

South Dakota Arts, Audio-Visual Technology and Communications

June 21-23, 2016

Watertown

Participants:

Dan Smith, Lead Consultant, Chaska, MN
Erin Larsen, South Dakota Department of Education, Sioux Falls, SD
Jane Gubrud, South Dakota Department of Education, Gary, SD
Robert Bengstrom, Baltic Public Schools, Madison, SD
Justin Brunick, Vermillion School District, Yankton, SD
Karline Clark, Douglas High School, Box Elder, SD
Dawn Coggins, Beresford High School, Beresford, SD
Darlene Dulitz, Webster Area Schools (Retired), Webster, SD
Tal Farnham, Elkton High School, Elkton, SD
Teresa Froelich, Sturgis Brown High School, Vale SD
Debbie Huska, Dell Rapids Public High School, Dell Rapids, SD
Erika Kruggel, Harrisburg School District, Sioux Falls, SD
Steven Kruse, Lennox School District, Lennox, SD
Joey Liesinger, Madison Central High School, Wentworth, SD
Laureen Mehlert, Sioux Falls School District, Sioux Falls, SD
Anna Michaelson, Dakota Valley Schools, Dakota Dunes, SD
Charlotte Mohling, Wessington Springs School District, Wessington Springs, SD
Brad Nupen, Brookings High School, Brookings, SD
Jeff Sand, Mount Vernon School District, Mitchell, SD
Marica Shannon, Mitchell School District, Mitchell, SD
Angela Shimitz, Ipswich Public School, Aberdeen, SD

Participants introduced themselves stating name, location, and curricular area of expertise.

An introductory video, *Success in the New Economy* written and narrated by Kevin Fleming and produced by Bryan Y. Marsh, was shared. This video (available on the Internet at <https://vimeo.com/67277269>), describes a fallacy in the traditional “college for all” model of education and encourages individuals to select career paths based on interests and skills.

It was noted that the purpose of the work was to develop South Dakota’s state standards for arts, av technology, and communications to ensure that they:

- Are aligned with industry needs
- Prepare students to be successful in employment and in postsecondary training
- Establish a sequence of courses leading to completion of a program of study.

It was clarified that standards describe “what” is to be learned, not “how” it is to be learned.

Information was provided regarding the importance of the federal Carl D. Perkins Career and Technical Education Act to the work and an update on progress toward reauthorization of the Act, last authorized by Congress in 2006.

The role of the standards committee was clarified to show that the standards committee members were selected because they were subject matter experts who would:

- Take the suggestions of industry
- Utilize personal expertise about how students best learn, and

- Write a standards draft.

It was further clarified that the work of the committee will go through industry validation and multiple public hearings before consideration for adoption by the State Board of Education.

Program of study was defined as:

- A nonduplicative sequence of both academic and technical courses
- Beginning no later than grade 11 and continuing for at least two years beyond high school
- Culminating in a degree, diploma or certification recognized as valuable by business/industry partners.

A program of study was viewed as the bridge connecting preparatory and advanced work in high school with further study at the postsecondary level through a collegiate program or advanced training through work.

A summary of a recent labor market analysis for South Dakota was presented, with separate slides shown identifying the 20 largest industry clusters, the fastest growing industry clusters by percentage growth and increase in employment demand, and the occupations with a projected demand of 50 or more.

Participants were asked to identify industry trends by describing what was new in the industry and what is no longer done in the industry. It was intended that this information would guide discussion about where new standards were needed and where existing standards could be deleted. For arts, audio-visual technology and communications the discussion suggested:

New

- Virtual reality
- App design
- Social media
- Coop artist communities
- Digital graphics and sound design
- Video/sound bites
- 3D printing
- Robots
- Medical simulators
- CAD/CAM real-time

Emerging

- Drones with digital photo
- New laws on drones
- Social media
- Public journalism
- New music technologies
- E-sports
- Paper skills
- Need for soft skills
- Digital streaming

- Huddle – video access
- Virtual reality
- Robotics
- Branding

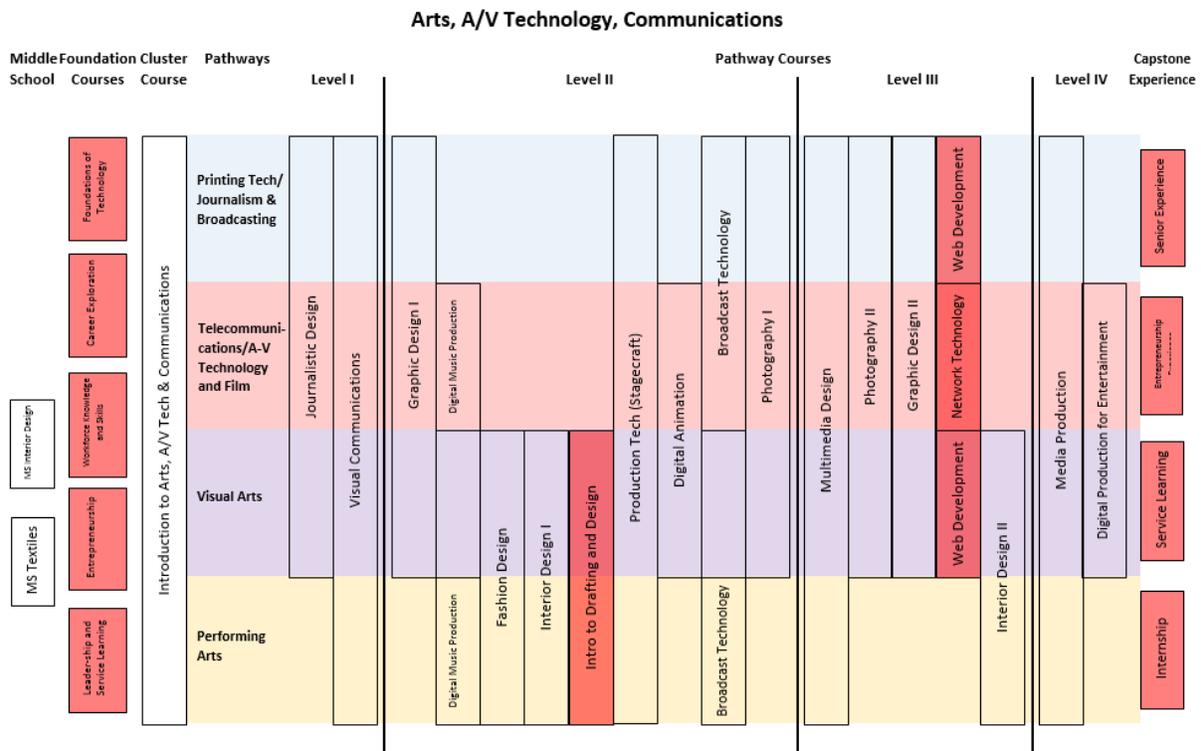
No longer done

- Hardware
- Key-punch
- Film-based photography
- Printmaking
- Microsoft Office
- Cursive
- Physical cut and paste
- Non-digital mathematics
- Single-skilled operators

Results of a recent survey of employers were shared. The survey was designed to ascertain if employers were having hiring difficulties, if applicants were deficient in either soft or technical skills, and options for a state response. Forty six survey responses were included in the results with largest participation from hospitality and tourism (8), architecture and construction (6), business management (6), agriculture, food and natural resources (5), manufacturing (5), and marketing (4). In general:

- Four out of five employers noted having hiring difficulties in the previous 12 months.
- Primary reasons for this hiring difficulty were:
 - Low number of applicants (29)
 - Lack of work experience (21)
 - Lack of technical or occupational skills (21)
 - Lack of soft skills (14)
 - Unwillingness to accept offered wages or work conditions (9)
- Occupational areas noting the greatest hiring difficulties were hospitality (8), and marketing (6) though these results are skewed by the response rate from the individual sector
- The most highly noted soft skills lacking were:
 - Initiative (33)
 - Attendance/dependability (30)
 - Communications (25)
 - Customer service (24)
 - Problem solving (23)
- Similarly, employers noted the highest needs for additional training in:
 - Attendance/timeliness/work ethic (73%)
 - Customer service (68%)
 - Problem-solving (50%)
 - Teamwork (41%)
- Slightly over half of employers noted that applicants lacked technical skills.
- Employers asked that the state response focus on:
 - Work ethic (8)
 - Communications (8)

The current state program of study in arts, audio-visual technology and communications was reviewed and participants were asked to chart out a new program of study incorporating course titles for which standards would be developed. The process involved placing course titles on post-it notes on the wall with an open process to place courses where deemed appropriate, remove courses not considered appropriate, and add courses deemed necessary. The resulting structure is shown in the chart that follows and includes two middle school courses most closely aligned with the visual arts pathway, five foundation courses, one cluster course, four levels of pathway courses in four separate pathways (printing technology, journalism and broadcasting; telecommunications, audio-visual technology and film; visual arts; and performing arts), and four capstone experience options. The structure gives students latitude to move from the cluster course to any of the four pathways. Pathway course options within each level may be taken in any order. Courses shown in red either had standards adopted in 2016 or will have work deferred to 2017.



Members were also asked to look at their Program of Study to make certain that students would be ready to make the transition from middle school to high school and from high school to the postsecondary level. To do so, postsecondary partners were asked what they would want students to know and be able to do upon entry into their programs, not as hard prerequisites, but general expectations for students to be ready to participate fully and effectively. Similarly, high school partners were asked what they would want students to know and be able to do upon entry into their programs, and to reflect upon whether those expectations were included in the courses available at the middle level or in the foundational courses. Participants were also asked to brainstorm community-based experiences that might strengthen the learning to give guidance to work-based opportunities in the standards development. For arts, audio-visual technology and communications, the following skills were identified:

Middle School to High School

- What the class is about
- Time management
- Social skills
- Willingness to learn and take risks
- How to use a ruler
- Learn what you like and don't like
- Problem solving
- Read, write, talk
- Basic computer skills, e.g. file management

High School to Postsecondary Program

- Computer skills
 - Adobe
- Communication skills
- Hierarchy of business
- Time management
- Problem solving
- Reading level
- Technical reading
- Analyze data
- Mechanical dexterity
- Knowledge of the program
- Research skills
- Ethical concepts and appropriate language
- Listen
- Follow directions

Community-based options:

- South Dakota Arts Council grants
- Artists in residence
- Adobe.com
- Field trips
- Job shadowing
- Industry partner critiques
- Industry visits by teachers
- Guest speakers

Participants were encouraged to identify a “big picture” concept statement describing what was to be accomplished within each course before developing standards. This “big picture” statement would eventually be revised to be an executive summary statement at the time that the standards had been drafted.

Information was provided about what makes good standards. These criteria included:

- Essential – does it define knowledge and skills that an individual must have to participate fully and effectively in programs that prepare them to enter careers with livable salaries, and to engage in career advancement in growing, sustainable industries?
- Rigorous – does it ask a student to demonstrate deep conceptual understanding through the application of knowledge and skills to new situations?
- Clear and specific – does it convey a level of performance without being overly prescriptive? Is it written in a way that the general public would understand?
- Teachable and Learnable – does it provide guidance to the development of curricula and instructional materials? Is it reasonable in scope?
- Measurable – Can it be determined by observation or other means that the student has gained the knowledge and skills to be demonstrated to show attainment of the standard?
- Coherent – Does it fit within the progression of learning that is expected for the program of study?
- Sequential – Does it reinforce prior learning without being unnecessarily repetitive? Does it provide knowledge and skills that will be useful as the student continues through the program of study?
- Benchmarked – Can the standard be benchmarked against industry or international standards? Does it prepare the student to be successful in the regional, state and global economies?

State agency staff met in May of 2015 to review the processes to be used for standards review. During that session the staff identified other criteria to be considered when writing standards:

- Connections to postsecondary programs
- Relevant across the content area
- Compatible with virtual learning
- Reflects business/industry input
- Adaptable to change over time
- Allows for instructional creativity
- Appropriate for the target audience
- Aligned with relevant academic content
- Applicable to student organizations
- Recognizes unique features of CTE

These additional criteria were shared with participants for their consideration during standards development, and an exercise was conducted in which participants individually, and then as a group, reviewed four sample standards.

Brief mention was made of resources available in the Dropbox in which members shared information. Because an introductory video regarding the Dropbox had been prepared and reviewed by participants prior to participation in the standards review team, the Dropbox review conducted here only showed categories of information provided in the general section and note that a Working Drafts folder would be created in which participants would store their work.

A Standards Template was shared with the participants and reviewed:

- The course title was inserted at the top.
- A grid of administrative information was completed to the extent the information was known. This grid included:

- The Career Cluster [Arts, Audio-Visual Technology and Communications]
- The Course Code [to be added by state staff if not known]
- Any prerequisites or recommended prior coursework
- Credits [generally established by the individual school district]
- Graduation requirement [generally established by the individual school district]
- Program of study and sequence [a listing of the components of the program of study]
- Student organization options
- Coordinating work-based learning appropriate for the course
- Industry certifications [if appropriate for the course]
- Dual-credit or dual enrollment options if available
- Teacher certification requirements [to be completed by state staff]
- Resources
- Course description. Eventually this will be an executive summary describing the course, but in the process participants were encouraged to develop a “big picture” statement about the course to serve as a reminder when developing standards.
- Program of study application: a more detailed description of the elements within the program of study and where the particular course fits within a sequence.
- Course Standards and prods
 - “Prods” is a list of topics to keep in mind when developing standards to see that related topics are included. The prods identified by state staff include:
 - Safety
 - Soft skills
 - Reinforcing academic concepts in math, language arts, science and social studies
 - Addressing all aspects of the industry
 - Trends [so that students are thinking of the direction that an industry is moving]
 - Indicators – the main topics written in terms of a demonstration of knowledge and skills
 - Sub-indicators – statements identifying in more detail how the indicator will be demonstrated
 - Integrated content – A space that allows for examples, explanation, reference to credentials, alignment with other academic standards or other useful information to bring clarity to the understanding about the intent of the sub-indicator
 - Notes – a place for additional information to clarify the intent and expectations of the indicator.

An example was shared to ensure understanding.

Three working teams were then established to write the standards, one dealing with performing arts and journalism pathways, one dealing with visual arts, and one dealing with telecommunications. Each team selected a course to begin the work. Early drafts were reviewed by the consultant and participants were led with guiding questions so that they could refine their own work. Eventually, when standards had been developed for all courses, the participants did a final group review of all standards to give their approval. Final documents were then reviewed by the consultant for format and structure, and saved to the shared Dropbox. Participants were given two weeks to make any final comments or suggestions, at which time the Dropbox was put into a “read-only” status.

For Arts, audio-visual technology and communications the following course standards were developed:

Middle School Courses

Middle School Interior Design

- Explore career opportunities in interior design
 - Explain career options in interior design
 - Classify knowledge and skills associated with interior design
- Demonstrate skills used in interior design.
 - Describe the elements and principles of design used in an interior space
 - Use space planning guidelines

Middle School Textiles

- Explore career opportunities in textiles and clothing industry
 - Explain career options in textiles and clothing industry
 - Classify knowledge and skills associated with textiles and clothing careers
- Demonstrate skills used in textile production.
 - Recognize textile production terminology
 - Interpret technical instructions
 - Demonstrate textile production skills

Cluster Course

Introduction to Arts, A/V Technology & Communications

- Understand opportunities within Arts, A/V Technology and Communications
 - Investigate career opportunities in Arts, A/V Technology and Communication occupations
 - Explore historically significant events in development of specified pathway(s)
- Demonstrate proper usage of tools in the Arts, A/V Technology, and Communication cluster
 - Use hardware associated with career cluster
 - Carry out the proper and safe use of equipment
 - Use software specific to career cluster pathways
 - Use appropriate terminology specific to career cluster pathway(s)
- Analyze various purposes and individuals' responsibilities within communication fields
 - Differentiate media messages
 - Relate laws and ethics in media
 - Integrate personal responsibility into technological forms of communication
- Explain color theory and design principles
 - Demonstrate understanding of color theory impact on art and/or media
 - Analyze and describe how composition of art and/or media is affected by use of design principles
- Demonstrate application of professional skills and knowledge
 - Using an area of expertise, create a work of self-expression within selected pathway
 - Apply course concepts in industry-based collaboration

Printing Technology, Journalism and Broadcasting pathway

Journalistic Design

- Explore opportunities within journalism
 - Investigate career opportunities
 - Explain skills needed for journalism
- Explore and practice skills of journalistic writing
 - Identify facets of journalistic writing
 - Explore publishing writing styles
 - Demonstrate appropriate interview skills
- Apply design principles and fundamentals
 - Explain legal and ethical issues related to publication, design and broadcast

- Interpret design elements
- Implement design principles
- Analyze elements of design
 - Identify design elements
 - Analyze principles of typography used in design
 - Analyze design and layout
 - Apply page layout techniques
- Create computer-generated graphics
 - Investigate journalism and broadcast software and hardware
 - Modify images to meet publication broadcast needs
- Explore and apply photography and videography techniques
 - Investigate characteristics of composition
 - Explore camera settings and equipment to obtain desired images
- Produce pathway-specific media
 - Plan out design process in working with client
 - Determine production roles
 - Create and critique production piece

Visual Communications

- Explore careers in the Commercial Visual Arts
 - Demonstrate knowledge of the jobs available in the visual communications industry
 - Examine and critique what makes a professional portfolio
- Apply Elements of Art and Principles of Design
 - Explore the Elements of Art and how they are applied in Visual Communications
 - Explore the Principles of Design and how they are applied in Visual Communications
- Effectively Use Typography
 - Understand the use and application of typography in visual communication
 - Identify common terminology used in typography
- Utilize Methods and Materials used in Visual Communications
 - Explore methods used in 2D/3D Visual Communications
 - Explore materials used in 2D/3D Visual Communications
 - Explore emerging techniques and technology in Visual Communications
- Demonstrate Safe Practice and Ethics in Visual Communications
 - Demonstrate safe practices in a work environment
 - Define copyright and how it impacts visual communications
 - Practice correct copyright usage

Graphic Design I

- Develop an Awareness of Career Opportunities and Professionalism in Graphic Design
 - Identify personal interests and abilities related to graphic design careers
 - Investigate career opportunities, trends, and requirements related to graphic design careers
 - Demonstrate job skills for graphic design Industries
 - Explore legal and ethical issues related to graphic design
- Explore fundamentals related to graphic design
 - Illustrate the use of computer graphics
 - Identify graphic design concepts
 - Differentiate 2D and 3D graphic design concepts
 - Utilize color technologies

Create Graphic Designs

- Explore hardware and software utilized in graphic design
- Implement graphic design software

Identify and Utilize a Graphic Design Environment

- Construct transformation of graphics
- Construct animations of graphics
- Create Graphic Design Products

Production Technology (Stagecraft)

Identify the components of the performance space and potential safety hazards

- Explore, label, and define usage of all areas adjacent to the stage and within the performance space
- Identify all areas and equipment in a performance area that have potential to cause harm

Examine applications of past and present forms of technology in performing arts

- Compare and contrast historical and contemporary performance spaces
- Identify and define the properties of different performance spaces

Describe career possibilities in technical production

- Research job titles and duties for technical personnel
- Demonstrate and practice basic crew functions

Analyze scripts collaboratively with production crew for understanding of performance design and technical needs

- Identify specific cues for sound, lighting, and set derived from action or dialogue in the text
- Determine choices of production color and style which reflect intended mood, environment, and era

Plan scenic elements and set construction

- Identify industry terminology for scene design and construction
- Design and create a floor plan for a specific production
- Demonstrate safety procedures for operation, maintenance, and storage of set construction items and tools

Construct various elements of set according to industry standards

- Evaluate the function and application of framed scenery and build suitable set pieces
- Design and construct weight-bearing scenic units
- Apply knowledge of installation and rigging techniques to securely join set pieces
- Demonstrate various elements of scenic art

Design practical applications for lighting and sound

- Identify and recall names of common lighting instruments
- Design lighting plot for screenplay or script
- Demonstrate proper procedure for hanging and focusing lighting instruments
- Develop sound design for production
- Observe and apply knowledge of sound and light board operation

Broadcast Technology

Explore career opportunities, copyright laws, ethics, and safety in the broadcast field

- Analyze and evaluate various careers in the broadcast field
- Distinguish broadcast journalism copyright laws and ethics
- Identify safety concerns and soft skills in the field of broadcast journalism

Demonstrate proper use and terminology of broadcast equipment

- Summarize broadcast equipment and terminology
- Execute proper use of broadcast equipment

Create original broadcast performances

- Produce media project using broadcasting tools and terminology
- Analyze and evaluate students' broadcasts
- Compare and contrast professional broadcasts
- Evaluate professional broadcasts

Photography I

- Explore opportunities in photographic arts
 - Summarize career opportunities in the area of photography and photojournalism
- Examine fundamentals related to photographic arts
 - Classify digital cameras and accessories for intended use
 - Implement digital darkroom management
 - Differentiate legal and copyright issues related to photography and photojournalism
- Analyze camera operations
 - Implement appropriate care, maintenance, and safety related to the operation of a digital camera
 - Analyze the effect of exposure on the quality of photographs
 - Analyze how techniques impact the quality of photographs
- Evaluate photographs for effective composition
 - Critique photographs for effective use of the elements of composition
 - Check light and color to produce effective photographs
- Create artistic photographs
 - Implement the use of image editing software for manipulation of photographs
 - Produce photographs for visual display

Multimedia Design

- Explain career opportunities in multimedia
 - Summarize multimedia career opportunities
 - Explain professional behaviors, skills and abilities needed for multimedia careers
 - Recognize levels of quality in multimedia based on industry standards
- Explore fundamentals within multimedia collaboration
 - Interpret use of multimedia in everyday life
 - Interpret design layout to reflect client expectations
 - Demonstrate appropriate use of multimedia tools
 - Apply proper maintenance procedures for equipment
- Organize multimedia projects
 - Outline customer requirements
 - Construct a multimedia plan
 - Categorize project tasks into tools, techniques and personnel
- Create a multimedia project based on current industry standards
 - Construct multimedia projects based on developed plans
 - Analyze multimedia presentation

Photography II

- Explore opportunities in commercial photography
 - Plan for employment and entrepreneurial endeavors in commercial photography
 - Demonstrate interpersonal skills essential to workplace success
 - Identify basic resources commonly used in the photography industry
- Exhibit legal and ethical conduct
 - Evaluate professional codes of conduct

- Demonstrate personal professionalism related to commercial photography
- Evaluate photographic techniques
 - Analyze how the combination of camera settings and desired aesthetics influence the creation of a photograph
 - Evaluate how camera accessories are used to produce commercial photography
 - Demonstrate proficiency in using advanced lighting techniques
- Evaluate photographs for effective composition
 - Apply professional aesthetics to compositional elements in photographs
 - Critique photographs to a professional standard
- Create commercial photographic products
 - Demonstrate advanced proficiency in digital darkroom software
 - Demonstrate use of evaluation techniques for professional portfolios

Graphic Design II

- Develop an Awareness of Career Opportunities and Professionalism in Graphic Design
 - Identify personal interests and abilities related to graphic design careers
 - Investigate career opportunities, trends, and requirements related to graphic design careers
 - Demonstrate job skills for graphic design Industries
 - Explore legal and ethical issues related to graphic design
- Apply design fundamentals
 - Execute color theory
 - Implement the principles of design
- Apply techniques used in creating print media
 - Evaluate various printing methods
 - Demonstrate typography techniques
 - Apply page layout techniques
- Design Graphic Media Project
 - Utilize design process
 - Implement use of tools used to create graphic media
- Create graphic Media Product
 - Evaluate types of materials for various graphic design products
 - Publish printed or digital media

Web Development

[Standards adopted in 2016]

Media Production

- Develop an Awareness of Career Opportunities and Professionalism in Media Production
 - Identify personal interests and abilities related to media production careers
 - Investigate career opportunities, trends, and requirements related to media production careers
 - Demonstrate Employability Skills required by business and industry
 - Describe and Apply Principles of Media Law
- Evaluate Information in Media
 - Evaluate Web-Based Social Networks
 - Categorize Digital Media Communication
 - Evaluate information in the media
- Exhibit basic skills in operating production equipment
 - Demonstrate skills and safety procedures used in video production

Produce Media for Distribution using Phases of Production
Design and connect production plans, techniques, and roles
Utilize Production Plan to capture raw Media Footage
Produce a Final Media Project Using an Editing Software
Prepare finished production for distribution via desired delivery format

Telecommunications, Audio-Visual Technology and Film pathway

Journalistic Design

[See Printing Technology, Journalism and Broadcasting pathway]

Visual Communications

[See Printing Technology, Journalism and Broadcasting pathway]

Graphic Design I

[See Printing Technology, Journalism and Broadcasting pathway]

Digital Music Production

Discuss careers in digital music and audio production
Identify opportunities and occupations in the field of digital music
Demonstrate personal musical knowledge and interests
Examine music copyright laws and ethics
Identify safety concerns and soft skills in the field of digital music
Analyze digital audio production equipment & software
Examine the process of basic sound recording and capturing
Analyze recorded, live music, and computer generated music for technical and aesthetic quality
Create digital music
Integrate basic music structure
Distinguish appropriate audio production software, equipment, and techniques
Generate audio (music, sound effects, vocal work) separately for use in musical piece
Construct layered digital music for publication or performance
Perform Digital Music
Perform or demonstrate personally created music in front of a live audience
Analyze and evaluate personally created music performances
Analyze the venue and audience for appropriate presentation of performance

Production Technology (Stagecraft)

[See Printing Technology, Journalism and Broadcasting pathway]

Digital Animation

Develop an Awareness of Career Opportunities and Professionalism in Digital Animation
Identify personal interests and abilities related to digital animation careers
Investigate career opportunities, trends, and requirements related to digital animation careers
Demonstrate job skills for digital animation Industries
Explore legal and ethical issues related to digital animation
Demonstrate Basic Digital Animation Skills
Understand Animation Development Process
Create clips using animation software tools
Implement a preproduction plan

- Analyze and Critique Animation Production
- Employ Standard Convention for the Creation and Design of Animation Concepts
- Produce Basic Animation
- Generate Audio in Animation
- Design User Interface/Interactivity in Animations
- Evaluate and analyze animations for publication

Broadcast Technology

[See Printing Technology, Journalism and Broadcasting pathway]

Photography I

[See Printing Technology, Journalism and Broadcasting pathway]

Multimedia Design

[See Printing Technology, Journalism and Broadcasting pathway]

Photography II

[See Printing Technology, Journalism and Broadcasting pathway]

Graphic Design II

[See Printing Technology, Journalism and Broadcasting pathway]

Network Technology

[Standards adopted in 2016]

Media Production

[See Printing Technology, Journalism and Broadcasting pathway]

Digital Production for Entertainment

- Develop an Awareness of Opportunities and Professionalism in Digital Entertainment careers
 - Identify personal interests and abilities related to careers in digital entertainment
 - Investigate opportunities, trends, and requirements related to careers in digital entertainment
 - Demonstrate job skills for digital entertainment Industries
 - Explore legal and ethical issues related to digital entertainment
- Identify and Analyze Basic Entertainment Design Elements
 - Explore basic entertainment design elements
 - Explore the fundamentals of entertainment art
- Create and Design Entertainment Projects
 - Design and implement procedures and timelines
 - Develop Digital Production Components and Resources
- Demonstrate Knowledge of Software Development processes
 - Identify and Utilize software development methodology
 - Utilize tools for developing software applications
 - Apply language specific programming tools/techniques
- Identify and Utilize a Programming Environment
 - Develop an application using selected programming language or software
 - Evaluate and troubleshoot an application for distribution

Visual Arts pathway

Journalistic Design

[See Printing Technology, Journalism and Broadcasting pathway]

Visual Communications

[See Printing Technology, Journalism and Broadcasting pathway]

Graphic Design I

[See Printing Technology, Journalism and Broadcasting pathway]

Fashion Design

Explore opportunities in the fashion industry.

- Classify career opportunities in fashion design

- Identify basic resources commonly used in the fashion design industry

Exhibit ethical and legal conduct in the fashion industry

- Differentiate legal and copyright issues related to the fashion design industry

- Identify professional codes of ethics

Analyze the relationship between history and fashion.

- Interpret the influences of art and media on fashion

- Differentiate how politics, society, economics, culture, and aesthetics influence fashion

Evaluate performance characteristics of textiles and textile products

- Classify clothing details used to recognize, understand, and interpret fashion

- Evaluate fibers, yarns, fabrics and finishes for end use

Design fashion products

- Critique fashion for application of the elements and principles of design

- Critique how color theory and color forecasting impact fashion design

- Create a fashion line

Interior Design I

Summarize the history and current trends in interior design

- Explain the influence of past and present interior designers on the profession

- Describe current trends in the interior design profession

Explore career opportunities and professional practices in interior design

- Summarize career opportunities in the interior design profession

- Evaluate relationship between designer and client

Evaluate use of design elements and principles in interior design

- Analyze the effect and application of elements of design in interior design

- Describe the use of principles of design in interior design

Investigate design and function of interior spaces

- Explain the components of floor plans, such as living zones, circulation patterns, open and closed plans

- Apply guidelines for space planning and traffic patterns in interior spaces

- Interpret blueprints and elevation drawings, including legends, keys, and architectural symbols

- Demonstrate proficiency in basic concepts of scale drawings for interior space

Critique items used in creating interior environments

- Compare characteristics of different components of the interior environment, such as types of flooring, lighting, wall and surface finishes, and accessories

Distinguish key features of architectural structural elements, such as windows, doors, cabinetry, and fixtures

Compare different types of window treatments

Formulate guidelines for selection of furniture

Analyze interior design project and presentation skills

Describe the basic components of project budgets used in interior design proposals

Identify characteristics of effective visual presentations tools used for interior design proposals

Apply concepts of proposal development to meet client's needs

Explain the components of verbal presentation of interior design proposals

Introduction to Drafting and Design

[Standards adopted in 2016]

Production Technology (Stagecraft)

[See Printing Technology, Journalism and Broadcasting pathway]

Digital Animation

[See Telecommunications, Audio-Visual Technology and Film pathway]

Photography I

[See Printing Technology, Journalism and Broadcasting pathway]

Multimedia Design

[See Printing Technology, Journalism and Broadcasting pathway]

Photography II

[See Printing Technology, Journalism and Broadcasting pathway]

Graphic Design II

[See Printing Technology, Journalism and Broadcasting pathway]

Web Development

[Standards adopted in 2016]

