

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
Understand the methods used in the development of computer programs and applications	1. Demonstrate the uses of design elements; shape, space, line, size, color, texture, and typography in a design composition.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	2. Demonstrate the use of design as a visual language that is built on fundamental principles and elements.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
3. Discuss and demonstrate how the primary and support principles of unity, variety, hierarchy, proportion, scale, balance, proximity, rhythm, and repetition affect the design composition as a whole.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
Understand the fundamentals of computer graphics and how graphics workstations, hardware, and software are used to aid the graphic artist in the creation and modification of production quality computer graphics	4. Demonstrate the use of vector drawing tools including; selections, color and gradients, and complex path operations.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	5. Demonstrate the ability to work with bitmapped image editing tools including; layers, selection, channels, and filters.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
6. Demonstrate the use of a computer graphics workstation to create/edit computer graphics.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	7. Demonstrate the use of a color laser printer to produce production quality print graphics.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	8. Demonstrate the ability to configure a web server to serve web pages.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	9. Demonstrate the ability to use a digital still camera and flatbed scanner to capture images for use in computer graphics projects.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	10. Demonstrate the use of a bitmapped image editing and vector editing software tools to create/edit computer graphics. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
Understand the methods and dynamics involved in developing both 2D and 3D computer animation	11. Discuss/explain the effective use of the animation timeline, planning, and sequencing of object movement on the animation timeline, multiple scenes in efficiently organizing a movie, use of symbols (both created and library) in creating Flash animation, and a basic knowledge of ActionScript.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	12. Demonstrate setting up the 3D animation timeline, fundamentals of positioning 3D objects in a time context, single machine rendering and distributed rendering methods, and the ability to use animation paths. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
Understand the methods and dynamics involved in 3D environments	13. Demonstrate creating 3D objects from simple primitives, the use of textures and their properties as applied to a 3D surface, Boolean operations and transformations (scaling and rotation) of 3D objects.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	14. Demonstrate the ability to complete the following in a 3D space: place user created 3D objects, import 3D objects, transform 3D objects, effective lighting placement, and manipulation of camera properties.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
15. Demonstrate the ability to manipulate scene rendering properties to produce realistic photo quality 3D images.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
Understand the methods and dynamics involved in developing production quality web sites	16. Demonstrate basic XHTML tags.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	17. Demonstrate the use of graphics on a web page.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
18. Demonstrate the use of tables as applied to web page design and layout.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	19. Demonstrate the use of hyperlinks to design and build a web site.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	20. Demonstrate the use of forms to provide interactive user web pages.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	21. Demonstrate the use of frames to design user friendly web sites.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
22. Demonstrate the use of Cascading Style Sheets (CSS) to provide uniform web site design.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
23. Demonstrate the ability to configure a graphical web page editor to control configuration of the site.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
24. Discuss and demonstrate the use of a web page graphical editor to design and build a web site.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
Understand the methods and dynamics involved in developing production quality video	25. Discuss and demonstrate basic camera techniques.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	26. Discuss and demonstrate the use of storyboarding when planning a video production.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
27. Discuss and demonstrate the concept of continuity.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	28. Discuss and demonstrate the use of lighting in video production.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	29. Discuss and demonstrate the use of a digital video camera and video workstation.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	30. Discuss and demonstrate the use of industry standard video editing software.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
31. Demonstrate the ability to input scene transitions in a video production, and add video titling to a video production.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
32. Discuss and demonstrate the use of video delivery devices (CD/DVD burners, video tape recorders).	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
Understand the fundamental concepts of entrepreneurship	33. Discuss and assess venture creation possibilities and identify the steps in planning the venture. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company. AAI 2. Management: Discuss the different forms of management and ownership within this industry. AAI 3. Finance: Explain the key components of financial management of a company.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
34. Identify the resources needed for venture startup and operation.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	35. Discuss the options in planning the venture's future (growth, development, demise). AAI 6. Labor Issues: Explain the employees' and employers' rights and responsibilities in this industry. AAI 7. Community Issues: Discuss the ways a company can impact its community and the ways a community can impact a company.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	36. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
Understand the importance of personal growth, leadership and career success	37. Demonstrate personal growth, community leadership, democratic principles, and social responsibility by participating in activities/events offered through student organizations.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
