

DRAFT Proposed Revisions
 Texas Essential Knowledge and Skills
 Career and Technical Education (CTE)—Arts, A/V Technology and Communications

Prepared by the State Board of Education TEKS Review Committees

First Draft, August 2014

These draft proposed revisions reflect the changes to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for courses in the **Arts, A/V Technology and Communications Career Cluster**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

- CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)
- MV**—multiple viewpoints from within the committee
- VA**—information added, changed, or deleted to increase vertical alignment

TABLE OF CONTENTS

Committee 1	Committee 2	Committee 3
Principles of Arts, Audio/Video Technology, and Communications 2	Animation68	Commercial Photography 132
Audio Video Production..... 9	Advanced Animation73	Commercial Photography Lab..... 136
Audio Video Production Lab 17	Advanced Animation Lab.....78	Advanced Commercial Photography 139
Advanced Audio/Video Production 23	Graphic Design and Illustration83	Advanced Commercial Photography Lab..... 143
Advanced Audio/Video Production Lab..... 32	Advanced Graphic Design and Illustration Lecture87	Practicum in Commercial Photography 147
Practicum in Audio Video Production..... 39	Advanced Graphic Design and Illustration Lab.....91	Practicum in Commercial Photography II 151
Practicum in Audio Video Production or Animation.... 45	Practicum in Graphic Design and Illustration94	Printing and Imaging Technology 155
Digital Audio Lab I 50	Practicum in Graphic Design and Illustration Lab.....98	Printing and Imaging Technology Lab..... 159
Digital Audio Lab II 55	Fashion Design.....101	Advanced Printing and Imaging Technology..... 162
Professional Communications 61	Advanced Fashion Design107	Advanced Printing and Imaging Technology Lab 166
	Advanced Fashion Design Lab112	Practicum Printing and Imaging Technology 169
	Practicum in Fashion Design.....116	Practicum Printing and Imaging Technology II 173
	Practicum in Fashion Design Lab122	
	Video Game Design127	

§130.82. Principles of Arts, Audio/Video Technology, and Communications (One-Half to One Credit).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades <u>8-9</u> .	Credit and grade level change to allow more enrollment flexibility within cluster.
(b)	Introduction. Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.	Moved to satisfy new introduction format.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	Satisfies new introduction format.
(2)	<u>The Arts, A/V Technology & Communications Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	Satisfies new introduction format.
(3)	<u>Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.</u>	Satisfies new introduction format.
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	Satisfies new introduction format.
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	Satisfies new introduction format.
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Complies with new professional standards/employability skills standard.
(A)	explore opportunities in training, education, and certifications for employment;	Complies with new professional standards/employability skills standard.
(B)	demonstrate positive work behaviors and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;	Complies with new professional standards/employability skills standard.
(C)	demonstrate skills related to seeking and applying for employment;	Complies with new professional standards/employability skills standard.
(D)	create <u>resume and cover letter/letter of interest</u> to document work experiences, licenses,	Complies with new professional standards/employability skills standard.

	certifications, and work samples; and	
(E)	demonstrate skills in evaluating and comparing employment opportunities.	Complies with new professional standards/employability skills standard.
(H)(2)	The student applies English language arts in Arts, Audio/Video Technology, and Communications cluster projects. The student is expected to:	Reorder.
(A)	demonstrate use of content, technical concepts, and vocabulary;	
(B)	use correct grammar, punctuation, and terminology to write and edit documents;	
(C)	identify assumptions, purpose, and propaganda techniques;	
(D)	compose and edit copy for a variety of written documents;	
(E)	evaluate oral and written information; and	
(F)	research topics for the preparation of oral and written communication.	
(2)(3)	The student applies professional communications strategies. The student is expected to:	Reorder.
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	give formal and informal presentations;	
(E)	apply active listening skills to obtain and clarify information;	
(F)	develop and interpret tables, charts, and figures to support written and oral communications;	
(G)	listen to and speak with diverse individuals; and	
(H)	exhibit public relations skills to increase internal and external customer client satisfaction.	
(3)(4)	The student understands and examines problem-solving methods. The student is expected to: employ critical thinking and interpersonal skills independently and in teams to solve problems.	Consistent organization of standards. Reorder.
(A)	<u>employ critical-thinking skills independently and in teams; and</u>	Consistent organization of standards.
(B)	<u>employ interpersonal skills in teams to solve problems.</u>	Consistent organization of standards and grammar correction.
(4)(5)	The student applies information -technology applications when completing Arts, Audio/Video Technology, and Communications cluster projects <u>and processes</u> . The student is expected to: use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications.	Modernize standards, clarify terms, and provide options for teachers. Items listed are not core standards for Information Technology and to differentiate between cluster expectations. Consistent organization of standards. Reorder.

(A)	<u>utilize technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications cluster projects; and</u>	Consistent organization of standards.
(B)	<u>utilize processes such as personal information management, file management and file sharing.</u>	Consistent organization of standards.
(5) (6)	The student understands Arts, Audio/Video Technology, and Communications cluster systems. The student is expected to:	Reorder.
(A)	describe the nature and types of businesses in this cluster;	
(B)	analyze and summarize the history and evolution of the various related fields of study in this cluster;	
(C)	analyze the cluster's economic base; and	
(D)	analyze and summarize evidence of interdependence between the technical and the artistic sides of this career cluster.	
(6) (7)	The student applies safety regulations. The student is expected to: implement personal and classroom safety rules and regulations.	Consistent organization of standards. Reorder.
(A)	<u>implement personal and classroom safety rules and regulations; and</u>	Consistent organization of standards.
(B)	<u>follow emergency procedures as needed.</u>	Consistent organization of standards.
(7) (8)	The student <u>identifies and</u> develops leadership characteristics. The student is expected to: participate in student leadership and professional development activities.	For students to identify characteristics of leadership. Consistent organization of standards. Reorder.
(A)	<u>identify leadership characteristics, and</u>	Consistent organization of standards.
(B)	<u>participate in student leadership and professional development activities.</u>	Consistent organization of standards.
(8) (9)	The student applies ethical decision making and understands and complies with laws regarding use of technology in the Arts, Audio/Video Technology, and Communications cluster. The student is expected to:	Reorder.
(A)	exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;	
(B)	examine the First Amendment, Federal Communications Commission regulations, the Freedom of Information Act, liability laws, and other regulations for compliance issues relevant to this cluster;	
(C)	examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances; and	
(D)	analyze the impact of Arts, Audio/Video Technology, and Communications cluster industries on	

	society.	
(9)	The student develops employability characteristics. The student is expected to:	Eliminated to comply with new professional standards/employability skills standard.
(A)	identify training, education, or certification requirements needed for employment;	Eliminated to comply with new professional standards/employability skills standard.
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self discipline, self worth, positive attitude, integrity, and commitment;	Eliminated to comply with new professional standards/employability skills standard.
(C)	create a career portfolio to document work samples; and	Eliminated to comply with new professional standards/employability skills standard.
(D)	demonstrate skills in evaluating and comparing employment opportunities.	Eliminated to comply with new professional standards/employability skills standard.
(10)	The student applies technical skills for efficiency. The student is expected to: employ planning and time-management skills to complete work tasks.	Consistent organization of standards.
(A)	<u>employ planning and time-management skills to complete work tasks; and</u>	Consistent organization of standards.
(B)	<u>utilize technology to enhance productivity.</u>	Consistent organization of standards.
(11)	The student develops a basic understanding of the Arts, Audio/Video Technology, and Communications cluster. The student is expected to:	
(A)	research the scope of career opportunities;	
(B)	develop an understanding of the elements and principles of art;	
(C)	develop an understanding of the industry by explaining the history and evolution of cluster career fields and defining and using related terminology;	
(D)	evaluate works of art using critical thinking skills;	Rearranged order for clarity from (D) to (E)
(E)	demonstrate knowledge of various communication processes in professional and social contexts by:	Removed due to duplication in other cluster course.
(i)	explaining the importance of effective communication skills in professional and social contexts;	Removed due to duplication in other cluster course.
(ii)	identifying the components of the communication process and their functions;	Removed due to duplication in other cluster course.
(iii)	identifying standards for making appropriate communication choices for self, listener, occasion, and task;	Removed due to duplication in other cluster course.
(iv)	identifying the characteristics of oral language and analyzing standards for using informal, standard, and technical language appropriately;	Removed due to duplication in other cluster course.
(v)	identifying types of nonverbal communication and their effects;	Removed due to duplication in other cluster course.
(vi)	recognizing the importance of effective nonverbal strategies such as a firm handshake, direct eye	Removed due to duplication in other cluster course.

	contact, and appropriate use of space and distance;	
(vii)	identifying the components of the listening process;	Removed due to duplication in other cluster course.
(viii)	identifying specific kinds of listening such as critical, deliberative, and empathic;	Removed due to duplication in other cluster course.
(ix)	recognizing the importance of gathering and using accurate and complete information as a basis for making communication decisions;	Removed due to duplication in other cluster course.
(x)	identifying and analyzing ethical and social responsibilities of communicators; and	Removed due to duplication in other cluster course.
(xi)	recognizing and analyzing appropriate channels of communication in organizations;	Removed due to duplication in other cluster course.
(F)	use appropriate interpersonal communication strategies in professional and social contexts by:	Removed due to duplication in other cluster course.
(i)	identifying types, importance, and purposes of professional and social relationships;	Removed due to duplication in other cluster course.
(ii)	employing appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;	Removed due to duplication in other cluster course.
(iii)	using communication management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;	Removed due to duplication in other cluster course.
(iv)	using professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;	Removed due to duplication in other cluster course.
(v)	making clear appropriate requests, giving clear and accurate directions, asking appropriate and purposeful questions, and responding appropriately to the requests, directions, and questions of others;	Removed due to duplication in other cluster course.
(vi)	participating appropriately in conversations;	Removed due to duplication in other cluster course.
(vii)	communicating effectively in interviews;	Removed due to duplication in other cluster course.
(viii)	identifying and using appropriate strategies for dealing with differences, including gender, ethnicity, and age; and	Removed due to duplication in other cluster course.
(ix)	analyzing and evaluating the effectiveness of communication;	Removed due to duplication in other cluster course.
(G)	communicate effectively in groups in professional and social contexts by:	Removed due to duplication in other cluster course.
(i)	identifying kinds of groups and the importance and purposes they serve;	Removed due to duplication in other cluster course.
(ii)	analyzing group dynamics and processes for participating effectively in groups, committees, or teams;	Removed due to duplication in other cluster course.
(iii)	identifying and analyzing the roles of group members and their influence on group dynamics;	Removed due to duplication in other cluster course.

(iv)	demonstrating skills for assuming productive roles in groups;	Removed due to duplication in other cluster course.
(v)	using appropriate verbal, nonverbal, and listening strategies to promote group effectiveness;	Removed due to duplication in other cluster course.
(vi)	identifying and analyzing leadership styles;	Removed due to duplication in other cluster course.
(vii)	using effective communication strategies in leadership roles;	Removed due to duplication in other cluster course.
(viii)	using effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and	Removed due to duplication in other cluster course.
(ix)	analyzing the participation and contributions of group members and evaluating group effectiveness; and	Removed due to duplication in other cluster course.
(H) <u>(D)</u>	make and evaluate formal and informal professional presentations by:	Rearranged order for clarity.
(i)	analyzing the audience, occasion, and purpose when designing presentations;	
(ii)	determining specific topics and purposes for presentations;	
(iii)	researching topics using primary and secondary sources, including electronic technology;	
(iv)	using effective strategies to organize and outline presentations;	
(v)	using information effectively to support and clarify points in presentations;	
(vi)	preparing scripts or notes for presentations;	
(vii)	preparing and using visual or auditory aids, including technology, to enhance presentations;	
(viii)	using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;	
(ix)	using effective verbal and nonverbal strategies in presentations;	
(x)	preparing, organizing, and participating in an informative or persuasive group discussion for an audience;	
(xi)	making individual presentations to inform, persuade, or motivate an audience;	
(xii)	participating in question and answer sessions following presentations;	
(xiii)	applying critical-listening strategies to evaluate presentations; and	
(xiv)	evaluating effectiveness of presentations;	Punctuation correction.
<u>(E)</u>	<u>evaluate works of art using critical-thinking skills;</u>	Moved from (D) to (E) for clarity.
<u>(F)</u>	<u>determine the use of art elements such as color, texture, form, line, and space; and</u>	To incorporate relevant instruction pertaining to the overall cluster.

(G)	<u>determine the principles of design such as continuity, pattern, rhythm, balance, proportion, and unity in products.</u>	To incorporate relevant instruction pertaining to the overall cluster.
(12)	<u>The student makes informed judgments about product designs and the designs of others. The student is expected to:</u>	To incorporate relevant instruction pertaining to the overall cluster.
(A)	<u>interpret, evaluate, and justify artistic decisions; and</u>	To incorporate relevant instruction pertaining to the overall cluster.
(B)	<u>select and analyze original product designs by peers and others to form precise conclusions about formal qualities, and historical and cultural contexts, intents, and meanings.</u>	To incorporate relevant instruction pertaining to the overall cluster.

DRAFT

§130.85. Audio/Video Production (One ~~to Two~~ Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9 <u>10-12</u> . Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. <u>Requires enrollment in co-requisite Audio/Video Production Lab§130.xx Districts are strongly encouraged to block the course and the lab.</u>	Credit change provides districts greater flexibility on the local level. It is more consistent with TEKS-based courses across other content areas. It provides clarity for the community on how credits are granted for mastery of student expectations. See required co-requisite Audio/Video Production Lab course for further explanation.
(b)	Introduction. Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.	Moved to satisfy new introduction format.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	Satisfies new introduction format.
(2)	<u>The Arts, A/V Technology & Communications Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	Satisfies new introduction format.
(3)	<u>Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.</u>	Rewording. Satisfies new introduction format.
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	Satisfies new introduction format.
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	Satisfies new introduction format.
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Complies with new professional standards/employability skills standard.
(A)	<u>participate in training, education, or certification for employment;</u>	Complies with new professional standards/employability skills standard.

(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;</u>	Complies with new professional standards/employability skills standard.
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	Complies with new professional standards/employability skills standard.
(D)	<u>create resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples; and</u>	Complies with new professional standards/employability skills standard.
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	Complies with new professional standards/employability skills standard.
(↔)(2)	The student applies academic knowledge and skills in audio and video projects. The student is expected to:	Reorder.
(A)	apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals; and	
(B)	apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems.	
(↔)(3)	The student understands professional communications strategies. The student is expected to:	Reorder.
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	present formal and informal presentations;	
(E)	apply active listening skills;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills.	
(↔)(4)	The student understands and examines problem-solving methods. The student is expected to: employ critical thinking and interpersonal skills independently and in teams to solve problems.	Consistent organization of standards. Reorder.
(A)	<u>employ critical-thinking skills independently and in teams; and</u>	Consistent organization of standards.
(B)	<u>employ interpersonal skills in teams to solve problems.</u>	Consistent organization of standards and grammar correction.
(↔)(5)	The student applies information -technology applications <u>and processes</u> . The student is expected to: <u>use</u>	Modernize standards, clarify terms,

	personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects.	and provide options for teachers. Items listed are not core standards for Information Technology and to differentiate between cluster expectations. Consistent organization of standards. Reorder.
(A)	<u>utilize technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and</u>	Consistent organization of standards.
(B)	<u>utilize processes such as personal information management, file management and file sharing.</u>	Consistent organization of standards.
(5) (6)	The student understands design systems <u>the evolution and current trends of the audio and video production industry</u> . The student is expected to: analyze and summarize the history and evolution of the audio and video production fields.	Modernize standards. Consistent organization of standards. Reorder.
<u>(A)</u>	<u>summarize the history and evolution of the audio and video production industry; and</u>	Consistent organization of standards.
<u>(B)</u>	<u>analyze the current trends of the audio and video production industry.</u>	Consistent organization of standards.
(6) (7)	The student applies safety regulations. The student is expected to:	Reorder.
(A)	implement personal and workplace safety rules and regulations;	
(B)	follow emergency procedures; and	
(C)	examine and summarize safety-related problems that may result from working with electrical circuits on <u>location</u> .	Modernize standards.
(7) (8)	The student develops leadership characteristics. The student is expected to:	Reorder.
(A)	employ leadership skills;	
(B)	employ teamwork and conflict-management skills;	
(C)	conduct and participate in meetings; and	Age-appropriate and course appropriate modifications.
(D)	employ <u>participate in</u> mentoring skills <u>activities</u> .	Age-appropriate and course appropriate modifications.
(8) (9)	The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:	Reorder.
(A)	exhibit ethical conduct related to interacting with others and providing <u>provide</u> proper credit for ideas;	Grammar correction.
(B)	discuss and apply copyright laws in relation to fair use and acquisition; <u>trademark laws, and personal privacy laws;</u>	To include additional applicable laws.
(C)	model respect of intellectual property; and	

(D)	analyze the ethical impact of the audio and video production industry on society.	
(9) (10)	The student develops employability <u>career-building</u> characteristics. The student is expected to:	Changed term to avoid conflict with new professional standards/employability skills standard. Reorder.
(A)	identify and participate in training, education, or certification required for employment;	Moved to comply with new professional standards/employability skills standard.
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable;	Moved to comply with new professional standards/employability skills standard.
(C)	demonstrate skills related to seeking and applying for employment;	Moved to comply with new professional standards/employability skills standard.
(D)	develop a resumé and letter of application;	Moved to comply with new professional standards/employability skills standard.
(E) (A)	create a career portfolio to document work experiences, licenses, certifications, and work samples;	Reordered.
(F) (B)	demonstrate skills in evaluating and comparing employment opportunities; and	Reordered.
(C)	<u>examine and employ professional networking opportunities such as Career and Technology Student Organizations, professional social media, industry professional organizations; and</u>	Adding exposure to professional networking opportunities.
(G) (D)	examine employment opportunities in entrepreneurship.	Reordered.
(10) (11)	The student applies technical skills for efficiency. The student is expected to: employ planning and time-management skills to complete work tasks.	Consistent organization of standards. Reorder.
(A)	<u>employ planning and time-management skills to complete work tasks; and</u>	Consistent organization of standards.
(B)	<u>utilize technology to enhance productivity.</u>	Consistent organization of standards.
(11) (12)	The student develops a basic understanding of audio and video production. The student is expected to:	Reorder.
(A)	understand the industry, including history, current practice, and future trends by:	
(i)	explaining the beginnings and evolution of audio, video, and film;	
(ii)	describing how the changing technology is impacting the audio, video, and film industries; and	
(iii)	defining <u>and appropriately utilizing</u> terminology associated with the industry <u>industries</u> ;	Including mastery of knowledge in terminology use.
(B)	employ knowledge regarding use of audio by:	

(i)	identifying the key elements required in audio scripts;	
(ii)	applying writing skills to develop an audio script;	
(iii)	explaining how various styles of music can create a specific emotional impact;	
(iv)	identifying various audio tape, tapeless, and file formats;	
(v)	understanding various microphones based upon type and pickup patterns; and	
(vi)	understanding various audio cables and connectors;	
(C)	employ knowledge regarding use of video by:	
(i)	identifying the key elements required in video scripts;	
(ii)	applying writing skills to develop a video script;	
(iii)	identifying various video tape, tapeless, and file formats;	
(iv)	understanding various video cables and connectors; <u>and</u>	Grammar correction due to reorder.
(v)	distinguishing between analog and digital formats;	
(vi)	demonstrating operation of video cameras; and	Moving to Lab course corequisite.
(vii)	demonstrating how to properly maintain video equipment;	Moving to Lab course corequisite.
(D)	<u>describe</u> demonstrate various cinematography <u>videography</u> techniques by:	Adding to Lab course corequisite. Describing in this course, demonstrating in Lab.
(i)	demonstrating <u>describing</u> how to frame and maintain picture composition;	Adding to Lab course corequisite. Describing in this course, demonstrating in Lab.
(ii)	demonstrating <u>describing</u> focusing techniques;	Adding to Lab course corequisite. Describing in this course, demonstrating in Lab.
(iii)	demonstrating <u>describing</u> camera and tripod movements; and	Adding to Lab course corequisite. Describing in this course, demonstrating in Lab.
(iv)	demonstrating <u>describing</u> proper exposure and white balance; and	Adding to Lab course corequisite. Describing in this course, demonstrating in Lab.
(E)	edit <u>understand</u> basic audio and video productions <u>editing systems</u> by:	To reflect concepts to be learned in classroom.
(i)	understanding the differences in linear and nonlinear systems; <u>and</u>	Grammar correction due to reorder.
(ii)	demonstrating skills required for editing using linear and nonlinear systems;	Moving to Lab course corequisite.
(iii)	employing knowledge of control peripherals for capturing or ingesting media; and	Moving to Lab course corequisite.

(iv) (ii)	describing various digital platforms, including high definition and standard definition.	
(12) (13)	The student understands the pre-production process. The student is expected to:	Reorder.
(A)	identify critical elements in the pre-production stage;	
(B)	use technology applications to facilitate pre-production by:	
(i)	designing and implementing procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product;	
(ii)	responding to advice from peers and professionals;	
(iii)	creating technology specifications;	
(iv)	monitoring process and product quality using established criteria;	
(v)	creating a script and identifying resources needed to begin the production; and	
(vi)	identifying budgeting considerations for crew, cast, and equipment <u>cast, crew, equipment, and location</u> ;	To implement traditional and consistent listing.
(C)	analyze the script and storyboard development processes for a successful production;	
(D)	identify and participate in the team roles required for completion of a production;	
(E)	identify equipment, crew, and cast <u>cast, crew, equipment, and location</u> requirements for a scripted production; and	To implement traditional and consistent listing.
(F)	understand the casting or audition process.	
(13)	The student understands the production process. The student is expected to:	Moving to Lab course corequisite.
(A)	understand the coherent sequence of events to successfully produce a script;	Moving to Lab course corequisite.
(B)	use lighting techniques by:	Moving to Lab course corequisite.
(i)	demonstrating three point lighting, including key, fill, and back lights;	Moving to Lab course corequisite.
(ii)	using reflected light;	Moving to Lab course corequisite.
(iii)	understanding color temperatures; and	Moving to Lab course corequisite.
(iv)	using filters;	Moving to Lab course corequisite.
(C)	understand audio techniques, including microphone variances and sound mixing; and	Moving to Lab course corequisite.
(D)	demonstrate knowledge of interpersonal skills with sensitivity to diversity when directing crew or talent.	Moving to Lab course corequisite.
(14)	The student understands the post-production process. The student is expected to:	
(A)	demonstrate appropriate use of hardware components, software programs, and their connections by:	Moving to Lab course corequisite.

(i)	demonstrating knowledge of video systems such as digital and analog systems, software applications, and communication and networking components;	Moving to Lab course corequisite.
(ii)	using various computer peripherals appropriately;	Moving to Lab course corequisite.
(iii)	making appropriate decisions regarding the selection of software; and	Moving to Lab course corequisite.
(iv)	making necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;	Moving to Lab course corequisite.
(B)	apply animation effects to video by:	Moving to Lab course corequisite.
(i)	using character generators, fonts, colors, and principles of compositions to create graphic images; and	Moving to Lab course corequisite.
(ii)	creating captions or titles for video and graphics;	Moving to Lab course corequisite.
(C)	demonstrate proficiency in the use of a variety of electronic input devices;	Moving to Lab course corequisite.
(D)	use a variety of strategies to acquire information from online resources;	Moving to Lab course corequisite.
(E)	acquire electronic information in a variety of formats;	Moving to Lab course corequisite.
(F)	use different compression techniques to output for distribution;	Moving to Lab course corequisite.
(G)	format digital information for effective communication with a defined audience by:	Moving to Lab course corequisite.
(i)	using appropriate font attributes and color;	Moving to Lab course corequisite.
(ii)	using appropriate white space and graphics;	Moving to Lab course corequisite.
(iii)	using appropriate camera perspective;	Moving to Lab course corequisite.
(iv)	using appropriate content selection and presentation; and	Moving to Lab course corequisite.
(v)	understanding target audiences and demographics;	Moving to Lab course corequisite.
(H)	deliver the product in a variety of media by:	Moving to Lab course corequisite.
(i)	understanding the various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery;	Moving to Lab course corequisite.
(ii)	researching to determine appropriate delivery method based on distribution needs; and	Moving to Lab course corequisite.
(iii)	extending the learning environment through digital sharing;	Moving to Lab course corequisite.
(I)	use appropriate computer-based productivity tools to create and modify solutions to problems by:	Moving to Lab course corequisite.
(i)	integrating productivity tools;	Moving to Lab course corequisite.
(ii)	creating audio and video technology products for a variety of purposes and audiences;	Moving to Lab course corequisite.
(iii)	developing technical documentation related to audio and video technology; and	Moving to Lab course corequisite.

(iv)	critiquing a production; and	Moving to Lab course corequisite.
(+)(A)	use technology applications to facilitate evaluation of work, both process and product by: <u>evaluating the project's success in meeting established criteria; and</u>	Reorder and merge standard.
(+)	evaluating the project's success in meeting established criteria; and	Merged standard.
(+)(B)	researching the best method for promoting the product: <u>by identifying and analyzing market research strategies such as market share, audience-measurement ratings, sweeps periods, distribution, product release dates, demographics, target audience, and advertising rates and revenue.</u>	To increase rigor and understand purpose of production.

DRAFT

§130.85. Audio/Video Production Lab (One Credit).

Justification:

This committee made the decision to create Audio/Video Production Lab for several reasons.

1. Based upon recommendations received during our CTE TEKS Review Committee general meetings, the committee decided to separate the Audio/Video Production course currently offered for one to two credits into Audio/Video Production and Audio/Video Production Lab courses each offered for a single credit.
2. This provides districts greater flexibility on the local level. It is more consistent with TEKS-based courses across other content areas. It provides clarity for the community on how credits are granted for mastery of student expectations.
3. Products created in Audio/Video Production are traditionally executed in three phases; pre-production, production, and post-production. By requiring a lab co-requisite for the course, it affords the teacher necessary time devoted specifically to the production and post-production process.
4. Audio/Video Production and Audio/Video Production Lab are required co-requisites because the knowledge and skills taught in both are required for successful productions.

<u>TEKS with edits</u>		<u>Committee Comments</u>
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications or Digital and Interactive Media in the Information Technology career cluster. Requires enrollment in co-requisite Audio/Video Production §130.85. Districts are strongly encouraged to block the course and the lab.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products. By requiring a lab co-requisite for the course, it affords necessary time devoted specifically to the production and post-production process.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry.</u>	

	<u>The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	
(D)	<u>create resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	
(2)	<u>The student applies academic knowledge and skills in audio and video projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals; and</u>	
(B)	<u>apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems.</u>	
(3)	<u>The student understands professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	
(D)	<u>present formal and informal presentations;</u>	
(E)	<u>apply active listening skills;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills.</u>	
(4)	<u>The student understands and examines problem-solving methods. The student is expected to:</u>	
(A)	<u>employ critical-thinking skills independently and in teams; and</u>	
(B)	<u>employ interpersonal skills in teams to solve problems.</u>	
(5)	<u>The student applies technology applications and processes. The student is expected to:</u>	
(A)	<u>utilize technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and</u>	

(B)	<u>utilize processes such as personal information management, file management and file sharing.</u>	
(6)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations;</u>	
(B)	<u>follow emergency procedures; and</u>	
(C)	<u>identify and report safety-related problems that may result from working on location.</u>	
(7)	<u>The student develops leadership characteristics. The student is expected to:</u>	
(A)	<u>employ leadership skills;</u>	
(B)	<u>employ teamwork and conflict-management skills;</u>	
(C)	<u>participate in meetings; and</u>	
(D)	<u>participate in mentoring activities.</u>	
(8)	<u>The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct related to interacting with others and provide proper credit for ideas;</u>	
(B)	<u>apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws; and</u>	
(C)	<u>model respect of intellectual property.</u>	
(9)	<u>The student develops career-building characteristics. The student is expected to:</u>	
(A)	<u>create a career portfolio to document work experiences, licenses, certifications, and work samples;</u>	
(B)	<u>demonstrate skills in evaluating and comparing employment opportunities;</u>	
(C)	<u>examine and employ professional networking opportunities such as Career and Technology Student Organizations, professional social media, industry professional organizations; and</u>	
(D)	<u>examine employment opportunities in entrepreneurship.</u>	
(10)	<u>The student applies technical skills for efficiency. The student is expected to:</u>	
(A)	<u>employ planning and time-management skills to complete work tasks; and</u>	
(B)	<u>utilize technology to enhance productivity.</u>	
(11)	<u>The student develops a basic understanding of audio and video production. The student is expected to:</u>	
(A)	<u>appropriately utilize terminology associated with the industries;</u>	
(B)	<u>employ knowledge regarding use of audio by:</u>	

(i)	<u>applying writing skills to develop an audio script;</u>	
(ii)	<u>applying various styles of music as needed to create a specific emotional impact;</u>	
(iii)	<u>utilizing various audio tape, tapeless, and file formats;</u>	
(iv)	<u>utilizing various microphones based upon type and pickup patterns; and</u>	
(v)	<u>utilizing various audio cables and connectors;</u>	
(C)	<u>employ knowledge regarding use of video by:</u>	
(i)	<u>applying writing skills to develop a video script;</u>	
(ii)	<u>utilizing various video tape, tapeless, and file formats;</u>	
(iii)	<u>utilizing various video cables and connectors;</u>	
(iv)	<u>demonstrating operation of video cameras; and</u>	
(v)	<u>demonstrating how to properly maintain video equipment;</u>	
(D)	<u>employ various videography techniques by:</u>	
(i)	<u>demonstrating how to frame and maintain picture composition;</u>	
(ii)	<u>demonstrating focusing techniques;</u>	
(iii)	<u>demonstrating camera and tripod movements; and</u>	
(iv)	<u>demonstrating proper exposure and white balance;</u>	
(E)	<u>edit basic audio and video productions by:</u>	
(i)	<u>demonstrating skills required for editing using linear and nonlinear systems; and</u>	
(ii)	<u>employing knowledge of control peripherals for capturing or ingesting media.</u>	
(12)	<u>The student understands the pre-production process. The student is expected to:</u>	
(A)	<u>utilize necessary elements in the pre-production stage;</u>	
(B)	<u>use technology applications to facilitate pre-production by:</u>	
(i)	<u>implementing procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product;</u>	
(ii)	<u>responding to advice from peers and professionals;</u>	
(iii)	<u>creating technology specifications;</u>	
(iv)	<u>monitoring process and product quality using established criteria;</u>	
(v)	<u>creating a script and identifying resources needed to begin the production; and</u>	

(vi)	<u>applying budgeting considerations for cast, crew, equipment, and location;</u>	
(C)	<u>analyze the script and storyboard for a successful production;</u>	
(D)	<u>participate in the team roles required for completion of a production; and</u>	
(E)	<u>employ cast, crew, equipment, and location for a scripted production.</u>	
(13)	<u>The student understands the production process. The student is expected to:</u>	
(A)	<u>implement a coherent sequence of events to successfully produce a script;</u>	
(B)	<u>use lighting techniques by:</u>	
(i)	<u>demonstrating three-point lighting, including key, fill, and back lights;</u>	
(ii)	<u>using reflected light;</u>	
(iii)	<u>understanding color temperatures; and</u>	
(iv)	<u>using filters;</u>	
(C)	<u>employ audio techniques, including microphone variances and sound mixing; and</u>	
(D)	<u>demonstrate knowledge of interpersonal skills with sensitivity to diversity when directing crew or talent.</u>	
(14)	<u>The student understands the post-production process. The student is expected to:</u>	
(A)	<u>employ appropriate use of hardware components, software programs, and their connections by:</u>	
(i)	<u>demonstrating knowledge of video systems such as digital and analog systems, software applications, and communication and networking components;</u>	
(ii)	<u>making appropriate decisions regarding the selection of software; and</u>	
(iii)	<u>making necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;</u>	
(B)	<u>apply animation effects to video by:</u>	
(i)	<u>using character generators, fonts, colors, and principles of composition to create graphic images; and</u>	
(ii)	<u>creating captions or titles for video and graphics;</u>	
(C)	<u>demonstrate proficiency in the use of a variety of electronic input devices;</u>	
(D)	<u>use a variety of strategies to acquire information from online resources;</u>	
(E)	<u>acquire electronic information in a variety of formats;</u>	
(F)	<u>use different compression standards and techniques to output for distribution;</u>	
(G)	<u>format digital information for effective communication with a defined audience by:</u>	

(i)	<u>using appropriate font attributes and color;</u>	
(ii)	<u>using appropriate white space and graphics;</u>	
(iii)	<u>using appropriate camera perspective;</u>	
(iv)	<u>using appropriate content selection and presentation; and</u>	
(v)	<u>understanding target audiences and demographics;</u>	
(H)	<u>deliver the product in a variety of media by:</u>	
(i)	<u>utilizing various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery;</u>	
(ii)	<u>determining appropriate delivery method based on distribution needs; and</u>	
(iii)	<u>extending the learning environment through digital sharing; and</u>	
(I)	<u>use appropriate computer-based productivity tools to create and modify solutions to problems by:</u>	
(i)	<u>integrating productivity tools;</u>	
(ii)	<u>creating audio and video technology products for a variety of purposes and audiences; and</u>	
(iii)	<u>developing technical documentation related to audio and video technology.</u>	

DRAFT

§130.86. Advanced Audio/Video Production (Two to Three One Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Audio/Video Production <u>and Audio Video Production Lab. Requires enrollment in co-requisite Advanced Audio/Video Production Lab. Districts are strongly encouraged to block the course and the lab.</u>	Credit change provides districts greater flexibility on the local level. It is more consistent with TEKS-based courses across other content areas. It provides clarity for the community on how credits are granted for mastery of student expectations. See required co-requisite Advanced Audio/Video Production Lab course for further explanation.
(b)	Introduction. Careers in audio and video technology and film production span all aspects of the audio/video communications industry. within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video.	Moved to satisfy new introduction format.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	Satisfies new introduction format.
(2)	<u>The Arts, A/V Technology & Communications Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	Satisfies new introduction format.
(3)	<u>Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format including both audio and video.</u>	To clarify and show increase in rigor. Satisfies new introduction format.
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	Satisfies new introduction format.
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	Satisfies new introduction format.
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Complies with new professional standards/employability skills standard.

(A)	<u>participate in training, education, or certification for employment;</u>	Complies with new professional standards/employability skills standard.
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;</u>	Complies with new professional standards/employability skills standard.
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	Complies with new professional standards/employability skills standard.
(D)	<u>create resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples; and</u>	Complies with new professional standards/employability skills standard.
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	Complies with new professional standards/employability skills standard.
(1) (2)	The student applies academic knowledge and skills in production projects. The student is expected to:	Reorder.
(A)	apply English language arts knowledge and skills by <u>consistently</u> demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals, <u>proposals, and other client-based documents;</u> and	Show increase in rigor and allow more options for teachers.
(B)	apply mathematics knowledge and skills in invoicing and time-based mathematics by <u>consistently</u> demonstrating knowledge of arithmetic operations and applying measurement to solve problems.	To show increase in rigor.
(2) (3)	The student applies professional communications strategies. The student is expected to:	Reorder.
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	<u>analyze and</u> organize oral and written information;	To show increase in rigor.
(C)	<u>analyze,</u> interpret, and communicate information, data, and observations;	To show increase in rigor.
(D)	<u>create and</u> present formal and informal presentations;	To show increase in rigor.
(E)	apply active listening skills to obtain and clarify information;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills to increase internal and external customer/client satisfaction.	
(3) (4)	The student understands and examines problem-solving methods. The student is expected to: employ critical thinking and interpersonal skills independently and in teams to solve problems.	Consistent organization of standards. Reorder.
(A)	<u>employ critical-thinking skills independently and in teams; and</u>	Consistent organization of standards.
(B)	<u>employ interpersonal skills in teams to solve problems.</u>	Consistent organization of standards.
(4) (5)	The student applies information technology applications <u>and processes.</u> The student is expected to: use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or	Modernize standards, clarify terms, and provide options for teachers. Items

	database applications for audio and video production projects.	listed are not core standards for Information Technology and to differentiate between cluster expectations. Consistent organization of standards. Reorder.
(A)	<u>utilize technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and</u>	Consistent organization of standards.
(B)	<u>utilize processes such as personal information management, file management and file sharing.</u>	Consistent organization of standards.
(5) (6)	The student <u>understands</u> applies knowledge design systems <u>the evolution and current trends of the audio and video production industry.</u> The student is expected to: analyze and summarize the history and evolution of the audio and video production fields.	To clarify. Consistent organization of standards. Reorder.
(A)	<u>summarize the history and evolution of the audio and video production industry; and</u>	Consistent organization of standards.
(B)	<u>analyze the current trends of the audio and video production industry.</u>	Consistent organization of standards.
(6) (7)	The student applies safety regulations. The student is expected to:	Reorder.
(A)	implement personal and workplace safety rules and regulations; and	To increase lab safety rigor.
(B)	<u>recognize and resolve potential safety concerns; and</u>	To increase lab safety rigor.
(B) (C)	follow emergency procedures.	Reorder.
(7) (8)	The student applies leadership characteristics to student leadership <u>organizations</u> and professional development activities. The student is expected to:	Eliminate redundancy. Reorder.
(A)	employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;	
(B)	employ teamwork and conflict-management skills to achieve collective goals;	
(C)	establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;	
(D)	conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and	
(E)	employ mentoring skills to inspire and teach others.	
(8) (9)	The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:	Reorder.