Interior Design II

Analyze opportunities and professional practices in interior design

Investigate employment and entrepreneurial endeavors in interior design

Describe credentials and licensing requirements for interior designers

Critique professional codes of ethics

Demonstrate effective communication skills within the industry

Demonstrate evaluation techniques for professional portfolios

Investigate safety practices in the interior design profession

Demonstrate personal and environmental safety practices

Describe Occupational Safety and Health Administration (OSHA) policies and regulations related to the interior design profession

Assess policies and regulations related to the interior design profession

Explain legislation, regulations, and public policy that affect interior design

Describe applicable building codes, universal design guidelines, and regulations in architectural designs

Investigate community zoning regulations and other community regulations

Analyze design and development of architecture, interiors and furnishings through the ages

Describe features of furnishing characteristics of various historical periods

Illustrate the development of architectural styles throughout history

Compare historical architectural details to current housing and interior design trends

Predict future design and development trends in architecture, interiors, and furnishings

Differentiate residential interior design and commercial interior design

Compare and contrast the fields of residential interior design and commercial interior design

Compare space planning techniques for commercial interior design and residential interior design

Investigate space requirements, traffic flow, and design features for commercial and residential spaces

Investigate design processes and project management

Identify components of design process used in meeting interior design problems

Identify common principles of successful project management

Analyze potential design obstacles to create possible design solutions

Create a plan to meet proposal requirements

Media Production

[See Printing Technology, Journalism and Broadcasting pathway]

Digital Production for Entertainment

[See Telecommunications, Audio-Visual Technology and Film pathway]

Performing Arts pathway

Visual Communications

[See Printing Technology, Journalism and Broadcasting pathway]

Digital Music Production

[See Telecommunications, Audio-Visual Technology and Film pathway]

Fashion Design

[See Visual Arts pathway]

Interior Design I

[See Visual Arts pathway]

Introduction to Drafting and Design

[Standards adopted in 2016]

Production Technology (Stagecraft)

[See Printing Technology, Journalism and Broadcasting pathway]

Broadcast Technology

[See Printing Technology, Journalism and Broadcasting pathway]

Multimedia Design

[See Printing Technology, Journalism and Broadcasting pathway]

Interior Design II

[See Visual Arts pathway]

Media Production

[See Printing Technology, Journalism and Broadcasting pathway]

A cover letter has been drafted to guide business/industry feedback to the standards developed through this process. The seven standards documents will be reformatted with three columns for business/industry feedback at the sub-indicator level utilizing a 1 (low) to 5 (high) scale:

- Is the sub-indicator essential?
- Is the sub-indicator clear and specific?
- Is the sub-indicator measurable?

Business/industry partners are also asked if the standards reflect the preparation necessary for a student to enter her/his particular occupational field. A sample of the reformatted document follows.

Course Standards

IAC 1 Understand opportunities within Arts, A/V Technology and Communications

			Essential 1 (low) – 5 (high)	Clear and Specific 1 (low) – 5 (high)	Measurable 1 (low) – 5 (high)
<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>			
One Recall	IAC 1.1 Investigate career opportunities in Arts, A/V Technology and Communication occupations Examples: <ul style="list-style-type: none"> • Research career opportunities that best meet student interests by participating in career exploration activities • Interview a professional working in an occupation that is of interest • Explore the requirements, skills, wages, education and geographic opportunities in one career of each pathway (audio and video technology and film, printing technology, visual arts, performing arts, journalism and broadcasting, and telecommunications) in this career cluster • Prepare and present findings of selected career opportunity(-ies) 	Portfolio, SDMyLife.com , PBS News Hour: Student Reporting Labs , American Society of News Editors , Journalism Education Association , Poynter News University , Educational Theatre Association , SchoolJournalism.org , National Art Education Association , United States for Theatre Technology			
Two Skill/Concept	IAC 1.2 Explore historically significant events in development of specified pathway(s) Examples: <ul style="list-style-type: none"> • Research and present a related topic, e.g., yellow journalism, theatre history • Explore progression of video editing 	Portfolio, ASNE , JEA , EDTA , SchoolJournalism.org , NAEA , Poynter , PBS , Cyber College: Elements of Mass Communications			

Following business/industry review, state staff will revise the standards documents as necessary to incorporate business/industry suggestions. The revised documents will be shared with participants in the standards development process and, eventually, with teachers of arts, av technology &

communications teachers throughout the state for their feedback. Final documents will be taken through public hearings and delivered to the State Board of Education for adoption.