain the marketing concept	(i) explain the marketing concept
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(B) relate marketing functions to the fashion industry	(i) relate marketing functions to the fashion industry
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(C) explain how each component of the marketing mix contributes to successful fashion marketing	(i) explain how each component of the marketing mix contributes to successful fashion marketing
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(D) explain the importance of target markets	(i) explain the importance of target markets
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(E) describe advantages and disadvantages of market segmentation and mass marketing	(i) describe advantages of market segmentation
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(E) describe advantages and disadvantages of market segmentation and mass marketing	(ii) describe disadvantages of market segmentation

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(E) describe advantages and disadvantages of market segmentation and mass marketing	(iii) describe advantages of mass marketing
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(E) describe advantages and disadvantages of market segmentation and mass marketing	(iv) describe disadvantages of mass marketing
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(F) research trends and emerging technologies affecting fashion marketing	(i) research trends affecting fashion marketing
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(F) research trends and emerging technologies affecting fashion marketing	(ii) research emerging technologies affecting fashion marketing
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(G) determine examples of niche marketing	(i) determine examples of niche marketing
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(H) describe cultural and societal influences on the fashion market	(i) describe cultural influences on the fashion market
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(H) describe cultural and societal influences on the fashion market	(ii) describe societal influences on the fashion market

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student describes the relationship between marketing and the fashion industry. The student is expected to:	(I) describe how international marketing has affected the fashion industry	(i) describe how international marketing has affected the fashion industry
(13) The student develops, implements, and evaluates a promotional plan. The student is expected to:	(A) identify components of the promotional mix such as advertising, visual merchandising, and personal selling	(i) identify components of the promotional mix
(13) The student develops, implements, and evaluates a promotional plan. The student is expected to:	(B) demonstrate visual merchandising techniques for fashion goods, services, or ideas	(i) demonstrate visual merchandising techniques for fashion goods, services, or ideas
(13) The student develops, implements, and evaluates a promotional plan. The student is expected to:	(C) analyze a promotional plan for effectiveness	(i) analyze a promotional plan for effectiveness
(13) The student develops, implements, and evaluates a promotional plan. The student is expected to:	(D) describe deceptive practices in fashion promotion	(ii) describe deceptive practices in fashion promotion
(13) The student develops, implements, and evaluates a promotional plan. The student is expected to:	(E) employ ethical practices in promotional activities	(iii) employ ethical practices in promotional activities
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(A) describe various types of business promotion strategies	(iv) describe various types of business promotion strategies
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(B) classify types of customers and their motives for buying textile and apparel products	(i) classify types of customers

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(B) classify types of customers and their motives for buying textile and apparel products	(ii) classify [customers'] motives for buying textile products
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(B) classify types of customers and their motives for buying textile and apparel products	(iii) classify [customers'] motives for buying apparel products
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(C) describe roles of public relations and publicity in product promotion	(i) describe roles of public relations in product promotion
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(C) describe roles of public relations and publicity in product promotion	(ii) describe roles of publicity in product promotion
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(D) explain the use of promotional activities to market textile and apparel products and services	(i) explain the use of promotional activities to market textile products
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(D) explain the use of promotional activities to market textile and apparel products and services	(ii) explain the use of promotional activities to market textile services
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(D) explain the use of promotional activities to market textile and apparel products and services	(iii) explain the use of promotional activities to market apparel products

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(D) explain the use of promotional activities to market textile and apparel products and services	(iv) explain the use of promotional activities to market apparel services
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(E) plan special fashion events such as fashion shows, trunk shows, retail shows, and educational events	(i) plan special fashion events
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(F) create and develop a fashion show theme	(i) create a fashion show theme
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(F) create and develop a fashion show theme	(ii) develop a fashion show theme
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(G) develop a scale drawing to illustrate fashion show sets and staging	(i) develop a scale drawing to illustrate fashion show sets
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(G) develop a scale drawing to illustrate fashion show sets and staging	(ii) develop a scale drawing to illustrate fashion show staging
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(H) describe all fashion show responsibilities	(i) describe all fashion show responsibilities

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student applies marketing techniques when assisting with promotional activities. The student is expected to:	(I) write press releases to publicize promotional activities	(i) write press releases to publicize promotional activities
(15) The student creates product displays using the principles of design. The student is expected to:	(A) identify components used in developing displays	(i) identify components used in developing displays
(15) The student creates product displays using the principles of design. The student is expected to:	(B) determine ways in which design elements and principles are used in the creation of displays	(i) determine ways in which design elements are used in the creation of displays
(15) The student creates product displays using the principles of design. The student is expected to:	(B) determine ways in which design elements and principles are used in the creation of displays	(ii) determine ways in which design principles are used in the creation of displays
(15) The student creates product displays using the principles of design. The student is expected to:	(C) describe types and uses of interior and exterior displays	(i) describe types of interior displays
(15) The student creates product displays using the principles of design. The student is expected to:	(C) describe types and uses of interior and exterior displays	(ii) describe types of exterior displays
(15) The student creates product displays using the principles of design. The student is expected to:	(C) describe types and uses of interior and exterior displays	(iii) describe uses of interior displays
(15) The student creates product displays using the principles of design. The student is expected to:	(C) describe types and uses of interior and exterior displays	(iv) describe uses of exterior displays
(15) The student creates product displays using the principles of design. The student is expected to:	(D) create window or other displays of fashion and apparel products	(i) create window or other displays of fashion products

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student creates product displays using the principles of design. The student is expected to:	(D) create window or other displays of fashion and apparel products	(ii) create window or other displays of apparel products
(16) The student demonstrates effective customer service. The student is expected to:	(A) determine factors that promote quality customer relations	(i) determine factors that promote quality customer relations
(16) The student demonstrates effective customer service. The student is expected to:	(B) evaluate the impact of cultural diversity on customer relations	(i) evaluate the impact of cultural diversity on customer relations
(16) The student demonstrates effective customer service. The student is expected to:	(C) exhibit skills needed for effective customer service	(i) exhibit skills needed for effective customer service
(16) The student demonstrates effective customer service. The student is expected to:	(D) create solutions to specific customer issues	(i) create solutions to specific customer issues
(16) The student demonstrates effective customer service. The student is expected to:	(E) examine the role of selling fashion products in retail	(i) examine the role of selling fashion products in retail
(17) The student identifies wholesale settings. The student is expected to:	(A) analyze motives for consumer fashion purchases	(i) analyze motives for consumer fashion purchases
(17) The student identifies wholesale settings. The student is expected to:	(B) describe qualities of an effective salesperson	(i) describe qualities of an effective salesperson
(17) The student identifies wholesale settings. The student is expected to:	(C) apply appropriate fashion vocabulary in selling situations	(i) apply appropriate fashion vocabulary in selling situations

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student identifies wholesale settings. The student is expected to:	(D) demonstrate effective sales techniques from customer approach to closure	(i) demonstrate effective sales techniques from customer approach to closure
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(A) explain methods a business uses to control risks such as surveillance, safety training, and loss control	(i) explain methods a business uses to control risks
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(B) explain the use of inventory information such as preparing financial reports and making buying decisions	(i) explain the use of inventory information
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(C) demonstrate cash and credit transaction methods	(i) demonstrate cash transaction methods
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(C) demonstrate cash and credit transaction methods	(ii) demonstrate credit transaction methods
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(D) analyze data used to make accurate forecasts	(i) analyze data used to make accurate forecasts
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(E) demonstrate knowledge of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices	(i) demonstrate knowledge of the fashion buying process

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(F) examine operational costs such as markup, markdown, cash flow, and other factors affecting profit	(i) examine operational costs
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(G) demonstrate procedures for reporting and handling accidents, safety, and security incidents	(i) demonstrate procedures for reporting accidents
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(G) demonstrate procedures for reporting and handling accidents, safety, and security incidents	(ii) demonstrate procedures for handling accidents
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(G) demonstrate procedures for reporting and handling accidents, safety, and security incidents	(iii) demonstrate procedures for safety
(18) The student summarizes important business procedures in fashion retailing. The student is expected to:	(G) demonstrate procedures for reporting and handling accidents, safety, and security incidents	(iv) demonstrate procedures for security incidents

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, A/V Technology, and Communications
Course Title	§130.116. Practicum in Graphic Design and Illustration (Two Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Prerequisites: Graphic Design and Illustration II and Graphic Design and Illustration II Lab. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or preparation for certification to prepare for employment	(i) identify training, education, or preparation for certification to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) identify and participate in training, education, or preparation for certification to prepare for employment	(ii) participate in training, education, or preparation for certification to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(i) identify professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(ii) identify personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(iii) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment	(iv) demonstrate personal qualities needed to be employable

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(i) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(ii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a resume
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iii) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including developing a letter of application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(iv) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including completing a job application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills	(v) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including demonstrating effective interview skills

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples	(i) maintain a career portfolio to document information
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(i) demonstrate skills in evaluating employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate skills in evaluating and comparing employment opportunities	(ii) demonstrate skills in comparing employment opportunities
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) examine employment opportunities in entrepreneurship	(i) examine employment opportunities in entrepreneurship
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(i) apply English language arts knowledge by demonstrating skills to write a variety of documents
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents	(ii) apply English language arts knowledge by demonstrating skills to edit a variety of documents

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(i) apply mathematics knowledge
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	(ii) apply mathematics skills
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(i) adapt language for audience
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(ii) adapt language for purpose
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iii) adapt language for situation
(3) The student implements advanced professional communications strategies. The student is expected to:	(A) adapt language such as structure and style for audience, purpose, situation, and intent	(iv) adapt language for intent
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) organize oral and written information	(i) organize oral information
(3) The student implements advanced professional communications strategies. The student is expected to:	(B) organize oral and written information	(ii) organize written information

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) interpret and communicate information	(i) interpret information
(3) The student implements advanced professional communications strategies. The student is expected to:	(C) interpret and communicate information	(ii) communicate information
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(i) deliver formal presentations
(3) The student implements advanced professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	(ii) deliver informal presentations
(3) The student implements advanced professional communications strategies. The student is expected to:	(E) apply active listening skills	(i) apply active listening skills
(3) The student implements advanced professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(i) listen to diverse individuals
(3) The student implements advanced professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	(ii) speak with diverse individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(i) exhibit public relations skills to increase internal customer/client satisfaction
(3) The student implements advanced professional communications strategies. The student is expected to:	(G) exhibit public relations skills to increase internal and external customer/client satisfaction	(ii) exhibit public relations skills to increase external customer/client satisfaction
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions	(i) employ critical-thinking skills, including data gathering, independently to solve problems
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions	(ii) employ critical-thinking skills, including data gathering, independently to make decisions
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions	(iii) employ critical-thinking skills, including data interpretation, independently to solve problems
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions	(iv) employ critical-thinking skills, including data interpretation, independently to make decisions
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions	(v) employ critical-thinking skills, including data gathering, in groups to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions	(vi) employ critical-thinking skills, including data gathering, in groups to make decisions
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions	(vii) employ critical-thinking skills, including data interpretation, in groups to solve problems
(4) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions	(viii) employ critical-thinking skills, including data interpretation, in groups to make decisions
(4) The student implements advanced problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems and make decisions	(i) employ interpersonal skills in groups to solve problems
(4) The student implements advanced problem-solving methods. The student is expected to:	(B) employ interpersonal skills in groups to solve problems and make decisions	(ii) employ interpersonal skills in groups to make decisions
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects	(i) use personal information management applications for graphic design and illustration projects

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects	(ii) use email applications for graphic design and illustration projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects	(iii) use Internet applications for graphic design and illustration projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects	(iv) use writing and publishing applications for graphic design and illustration projects
(5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects.	[A] use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects	(v) use presentation applications for graphic design and illustration projects
(6) The student implements advanced knowledge of design systems. The student is expected to analyze and summarize the history and evolution of the commercial art and design field.	[A] analyze and summarize the history and evolution of the commercial art and design field	(i) analyze the history of the commercial art and design field

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student implements advanced knowledge of design systems. The student is expected to analyze and summarize the history and evolution of the commercial art and design field.	[A] analyze and summarize the history and evolution of the commercial art and design field	(ii) analyze the evolution of the commercial art and design field
(6) The student implements advanced knowledge of design systems. The student is expected to analyze and summarize the history and evolution of the commercial art and design field.	[A] analyze and summarize the history and evolution of the commercial art and design field	(iii) summarize the history of the commercial art and design field
(6) The student implements advanced knowledge of design systems. The student is expected to analyze and summarize the history and evolution of the commercial art and design field.	[A] analyze and summarize the history and evolution of the commercial art and design field	(iv) summarize the evolution of the commercial art and design field
(7) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(i) implement personal safety rules and regulations
(7) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.	[A] implement personal and professional safety rules and regulations	(ii) implement professional safety rules and regulations

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(i) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(ii) employ leadership skills to accomplish goals and objectives by exhibiting problem-solving traits</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(iii) employ leadership skills to accomplish goals and objectives by exhibiting management traits</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(iv) employ leadership skills to accomplish goals and objectives by describing effective leadership styles</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(v) employ leadership skills to accomplish goals and objectives by participating in civic leadership to enhance skills</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(vi) employ leadership skills to accomplish goals and objectives by participating in community leadership to enhance skills</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(vii) employ leadership skills to accomplish goals and objectives by participating in civic teamwork opportunities to enhance skills</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills</p>	<p>(viii) employ leadership skills to accomplish goals and objectives by participating in community teamwork opportunities to enhance skills</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(i) employ teamwork to achieve collective goals
(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(B) employ teamwork and conflict-management skills to achieve collective goals	(ii) employ conflict-management skills to achieve collective goals
(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(i) establish effective working relationships by providing constructive praise
(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(ii) establish effective working relationships by providing constructive criticism
(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions	(iii) establish effective working relationships by demonstrating sensitivity to diversity

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions</p>	<p>(iv) establish effective working relationships by demonstrating value for diversity</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions</p>	<p>(v) establish effective working relationships by managing stress</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions</p>	<p>(vi) establish effective working relationships by controlling emotions</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions</p>	<p>(vii) maintain effective working relationships by providing constructive praise</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions</p>	<p>(viii) maintain effective working relationships by providing constructive criticism</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions</p>	<p>(ix) maintain effective working relationships by demonstrating sensitivity to diversity</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions</p>	<p>(x) maintain effective working relationships by demonstrating value for diversity</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions</p>	<p>(xi) maintain effective working relationships by managing stress</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions</p>	<p>(xii) maintain effective working relationships by controlling emotions</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas</p>	<p>(i) prepare for meetings by developing goals and objectives to achieve within a scheduled time</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas</p>	<p>(ii) prepare for meetings by producing agendas</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed</p>	<p>(i) conduct meetings to accomplish work tasks by achieving goals and objectives within a scheduled time</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed</p>	<p>(ii) conduct meetings to accomplish work tasks by producing meeting minutes, including decisions</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed</p>	<p>(iii) conduct meetings to accomplish work tasks by producing meeting minutes, including next steps</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed</p>	<p>(iv) conduct meetings to accomplish work tasks by using parliamentary procedures, as needed</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed</p>	<p>(v) participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed</p>	<p>(vii) participate in meetings to accomplish work tasks by producing meeting minutes, including decisions</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed</p>	<p>(viii) participate in meetings to accomplish work tasks by producing meeting minutes, including next steps</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed</p>	<p>(ix) participate in meetings to accomplish work tasks by using parliamentary procedures, as needed</p>
<p>(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:</p>	<p>(F) employ mentoring skills to inspire and teach others</p>	<p>(i) employ mentoring skills to inspire others</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:	(F) employ mentoring skills to inspire and teach others	(ii) employ mentoring skills to teach others
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(A) exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) exhibit ethical conduct related to interacting with others
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources	(i) discuss copyright laws in relation to fair use of digital information
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources	(ii) discuss copyright laws in relation to acquisition of digital information
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources	(iii) discuss copyright laws in relation to use of digital information using established methods to cite sources
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources	(iv) apply copyright laws in relation to fair use of digital information
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources	(v) apply copyright laws in relation to acquisition of digital information

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources	(vi) apply copyright laws in relation to use of digital information using established methods to cite sources
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(i) model respect of intellectual property when manipulating graphics
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ii) model respect of intellectual property when morphing graphics
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iii) model respect of intellectual property when editing graphics
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iv) model respect of intellectual property when manipulating video
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(v) model respect of intellectual property when morphing video
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vi) model respect of intellectual property when editing video

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vii) model respect of intellectual property when manipulating text
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(viii) model respect of intellectual property when morphing text
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ix) model respect of intellectual property when editing text
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(x) model respect of intellectual property when manipulating sound
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xi) model respect of intellectual property when morphing sound
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xii) model respect of intellectual property when editing sound
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(i) demonstrate proper etiquette when using networks, especially resources on the Internet

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(ii) demonstrate proper etiquette when using networks, especially resources on the intranet
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(iii) demonstrate knowledge of acceptable use policies when using networks, especially resources on the Internet
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(iv) demonstrate knowledge of acceptable use policies when using networks, especially resources on the intranet
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(E) analyze and identify the impact of the advertising and visual communication design industry on society	(i) analyze the impact of the advertising industry on society
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(E) analyze and identify the impact of the advertising and visual communication design industry on society	(ii) analyze the impact of the visual communication design industry on society
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(E) analyze and identify the impact of the advertising and visual communication design industry on society	(iii) identify the impact of the advertising industry on society
(9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	(E) analyze and identify the impact of the advertising and visual communication design industry on society	(iv) identify the impact of the visual communication design industry on society

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student applies effective planning and time-management skills. The student is expected to:	[A] employ tools to enhance results and complete work tasks	(i) employ tools to enhance results
(10) The student applies effective planning and time-management skills. The student is expected to:	[A] employ tools to enhance results and complete work tasks	(ii) employ tools to complete work tasks
(11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(i) interpret design decisions
(11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(ii) evaluate design decisions
(11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:	(A) interpret, evaluate, and justify design decisions	(iii) justify design decisions
(11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:	(B) conduct verbal or written critiques of design projects	(i) conduct verbal or written critiques of design projects
(11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations	(i) identify art elements

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations	(ii) identify art principles
(11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations	(iii) apply art elements to designs
(11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations	(iv) apply art elements to illustrations
(11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations	(v) apply art principles to designs
(11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations	(vi) apply art principles to illustrations
(12) The student employs a creative design process to create professional quality, two- or three-dimensional projects. The student is expected to:	(A) create designs for defined applications	(i) create designs for defined applications
(12) The student employs a creative design process to create professional quality, two- or three-dimensional projects. The student is expected to:	(B) use appropriate elements of design	(i) use appropriate elements of design

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student employs a creative design process to create professional quality, two- or three-dimensional projects. The student is expected to:	(C) use appropriate design principles and typography	(i) use appropriate design principles
(12) The student employs a creative design process to create professional quality, two- or three-dimensional projects. The student is expected to:	(C) use appropriate design principles and typography	(ii) use appropriate typography
(12) The student employs a creative design process to create professional quality, two- or three-dimensional projects. The student is expected to:	(D) use appropriate composition	(i) use appropriate composition
(12) The student employs a creative design process to create professional quality, two- or three-dimensional projects. The student is expected to:	(E) use anatomically appropriate figure drawing	(i) use anatomically appropriate figure drawing
(12) The student employs a creative design process to create professional quality, two- or three-dimensional projects. The student is expected to:	(F) use appropriate perspective	(i) use appropriate perspective
(12) The student employs a creative design process to create professional quality, two- or three-dimensional projects. The student is expected to:	(G) use the most effective color choices in projects	(i) use the most effective color choices in projects
(12) The student employs a creative design process to create professional quality, two- or three-dimensional projects. The student is expected to:	(H) use appropriate printing concepts	(i) use appropriate printing concepts

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.117. Extended Practicum in Animation (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster. Prerequisites: Animation II and Animation II Lab. Corequisite: Practicum in Animation. This course must be taken concurrently with Practicum in Animation and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in animation span all aspects of the arts, audio/video technology, and communications industry. Building upon the concepts taught in Animation II and Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to animation	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to animation
(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to animation	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to animation
(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability with increased fluency	(ii) demonstrate personal qualities needed to be employable

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases for animation projects with increased fluency</p>	<p>(i) demonstrate technology applications skills</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(i) use appropriate vocabulary to compose copy for a variety of written documents</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(ii) use correct grammar to compose copy for a variety of written documents</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(iii) use correct punctuation to compose copy for a variety of written documents</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(iv) use appropriate vocabulary to edit copy for a variety of written documents</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(v) use correct grammar to edit copy for a variety of written documents</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents</p>	<p>(vi) use correct punctuation to edit copy for a variety of written documents</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results</p>	<p>(i) employ effective planning with increased fluency by prioritizing tasks</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results</p>	<p>(ii) employ effective planning with increased fluency by following schedules</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results</p>	<p>(iii) employ effective planning with increased fluency by tending to goal-relevant activities in a way that uses time wisely</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results</p>	<p>(iv) employ effective planning with increased fluency by tending to goal-relevant activities in a way that optimizes efficiency</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results</p>	<p>(v) employ effective planning with increased fluency by tending to goal-relevant activities in a way that optimizes results</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results</p>	<p>(vi) employ effective time-management skills with increased fluency by prioritizing tasks</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results</p>	<p>(vii) employ effective time-management skills with increased fluency by following schedules</p>
<p>(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:</p>	<p>(F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results</p>	<p>(viii) employ effective time-management skills with increased fluency by tending to goal-relevant activities in a way that uses time wisely</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:	(F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ix) employ effective time-management skills with increased fluency by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:	(F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(x) employ effective time-management skills with increased fluency by tending to goal-relevant activities in a way that optimizes results
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(i) demonstrate verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(ii) demonstrate non-verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(i) analyze information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ii) analyze data

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iii) analyze observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iv) interpret information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(v) interpret data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vi) interpret observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vii) effectively communicate information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(viii) effectively communicate data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ix) effectively communicate observations

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(i) create formal presentations effectively
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(ii) create informal presentations effectively
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(iii) deliver formal presentations effectively
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(iv) deliver informal presentations effectively
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(i) observe verbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(ii) observe nonverbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(iii) observe verbal behavior to enhance communication