<p>Understand the key concepts associated with high performance/employability skills (SCANS)</p>	<p>38. Decision-Making & Problem-Solving: Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">0</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - create an outline - create a troubleshooting log - make class presentation - develop and test strategies or options that work - provide examples of the strategies or options tested or tried - compare and analyze pros and cons of identified strategies or options - through teamwork, arrive at a decision or determine a solution that is well suited to the task - independently arrive at a decision or determine a solution that is well suited to the task - communicate in a clear format how the solution was formed - justify or describe how and why a particular solution option was chosen 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>39. Self –Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.</p>	<table border="1" data-bbox="1087 415 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - have a written test on applicable policies and procedures - assess student orientation knowledge through instructor observations and written unit test - review student handbook - adhere to regulations in school, classroom, and everyday settings - build trust by being consistent, dependable, and verbally positive with others - ask questions and listen to others - keep track of assignments and/or responsibilities - have work done on time - respond positively to constructive feedback - show respect for others and their points of view - set individual goals and document progress toward achieving those goals - take initiative to pursue learning - adapt as necessary to create a positive outcome for self and others - advocate appropriately for himself/herself 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>40. Communication Skills: Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</p>	<table border="1" data-bbox="1087 415 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - be given a work order that contains written instructions of a specific job and complete the work order - create a power point presentation - participate in a debate - perform mock interviews - develop a topic - include details to support a main point - use appropriate grammar and sentence structure - organize writing and/or presentation materials - use constructive feedback to improve skill - participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context - use varied vocabulary for clarity and effectiveness - support his/her ideas in a public forum using the appropriate visual/audio aides - select and use the appropriate media and method(s) to communicate the subject effectively - adapt writing, speaking, and/or visual presentations effectively to a particular audience - act on or respond appropriately to verbal and non-verbal cues from the audience 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>41. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others. AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.</p>	<table border="1" data-bbox="1087 415 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - role play a situation in which there is a conflict which must be resolved - compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards - conduct an interview with a manager and share report with classmates - demonstrate knowledge of individual strengths he/she brings to a group - demonstrate knowledge of and respect for cultural and individual differences - demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view - demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others - demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback - demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes - apply his/her individual strengths to enhance a group's performance - assume responsibilities within a group - demonstrate the use of group skills in a way that enhances a group's performance - demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>42. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology.</p>	<table border="1" data-bbox="1087 415 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - do a research project and develop a presentation for the class - keep a daily notebook - show use of a plan for gathering information - gather information from a variety of sources, using a variety of technologies - use sources that are current and appropriate to the topic - evaluate sources for correct and trustworthy information - document sources of information appropriately - demonstrate and apply the skills in using software applications (MS Office) - use a filing/organization system for information, such as notebook, disk, etc. - justify the use of a particular organizational system for a particular product - demonstrate effective communication skills (written, oral, listening) - effectively present a thesis, supporting evidence, and a conclusion using a variety of media 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>43. Mathematical Concepts: Demonstrate mathematical and computation skills as applied to real world situations.</p>	<table border="1" data-bbox="1087 415 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals - collect, interpret, organize and display relevant data for solving a mathematics problem - translate real world problems into mathematical representations - express and present mathematical ideas clearly in everyday written and oral language - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom - use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information - approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Digital Communication and Media/Multimedia CIP: 090702

National Standard: National Association of Photoshop Professionals

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>44. General Safety: Demonstrate and apply safe practices and procedures in the workplace. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.</p>	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - develop scenarios of hazards and accidents using publications and the internet - be observed by teacher - take written quizzes/written tests - demonstrate knowledge of safety and sanitation practices and procedures - identify and report hazardous conditions and safe working procedures - use personal protective equipment and clothing 	0	1	2	3
0	1	2	3			
	<p>45. Career Development: Demonstrate personal/career development skills by completing a career plan.</p>	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - complete a self-awareness inventory - develop a career portfolio - use a career software, such as Choices, to measure their aptitudes and abilities for particular careers - use available resources (college catalogs and websites) to research information about postsecondary educational opportunities - select a career in the field and outline educational and skill requirements, expected job growth, and salaries - review with teacher software printout to assess their aptitudes and abilities - make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work - plan a senior experiential project to review and evaluate a variety of career choices 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered