Introduction to Arts, Audio/Visual Technology & Communications
Current Standards

INDICATOR #IAC 1: Understand opportunities within Arts, A/V Technology and Communications
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Investigate career opportunities in Arts, A/V Technology and Communication occupations
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Explore historically significant events in development of specified pathway(s)

INDICATOR #IAC 2: Demonstrate proper usage of tools in the Arts, A/V Technology, and Communication cluster
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Use hardware associated with career cluster
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Carry out the proper and safe use of equipment
SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking): Use software specific to career cluster pathways
SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept): Use appropriate terminology specific to career cluster

INDICATOR #IAC 3: Analyze various purposes and individuals' responsibilities within communication fields
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Differentiate media messages
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Relate laws and ethics in media
SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Integrate personal responsibility into technological forms of communication

INDICATOR #IAC 4: Explain color theory and design principles
SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Demonstrate understanding of color theory impact on art and/or media
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Analyze and describe how composition of art and/or media is affected by use of design principles

INDICATOR #IAC 5: Demonstrate application of professional skills and knowledge
SUB-INDICATOR 5.1 (Webb Level: 4 Extended Thinking): Using an area of expertise, create a work of self-expression within selected pathway
SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Apply course concepts in industry-based collaboration

Introduction to Arts, Audio/Visual Technology and Communications
Proposed Standards

IAC 1: Understand opportunities within Arts, A/V Technology, and Communications.	
Level 1: Recall	IAC 1.1 Investigate career opportunities in Arts, A/V Technology and Communication occupations
Level 2: Skill/Concept	IAC 1.2 Explore historically significant events in development of specified pathway(s)

IAC 2: Demonstrate proper usage of tools in the Arts, A/V Technology, and Communication cluster.	
Level 3: Strategic Thinking	IAC 2.1 Use hardware associated with career cluster
Level 2: Skill/Concept	IAC 2.2 Utilize equipment in a proper and safe manner
Level 3: Strategic Thinking	IAC 2.3 Use software specific to career cluster pathways
Level 2: Skill/Concept	IAC 2.4 Use appropriate terminology specific to career cluster pathway(s)

IAC 3: Analyze various purposes and individuals' responsibilities within communication fields.	
Level 3: Strategic Thinking	IAC 3.1 Differentiate media messages
Level 2: Skill/Concept	IAC 3.2 Relate laws and ethics in media
Level 3: Strategic Thinking	IAC 3.3 Integrate personal responsibility into technological forms of communication

IAC 4: Apply color theory and visual design principles.	
Level 2: Skill/Concept	IAC 4.1 Demonstrate understanding of color theory and its impact on art and/or media
Level 2: Skill/Concept	IAC 4.2 Analyze and describe how composition of art and/or media is affected by use of design principles

IAC 5: Demonstrate application of professional skills and knowledge.	
Level 4: Extended Thinking	IAC 5.1 Using an area of expertise, create a work of self-expression within selected pathway
Level 3: Strategic Thinking	IAC 5.2 Apply course concepts in industry-based collaboration

Journalistic Design
Current Standards

INDICATOR #JD 1: Explore opportunities within journalism

SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Investigate career opportunities

SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Explain skills needed for journalism

INDICATOR #JD 2: Explore and practice skills of journalistic writing

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Identify facets of journalistic writing

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Explore publishing writing styles

SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Demonstrate appropriate interview skills

INDICATOR #JD 4: Analyze elements of design

SUB-INDICATOR 4.1 (Webb Level: 1 Recall): Identify design elements

SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Analyze principles of typography used in design

SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking): Analyze design and layout

SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking): Apply page layout techniques

INDICATOR #JD 3: Apply design principles and fundamentals

SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Explain legal and ethical issues related to publication, design and broadcast

SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Interpret design elements

SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Implement design principles

INDICATOR #JD 5: Create computer-generated graphics

SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Investigate journalism and broadcast software and hardware

SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Modify images to meet publication broadcast needs

INDICATOR #JD 6: Explore and apply photography and videography techniques

SUB-INDICATOR 6.1 (Webb Level: 3 Strategic Thinking): Investigate characteristics of composition

SUB-INDICATOR 6.2 (Webb Level: 3 Strategic Thinking): Explore camera settings and equipment to obtain desired images

INDICATOR #JD 7: Produce pathway-specific media

SUB-INDICATOR 7.1 (Webb Level: 3 Strategic Thinking): Plan out design process in working with client

SUB-INDICATOR 7.2 (Webb Level: 2 Skill/Concept): Determine production roles

SUB-INDICATOR 7.3 (Webb Level: 4 Extended Thinking): Create and critique production piece

IDD 6.1 Understand professional drafting practices in the workplace and communication skills.

IDD 6.2 Compare career possibilities in the drafting industry.

Journalistic Design
Proposed Standards

JD 1: Explore career opportunities within journalism.

| Level 2: Skill/Concept | JD 1.1 Investigate career opportunities |
| Level 2: Skill/Concept | JD 1.2 Explain skills needed for journalism |

JD 2: Explore and practice skills of journalistic writing.

Level 2: Skill/Concept	JD 2.1 Identify facets of journalistic writing
Level 2: Skill/Concept	JD 2.2 Explore publishing writing styles
Level 2: Skill/Concept	JD 2.3 Demonstrate appropriate interview skills

JD 3: Analyze elements of design.

Level 1: Recall	JD 3.1 Identify design elements
Level 2: Skill/Concept	JD3.2 Analyze principles of typography used in design
Level 3: Strategic Thinking	JD 3.3 Analyze design and layout
Level 3: Strategic Thinking	JD 3.4 Apply page layout techniques

JD 4: Apply journalistic design principles and ethical fundamentals.

Level 3: Strategic Thinking	JD 4.1 Explain legal and ethical issues related to publication, design and broadcast
Level 3: Strategic Thinking	JD 4.2 Interpret design elements
Level 3: Strategic Thinking	JD 4.3 Implement design principles

JD 5: Create computer-generated graphics.

| Level 2: Skill/Concept | JD 5.1 Investigate journalism and broadcast software and hardware |
| Level 2: Skill/Concept | JD 5.2 Modify images to meet publication broadcast needs |

JD 6: Explore and apply photography and videography techniques.

| Level 3: Strategic Thinking | JD 6.1 Investigate characteristics of composition |
| Level 3: Strategic Thinking | JD 6.2 Explore camera settings and equipment to obtain desired images |

JD 7: Produce pathway-specific media.

Level 4: Extended Thinking	JD 7: Produce pathway-specific media.
Level 3: Strategic Thinking	JD 7.1 Plan out design process in working with client
Level 2: Skill/Concept	JD 7.2 Determine production roles
Level 4: Extended Thinking	JD 7.3 Create and critique production piece

Media Production
Current Standards

INDICATOR #MP 1: Develop an Awareness of Career Opportunities and Professionalism in Media Production	
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Identify personal interests and abilities related to media production careers.	
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Investigate career opportunities, trends, and requirements related to media production careers	
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Demonstrate Employability Skills required by business and industry	
SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Describe and Apply Principles of Media Law	

INDICATOR #MP 2: Evaluate Information in Media	
SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Evaluate Web-Based Social Networks	
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Categorize Digital Media Communication	
SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking): Evaluate information in the media	

INDICATOR #MP 3: Exhibit basic skills in operating production equipment	
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Demonstrate skills and safety procedures used in video production	
INDICATOR #MP 4: Produce Media for Distribution using Phases of Production	
SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Design and connect production plans, techniques, and roles	
SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Utilize Production Plan to Capture raw Media Footage	
SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Produce a Final Media Project Using an Editing Software	
SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking): Prepare finished production for distribution via desired	

Media Production
Proposed Standards

MP 1: Develop an awareness of career opportunities and employability skills in media production.	
Level 2: Skill/Concept	MP 1.1 Identify personal interests and abilities related to media production careers
Level 2: Skill/Concept	MP 1.2 Investigate career opportunities, trends and requirements related to media production careers
Level 3: Strategic Thinking	MP 1.3 Demonstrate employability skills required by business and industry
Level 3: Strategic Thinking	MP 1.4 Describe and apply principles of media law

MP 2: Evaluate validity, credibility and bias of information in media.	
Level 4: Extended Thinking	MP 2.1 Evaluate web-based social networks
Level 2: Skill/Concept	MP 2.2 Categorize digital media communication
Level 3: Strategic Thinking	MP 2.3 Evaluate cultural impact of information in the media

MP 3: Exhibit basic skills in operating production equipment.	
Level 3: Strategic Thinking	MP 3.1 Demonstrate skills and safety procedures used in video production
MP 4: Produce media for distribution using phases of production.	
Level 4: Extended Thinking	MP 4.1 Design and connect production plans, techniques and roles
Level 3: Strategic Thinking	MP 4.2 Utilize production plan to capture raw media footage
Level 4: Extended Thinking	MP 4.3 Produce a final media project using editing software
Level 3: Strategic Thinking	MP 4.4 Prepare finished production for distribution via desired medium

Photography I
Current Standards

INDICATOR #P1 1: Explore opportunities in photographic arts

SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Summarize career opportunities in the area of photography and photojournalism

INDICATOR #P1 2: Examine fundamentals related to photographic arts

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Classify digital cameras and accessories for intended use

SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Implement digital darkroom management

SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Differentiate legal and copyright issues related to photography and photojournalism

INDICATOR #P1 3: Analyze camera operations

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Implement appropriate care, maintenance, and safety related to the operation of a digital camera

SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Analyze the effect of exposure on the quality of photographs

SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Analyze how techniques impact the quality of photographs

INDICATOR #P1 4: Evaluate photographs for effective composition

SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Critique photographs for effective use of the elements of composition

SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Check light and color to produce effective photographs

INDICATOR #P1 5: Create artistic photographs

SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Implement the use of image editing software for manipulation of photographs

SUB-INDICATOR 5.2 (Webb Level: 4 Extended Thinking): Produce photographs for visual display

Photography I
Proposed Standards

P1-1: Explore opportunities in photographic arts.

Level 2: Skill/Concept	P1-1.1 Explore career opportunities in the area of photography and photojournalism

P1-2: Examine fundamentals related to photographic arts.

Level 2: Skill/Concept	P1-2.1 Classify digital cameras and accessories for intended use
Level 4: Extended Thinking	P1-2.2 Implement digital darkroom management practices
Level 2: Skill/Concept	P1-2.3 Differentiate legal and copyright issues related to photography and photojournalism

P1-3: Analyze camera operations.

Level 2: Skill/Concept	P1-3.1 Implement appropriate care, maintenance, and safety related to the operation of a digital camera
Level 4: Extended Thinking	P1-3.2 Analyze the effect of exposure on the quality of photographs
Level 2: Skill/Concept	P1-3.3 Analyze how techniques impact the quality of photographs

P1-4: Evaluate photographs for effective composition.

Level 4: Extended Thinking	P1-4.1 Critique photographs for effective use of the elements of composition
Level 3: Strategic Thinking	P1-4.2 Check light and color to produce effective photographs

P1-5: Create artistic photographs.

Level 2: Skill/Concept	P1-5.1 Implement the use of image editing software for manipulation of photographs
Level 4: Extended Thinking	P1-5.2 Produce photographs for visual display. Create a portfolio of photographs that illustrates each of the elements of composition

Photography II
Current Standards

INDICATOR #P2 1: Explore opportunities in commercial photography	
SUB-INDICATOR 1.1 (Webb Level: 4 Extended Thinking): Plan for employment and entrepreneurial endeavors in commercial photography	
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Demonstrate interpersonal skills essential to workplace success	
SUB-INDICATOR 1.3 (Webb Level: 1 Recall): Identify basic resources commonly used in the photography industry	

INDICATOR #P2 2: Exhibit legal and ethical conduct	
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Evaluate professional codes of conduct	
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Demonstrate personal professionalism related to commercial photography	

INDICATOR #P2 3: Evaluate photographic techniques	
SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Analyze how the combination of camera settings and desired aesthetics influence the creation of a photograph	
SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Evaluate how camera accessories are used to produce commercial photography	
SUB-INDICATOR 3.3 (Webb Level: 2 Skill/Concept): Demonstrate proficiency in using advanced lighting techniques	

INDICATOR #P2 4: Evaluate photographs for effective composition	
SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Apply professional aesthetics to compositional elements in photographs	
SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Critique photographs to a professional standard	

INDICATOR #P2 5: Create commercial photographic products	
SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking): Demonstrate advanced proficiency in digital darkroom software	
SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Demonstrate use of evaluation techniques for professional portfolios	

Photography II
Proposed Standards

P2-1: Explore opportunities in commercial photography.	
Level 4: Extended Thinking	P2 1.1 Plan for employment and entrepreneurial endeavors in commercial photography
Level 2: Skill/Concept	P2 1.2 Demonstrate interpersonal skills essential to workplace success
Level 1: Recall	P2 1.3 Identify basic resources commonly used in the photography industry

P2-2: Exhibit legal and ethical conduct.	
Level 3: Strategic Thinking	P2 2.1 Evaluate professional codes of conduct
Level 2: Skill/Concept	P2 2.2 Demonstrate personal professionalism related to commercial photography

P2-3: Evaluate photographic techniques.	
Level 4: Extended Thinking	P2 3.1 Analyze how the combination of camera settings and desired aesthetics influence the creation of a photograph
Level 3: Strategic Thinking	P2 3.2 Evaluate how camera accessories are used to produce commercial photography
Level 2: Skill/Concept	P2 3.3 Demonstrate proficiency in using advanced lighting techniques

P2-4: Evaluate photographs for effective composition.	
Level 4: Extended Thinking	P2 4.1 Apply professional aesthetics to compositional elements in photographs
Level 4: Extended Thinking	P2 4.2 Critique photographs to a professional standard

P2-5: Create commercial photographic products.	
Level 3: Strategic Thinking	P2 5.1 Demonstrate advanced proficiency in digital darkroom software
Level 3: Strategic Thinking	P2 5.2 Demonstrate use of evaluation techniques for professional portfolios

Production Technology
Current Standards

Production Technology Proposed Standards

INDICATOR #PT 1: Identify the components of the performance space and potential safety hazards

SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Explore, label, and define usage of all areas adjacent to the stage and within the performance space.

SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Identify all areas and equipment in a performance area that have potential to cause harm.

INDICATOR #PT 2: Examine applications of past and present forms of technology in performing arts

SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Compare and contrast historical and contemporary performance spaces

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Identify and define the properties of different performance spaces

INDICATOR #PT 3: Describe career possibilities in technical production

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Research job titles and duties for technical personnel.

SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Demonstrate and practice basic crew functions

INDICATOR #PT 4: Analyze scripts collaboratively with production crew for understanding of performance design and technical needs

SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Identify specific cues for sound, lighting, and set derived from action or dialogue in the text

SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Determine choices of production color and style which reflect intended mood, environment, and era

INDICATOR #PT 5: Plan scenic elements and set construction

SUB-INDICATOR 5.1 (Webb Level: 1 Recall): Identify industry terminology for scene design and construction

SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Design and create a floor plan for a specific production

SUB-INDICATOR 5.3 (Webb Level: 2 Skill/Concept): Demonstrate safety procedures for operation, maintenance, and storage of set construction items and tools

INDICATOR #PT 6: Construct various elements of set according to industry standards

SUB-INDICATOR 6.1 (Webb Level: 3 Strategic Thinking): Evaluate the function and application of framed scenery and build suitable set pieces

SUB-INDICATOR 6.2 (Webb Level: 3 Strategic Thinking): Design and construct weight-bearing scenic units

SUB-INDICATOR 6.3 (Webb Level: 2 Skill/Concept): Apply knowledge of installation and rigging techniques to securely join set pieces

SUB-INDICATOR 6.4 (Webb Level: 2 Skill/Concept): Demonstrate various elements of scenic art

INDICATOR #PT 7: Design practical applications for lighting and sound

SUB-INDICATOR 7.1 (Webb Level: 1 Recall): Identify and recall names of common lighting instruments

SUB-INDICATOR 7.2 (Webb Level: 3 Strategic Thinking): Design lighting plot for screenplay or script

Production Technology
Proposed Standards

PT 1: Identify the components of the performance space and potential safety hazards.

Level 1: Recall	PT 1.1 Explore, label, and define usage of all areas adjacent to the stage and within the performance space.
Level 1: Recall	PT 1.2 Identify all areas and equipment in a performance area that have potential to cause harm.

PT 2: Examine applications of past and present forms of technology in performing arts.

Level 3: Strategic Thinking	PT 2.1 Compare and contrast historical and contemporary performance spaces
Level 2: Skill/Concept	PT 2.2 Identify and define the properties of different performance spaces

PT 3: Describe career possibilities in technical production.

Level 2: Skill/Concept	PT 3.1 Research job titles and duties for technical personnel.
Level 2: Skill/Concept	PT 3.2 Demonstrate and practice basic crew functions

PT 4: Analyze scripts collaboratively with production crew for understanding of performance design and technical needs .

Level 2: Skill/Concept	PT 4.1 Identify specific cues for sound, lighting, and set derived from action or dialogue in the text
Level 3: Strategic Thinking	PT 4.2 Determine choices of production color and style which reflect intended mood, environment, and era

PT 5: Plan scenic elements and set construction.

Level 1: Recall	PT 5.1 Identify industry terminology for scene design and construction
Level 3: Strategic Thinking	PT 5.2 Design and create a floor plan for a specific production
Level 2: Skill/Concept	PT 5.3 Demonstrate safety procedures for operation, maintenance, and storage of set construction items and tools

PT 6: Construct various elements of sets according to industry standards.

Level 3: Strategic Thinking	PT 6.1: Evaluate the function and application of framed scenery and build suitable set pieces
Level 3: Strategic Thinking	PT 6.2: Design and construct weight-bearing scenic units
Level 2: Skill/Concept	PT 6.3 Apply knowledge of installation and rigging techniques to securely join set pieces
Level 2: Skill/Concept	PT 6.4 Demonstrate various elements of scenic art

PT 7: Design practical applications for lighting and sound.

Level 1: Recall	PT 7.1 Identify and recall names of common lighting instruments
Level 3: Strategic Thinking	PT 7.2 Design lighting plot for screenplay or script

Production Technology
Current Standards

SUB-INDICATOR 7.3 (Webb Level: 2 Skill/Concept): Demonstrate proper procedure for hanging and focusing lighting instruments
SUB-INDICATOR 7.4 (Webb Level: 3 Strategic Thinking): Develop sound design for production
SUB-INDICATOR 7.5 (Webb Level: 2 Skill/Concept): Observe and apply knowledge of sound and light board operation

Production Technology
Proposed Standards

Level 2: Skill/Concept	PT 7.3 Demonstrate proper procedure for hanging and focusing lighting instruments
Level 3: Strategic Thinking	PT 7.4 Develop sound design for production
Level 2: Skill/Concept	PT 7.5 Observe and apply knowledge of sound and light board operation

Fashion Design
Current Standards

INDICATOR #FD 1: Explore opportunities in the fashion industry.
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Classify career opportunities in fashion design
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Identify basic resources commonly used in the fashion design industry

INDICATOR #FD 2: Exhibit ethical and legal conduct in the fashion industry
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Differentiate legal and copyright issues related to the fashion design industry
SUB-INDICATOR 2.2 (Webb Level: 1 Recall): Identify professional codes of ethics

INDICATOR #FD 3: Analyze the relationship between history and fashion.
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Interpret the influences of art and media on fashion
SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Differentiate how politics, society, economics, culture, and aesthetics influence fashion

INDICATOR #FD 4: Evaluate performance characteristics of textiles and textile products
SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Classify clothing details used to recognize, understand, and interpret fashion
SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Evaluate fibers, yarns, fabrics and finishes for end use

INDICATOR #FD 5: Design fashion products.
SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking): Critique fashion for application of the elements and principles of design
SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Critique how color theory and color forecasting impact fashion design
SUB-INDICATOR 5.3 (Webb Level: 4 Extended Thinking): Create a fashion line

Fashion Design
Proposed Standards

FD 1: Explore career opportunities in the fashion industry.	
Level 2: Skill/Concept	FD 1.1 Research career opportunities and pathways in fashion design and related industries
Level 4: Extended Thinking	FD 1.2 Analyze industry standard skills needed in the fashion design industry

FD 2: Analyze the relationship between history and fashion.	
Level 3: Strategic Thinking	FD 2.1 Interpret the influences of art and media on fashion
Level 3: Strategic Thinking	FD 2.2 Differentiate how politics, society, economics, culture, and aesthetics influence fashion

FD 3: Evaluate performance characteristics of textiles and textile products	
Level 2: Skill/Concept	FD 3.1 Classify clothing details used to recognize, understand, and interpret fashion
Level 2: Skill/Concept	FD 3.2 Evaluate fibers, yarns, fabrics and finishes for end use

FD 4: Demonstrate fashion design skills.	
Level 3: Strategic Thinking	FD 4.1 Create fashion designs incorporating the elements and principles of design
Level 3: Strategic Thinking	FD 4.2 Critique how color theory and color forecasting impact fashion design
Level 4: Extended Thinking	FD 4.3 Create a fashion line

Graphic Design I
Current Standards

INDICATOR #GD 1: Develop an Awareness of Career Opportunities and Professionalism in Graphic Design
SUB-INDICATOR 1.1 (Webb Level: 2 Content/Skill): Identify personal interests and abilities related to graphic design careers.
SUB-INDICATOR 1.2 (Webb Level: 2 Content/Skill): Investigate career opportunities, trends, and requirements related to graphic design careers
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Demonstrate job skills for graphic design Industries.
SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Explore legal and ethical issues related to graphic design

INDICATOR #GD 2: Explore fundamentals related to graphic design
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Illustrate the use of computer graphics
SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Identify graphic design concepts
SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking): Differentiate 2D and 3D graphic design concepts
SUB-INDICATOR 2.4 (Webb Level: 4 Extended Thinking): Utilize color technologies

INDICATOR #GD 3: Create Graphic Designs
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Explore hardware and software utilized in graphic design
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Implement graphic design software

INDICATOR #GD 4: Identify and Utilize a Graphic Design Environment
SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Construct transformation of graphics
SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Construct animations of graphics
SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Create Graphic Design Products

Graphic Design I
Proposed Standards

GD 1: Develop an Awareness of Career Opportunities and Professionalism in Graphic Design.	
Level 1: Recall	CEI 1.1 Explain the basic terminology, types, and uses of equipment
Level 1: Recall	CEI 1.2 Identify career opportunities available to construction equipment operators and explain the purpose and objectives of an apprentice training program
Level 1: Recall	CEI 1.3 Explain the responsibilities and characteristics of a good operator
Level 2: Skill/Concept	CEI 1.4 Explain the importance of construction equipment safety
Level 1: Recall	CEI 1.5 Describe preventive maintenance procedures

GD 2 Explore fundamentals related to graphic design	
Level 1: Skill/Concept	GD 2.1 Illustrate the use of computer graphics
Level 1: Recall	GD 2.2 Identify graphic design concepts
Level 3: Strategic Thinking	GD 2.3 Differentiate 2D and 3D graphic design concepts
Level 4: Extended Thinking	GD 2.4 Utilize color technologies

GD 3: Create Graphic Designs.	
Level 3: Strategic Thinking	GD 3.1 Explore hardware and software utilized in graphic design
Level 4: Extended Thinking	GD 3.2 Implement graphic design software

GD 4: Identify and Utilize a Graphic Design Environment.	
Level 4: Extended Thinking	GD 4.1 Construct transformation of graphics
Level 4: Extended Thinking	GD 4.2 Construct animations of graphics
Level 4: Extended Thinking	GD 4.3 Create graphic design products

Graphic Design II
Current Standards

INDICATOR #GD2 1: Develop an Awareness of Career Opportunities and Professionalism in Graphic Design
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Identify personal interests and abilities related to graphic design careers.
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Investigate career opportunities, trends, and requirements related to graphic design careers
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Demonstrate job skills for graphic design industries.
SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Explore legal and ethical issues related to graphic design

INDICATOR #GD2 2: Apply design fundamentals
SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Execute color theory
SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Implement the principles of design

INDICATOR #GD2 3: Apply techniques used in creating print media
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Evaluate various printing methods
SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Demonstrate typography techniques
SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Apply page layout techniques

INDICATOR #GD2 4: Design Graphic Media Project
SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Utilize design process
SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Implement use of tools used to create graphic media

INDICATOR #GD2 5: Create graphic Media Product
SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking): Evaluate types of materials for various graphic design products
SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Publish printed or digital media

Graphic Design II
Proposed Standards

	GD 2-1: Develop an Awareness of Career Opportunities and Professionalism in Graphic Design.
Level 3: Strategic Thinking	GD2 1.1 Evaluate growth in abilities and skills related to graphic design careers
Level 3: Strategic Thinking	GD2 1.2 Investigate career opportunities, emerging technologies and requirements related to graphic design careers
Level 3: Strategic Thinking	GD2 1.3 Demonstrate employability skills for graphic design industries
Level 3: Strategic Thinking	GD2 1.4 Critique legal and ethical issues related to graphic design
Level 4: Extended Thinking	GD2 1.5 Apply ADA compliance in graphic design

	GD 2-2: Apply design fundamentals.
Level 4: Extended Thinking	GD2 2.1 Execute color theory
Level 4: Extended Thinking	GD2 2.2 Implement the principles of design

	GD 2-3: Apply techniques used in creating print media.
Level 3: Strategic Thinking	GD2 3.1 Evaluate various printing methods
Level 3: Strategic Thinking	GD2 3.2 Demonstrate typography techniques
Level 4: Extended Thinking	GD2 3.3 Apply page layout techniques

	GD 2-4: Design a graphic media project.
Level 3: Strategic Thinking	GD2 4.1 Utilize graphic design business processes
Level 4: Extended Thinking	GD2 4.2 Implement use of tools used to create graphic media

	GD 2-5: Create a graphic media product.
Level 3: Strategic Thinking	GD2 5.1 Evaluate types of materials for various graphic design productsIdentify and describe the differences among watercolor, oil and acrylic
Level 3: Strategic Thinking	GD2 5.2 Publish printed or digital media

Interior Design I
Current Standards

INDICATOR #FID 2: Explore career opportunities and professional practices in interior design
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Summarize career opportunities in the interior design profession
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Evaluate relationship between designer and client

INDICATOR #FID 1: Summarize the history and current trends in interior design
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Explain the influence of past and present interior designers on the profession
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Describe current trends in the interior design profession

INDICATOR #FID 3: Evaluate use of design elements and principles in interior design
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Analyze the effect and application of elements of design in interior design
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Describe the use of principles of design in interior design

INDICATOR #FID 4: Investigate design and function of interior spaces
SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Explain the components of floor plans, such as living zones, circulation patterns, open and closed plans
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Apply guidelines for space planning and traffic patterns in interior spaces
SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept): Interpret blueprints and elevation drawings, including legends, keys, and architectural symbols
SUB-INDICATOR 4.4 (Webb Level: 2 Skill/Concept): Demonstrate proficiency in basic concepts of scale drawings for interior space

INDICATOR #FID 5: Critique items used in creating interior environments
SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Compare characteristics of different components of the interior environment, such as types of flooring, lighting, wall and surface finishes, and accessories
SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Distinguish key features of architectural structural elements, such as windows, doors, cabinetry, and fixtures.
SUB-INDICATOR 5.3 (Webb Level: 2 Skill/Concept): Compare different types of window treatments
SUB-INDICATOR 5.4 (Webb Level: 3 Strategic Thinking): Formulate guidelines for selection of furniture

INDICATOR #FID 6: Analyze interior design project and presentation skills
SUB-INDICATOR 6.1 (Webb Level: 2 Skill/Concept): Describe the basic components of project budgets used in interior design proposals
SUB-INDICATOR 6.2 (Webb Level: 1 Recall): Identify characteristics of effective visual presentations tools used for interior design proposals
SUB-INDICATOR 6.3 (Webb Level: 2 Skill/Concept): Explain the components of verbal presentation of interior design proposals

Interior Design I
Proposed Standards

FID 1: Explore career opportunities and professional practices in interior design.	
Level 2: Skill/Concept	FID 1.1 Research career opportunities and pathways in interior design.
Level 2: Skill/Concept	FID 1.2 Analyze industry standards skills needed in interior design.

FID 2: Analyze the relationship between history and current trends in interior design.	
Level 2: Skill/Concept	FID 2.1 Explain the influence of history on interior design
Level 2: Skill/Concept	FID 2.2 Describe current trends in the interior design profession

FID 3: Apply design elements and principles in interior design.	
Level 3: Strategic Thinking	FID 3.1 Analyze the effect and application of elements of design in interior design
Level 2: Skill/Concept	FID 3.2 Analyze the effect and application of principles of design in interior design

FID 4: Investigate design and function of interior spaces.	
Level 3: Strategic Thinking	FID 4.1 Demonstrate space and floor planning skills.
Level 2: Skill/Concept	FID 4.2 Examine floor plans, elevation drawings and scale drawings for interior space.

FID 5: Critique items used in creating interior environments.	
Level 2: Skill/Concept	FID 5.1 Compare characteristics of the components of the interior environments
Level 3: Strategic Thinking	FID 5.2 Distinguish key features of architectural structural elements.
Level 2: Skill/Concept	FID 5.3 Formulate guidelines for selection of furniture

FID 6 Apply interior design project and presentation skills	
Level 3: Strategic Thinking	FID 6.1 Analyze clients' needs.
Level 2: Skill/Concept	FID 6.2 Describe the basic components of project budgets used in interior design proposals.
Level 1: Recall	FID 6.3 Present interior design proposal to clients.

Interior Design I

Current Standards

SUB-INDICATOR 6.4 (Webb Level: 4 Extended Thinking): Apply concepts of proposal development to meet client's needs

Interior Design I

Proposed Standards

Interior Design II
Current Standards

INDICATOR #ID2 1: Analyze opportunities and professional practices in interior design

SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Investigate employment and entrepreneurial endeavors in interior design

SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Describe credentials and licensing requirements for interior designers

SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Critique professional codes of ethics

SUB-INDICATOR 1.4 (Webb Level: 2 Skill/Concept): Demonstrate effective communication skills within the industry

SUB-INDICATOR 1.5 (Webb Level: 2 Skill/Concept): Demonstrate evaluation techniques for professional portfolios

INDICATOR #ID2 2: Investigate safety practices in the interior design profession

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Demonstrate personal and environmental safety practices

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Describe Occupational Safety and Health Administration (OSHA) policies and regulations related to the interior design profession

INDICATOR #ID2 3: Assess policies and regulations related to the interior design profession

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Explain legislation, regulations, and public policy that affect interior design

SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Describe applicable building codes, universal design guidelines, and regulations in architectural designs

SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Investigate community zoning regulations and other community regulations

INDICATOR #ID2 4: Analyze design and development of architecture, interiors and furnishings through the ages

SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Describe features of furnishing characteristics of various historical periods

SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Illustrate the development of architectural styles throughout history

SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking): Compare historical architectural details to current housing and interior design trends

SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking): Predict future design and development trends in architecture, interiors, and furnishings

INDICATOR #ID2 5: Differentiate residential interior design and commercial interior design

SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking): Compare and contrast the fields of residential interior design and commercial interior design

Interior Design II
Proposed Standards

ID2-1: Analyze opportunities and professional practices in interior design.

Level 3: Strategic Thinking	ID2 1.1 Investigate employment and entrepreneurial endeavors in interior design
Level 2: Skill/Concept	ID2 1.2 Describe credentials and licensing requirements for interior designers
Level 3: Strategic Thinking	ID2 1.3 Critique professional codes of ethics

ID2-2: Investigate safe and sustainable practices in the interior design profession.

Level 2: Skill/Concept	ID2 2.1 Demonstrate personal and environmental safety practices
Level 2: Skill/Concept	ID2 2.2 Describe Occupational Safety and Health Administration (OSHA) policies and regulations related to the interior design profession
Level 2: Skill/Concept	ID2 2.3 Integrate sustainable and universal design practices
Level 2: Skill/Concept	ID2 2.4 Explain legislation, regulations, and public policy that affect interior design

ID2- 3: Differentiate residential interior design and commercial interior design.

Level 3: Strategic Thinking	ID2 5.1 Compare and contrast the fields of residential interior design and commercial interior design

Interior Design II
Current Standards

SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Compare space planning techniques for commercial interior design and residential interior design
SUB-INDICATOR 5.3 (Webb Level: 3 Strategic Thinking): Investigate space requirements, traffic flow, and design features for commercial and residential spaces

INDICATOR #ID2 6: Investigate design processes and project management
SUB-INDICATOR 6.1 (Webb Level: 1 Recall): Identify components of design process used in meeting interior design problems
SUB-INDICATOR 6.2 (Webb Level: 1 Recall): Identify common principles of successful project management
SUB-INDICATOR 6.3 (Webb Level: 3 Strategic Thinking): Analyze potential design obstacles to create possible design solutions
SUB-INDICATOR 6.4 (Webb Level: 4 Extended Thinking): Create a plan to meet proposal requirements

Interior Design II
Proposed Standards

Level 3: Strategic Thinking	ID2 5.2 Compare space planning techniques and practices for commercial interior design and residential interior design

	ID2-4: Investigate design processes and project management.
Level 4: Extended Thinking	ID2 4.1 Apply the design process to interior design scenarios
Level 1: Recall	ID2 4.2 Identify the designer's role in successful project management
Level 4: Extended Thinking	ID2 4.3 Create a plan to meet proposal requirements

Broadcast Technology
Current Standards

INDICATOR #BT 1: Explore career opportunities, copyright laws, ethics, and safety in the broadcast field	
SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Analyze and evaluate various careers in the broadcast field	
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Distinguish broadcast journalism copyright laws and ethics	
SUB-INDICATOR 1.3 (Webb Level: 1 Recall): Identify safety concerns and soft skills in the field of broadcast journalism	

INDICATOR #BT 2: Demonstrate proper use and terminology of broadcast equipment	
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Summarize broadcast equipment and terminology	
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Execute proper use of broadcast equipment	

INDICATOR #BT 3: Create original broadcast performances	
SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Produce media project using broadcasting tools and terminology	
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Analyze and evaluate students' broadcasts	

INDICATOR #BT 4: Compare and contrast professional broadcasts	
SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Evaluate professional broadcasts	

Broadcast Technology
Proposed Standards

BT 1: Explore career opportunities, copyright laws, ethics, and safety in the broadcast field.	
Level 3: Strategic Thinking	BT 1.1 Analyze and evaluate various careers in the broadcast field
Level 2: Skill/Concept	BT 1.2 Distinguish broadcast journalism copyright laws and ethics
Level 1: Recall	BT 1.3 Identify safety concerns in the field of broadcast journalism
Level 2: Skill/Concept	BT 1.4 Practice employability skills in the field of broadcast journalism

BT 2: Demonstrate proper use and terminology of broadcast equipment.	
Level 3: Strategic Thinking	BT 2.1 Demonstrate understanding of industry terminology
Level 2: Skill/Concept	BT 2.2 Execute proper use of broadcast equipment

BT 3: Create original broadcast production.	
Level 4: Extended Thinking	BT 3.1 Produce media project using broadcasting tools and terminology
Level 4: Extended Thinking	BT 3.2 Evaluate student broadcasts

BT 4: Compare and contrast professional broadcasts.	
Level 3: Strategic Thinking	BT 4.1 Evaluate professional broadcasts

Digital Music Production
Current Standards

INDICATOR #DMP 1: Discuss careers in digital music and audio production
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Identify opportunities and occupations in the field of digital music
SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Demonstrate personal musical knowledge and interests
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Examine music copyright laws and ethics
SUB-INDICATOR 1.4 (Webb Level: 1 Recall): Identify safety concerns and soft skills in the field of digital music

INDICATOR #DMP 2: Analyze digital audio production equipment & software
SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Examine the process of basic sound recording and capturing
SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Analyze recorded, live music, and computer generated music for technical and aesthetic quality

INDICATOR #DMP 3: Create digital music
SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Integrate basic music structure
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Distinguish appropriate audio production software, equipment, and techniques
SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Generate audio (music, sound effects, vocal work) separately for use in musical piece
SUB-INDICATOR 3.4 (Webb Level: 4 Extended Thinking): Construct layered digital music for publication or performance

INDICATOR #DMP 4: Perform Digital Music
SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Perform or demonstrate personally created music in front of a live audience
SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Analyze and evaluate personally created music performances
SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Analyze the venue and audience for appropriate presentation of performance

Digital Music Production
Proposed Standards

DMP 1: Discuss careers in digital music and audio production.	
Level 1: Recall	DMP 1.1 Identify opportunities and occupations in the field of digital music
Level 3: Strategic Thinking	DMP 1.2 Demonstrate personal musical knowledge and interests
Level 3: Strategic Thinking	DMP 1.3 Examine music copyright laws and ethics
Level 1: Recall	DMP 1.4 Identify safety concerns and soft skills in the field of digital music

DMP 2: Analyze digital audio production equipment & software	
Level 4: Extended Thinking	DMP 2.1 Examine the process of basic sound recording and capturing
Level 4: Extended Thinking	DMP 2.2 Analyze recorded, live music, and computer generated music for technical and aesthetic quality

DMP 3: Create digital music	
Level 4: Extended Thinking	DMP 3.1 Integrate basic music structure
Level 2: Skill/Concept	DMP 3.2 Distinguish appropriate audio production software, equipment, and techniques.
Level 4: Extended Thinking	DMP 3.3 Generate audio (music, sound effects, vocal work) separately for use in musical piece
Level 4: Extended Thinking	DMP 3.4 Construct layered digital music for publication or performance

DMP 4: Perform Digital Music	
Level 3: Strategic Thinking	DMP 4.1 Perform or demonstrate personally created music in front of a live audience
Level 4: Extended Thinking	DMP 4.2 Analyze and evaluate personally created music performances
Level 4: Extended Thinking	DMP 4.3 Analyze the venue and audience for appropriate presentation of performance

Digital Animation
Current Standards

INDICATOR #DA 1: Develop an Awareness of Career Opportunities and Professionalism in Digital Animation	
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Identify personal interests and abilities related to digital animation careers.	
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Investigate career opportunities, trends, and requirements related to digital animation careers.	
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Demonstrate job skills for digital animation industries.	
SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Explore legal and ethical issues related to digital animation	

INDICATOR #DA 2: Demonstrate Basic Digital Animation Skills	
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Understand Animation Development Process	
SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Create clips using animation software tools	
SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking): Implement a preproduction plan	
SUB-INDICATOR 2.4 (Webb Level: 4 Extended Thinking): Analyze and Critique Animation Production	

INDICATOR #DA 3: Employ Standard Convention for the Creation and Design of Animation Concepts	
SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Produce Basic Animation	
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Generate Audio in Animation	
SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Design User Interface/Interactivity in Animations	
SUB-INDICATOR 3.4 (Webb Level: 4 Extended Thinking): Evaluate and analyze animations for publication	

Digital Animation
Proposed Standards

DA 1: Develop an Awareness of Career Opportunities and Professionalism in Digital Animation.	
Level 2: Skill/Concept	DA 1.1 Identify personal interests and abilities related to digital animation careers.
Level 2: Skill/Concept	DA 1.2 Investigate career opportunities, trends, and requirements related to digital animation careers.
Level 3: Strategic Thinking	DA 1.3 Demonstrate job skills for digital animation Industries.
Level 3: Strategic Thinking	DA 1.4 Explore legal and ethical issues related to digital animation

DA 2: Demonstrate Basic Digital Animation Skills.	
Level 3: Strategic Thinking	DA 2.1 Understand Animation Development Process
Level 4: Extended Thinking	DA 2.2 Create clips using animation software tools
Level 4: Extended Thinking	DA 2.3 Implement a pre-production plan
Level 4: Extended Thinking	DA 2.4 Analyze and Critique Animation Production

DA 3: Employ Standard Convention for the Creation and Design of Animation Concepts.	
Level 4: Extended Thinking	DA 3.1 Produce Basic Animation
Level 4: Extended Thinking	DA 3.2 Generate Audio in Animation
Level 4: Extended Thinking	DA 3.3 Design User Interface/Interactivity in Animations
Level 4: Extended Thinking	DA 3.4 Evaluate and analyze animations for publication

Digital Production for Entertainment Current Standards

INDICATOR #DPE 1: Develop an Awareness of Opportunities and Professionalism in Digital Entertainment careers
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Identify personal interests and abilities related to careers in digital entertainment
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Investigate opportunities, trends, and requirements related to careers in digital entertainment
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Demonstrate job skills for digital entertainment industries.
SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Explore legal and ethical issues related to digital entertainment

INDICATOR #DPE 2: Identify and Analyze Basic Entertainment Design Elements
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Explore basic entertainment design elements.
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Explore the fundamentals of entertainment art.

INDICATOR #DPE 3: Create and Design Entertainment Projects
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Design and implement procedures and timelines.
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Develop Digital Production Components and Resources

INDICATOR #DPE 4: Demonstrate Knowledge of Software Development processes
SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Identify and utilize software development methodology
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Utilize tools for developing software applications.
SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking): Apply language specific programming tools/techniques.

INDICATOR #CE 5: Identify and Utilize a Programming Environment
SUB-INDICATOR 5.1 (Webb Level: 4 Extended Thinking): Develop an application using selected programming language or software.
SUB-INDICATOR 5.2 (Webb Level: 4 Extended Thinking): Evaluate and troubleshoot an application for distribution.

Digital Production for Entertainment Proposed Standards

DPE 1: Develop an Awareness of Opportunities and Professionalism in Digital Entertainment careers	
Level 2: Skill/Concept	DPE 1.1 Identify personal interests and abilities related to careers in digital entertainment
Level 2: Skill/Concept	DPE 1.2 Investigate opportunities, trends, and requirements related to careers in digital entertainment
Level 3: Strategic Thinking	DPE 1.3 Demonstrate job skills for digital entertainment Industries.
Level 3: Strategic Thinking	DPE 1.4 Explore legal and ethical issues related to digital entertainment

DPE 2: Identify and Analyze Basic Entertainment Design Elements.	
Level 2: Skill/Concept	DPE 2.1 Explore basic entertainment design elements.
Level 2: Skill/Concept	DPE 2.2 Explore the fundamentals of entertainment art.

DPE 3: Create and Design Entertainment Projects.	
Level 3: Strategic Thinking	DPE 3.1 Design and implement procedures and timelines.
Level 4: Extended Thinking	DPE 3.2 Develop Digital Production Components and Resources

DPE 4: Demonstrate Knowledge of Software Development processes.	
Level 3: Strategic Thinking	DPE 4.1 Identify and Utilize software development methodology
Level 2: Skill/Concept	DPE 4.2 Utilize tools for developing software applications.
Level 3: Strategic Thinking	DPE 4.3 Apply language specific programming tools/techniques.

DPE 5: Identify and Utilize a Programming Environment.	
Level 4: Extended Thinking	DPE 5.1 Develop an application using selected programming language or software.
Level 4: Extended Thinking	DPE 5.2 Evaluate and Troubleshoot an application for distribution.

Multimedia Design
Current Standards

INDICATOR #MD 1: Explain career opportunities in multimedia	
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Summarize multimedia career opportunities	
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Explain professional behaviors, skills and abilities needed for multimedia careers	
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Recognize levels of quality in multimedia based on industry standards	

INDICATOR #MD 2: Explore fundamentals within multimedia collaboration	
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Interpret use of multimedia in everyday life	
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Interpret design layout to reflect client expectations	
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Demonstrate appropriate use of multimedia tools	
SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept): Apply proper maintenance procedures for equipment	

INDICATOR #MD 3: Organize multimedia projects	
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Outline customer requirements	
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Construct a multimedia plan	
SUB-INDICATOR 3.3 (Webb Level: 2 Skill/Concept): Categorize project tasks into tools, techniques and personnel	

INDICATOR #MD 4: Create a multimedia project based on current industry standards	
SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Construct multimedia projects based on developed plans	
SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Analyze multimedia presentation	

Multimedia Design
Proposed Standards

MD 1: Explore career opportunities in multimedia.	
Level 1 : Recall	MD 1.1 Summarize multimedia career opportunities
Level 2: Skill/Concept	MD 1.2 Explain professional behaviors, skills and abilities needed for multimedia careers
Level 3: Strategic Thinking	MD 1.3 Recognize levels of quality in multimedia based on industry standards

MD 2: Explore fundamentals within multimedia collaboration.	
Level 2: Skill/Concept	MD 2.1 Interpret use of multimedia in everyday life
Level 2: Skill/Concept	MD 2.2 Interpret design layout to reflect client expectations
Level 3: Strategic Thinking	MD 2.3 Demonstrate appropriate use of multimedia tools
Level 2: Skill/Concept	MD 2.4 Apply proper operation and maintenance procedures for equipment

MD 3: Organize multimedia projects.	
Level 2: Skill/Concept	MD 3.1 Outline customer requirements
Level 4: Extended Thinking	MD 3.2 Construct a multimedia plan
Level 2: Skill/Concept	MD 3.3 Categorize project tasks into tools, techniques and personnel

MD 4: Create a multimedia project based on current industry standards.	
Level 4: Extended Thinking	MD 4.1 Construct multimedia projects based on developed plans
Level 4: Extended Thinking	MD 4.2 Analyze multimedia presentation

Visual Communications Current Standards

INDICATOR #VC 1: Explore careers in the Commercial Visual Arts	
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Demonstrate knowledge of the jobs available in the visual communications industry	
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Examine and critique what makes a professional portfolio	

INDICATOR #VC 2: Apply Elements of Art and Principles of Design	
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Explore the Elements of Art and how they are applied in Visual Communications	
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Explore the Principles of Design and how they are applied in Visual Communications	

INDICATOR #VC 3: Effectively Use Typography	
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Understand the use and application of typography in visual communication	
SUB-INDICATOR 3.2 (Webb Level: 1 Recall): Identify common terminology used in typography	

INDICATOR #VC 4: Utilize Methods and Materials used in Visual Communications	
SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Explore methods used in 2D/3D Visual Communications	
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Explore materials used in 2D/3D Visual Communications	
SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept): Explore emerging techniques and technology in Visual Communications	

INDICATOR #VC 5: Demonstrate Safe Practice and Ethics in Visual Communications	
SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Demonstrate safe practices in a work environment	
SUB-INDICATOR 5.2 (Webb Level: 1 Recall): Define copyright and how it impacts visual communications	
SUB-INDICATOR 5.3 (Webb Level: 2 Skill/Concept): Practice correct copyright usage	

Visual Media Design Proposed Standards

VC 1: Explore careers and employability skills in the commercial visual arts.	
Level 2: Skill/Concept	VC 1.1 Demonstrate knowledge of the careers available in the visual communications industry
Level 2: Skill/Concept	VC 1.2 Examine and critique composition of professional portfolios
VC 2: Apply elements of art and principles of design.	
Level 3: Strategic Thinking	VC 2.1 Utilize elements of art in visual communications
Level 2: Skill/Concept	VC 2.2 Utilize the principles of design in visual communications
VC 3: Demonstrate effective use of typography.	
Level 1: Recall	VC 3.1 Identify common typography terminology used in typography
Level 2: Skill/Concept	VC 3.2 Understand the use, and application and psychological impact of typography in visual communication
VC 4: Utilize methods and materials used in visual media design.	
Level 2: Skill/Concept	VC 4.1 Explore methods used in 2D/3D visual communications
Level 2: Skill/Concept	VC 4.2 Explore materials used in 2D/3D visual communications
Level 2: Skill/Concept	VC 4.3 Explore emerging techniques and technology in visual communications
Level 3: Strategic Thinking	VC 4.4 Create visual communications media
VC 5: Demonstrate safe practice and ethics in visual media design.	
Level 2: Skill/Concept	VC 5.1 Demonstrate safe practices in a work environment
Level 1: Recall	VC 5.2 Define legal issues and their impact on visual communications and creators
Level 2: Skill/Concept	VC 5.3 Practice correct copyright usage