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(iv) observe nonverbal behaviors to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(v) interpret verbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(vi) interpret nonverbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(vii) interpret verbal behavior to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(viii) interpret nonverbal behaviors to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(i) exhibit public relations skills to maintain internal customer/client satisfaction
(2) The student implements advanced professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(ii) exhibit public relations skills to maintain external customer/client satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(i) employ critical-thinking skills independently with increased fluency to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(ii) employ critical-thinking skills independently with increased fluency to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(iii) employ critical-thinking skills in groups with increased fluency to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(iv) employ critical-thinking skills in groups with increased fluency to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to:	(B) analyze elements of a problem to develop creative and innovative solutions	(i) analyze elements of a problem to develop creative solutions
(3) The student implements advanced problem-solving methods. The student is expected to:	(B) analyze elements of a problem to develop creative and innovative solutions	(ii) analyze elements of a problem to develop innovative solutions
(3) The student implements advanced problem-solving methods. The student is expected to:	(C) demonstrate the transfer and adaptation of knowledge through the creation of original work	(i) demonstrate the transfer of knowledge through the creation of original work
(3) The student implements advanced problem-solving methods. The student is expected to:	(C) demonstrate the transfer and adaptation of knowledge through the creation of original work	(ii) demonstrate the adaptation of knowledge through the creation of original work

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to demonstrate an understanding of and consistently follow workplace safety rules and regulations.	[A] demonstrate an understanding of and consistently follow workplace safety rules and regulations.	[i] demonstrate an understanding of workplace safety rules and regulations.
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to demonstrate an understanding of and consistently follow workplace safety rules and regulations.	[A] demonstrate an understanding of and consistently follow workplace safety rules and regulations.	[ii] consistently follow workplace safety rules and regulations.
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(B) exhibit ethical conduct by providing proper credit for ideas and maintaining privacy of sensitive content	(i) exhibit ethical conduct by providing proper credit for ideas
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(B) exhibit ethical conduct by providing proper credit for ideas and maintaining privacy of sensitive content	(ii) exhibit ethical conduct by maintaining privacy of sensitive content
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(i) model respect for intellectual property when manipulating graphics

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ii) model respect for intellectual property when manipulating video
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iii) model respect for intellectual property when manipulating text
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iv) model respect for intellectual property when manipulating sound
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(v) model respect for intellectual property when morphing graphics
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vi) model respect for intellectual property when morphing video
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vii) model respect for intellectual property when morphing text
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(viii) model respect for intellectual property when morphing sound

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ix) model respect for intellectual property when editing graphics
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(x) model respect for intellectual property when editing video
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xi) model respect for intellectual property when editing text
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xii) model respect for intellectual property when editing sound
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(i) practice safe use of information
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(ii) practice safe use of technology
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(iii) practice legal use of information

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(iv) practice legal use of technology
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(v) practice responsible use of information
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(vi) practice responsible use of technology
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(E) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(E) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:	(E) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised animation experience	(i) conduct learning activities in a supervised animation experience

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised animation experience	(ii) document learning activities in a supervised animation experience
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised animation experience	(iii) evaluate learning activities in a supervised animation experience
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(B) develop advanced technical knowledge and skills related to the student's occupational objective	(i) develop advanced technical knowledge related to the student's occupational objective
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(B) develop advanced technical knowledge and skills related to the student's occupational objective	(ii) develop advanced technical skills related to the student's occupational objective
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(C) implement an appropriate coherent sequence of production events	(i) implement an appropriate coherent sequence of production events
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(D) demonstrate appropriate use of necessary equipment and crew for quality productions	(i) demonstrate appropriate use of necessary equipment for quality productions
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(D) demonstrate appropriate use of necessary equipment and crew for quality productions	(ii) demonstrate appropriate use of necessary crew for quality productions

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(E) demonstrate appropriate use of editing systems	(i) demonstrate appropriate use of editing systems
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(F) monitor production schedule, research-based production costs, and delivery and distribution to ensure alignment with client needs and expectations	(i) monitor production schedule to ensure alignment with client needs
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(F) monitor production schedule, research-based production costs, and delivery and distribution to ensure alignment with client needs and expectations	(ii) monitor production schedule to ensure alignment with client expectations
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(F) monitor production schedule, research-based production costs, and delivery and distribution to ensure alignment with client needs and expectations	(iii) monitor research-based production costs to ensure alignment with client needs
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(F) monitor production schedule, research-based production costs, and delivery and distribution to ensure alignment with client needs and expectations	(iv) monitor research-based production costs to ensure alignment with client expectations
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(F) monitor production schedule, research-based production costs, and delivery and distribution to ensure alignment with client needs and expectations	(v) monitor delivery to ensure alignment with client needs
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(F) monitor production schedule, research-based production costs, and delivery and distribution to ensure alignment with client needs and expectations	(vi) monitor delivery to ensure alignment with client expectations

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(F) monitor production schedule, research-based production costs, and delivery and distribution to ensure alignment with client needs and expectations	(v) monitor distribution to ensure alignment with client needs
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(F) monitor production schedule, research-based production costs, and delivery and distribution to ensure alignment with client needs and expectations	(vi) monitor distribution to ensure alignment with client expectations
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(G) make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity	(i) make necessary adjustments regarding compatibility issues, including digital file formats
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(G) make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity	(ii) make necessary adjustments regarding compatibility issues, including cross-platform connectivity
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(H) implement the appropriate delivery formats for the target audience	(i) implement the appropriate delivery formats for the target audience
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(I) analyze distribution options to achieve optimal project reach	(i) analyze distribution options to achieve optimal project reach
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(J) demonstrate growth of technical skill competencies	(i) demonstrate growth of technical skill competencies

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(K) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(K) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency
(6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:	(L) collect representative work samples	(i) collect representative work samples

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.118. Extended Practicum in Audio/Video Production (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster. Prerequisites: Audio/Video Production II and Audio/Video Production II Lab. Corequisite: Practicum in Audio/Video Production. This course must be taken concurrently with Practicum in Audio/Video Production and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in audio/video production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production II and Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to audio/video production	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to audio/video production
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to audio/video production	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to audio/video production
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as effective oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as effective oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability with increased fluency	(ii) demonstrate personal qualities needed to be employable

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases for audio and video production projects with increased fluency	(i) demonstrate technology applications skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(i) use appropriate vocabulary to compose copy for a variety of written documents
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(ii) use correct grammar to compose copy for a variety of written documents
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(iii) use correct punctuation to compose copy for a variety of written documents
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(iv) use appropriate vocabulary to edit copy for a variety of written documents

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(v) use correct grammar to edit copy for a variety of written documents
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents	(vi) use correct punctuation to edit copy for a variety of written documents
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ effective planning and time-management skills with increased fluency to complete work tasks	(i) employ effective planning with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ effective planning and time-management skills with increased fluency to complete work tasks	(ii) employ effective time-management skills with increased fluency to complete work tasks
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(i) demonstrate verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(ii) demonstrate non-verbal communication consistently in a clear, concise, and effective manner

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(i) analyze information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ii) analyze data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iii) analyze observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iv) interpret information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(v) interpret data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vi) interpret observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vii) effectively communicate information

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(viii) effectively communicate data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ix) effectively communicate observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(i) create formal presentations effectively
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(ii) create informal presentations effectively
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(iii) deliver formal presentations effectively
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(iv) deliver informal presentations effectively
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) exhibit public relations skills to maintain internal and external customer/client satisfaction	(i) exhibit public relations skills to maintain internal customer/client satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) exhibit public relations skills to maintain internal and external customer/client satisfaction	(ii) exhibit public relations skills to maintain external customer/client satisfaction
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(i) employ critical-thinking skills with increased fluency independently to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(ii) employ critical-thinking skills with increased fluency in groups to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iii) employ critical-thinking skills with increased fluency independently to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iv) employ critical-thinking skills with increased fluency in groups to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to:	(B) demonstrate the transfer and adaptation of knowledge through the creation of original work	(i) demonstrate the transfer of knowledge through the creation of original work
(3) The student implements advanced problem-solving methods. The student is expected to:	(B) demonstrate the transfer and adaptation of knowledge through the creation of original work	(ii) demonstrate the adaptation of knowledge through the creation of original work

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(A) demonstrate an understanding of and consistently follow workplace safety rules and regulations	(i) demonstrate an understanding of workplace safety rules and regulations
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(A) demonstrate an understanding of and consistently follow workplace safety rules and regulations	(ii) consistently follow workplace safety rules and regulations
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) recognize and resolve potential safety concerns	(i) recognize potential safety concerns
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) recognize and resolve potential safety concerns	(ii) resolve potential safety concerns
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(B) exhibit ethical conduct by providing proper credit for ideas and maintaining privacy of sensitive content	(i) exhibit ethical conduct by providing proper credit for ideas
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(B) exhibit ethical conduct by providing proper credit for ideas and maintaining privacy of sensitive content	(ii) exhibit ethical conduct by maintaining privacy of sensitive content

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(i) model respect for intellectual property when manipulating graphics
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ii) model respect for intellectual property when manipulating video
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iii) model respect for intellectual property when manipulating text
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iv) model respect for intellectual property when manipulating sound
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(v) model respect for intellectual property when morphing graphics
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vi) model respect for intellectual property when morphing video
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vii) model respect for intellectual property when morphing text

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(viii) model respect for intellectual property when morphing sound
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ix) model respect for intellectual property when editing graphics
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(x) model respect for intellectual property when editing video
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xi) model respect for intellectual property when editing text
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xii) model respect for intellectual property when editing sound
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(i) practice safe use of information
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(ii) practice safe use of technology

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(iii) practice legal use of information
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(iv) practice legal use of technology
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(v) practice responsible use of information
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(D) practice safe, legal, and responsible use of information and technology	(vi) practice responsible use of technology
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(E) show integrity by choosing the ethical course of action when making decisions	(i) show integrity by choosing the ethical course of action when making decisions
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(F) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(F) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in audio/video production. The student is expected to:	(F) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner
(6) The student participates in an audio/video production experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised audio/video production experience	(i) conduct learning activities in a supervised audio/video production experience
(6) The student participates in an audio/video production experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised audio/video production experience	(ii) document learning activities in a supervised audio/video production experience
(6) The student participates in an audio/video production experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised audio/video production experience	(iii) evaluate learning activities in a supervised audio/video production experience
(6) The student participates in an audio/video production experience. The student is expected to:	(B) develop advanced technical knowledge and skills related to the student's occupational objective	(i) develop advanced technical knowledge related to the student's occupational objective
(6) The student participates in an audio/video production experience. The student is expected to:	(B) develop advanced technical knowledge and skills related to the student's occupational objective	(ii) develop advanced technical skills related to the student's occupational objective
(6) The student participates in an audio/video production experience. The student is expected to:	(C) demonstrate an advanced understanding of a client-based production in all stages of production	(i) demonstrate an advanced understanding of a client-based production in all stages of production

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in an audio/video production experience. The student is expected to:	(D) engage in pre-production activities such as identifying cast, crew, equipment, and location requirements; developing a budget; and analyzing script and storyboard processes for successful execution of a project	(i) engage in pre-production activities for successful execution of a project
(6) The student participates in an audio/video production experience. The student is expected to:	(D) engage in pre-production activities such as identifying cast, crew, equipment, and location requirements; developing a budget; and analyzing script and storyboard processes for successful execution of a project	(ii) engage in developing a budget for successful execution of a project
(6) The student participates in an audio/video production experience. The student is expected to:	(D) engage in pre-production activities such as identifying cast, crew, equipment, and location requirements; developing a budget; and analyzing script and storyboard processes for successful execution of a project	(iii) engage in analyzing script for successful execution of a project
(6) The student participates in an audio/video production experience. The student is expected to:	(D) engage in pre-production activities such as identifying cast, crew, equipment, and location requirements; developing a budget; and analyzing script and storyboard processes for successful execution of a project	(iv) engage in analyzing storyboard processes for successful execution of a project
(6) The student participates in an audio/video production experience. The student is expected to:	(E) engage in production activities for successful execution of the project, including making decisions appropriate for each element of a production	(i) engage in production activities for successful execution of the project, including making decisions appropriate for each element of a production

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in an audio/video production experience. The student is expected to:	(F) engage in post-production activities such as making necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity, and researching the appropriate delivery formats for the target audience for a successful output and distribution of a project	(i) engage in post-production activities for a successful output of a project
(6) The student participates in an audio/video production experience. The student is expected to:	(F) engage in post-production activities such as making necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity, and researching the appropriate delivery formats for the target audience for a successful output and distribution of a project	(ii) engage in post-production activities for a successful distribution of a project
(6) The student participates in an audio/video production experience. The student is expected to:	(G) demonstrate growth of technical skill competencies	(i) demonstrate growth of technical skill competencies
(6) The student participates in an audio/video production experience. The student is expected to:	(H) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency
(6) The student participates in an audio/video production experience. The student is expected to:	(H) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency
(6) The student participates in an audio/video production experience. The student is expected to:	(I) collect representative work samples	(i) collect representative work samples

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.119. Extended Practicum in Printing and Imaging Technology (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster. Prerequisites: Printing and Imaging Technology II and Printing and Imaging Technology II Lab. Corequisite: Practicum in Printing and Imaging Technology. This course must be taken concurrently with Practicum in Printing and Imaging Technology and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the printing industry with a focus on finishing and bindery operations and customer-based projects. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to printing and imaging technology	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to printing and imaging technology
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to printing and imaging technology	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to printing and imaging technology
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment with increased fluency	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects with increased fluency	(i) demonstrate use of personal information management applications for printing and imaging projects with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects with increased fluency	(ii) demonstrate use of email applications for printing and imaging projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects with increased fluency	(iii) demonstrate use of Internet applications for printing and imaging projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects with increased fluency	(iv) demonstrate use of writing and publishing applications for printing and imaging projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects with increased fluency	(v) demonstrate use of presentation applications for printing and imaging projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects with increased fluency	(vi) demonstrate use of spreadsheet or database applications for printing and imaging projects with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals	(i) employ teamwork with increased fluency to achieve collective goals
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals	(ii) employ conflict-management skills with increased fluency to achieve collective goals
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(i) employ planning skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(ii) employ planning skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iii) employ planning tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iv) employ planning tools with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(v) employ time-management skills with increased fluency to enhance results

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vi) employ time-management skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vi) employ time-management tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vii) employ time-management tools with increased fluency to complete work tasks
(2) The student implements advanced communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(i) demonstrate verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(ii) demonstrate non-verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced communications strategies. The student is expected to:	(B) present information formally and informally effectively	(i) present information formally effectively
(2) The student implements advanced communications strategies. The student is expected to:	(B) present information formally and informally effectively	(ii) present information informally effectively

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced communications strategies. The student is expected to:	(C) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(2) The student implements advanced communications strategies. The student is expected to:	(C) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(2) The student implements advanced communications strategies. The student is expected to:	(D) exhibit public relations skills to maintain internal and external customer/client satisfaction	(i) exhibit public relations skills to maintain internal customer/client satisfaction
(2) The student implements advanced communications strategies. The student is expected to:	(D) exhibit public relations skills to maintain internal and external customer/client satisfaction	(ii) exhibit public relations skills to maintain external customer/client satisfaction
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(i) employ critical-thinking skills with increased fluency independently to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(ii) employ critical-thinking skills with increased fluency in groups to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.</p>	<p>[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions</p>	<p>(iii) employ critical-thinking skills with increased fluency independently to make decisions</p>
<p>(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.</p>	<p>[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions</p>	<p>(iv) employ critical-thinking skills with increased fluency in groups to make decisions</p>
<p>(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to demonstrate an understanding of and consistently follow workplace safety rules and regulations.</p>	<p>[A] demonstrate an understanding of and consistently follow workplace safety rules and regulations</p>	<p>(i) demonstrate an understanding of workplace safety rules and regulations</p>
<p>(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to demonstrate an understanding of and consistently follow workplace safety rules and regulations.</p>	<p>[A] demonstrate an understanding of and consistently follow workplace safety rules and regulations</p>	<p>(ii) consistently follow workplace safety rules and regulations</p>
<p>(5) The student understands the professional, ethical, and legal responsibilities in printing and imaging technology. The student is expected to:</p>	<p>(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed</p>	<p>(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in printing and imaging technology. The student is expected to:	(B) exhibit ethical conduct by maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) exhibit ethical conduct by maintaining client confidentiality
(5) The student understands the professional, ethical, and legal responsibilities in printing and imaging technology. The student is expected to:	(B) exhibit ethical conduct by maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(ii) exhibit ethical conduct by maintaining privacy of sensitive content
(5) The student understands the professional, ethical, and legal responsibilities in printing and imaging technology. The student is expected to:	(B) exhibit ethical conduct by maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(iii) exhibit ethical conduct by providing proper credit for ideas
(5) The student understands the professional, ethical, and legal responsibilities in printing and imaging technology. The student is expected to:	(C) apply copyright laws in relation to fair use and duplication of materials in a consistent manner	(i) apply copyright laws in relation to fair use of materials in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in printing and imaging technology. The student is expected to:	(C) apply copyright laws in relation to fair use and duplication of materials in a consistent manner	(ii) apply copyright laws in relation to duplication of materials in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in printing and imaging technology. The student is expected to:	(D) apply Creative Commons laws, including all licensing	(i) apply Creative Commons laws, including all licensing
(5) The student understands the professional, ethical, and legal responsibilities in printing and imaging technology. The student is expected to:	(E) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in printing and imaging technology. The student is expected to:	(E) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in printing and imaging technology. The student is expected to:	(E) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised printing and imaging technology experience	(i) conduct learning activities in a supervised printing and imaging technology experience
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised printing and imaging technology experience	(ii) document learning activities in a supervised printing and imaging technology experience
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised printing and imaging technology experience	(iii) evaluate learning activities in a supervised printing and imaging technology experience
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(B) practice use of various printing systems	(i) practice use of various printing systems
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(C) demonstrate use of appropriate printing processes with increased fluency	(i) demonstrate use of appropriate printing processes with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(D) demonstrate use of binding processes such as cutting, folding, and trimming with increased fluency	(i) demonstrate use of binding processes with increased fluency
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(E) demonstrate folding of a variety of print pieces by adapting equipment as needed	(i) demonstrate folding of a variety of print pieces by adapting equipment as needed
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(F) use appropriate embossing, foil stamping, die cutting, and laminating samples with increased fluency	(i) use appropriate embossing samples with increased fluency
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(F) use appropriate embossing, foil stamping, die cutting, and laminating samples with increased fluency	(ii) use appropriate foil stamping samples with increased fluency
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(F) use appropriate embossing, foil stamping, die cutting, and laminating samples with increased fluency	(iii) use appropriate die cutting samples with increased fluency
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(F) use appropriate embossing, foil stamping, die cutting, and laminating samples with increased fluency	(iv) use appropriate laminating samples with increased fluency
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(G) meet customer needs for labeling, packaging, and shipping according to regulatory standards	(i) meet customer needs for labeling according to regulatory standards

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(G) meet customer needs for labeling, packaging, and shipping according to regulatory standards	(ii) meet customer needs for packaging according to regulatory standards
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(G) meet customer needs for labeling, packaging, and shipping according to regulatory standards	(iii) meet customer needs for shipping according to regulatory standards
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(H) develop advanced technical knowledge and skills related to the student's occupational objective	(i) develop advanced technical knowledge related to the student's occupational objective
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(H) develop advanced technical knowledge and skills related to the student's occupational objective	(ii) develop advanced technical skills related to the student's occupational objective
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(I) demonstrate growth of technical skill competencies	(i) demonstrate growth of technical skill competencies
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(J) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(J) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	(K) collect representative work samples	(i) collect representative work samples

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.120. Extended Practicum in Commercial Photography (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster. Prerequisites: Commercial Photography I and Commercial Photography I Lab along with teacher recommendation. Corequisite: Practicum in Commercial Photography. This course must be taken concurrently with Practicum in Commercial Photography and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to commercial photography	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to commercial photography
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to commercial photography	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to commercial photography
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate positive work behaviors and personal qualities needed to be employable with increased fluency	(i) demonstrate positive work behaviors needed to be employable with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate positive work behaviors and personal qualities needed to be employable with increased fluency	(ii) demonstrate positive personal qualities needed to be employable with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects with increased fluency	(i) demonstrate use of personal information management applications for commercial photography projects with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects with increased fluency	(ii) demonstrate use of email applications for commercial photography projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects with increased fluency	(iii) demonstrate use of Internet applications for commercial photography projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects with increased fluency	(iv) demonstrate use of writing and publishing applications for commercial photography projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects with increased fluency	(v) demonstrate use of presentation applications for commercial photography projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects with increased fluency	(vi) demonstrate use of spreadsheet or database applications for commercial photography projects with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals	(i) employ teamwork with increased fluency to achieve collective goals
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals	(ii) employ conflict-management skills with increased fluency to achieve collective goals
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(i) employ planning skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(ii) employ planning skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iii) employ planning tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iv) employ planning tools with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(v) employ time-management skills with increased fluency to enhance results

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vi) employ time-management skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vii) employ time-management tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(viii) employ time-management tools with increased fluency to complete work tasks
(2) The student applies professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(i) demonstrate verbal communication consistently in a clear, concise, and effective manner
(2) The student applies professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(ii) demonstrate non-verbal communication consistently in a clear, concise, and effective manner
(2) The student applies professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(i) analyze information
(2) The student applies professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ii) analyze data

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iii) analyze observations
(2) The student applies professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iv) interpret information
(2) The student applies professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(v) interpret data
(2) The student applies professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vi) interpret observations
(2) The student applies professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vii) effectively communicate information
(2) The student applies professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(viii) effectively communicate data
(2) The student applies professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ix) effectively communicate observations
(2) The student applies professional communications strategies. The student is expected to:	(C) present information formally and informally effectively	(i) present information formally effectively
(2) The student applies professional communications strategies. The student is expected to:	(C) present information formally and informally effectively	(ii) present information informally effectively

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies professional communications strategies. The student is expected to:	(D) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(2) The student applies professional communications strategies. The student is expected to:	(D) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(2) The student applies professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(i) exhibit public relations skills to maintain internal customer/client satisfaction
(2) The student applies professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(ii) exhibit public relations skills to maintain external customer/client satisfaction
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(i) employ critical-thinking skills with increased fluency both independently and in groups to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(ii) employ critical-thinking skills with increased fluency both independently and in groups to make decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to demonstrate understanding of and consistently follow workplace safety rules and regulations.	[A] demonstrate understanding of and consistently follow workplace safety rules and regulations	(i) demonstrate understanding of workplace safety rules and regulations
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to demonstrate understanding of and consistently follow workplace safety rules and regulations.	[A] demonstrate understanding of and consistently follow workplace safety rules and regulations	(ii) consistently follow workplace safety rules and regulations
(5) The student understands the professional, ethical, and legal responsibilities in commercial photography. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(5) The student understands the professional, ethical, and legal responsibilities in commercial photography. The student is expected to:	(B) practice ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) practice ethical conduct related to interacting with others
(5) The student understands the professional, ethical, and legal responsibilities in commercial photography. The student is expected to:	(C) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in commercial photography. The student is expected to:	(C) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in commercial photography. The student is expected to:	(C) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner
(6) The student participates in a commercial photography experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised commercial photography experience	(i) conduct learning activities in a supervised commercial photography experience
(6) The student participates in a commercial photography experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised commercial photography experience	(ii) document learning activities in a supervised commercial photography experience
(6) The student participates in a commercial photography experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised commercial photography experience	(iii) evaluate learning activities in a supervised commercial photography experience
(6) The student participates in a commercial photography experience. The student is expected to:	(B) demonstrate the use of appropriate cameras and lenses with increased proficiency	(i) demonstrate the use of appropriate cameras with increased proficiency
(6) The student participates in a commercial photography experience. The student is expected to:	(B) demonstrate the use of appropriate cameras and lenses with increased proficiency	(ii) demonstrate the use of appropriate lenses with increased proficiency
(6) The student participates in a commercial photography experience. The student is expected to:	(C) apply appropriate photographic composition and layout principles with increased fluency	(i) apply appropriate photographic composition with increased fluency
(6) The student participates in a commercial photography experience. The student is expected to:	(C) apply appropriate photographic composition and layout principles with increased fluency	(ii) apply appropriate layout principles with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a commercial photography experience. The student is expected to:	(D) apply effective photographic lighting techniques such as three point, studio, portraiture, and product with increased fluency	(i) apply effective photographic lighting techniques
(6) The student participates in a commercial photography experience. The student is expected to:	(E) produce professional-quality photographs	(i) produce professional-quality photographs
(6) The student participates in a commercial photography experience. The student is expected to:	(F) demonstrate use of the most appropriate types of photographic paper for projects	(i) demonstrate use of the most appropriate types of photographic paper for projects
(6) The student participates in a commercial photography experience. The student is expected to:	(G) demonstrate use of the most appropriate solutions for mounting, matting, or framing photographs	(i) demonstrate use of the most appropriate solutions for mounting, matting, or framing photographs
(6) The student participates in a commercial photography experience. The student is expected to:	(H) demonstrate use of appropriate, current, and industry-standard production processes to produce photographs	(i) demonstrate use of appropriate production processes to produce photographs
(6) The student participates in a commercial photography experience. The student is expected to:	(H) demonstrate use of appropriate, current, and industry-standard production processes to produce photographs	(ii) demonstrate use of current production processes to produce photographs
(6) The student participates in a commercial photography experience. The student is expected to:	(H) demonstrate use of appropriate, current, and industry-standard production processes to produce photographs	(iii) demonstrate use of industry-standard production processes to produce photographs

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a commercial photography experience. The student is expected to:	(I) demonstrate use of appropriate resolution and digital file formats	(i) demonstrate use of appropriate resolution
(6) The student participates in a commercial photography experience. The student is expected to:	(I) demonstrate use of appropriate resolution and digital file formats	(ii) demonstrate use of appropriate digital file formats
(6) The student participates in a commercial photography experience. The student is expected to:	(J) demonstrate growth of technical skill competencies	(i) demonstrate growth of technical skill competencies
(6) The student participates in a commercial photography experience. The student is expected to:	(K) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency
(6) The student participates in a commercial photography experience. The student is expected to:	(K) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency
(6) The student participates in a commercial photography experience. The student is expected to:	(L) collect representative work samples	(i) collect representative work samples

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.121. Extended Practicum in Fashion Design (Two to Three Credits), Adopted 2015.
<p>(a) General Requirements. This course is for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster. Prerequisite: Fashion Design II and Fashion Design II Lab. Corequisite: Practicum in Fashion Design. This course must be taken concurrently with Practicum in Fashion Design and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to fashion design	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to fashion design
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to fashion design	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to fashion design
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment with increased fluency	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects with increased fluency	(i) demonstrate use of personal information management programs for fashion, textiles, and apparel projects with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects with increased fluency	(ii) demonstrate use of email programs for fashion, textiles, and apparel projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects with increased fluency	(iii) demonstrate use of Internet programs for fashion, textiles, and apparel projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects with increased fluency	(iv) demonstrate use of industry programs for fashion, textiles, and apparel projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(i) employ planning skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(ii) employ planning skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iii) employ planning tools with increased fluency to enhance results

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iv) employ planning tools with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(v) employ time-management skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vi) employ time-management skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vii) employ time-management tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(viii) employ time-management tools with increased fluency to complete work tasks
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(i) demonstrate verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(ii) demonstrate non-verbal communication consistently in a clear, concise, and effective manner

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(i) analyze information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ii) analyze data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iii) analyze observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iv) interpret information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(v) interpret data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vi) interpret observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vii) effectively communicate information

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(viii) effectively communicate data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ix) effectively communicate observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(i) observe verbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(ii) observe nonverbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(iii) observe behaviors cues to enhance communication

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(iv) interpret verbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(v) interpret nonverbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(vi) interpret behaviors cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(i) exhibit public relations skills to maintain internal customer/client satisfaction
(2) The student implements advanced professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(ii) exhibit public relations skills to maintain external customer/client satisfaction
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(i) employ critical-thinking skills with increased fluency independently to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(ii) employ critical-thinking skills with increased fluency in groups to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iii) employ critical-thinking skills with increased fluency independently to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iv) employ critical-thinking skills with increased fluency in groups to make decisions
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(A) demonstrate understanding of and consistently follow workplace safety rules and regulations	(i) demonstrate understanding of workplace safety rules and regulations
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(A) demonstrate understanding of and consistently follow workplace safety rules and regulations	(ii) consistently follow workplace safety rules and regulations
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) demonstrate procedures for reporting and handling accidents, safety, and security incidents	(i) demonstrate procedures for reporting accidents

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) demonstrate procedures for reporting and handling accidents, safety, and security incidents	(ii) demonstrate procedures for reporting safety incidents
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) demonstrate procedures for reporting and handling accidents, safety, and security incidents	(iii) demonstrate procedures for reporting security incidents
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) demonstrate procedures for reporting and handling accidents, safety, and security incidents	(iv) demonstrate procedures for handling accidents
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) demonstrate procedures for reporting and handling accidents, safety, and security incidents	(v) demonstrate procedures for handling safety incidents
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) demonstrate procedures for reporting and handling accidents, safety, and security incidents	(vi) demonstrate procedures for handling security incidents
(5) The student understands the professional, ethical, and legal responsibilities in fashion design. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(5) The student understands the professional, ethical, and legal responsibilities in fashion design. The student is expected to:	(B) practice ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) practice ethical conduct related to interacting with others

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in fashion design. The student is expected to:	(C) employ ethical practices in promotional activities	(i) employ ethical practices in promotional activities
(5) The student understands the professional, ethical, and legal responsibilities in fashion design. The student is expected to:	(D) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in fashion design. The student is expected to:	(D) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in fashion design. The student is expected to:	(D) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner
(6) The student participates in a fashion design experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised fashion design experience	(i) conduct learning activities in a supervised fashion design experience
(6) The student participates in a fashion design experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised fashion design experience	(ii) document learning activities in a supervised fashion design experience
(6) The student participates in a fashion design experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised fashion design experience	(iii) evaluate learning activities in a supervised fashion design experience
(6) The student participates in a fashion design experience. The student is expected to:	(B) compose a scenario plan for retail pricing, sales, inventory, and purchasing	(i) compose a scenario plan for retail pricing

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a fashion design experience. The student is expected to:	(B) compose a scenario plan for retail pricing, sales, inventory, and purchasing	(ii) compose a scenario plan for sales
(6) The student participates in a fashion design experience. The student is expected to:	(B) compose a scenario plan for retail pricing, sales, inventory, and purchasing	(iii) compose a scenario plan for inventory
(6) The student participates in a fashion design experience. The student is expected to:	(B) compose a scenario plan for retail pricing, sales, inventory, and purchasing	(iv) compose a scenario plan for purchasing
(6) The student participates in a fashion design experience. The student is expected to:	(C) plan special fashion events such as fashion shows, trunk shows, retail shows, and educational events	(i) plan special fashion events
(6) The student participates in a fashion design experience. The student is expected to:	(D) create product displays using the principles of design	(i) create product displays using the principles of design
(6) The student participates in a fashion design experience. The student is expected to:	(E) implement aspects of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices	(i) implement aspects of the fashion buying process
(6) The student participates in a fashion design experience. The student is expected to:	(F) demonstrate growth of technical skill competencies	(i) demonstrate growth of technical skill competencies
(6) The student participates in a fashion design experience. The student is expected to:	(G) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a fashion design experience. The student is expected to:	(G) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency
(6) The student participates in a fashion design experience. The student is expected to:	(H) collect representative work samples	(i) collect representative work samples

Subject	Chapter 130. Career and Technical Education, Subchapter C. Arts, Audio/Video Technology, and Communications
Course Title	§130.122. Extended Practicum in Graphic Design and Illustration (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster. Prerequisites: Graphic Design and Illustration II and Graphic Design and Illustration II Lab. Corequisite: Practicum in Graphic Design and Illustration. This course must be taken concurrently with Practicum in Graphic Design and Illustration and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Arts, Audio/Video Technology, and Communications Career Cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.</p> <p>(3) Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to graphic design or illustration	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to graphic design or illustration
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to graphic design or illustration	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to graphic design or illustration
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment with increased fluency	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects with increased fluency	(i) demonstrate use of personal information management applications for graphic design and illustration projects with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects with increased fluency	(ii) demonstrate use of email applications for graphic design and illustration projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects with increased fluency	(iii) demonstrate use of Internet applications for graphic design and illustration projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects with increased fluency	(iv) demonstrate use of writing and publishing applications for graphic design and illustration projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects with increased fluency	(v) demonstrate use of presentation applications for graphic design and illustration projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(i) employ planning skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(ii) employ planning skills with increased fluency to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iii) employ planning tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iv) employ planning tools with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(v) employ time-management skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vi) employ time-management skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vii) employ time-management tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(viii) employ time-management tools with increased fluency to complete work tasks
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(i) demonstrate verbal communication consistently in a clear, concise, and effective manner

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(ii) demonstrate non-verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information	(i) analyze information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information	(ii) interpret information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information	(iii) effectively communicate information
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) exhibit public relations skills to maintain internal and external customer/client satisfaction	(i) exhibit public relations skills to maintain internal customer/client satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) exhibit public relations skills to maintain internal and external customer/client satisfaction	(ii) exhibit public relations skills to maintain external customer/client satisfaction
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(i) employ critical-thinking skills with increased fluency independently to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(ii) employ critical-thinking skills with increased fluency in groups to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iii) employ critical-thinking skills with increased fluency independently to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iv) employ critical-thinking skills with increased fluency in groups to make decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to demonstrate understanding of and consistently follow workplace safety rules and regulations.	[A] demonstrate understanding of and consistently follow workplace safety rules and regulations	(i) demonstrate understanding of workplace safety rules and regulations
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to demonstrate understanding of and consistently follow workplace safety rules and regulations.	[A] demonstrate understanding of and consistently follow workplace safety rules and regulations	(ii) consistently follow workplace safety rules and regulations
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(B) practice safe, responsible, and legal behavior while using technology tools and resources	(i) practice safe behavior while using technology tools
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(B) practice safe, responsible, and legal behavior while using technology tools and resources	(ii) practice safe behavior while using technology resources
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(B) practice safe, responsible, and legal behavior while using technology tools and resources	(iii) practice responsible behavior while using technology tools

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(B) practice safe, responsible, and legal behavior while using technology tools and resources	(iv) practice responsible behavior while using technology resources
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(B) practice safe, responsible, and legal behavior while using technology tools and resources	(v) practice legal behavior while using technology tools
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(B) practice safe, responsible, and legal behavior while using technology tools and resources	(vi) practice legal behavior while using technology resources
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(C) practice ethical conduct when interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	(i) practice ethical conduct when interacting with others
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(D) apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources	(i) apply copyright laws in relation to fair use and acquisition
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(D) apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources	(ii) apply copyright laws in use of digital information using established methods to cite sources
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(i) practice respect for intellectual property when manipulating graphics

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ii) practice respect for intellectual property when manipulating video
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iii) practice respect for intellectual property when manipulating text
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(iv) practice respect for intellectual property when manipulating sound
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(v) practice respect for intellectual property when morphing graphics
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vi) practice respect for intellectual property when morphing video
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(vii) practice respect for intellectual property when morphing text
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(viii) practice respect for intellectual property when morphing sound

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(ix) practice respect for intellectual property when editing graphics
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(x) practice respect for intellectual property when editing video
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xi) practice respect for intellectual property when editing text
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound	(xii) practice respect for intellectual property when editing sound
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(F) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(i) demonstrate proper etiquette when using networks, especially resources on the Internet
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(F) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(ii) demonstrate proper etiquette when using networks, especially resources on the intranet
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(F) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(iii) demonstrate knowledge of acceptable use policies when using networks, especially resources on the Internet

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(F) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet	(iv) demonstrate knowledge of acceptable use policies when using networks, especially resources on the intranet
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(G) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(G) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:	(G) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised graphic design and illustration experience	(i) conduct learning activities in a supervised graphic design and illustration experience
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised graphic design and illustration experience	(ii) document learning activities in a supervised graphic design and illustration experience
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised graphic design and illustration experience	(iii) evaluate learning activities in a supervised graphic design and illustration experience

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(B) interpret, evaluate, and justify design decisions	(i) interpret design decisions
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(B) interpret, evaluate, and justify design decisions	(ii) evaluate design decisions
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(B) interpret, evaluate, and justify design decisions	(iii) justify design decisions
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations with increased fluency	(i) identify art elements
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations with increased fluency	(ii) identify art principles
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations with increased fluency	(iii) apply art elements to designs and illustrations with increased fluency
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(C) identify and apply art elements and principles to designs and illustrations with increased fluency	(iv) apply art principles to designs and illustrations with increased fluency
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(D) employ a creative design process to create professional-quality two- or three-dimensional projects	(i) employ a creative design process to create professional-quality two- or three-dimensional projects

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(E) demonstrate growth of technical skill competencies	(i) demonstrate growth of technical skill competencies
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(F) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(F) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency
(6) The student participates in a graphic design and illustration experience. The student is expected to:	(G) collect representative work samples	(i) collect representative work samples