(A)	exhibit ethical conduct; <u>consistently exhibit ethical conduct related to interacting with others and provide proper credit for ideas;</u>	For course consistency and to increase rigor.
(B)	apply copyright laws; <u>consistently apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws;</u>	To include additional applicable laws and increase rigor.
(C)	model respect for intellectual property; and	
(D)	demonstrate proper etiquette and knowledge of acceptable use policies.	
(9) (10)	The student develops employability <u>career-building</u> characteristics. The student is expected to:	Changed term to avoid conflict with new professional standards/employability skills standard. Reorder.
(A)	participate in training, education, or certification for employment;	Moved to comply with new professional standards/employability skills standard.
(B)	demonstrate positive work behaviors and personal qualities needed to be employable;	Moved to comply with new professional standards/employability skills standard.
(C)	demonstrate skills related to seeking and applying for employment;	Moved to comply with new professional standards/employability skills standard.
(D) (A)	update a career portfolio to document work experiences, licenses, certifications, and work samples; and	Reordered.
(E) (B)	demonstrate skills in evaluating and comparing employment opportunities;	Punctuation correction due to reorder.
(C)	<u>examine and employ professional networking opportunities such as Career and Technology Student Organizations, professional social media, industry professional organizations; and</u>	Adding exposure to professional networking opportunities.
(D)	<u>examine employment opportunities in entrepreneurship.</u>	Modernize standard.
(10) (11)	The student applies technical skills for efficiency. The student is expected to: employ planning and time-management skills to complete work tasks.	Consistent organization of standards. Reorder.
(A)	<u>consistently employ planning and time-management skills to complete work tasks; and</u>	Increase rigor. Consistent organization of standards.
(B)	<u>consistently utilize technology to enhance productivity.</u>	Increase rigor. Consistent organization of standards.
(11) (12)	The student demonstrates an understanding of audio/ <u>and</u> video production equipment . The student is expected to:	To align with A/V Production standards and not all items listed below are production equipment. Reorder. *Also in lab course.
(A)	understand standard systems for the audio/video industry by:	
(i)	setting up editing systems and performing standard trouble-shooting;	
(ii)	understanding knowledge of wireless and wired transmission systems;	

(iii)	identifying appropriate cabling and configurations for engineering purposes;	
(iv)	setting up cabling for various productions; and	
(v)	routing standard cabling for broadcast ing signal;	Grammar correction.
(B)	employ knowledge regarding use of recording equipment by:	
(i)	explaining uses of analog and digital formats;	
(ii)	describing tape and tapeless formats;	
(iii)	demonstrating the operation of recording devices;	
(iv)	demonstrating how to properly maintain recording equipment; and	
(v)	demonstrating how to properly meter a recording signal for proper levels; and	
(C)	demonstrate <u>consistently apply</u> appropriate usage of industry-related terminology.	Increase rigor and grammar correction.
(12) (13)	The student understands the pre-production process. The student is expected to:	Reorder.
(A)	apply critical elements in the pre-production stage <u>to identify and evaluate the production including purpose, target audience, and distribution</u> ;	Industry best practices.
(B)	use advanced technology applications to facilitate pre-production by:	
(i)	demonstrating procedures to establish timelines; and	
(ii)	developing a budget with considerations for crew, cast, and equipment <u>cast, crew, equipment, and location</u> ;	To implement traditional and consistent listing.
(C)	write production scripts <u>documents of the scripting process such as treatments, storyboards, rundowns, and scripts</u> for various types of programs by:	Increase rigor and clarify options and examples.
(i)	using proper formatting for the specific type of script <u>production document</u> ;	To align with previous standard.
(ii)	identifying specific elements of the script <u>production document</u> needed for successful production, including <u>such as</u> cast, props, or <u>and</u> sound effects; and	To align with previous standard.
(iii)	discussing how various styles of music can create a specific emotional impact;	
(D)	determine equipment, crew, and cast <u>cast, crew, equipment, and location</u> requirements for a successful production by:	To implement traditional and consistent listing.
(i)	examining the end goal of the production to determine the appropriate format for recording and distribution;	
(ii)	identifying several means to work within budget restraints;	
(iii)	conducting auditions for the talent; and	

(iv)	securing the crew required for a successful production; and	
(E)	examine various contracts related to industry tasks by:	
(i)	using talent releases for productions;	
(ii)	examining key elements for talent work contracts <u>such as crew, talent, location, and distribution;</u>	Condensing and adding additional contract type.
(iii)	examining key elements for crew contracts; and	Moving to required lab corequisite.
(iv)	examining key elements in distribution contracts.	Moving to required lab corequisite.
(13)	The student applies the production process. The student is expected to:	Moving to required lab corequisite.
(A)	apply the coherent sequence of events to successfully produce a script;	Moving to required lab corequisite.
(B)	demonstrate a knowledge of audio techniques by:	Moving to required lab corequisite.
(i)	identifying various microphone types;	Moving to required lab corequisite.
(ii)	understanding the various microphone pickup patterns;	Moving to required lab corequisite.
(iii)	demonstrating understanding of sound mixing; and	Moving to required lab corequisite.
(iv)	demonstrating understanding of a final audio mix;	Moving to required lab corequisite.
(C)	execute production of the script by:	Moving to required lab corequisite.
(i)	demonstrating teamwork and knowledge of interpersonal skills with sensitivity to diversity when directing crew and talent; and	Moving to required lab corequisite.
(ii)	applying knowledge of the critical elements in designing activities in the production stage;	Moving to required lab corequisite.
(D)	employ knowledge of digital editing by:	Moving to required lab corequisite.
(i)	addressing various distribution formats, including electronic, disk, tapeless, and tape; and	Moving to required lab corequisite.
(ii)	capturing media to an editing system for the purpose of manipulating recorded media; and	Moving to required lab corequisite.
(E)	employ knowledge of recording equipment by:	Moving to required lab corequisite.
(i)	using proper monitoring of equipment to ensure quality recordings;	Moving to required lab corequisite.
(ii)	setting appropriate levels before recording using broadcast standard tools; and	Moving to required lab corequisite.
(iii)	identifying standards for logging notes or comments in the original recording process.	Moving to required lab corequisite.
(14)	The student understands the post-production process. The student is expected to:	Moving to required lab corequisite.
(A)	apply knowledge and appropriate use of hardware components, software programs, and their connections by:	Moving to required lab corequisite.

(i)	demonstrating knowledge and appropriate use of digital systems such as software applications, communication, and networking components;	Moving to required lab corequisite.
(ii)	demonstrating an understanding of various input, processing, output, and storage devices;	Moving to required lab corequisite.
(iii)	demonstrating an understanding of compatibility issues, including digital file formats and cross-platform connectivity; and	Moving to required lab corequisite.
(iv)	demonstrating an understanding of high definition and standard definition output media;	Moving to required lab corequisite.
(B)	acquire electronic information in a variety of formats;	Moving to required lab corequisite.
(C)	use various compression formats by:	Moving to required lab corequisite.
(i)	demonstrating knowledge of outputting for distribution; and	Moving to required lab corequisite.
(ii)	understanding the relationship between file size and quality;	Moving to required lab corequisite.
(D)	deliver the product in a variety of media by:	Moving to required lab corequisite.
(i)	understanding the various delivery formats such as disk, broadcast, cellular, portable devices, electronic, and online delivery; and	Moving to required lab corequisite.
(ii)	researching to determine the appropriate delivery method based upon distribution need; and	Moving to required lab corequisite.
(E)	use appropriate computer based productivity tools to create and modify solutions to problems by:	Moving to required lab corequisite.
(i)	integrating productivity tools to develop and modify solutions to problems;	Moving to required lab corequisite.
(ii)	developing technical documentation related to project specifications; and	Moving to required lab corequisite.
(iii)	critiquing a production to determine how the various elements resulted in a successful or unsuccessful presentation.	Moving to required lab corequisite.
(15)(14)	The student understands the business aspects of the industry. The student is expected to:	Reorder.
(A)	understand the roles of various industry professionals by: <u>identifying and discussing the responsibilities and relationships of the production team including producers, directors, editors, engineers, talent, additional crew members, and sales team;</u>	Condensing standards and increasing rigor.
(i)	discussing the responsibilities of producers;	Condensing standards.
(ii)	discussing the responsibilities of directors, including the relationship to the production team and the responsibilities of crew members;	Condensing standards.
(iii)	discussing the duties of editors;	Condensing standards.
(iv)	discussing the responsibilities of engineers;	Condensing standard.
(v)	discussing the responsibilities of the talent; and	Condensing standard.
(vi)	discussing the responsibilities of the sales team;	Condensing standard.

(B)	understand the opportunities in the industry for freelance contractors <u>entrepreneurs</u> by:	Modernizing standard.
(i)	identifying standard freelance self-promotion techniques;	
(ii)	understanding how to create <u>proposals</u> invoices ;	Industry best practices.
(iii)	understanding standard billing practices for freelance labor <u>including invoices and collections</u> ;	Industry best practices.
(iv)	researching rates and best practices for various freelance job responsibilities; and	
(v)	identifying information technology applications common for small businesses <u>freelance entrepreneurs</u> ;	Modernizing standard.
(C)	understand the unique characteristics of live productions by: such as specific roles, equipment, importance of time accountability, back-timing, time-based mathematics, and financial support.	Condensing standard.
(i)	identifying roles specific to live productions;	Condensing standard.
(ii)	identifying the importance of time accountability;	Condensing standard.
(iii)	demonstrating an understanding of back-timing and time-based mathematics;	Condensing standard.
(iv)	demonstrating an understanding of Federal Communications Commission guidelines for broadcast appropriateness;	Created as (16).
(v)	identifying equipment standard for live productions; and	Condensing standard.
(vi)	identifying strategies for financially supporting live productions;	Condensing standard.
(D)	understand the unique characteristics of studio productions by:	
(i)	identifying roles unique to studio productions;	
(ii)	identifying costs specific to studio productions;	
(iii)	identifying equipment standard for studio productions; and	
(iv)	identifying strategies for financially supporting studio productions; and	
(E)	understand the unique characteristics of field production by:	
(i)	identifying roles unique to field productions;	
(ii)	identifying costs specific to field productions;	
(iii)	identifying equipment standard for field productions; and	
(iv)	identifying strategies for financially supporting field productions.	
<u>(15)</u>	<u>The student demonstrates an understanding of regulatory agency guidelines for content appropriateness. The student is expected to:</u>	Industry best practices.
<u>(A)</u>	<u>identify applicable guidelines based on production distribution methods; and</u>	Industry best practices.

(B)	<u>distinguish between Federal Communications Commission (FCC), National Public Radio (NPR), and other regulatory agencies.</u>	Industry best practices.
(16)	The student understands the <u>technical</u> broadcast standards established by the Federal Communications Commission. The student is expected to:	For clarification.
(A)	apply knowledge of broadcast formats by:	
(i)	distinguishing between analog and digital formats;	
(ii)	describing the difference in data signals and equipment for analog and digital technology;	
(iii)	identifying the evolution of the broadcast signal; and <u>standards such as High-Definition (HD), Standard-Definition (SDTV), National Television System Committee (NTSC), Phase Alternating Line (PAL), and Sequential Color with Memory (SECAM); and</u>	Condensing and modernizing standard.
(iv)	identifying various broadcast standards, including National Television System Committee, Phase Alternating Line, and Sequential Color with Memory;	Condensing standard.
(B)	identify radio and television frequencies location in the electromagnetic spectrum; and.	
(C)	differentiate among various media by:	Condensing and modernizing standard.
(i)	identifying the evolution of various tape formats;	Condensing and modernizing standard.
(ii)	identifying the evolution of various tapeless formats;	Condensing and modernizing standard.
(iii)	identifying the evolution of various electronic formats;	Condensing and modernizing standard.
(iv)	identifying the evolution of various online delivery systems; and	Condensing and modernizing standard.
(v)	identifying the various film formats.	Condensing and modernizing standard.
(17)	<u>The student understands the evolution of various media formats. The student is expected to:</u>	Condensing and modernizing standard. Removed from scope of FCC regulations for broader application.
(A)	<u>identify the evolution of various media formats such as tape, tapeless, film, and electronic; and</u>	Condensing and modernizing standard. Removed from scope of FCC regulations for broader application.
(B)	<u>identify the evolution and application of digital media formats and compression standards.</u>	Condensing and modernizing standard. Removed from scope of FCC regulations for broader application.

§130.xx. Advanced Audio/Video Production Lab (One Credit).

Justification:

The committee made the decision to create Advanced Audio/Video Production Lab for several reasons.

Course Credit Justification

1. Based upon recommendations received during our CTE TEKS Review Committee general meetings, the committee decided to separate the Advanced Audio/Video Production course currently offered for two to three credits into Advanced Audio/Video Production and Advanced Audio/Video Production Lab courses each offered for a single credit.
2. This provides districts greater flexibility on the local level. It is more consistent with TEKS-based courses across other content areas. It provides clarity for the community on how credits are granted for mastery of student expectations.
3. Products created in Advanced Audio/Video Production are traditionally executed in three phases; pre-production, production, and post-production. By requiring a lab co-requisite for the course, it affords the teacher necessary time devoted specifically to the production and post-production process.
4. Advanced Audio/Video Production and Advanced Audio/Video Production Lab are required co-requisites because the knowledge and skills taught in both are required for successful productions.

Satisfaction of Fine Arts Graduation Requirement Justification

1. Student expectations align with those in Art, Level 1 and Theatre, Level I.
2. Advanced Audio/Video Production Lab incorporates principles of design and elements of art.
3. Audio and video production is a technically skilled, creative art form with emphasis on writing, performance, videography and editing.
4. Audio and video production is artistic storytelling where students exercise creativity and develop intellectual curiosity, critical thinking, problem-solving, and collaborative skills.

	TEKS with edits	Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Audio/Video Production and Audio/Video Production Lab. Requires enrollment in co-requisite Advanced Audio/Video Production. Districts are strongly encouraged to block the course and the lab. This course satisfies a Fine Arts graduation requirement.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a</u>	

	<u>format including both audio and video. By requiring a lab co-requisite for the course, it affords necessary time devoted specifically to the production and post-production process.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	
(D)	<u>update resume, cover letter/letter of interest, and career portfolio to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	
(2)	<u>The student applies academic knowledge and skills in production projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents; and</u>	
(B)	<u>apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems.</u>	
(3)	<u>The student develops a perception of self, human relationships, and the world. The student is expected to:</u>	
(A)	<u>demonstrate the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall;</u>	
(B)	<u>develop and practice effective voice and diction; and</u>	
(C)	<u>analyze strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language;</u>	
(D)	<u>explore the emotional and intellectual effects of visual media on viewers; and</u>	
(E)	<u>analyze how visual and sound techniques convey messages in media such as special effects, editing,</u>	

	<u>camera angles, reaction shots, sequencing, and music.</u>	
(4)	<u>The student applies professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	
(B)	<u>analyze and organize oral and written information;</u>	
(C)	<u>analyze, interpret, and communicate information, data, and observations;</u>	
(D)	<u>create and present formal and informal presentations;</u>	
(E)	<u>apply active listening skills to obtain and clarify information;</u>	
(F)	<u>listen to and speak with diverse individuals;</u>	
(G)	<u>collaborate with others in a production role such as talent, director, producer, videographer, and editor to tell a story through live or recorded productions; and</u>	
(H)	<u>exhibit public relations skills to increase internal and external customer/client satisfaction.</u>	
(5)	<u>The student understands and examines problem-solving methods. The student is expected to:</u>	
(A)	<u>employ critical-thinking skills independently and in teams; and</u>	
(B)	<u>employ interpersonal skills in teams to solve problems.</u>	
(C)	<u>demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of audio and video production such as directing, producing, writing, videography, and editing;</u>	
(6)	<u>The student applies technology applications and processes. The student is expected to:</u>	
(A)	<u>utilize technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and</u>	
(B)	<u>utilize processes such as personal information management, file management and file sharing.</u>	
(7)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations throughout the production process;</u>	
(B)	<u>recognize and resolve potential safety concerns; and</u>	
(C)	<u>follow emergency procedures.</u>	
(8)	<u>The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:</u>	
(A)	<u>employ leadership skills to accomplish goals and objectives, exhibiting problem-solving and management traits;</u>	

(B)	<u>employ teamwork and conflict-management skills to achieve collective goals;</u>	
(C)	<u>establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</u>	
(D)	<u>conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and</u>	
(E)	<u>employ mentoring skills to inspire and teach others.</u>	
(9)	<u>The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:</u>	
(A)	<u>consistently exhibit ethical conduct related to interacting with others and provide proper credit for ideas;</u>	
(B)	<u>consistently apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws;</u>	
(C)	<u>model respect for intellectual property; and</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies.</u>	
(10)	<u>The student applies technical skills for efficiency. The student is expected to:</u>	
(A)	<u>consistently employ planning and time-management skills to complete work tasks; and</u>	
(B)	<u>consistently utilize technology to enhance productivity.</u>	
(11)	<u>The student demonstrates an understanding of audio and video production. The student is expected to:</u>	
(A)	<u>understand standard systems for the audio/video industry by:</u>	
(i)	<u>setting up editing systems and performing standard trouble-shooting;</u>	
(ii)	<u>understanding knowledge of wireless and wired transmission systems;</u>	
(iii)	<u>identifying appropriate cabling and configurations for engineering purposes;</u>	
(iv)	<u>setting up cabling for various productions; and</u>	
(v)	<u>routing standard cabling for broadcast signal;</u>	
(B)	<u>employ knowledge regarding use of recording equipment by:</u>	
(i)	<u>demonstrating the operation of recording devices;</u>	
(ii)	<u>demonstrating how to properly maintain recording equipment; and</u>	
(iii)	<u>demonstrating how to properly meter a recording signal for proper levels; and</u>	

(C)	<u>consistently apply appropriate industry-related terminology.</u>	
(12)	<u>The student understands the pre-production process. The student is expected to:</u>	
(A)	<u>apply critical elements in the pre-production stage by identifying and evaluating the production including purpose, target audience, and distribution;</u>	
(B)	<u>use advanced technology applications to facilitate pre-production by:</u>	
(i)	<u>demonstrating procedures to establish timelines; and</u>	
(ii)	<u>developing a budget with considerations for cast, crew, equipment, and location;</u>	
(C)	<u>write documents of the scripting process such as treatments, storyboards, rundowns, and scripts for various types of programs by:</u>	
(i)	<u>using proper formatting for the specific type of production document;</u>	
(ii)	<u>identifying specific elements of the production document needed for successful production, such as cast, props, and sound effects; and</u>	
(D)	<u>determine artistic impact of production plan;</u>	
(E)	<u>determine the use of art elements such as color, texture, form, line, and space; and</u>	
(F)	<u>determine the principles of design such as continuity, pattern, rhythm, balance, proportion, and unity in products.</u>	
(G)	<u>determine cast, crew, equipment, and location requirements for a successful production by:</u>	
(i)	<u>conducting auditions for the talent; and</u>	
(ii)	<u>securing the crew required for a successful production;</u>	
(H)	<u>examine various contracts related to industry tasks by using talent releases for productions;</u>	
(13)	<u>The student applies the production process. The student is expected to:</u>	
(A)	<u>apply the coherent sequence of events to successfully produce a script;</u>	
(B)	<u>use lighting techniques by:</u>	
(i)	<u>demonstrating three-point lighting, including key, back, and fill lights;</u>	
(ii)	<u>using reflected light;</u>	
(iii)	<u>understanding color temperatures;</u>	
(iv)	<u>using filters and gels; and</u>	
(v)	<u>understand lighting and its emotional impact on productions;</u>	
(C)	<u>demonstrate a knowledge of audio techniques by:</u>	

(i)	<u>utilizing various microphone types;</u>	
(ii)	<u>demonstrating understanding of sound mixing; and</u>	
(iii)	<u>demonstrating understanding of a final audio mix;</u>	
(D)	<u>execute production of the script by:</u>	
(i)	<u>demonstrating teamwork and knowledge of interpersonal skills with sensitivity to diversity when directing crew and talent; and</u>	
(ii)	<u>applying knowledge of the critical elements in designing activities in the production stages;</u>	
(E)	<u>employ knowledge of digital editing by:</u>	
(i)	<u>addressing various distribution formats, including electronic, disk, tapeless, and tape; and</u>	
(ii)	<u>capturing media to an editing system for the purpose of manipulating recorded media;</u>	
(F)	<u>employ knowledge of recording equipment by:</u>	
(i)	<u>using proper monitoring of equipment to ensure quality recordings;</u>	
(ii)	<u>setting appropriate levels before recording using broadcast standard tools; and</u>	
(iii)	<u>identifying standards for logging notes during the recording process.</u>	
(14)	<u>The student understands the post-production process. The student is expected to:</u>	
(A)	<u>employ appropriate use of hardware components, software programs, and their connections by:</u>	
(i)	<u>demonstrating knowledge of video systems such as digital and analog systems, software applications, and communication and networking components;</u>	
(ii)	<u>demonstrating an understanding of various input, processing, output, and storage devices;</u>	
(iii)	<u>demonstrating an understanding of compatibility issues, including digital file formats and cross-platform connectivity; and</u>	
(iv)	<u>demonstrating an understanding of high definition and standard definition output media;</u>	
(B)	<u>apply animation effects to video by:</u>	
(i)	<u>using character generators, fonts, colors, and principles of composition to create graphic images; and</u>	
(ii)	<u>creating captions or titles for video and graphics;</u>	
(C)	<u>acquire electronic information in a variety of formats;</u>	
(D)	<u>use various compression standards and techniques to output for distribution by:</u>	
(i)	<u>demonstrating proficiency in outputting production for distribution; and</u>	

(ii)	<u>understanding the relationship between file size and quality;</u>	
(E)	<u>deliver the product in a variety of media by:</u>	
(i)	<u>utilizing various delivery formats such as disk, broadcast, cellular, portable devices, electronic, and online delivery; and</u>	
(ii)	<u>determining the appropriate delivery method based on distribution needs; and</u>	
(iii)	<u>extending the learning environment through digital sharing;</u>	
(F)	<u>use appropriate computer-based productivity tools to create and modify solutions to problems by:</u>	
(i)	<u>integrating productivity tools to develop and modify solutions to problems;</u>	
(ii)	<u>creating technical documentation related to project specifications; and</u>	
(G)	<u>critique production to determine how the various elements resulted in a successful or unsuccessful project; and</u>	
(H)	<u>recognize and evaluate final production as an art form.</u>	

DRAFT

§130.87. Practicum in Audio/Video Production <u>or Animation</u> (Two to Three Credits).		
	TEKS with edits	Committee Comments
(a)	General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Advanced Audio/Video Production or Advanced Animation.	Changing course title to reflect inclusion of Advanced Animation in prerequisite.
(b)	Introduction. Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment. This course may be implemented in an advanced audio, video, or animation format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.	Moved to satisfy new introduction format.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	Satisfies new introduction format.
(2)	<u>The Arts, A/V Technology & Communications Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	Satisfies new introduction format.
(3)	<u>Careers in audio/video production and animation span all aspects of the audio/video communications industry. Building upon the concepts taught in Advanced Audio/Video Production or Advanced Animation in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio, video, or animation format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</u>	To clarify and show increase in rigor. Satisfies new introduction format.
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	Satisfies new introduction format.
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	Satisfies new introduction format.
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Complies with new professional standards/employability skills standard.
(A)	<u>participate in training, education, or certification for employment;</u>	Complies with new professional standards/employability skills standard.
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable such as oral and</u>	Complies with new professional

	<u>written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;</u>	standards/employability skills standard.
<u>(C)</u>	<u>demonstrate skills related to seeking and applying for employment;</u>	Complies with new professional standards/employability skills standard.
<u>(D)</u>	<u>create resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples; and</u>	Complies with new professional standards/employability skills standard.
<u>(E)</u>	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	Complies with new professional standards/employability skills standard.
(4) <u>(2)</u>	The student applies academic knowledge and skills in production projects. The student is expected to:	Reorder.
(A)	apply English language arts knowledge and skills by <u>consistently</u> demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals, <u>proposals, and other client-based documents</u> ; and	Show increase in rigor and allow more options for teachers.
(B)	apply mathematics knowledge and skills in invoicing and time-based mathematics by <u>consistently</u> demonstrating knowledge of arithmetic operations and applying measurement to solve problems.	Show increase in rigor.
(2) <u>(3)</u>	The student implements advanced professional communications strategies. The student is expected to:	Reorder.
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	<u>formulate, analyze, and</u> organize oral and written information;	Show increase in rigor.
(C)	<u>formulate, analyze,</u> interpret, and communicate information, data, and observations;	Show increase in rigor.
(D)	<u>create and</u> present formal and informal presentations;	Show increase in rigor.
(E)	<u>consistently</u> apply active listening skills to obtain and clarify information;	Show increase in rigor.
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills to increase internal and external customer/client satisfaction.	
(3) <u>(4)</u>	The student implements advanced problem-solving methods. The student is expected to: employ critical-thinking and interpersonal skills, including data gathering and interpretation independently and in teams to solve problems and make decisions.	Consistent organization of standards. Reorder.
<u>(A)</u>	<u>employ critical-thinking skills, including data gathering and interpretation independently and in teams; and</u>	Consistent organization of standards.
<u>(B)</u>	<u>employ interpersonal skills in teams to solve problems and make decisions.</u>	Consistent organization of standards.
(4) <u>(5)</u>	The student implements advanced information -technology applications: <u>and processes</u> . The student is expected to: use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video projects.	Modernize standards, clarify terms, and provide options for teachers. Items listed are not core standards for Information Technology and to

		differentiate between cluster expectations. Consistent organization of standards. Reorder.
(A)	<u>utilize technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for animation or audio and video production projects; and</u>	Consistent organization of standards.
(B)	<u>utilize processes such as personal information management, file management and file sharing.</u>	Consistent organization of standards.
(5) (6)	The student implements advanced knowledge of design systems <u>the evolution and current trends of the animation or the audio and video production industries</u> . The student is expected to: analyze and summarize the history and evolution of the audio and video production fields.	To clarify. Consistent organization of standards. Reorder.
(A)	<u>summarize the history and evolution of the animation or the audio and video production industries; and</u>	Consistent organization of standards.
(B)	<u>analyze the current trends of the animation or the audio and video production industries.</u>	Consistent organization of standards.
(6) (7)	The student applies safety regulations. The student is expected to:	Reorder.
(A)	<u>consistently</u> implement personal and workplace safety rules and regulations; and	To increase lab safety rigor.
(B)	<u>recognize and resolve potential safety concerns; and</u>	To increase lab safety rigor.
(B) (C)	follow emergency procedures.	Reorder.
(7) (8)	The student implements leadership characteristics to student leadership <u>organizations</u> and professional development activities. The student is expected to:	Eliminate redundancy. Reorder.
(A)	employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;	
(B)	employ teamwork and conflict-management skills to achieve collective goals;	
(C)	establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;	
(D)	conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and	
(E)	employ mentoring skills to inspire and teach others.	
(8) (9)	The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:	Reorder.

(A)	<u>consistently</u> exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content;	Increase rigor.
(B)	discuss and <u>consistently</u> apply copyright laws in relation to fair use and acquisition, <u>trademark laws</u> , <u>personal privacy laws</u> , and use of digital information by citing sources using established methods;	To include additional applicable laws and increase rigor.
(C)	model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;	
(D)	demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and	
(E)	analyze the impact of the audio/video production industry on society, including concepts related to persuasiveness, marketing, and point of view.	
(9) (10)	The student demonstrates appropriate <u>employability</u> <u>career-building</u> characteristics and maintains a professional portfolio. The student is expected to:	Reorder.
(A)	identify and participate in training, education, or certification to prepare for employment;	Moved to comply with new professional standards/employability skills standard.
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;	Moved to comply with new professional standards/employability skills standard.
(C)	demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;	Moved to comply with new professional standards/employability skills standard.
(D) (A)	maintain a career portfolio to document work experiences, licenses, certifications, and work samples;	Reordered
(E) (B)	demonstrate skills in evaluating and comparing employment opportunities; and	Reordered.
(C)	<u>examine and employ professional networking opportunities such as Career and Technology Student Organizations, professional social media, industry professional organizations; and</u>	Adding exposure to professional networking opportunities.
(F) (D)	examine employment opportunities in entrepreneurship.	Reordered.
(10) (11)	The student employs effective planning and time-management skills <u>to enhance productivity</u> . The student is expected to: employ planning and time-management skills and tools to enhance results and complete work tasks.	Consistent organization of standards and reflect new changes. Reorder.
(A)	<u>consistently employ effective planning and time-management skills to complete work tasks; and</u>	Increase rigor. Consistent organization of standards.
(B)	<u>consistently utilize technology to enhance productivity.</u>	Increase rigor. Consistent organization of standards.
(11) (12)	The student implements an advanced understanding of a client-based production. The student is expected to:	Reorder.

(A)	determine client needs by:	
(i)	conducting client meetings to identify specific project requirements; and	
(ii)	researching target audience and demographics to meet client needs;	
(B)	develop a production proposal for client approval by:	
(i)	creating a production schedule;	
(ii)	researching and determining production costs; and	
(iii)	researching and determining appropriate delivery and distribution options;	
(C)	engage in pre-production activities for successful execution of the project by:	
(i)	identifying equipment, crew, and cast <u>cast, crew, equipment, and location</u> requirements;	To implement traditional and consistent listing.
(ii)	developing a budget with considerations for crew, cast, and equipment <u>cast, crew, equipment, and location</u> ;	To implement traditional and consistent listing.
(iii)	analyzing the script and storyboard processes; and	
(iv)	assigning team roles required for production;	
(D)	conduct a client meeting for presenting production strategies and implement client feedback;	
(E)	apply advanced principles of production by:	
(i)	implementing a coherent sequence of events;	
(ii)	using necessary equipment and crew for quality productions; and	
(iii)	demonstrating teamwork and knowledge of interpersonal skills with sensitivity to diversity;	
(F)	implement advanced skills in the post-production process by:	
(i)	demonstrating appropriate use of editing systems;	
(ii)	making decisions appropriate for each element of production;	
(iii)	making necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;	
(iv)	using various compression formats <u>standards</u> ; and	Consistent language.
(v)	demonstrating knowledge in outputting for distribution; and	
(G)	deliver the product by:	
(i)	researching the appropriate delivery formats for the target audience;	

(ii)	advising clients on optimal delivery options; and	
(iii)	discussing distribution options with optimal project reach.	
(12) (13)	The student practices business skills for freelance contractors <u>entrepreneurs</u> . The student is expected to:	Modernizing standard. Reorder.
(A)	implement standard freelance <u>entrepreneur</u> self-promotion techniques;	Modernizing standard.
(B)	develop invoices <u>proposals</u> , and standard billing, and collection practices;	Industry best practices.
(C)	research small-business <u>freelance entrepreneur</u> start-up practices; and	Modernizing standard.
(D)	use information technology applications common to small-businesses <u>freelance entrepreneurs</u> .	Modernizing standard.

DRAFT

§130.xx. Practicum in Audio/Video Production or Animation (Three Credits).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Practicum in Audio/Video Production or Animation §130.87.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Careers in audio/video production and animation span all aspects of the audio/video communications industry. Building upon the concepts taught in Advanced Audio/Video Production or Advanced Animation in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio, video, or animation format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	
(D)	<u>create resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	

(2)	<u>The student applies academic knowledge and skills in production projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents; and</u>	
(B)	<u>apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems.</u>	
(3)	<u>The student implements advanced professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	
(B)	<u>formulate, analyze, and organize oral and written information;</u>	
(C)	<u>formulate, analyze, interpret, and communicate information, data, and observations;</u>	
(D)	<u>create and present formal and informal presentations;</u>	
(E)	<u>consistently apply active listening skills to obtain and clarify information;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills to increase internal and external customer/client satisfaction.</u>	
(4)	<u>The student implements advanced problem-solving methods. The student is expected to:</u>	
(A)	<u>employ critical-thinking skills, including data gathering and interpretation independently and in teams; and</u>	
(B)	<u>employ interpersonal skills in teams to solve problems and make decisions.</u>	
(5)	<u>The student implements advanced technology applications and processes. The student is expected to:</u>	
(A)	<u>utilize technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for animation or audio and video production projects; and</u>	
(B)	<u>utilize processes such as personal information management, file management and file sharing.</u>	
(6)	<u>The student implements advanced knowledge of the evolution and current trends of the animation or the audio and video production industries. The student is expected to:</u>	
(A)	<u>summarize the history and evolution of the animation or the audio and video production industries; and</u>	
(B)	<u>analyze the current trends of the animation or the audio and video production industries.</u>	
(7)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>consistently implement personal and workplace safety rules and regulations;</u>	

(B)	<u>recognize and resolve potential safety concerns; and</u>	
(C)	<u>follow emergency procedures.</u>	
(8)	<u>The student implements leadership characteristics to student organizations and professional development activities. The student is expected to:</u>	
(A)	<u>employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;</u>	
(B)	<u>employ teamwork and conflict-management skills to achieve collective goals;</u>	
(C)	<u>establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</u>	
(D)	<u>conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and</u>	
(E)	<u>employ mentoring skills to inspire and teach others.</u>	
(9)	<u>The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:</u>	
(A)	<u>consistently exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content;</u>	
(B)	<u>discuss and consistently apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods;</u>	
(C)	<u>model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and</u>	
(E)	<u>analyze the impact of the audio/video production industry on society, including concepts related to persuasiveness, marketing, and point of view.</u>	
(10)	<u>The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:</u>	
(A)	<u>update career portfolio to document work experiences, licenses, certifications, and work samples;</u>	
(B)	<u>demonstrate skills in evaluating and comparing employment opportunities;</u>	

(C)	<u>examine and employ professional networking opportunities such as Career and Technology Student Organizations, professional social media, industry professional organizations; and</u>	
(D)	<u>examine employment opportunities in entrepreneurship.</u>	
(11)	<u>The student employs effective planning and time-management skills to enhance productivity. The student is expected to:</u>	
(A)	<u>consistently employ effective planning and time-management skills to complete work tasks; and</u>	
(B)	<u>consistently utilize technology to enhance productivity.</u>	
(12)	<u>The student implements an advanced understanding of a client-based production. The student is expected to:</u>	
(A)	<u>determine client needs by:</u>	
(i)	<u>conducting client meetings to identify specific project requirements; and</u>	
(ii)	<u>researching target audience and demographics to meet client needs;</u>	
(B)	<u>develop a production proposal for client approval by:</u>	
(i)	<u>creating a production schedule;</u>	
(ii)	<u>researching and determining production costs; and</u>	
(iii)	<u>researching and determining appropriate delivery and distribution options;</u>	
(C)	<u>engage in pre-production activities for successful execution of the project by:</u>	
(i)	<u>identifying cast, crew, equipment, and location requirements;</u>	
(ii)	<u>developing a budget with considerations for cast, crew, equipment, and location;</u>	
(iii)	<u>analyzing the script and storyboard processes; and</u>	
(iv)	<u>assigning team roles required for production;</u>	
(D)	<u>conduct a client meeting for presenting production strategies and implement client feedback;</u>	
(E)	<u>apply advanced principles of production by:</u>	
(i)	<u>implementing a coherent sequence of events;</u>	
(ii)	<u>using necessary equipment and crew for quality productions; and</u>	
(iii)	<u>demonstrating teamwork and knowledge of interpersonal skills with sensitivity to diversity;</u>	
(F)	<u>implement advanced skills in the post-production process by:</u>	
(i)	<u>demonstrating appropriate use of editing systems;</u>	
(ii)	<u>making decisions appropriate for each element of production;</u>	

(iii)	<u>making necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;</u>	
(iv)	<u>using various compression standards; and</u>	
(v)	<u>demonstrating knowledge in outputting for distribution; and</u>	
(G)	<u>deliver the product by:</u>	
(i)	<u>researching the appropriate delivery formats for the target audience;</u>	
(ii)	<u>advising clients on optimal delivery options; and</u>	
(iii)	<u>discussing distribution options with optimal project reach.</u>	
(13)	<u>The student practices business skills for freelance entrepreneurs. The student is expected to:</u>	
(A)	<u>implement standard freelance entrepreneur self-promotion techniques;</u>	
(B)	<u>develop proposals, standard billing, and collection practices;</u>	
(C)	<u>research freelance entrepreneur start-up practices; and</u>	
(D)	<u>use information technology applications common to freelance entrepreneurs.</u>	
(14)	<u>The student develops an understanding of professional employment strategies through practical experience in the career cluster. The student is expected to:</u>	
(A)	<u>use appropriate employment search and application strategies in professional contexts by:</u>	
(i)	<u>identifying types and requirements of potential employers;</u>	
(ii)	<u>using professional etiquette and protocol in situations such as making introductions, speaking on the phone, communicating via electronic devices, offering and receiving criticism, and follow-up communication;</u>	
(iii)	<u>exhibiting appropriate grooming and attire; and</u>	
(B)	<u>use appropriate interview strategies in professional contexts by:</u>	
(i)	<u>employing appropriate verbal, nonverbal, and listening skills;</u>	
(ii)	<u>using clear and appropriate communications to convey skill set to others;</u>	
(iii)	<u>understanding and applying federal laws regarding lawful employment interviews;</u>	
(iv)	<u>identifying and using appropriate strategies for dealing with differences such as gender, ethnicity, and age.</u>	

§130.xx. Digital Audio Lab I (One Credit).

Justification:

The committee made the decision to convert the innovative courses Radio Broadcasting I and Radio Broadcasting II into the TEKS-based courses Digital Audio Lab I and Digital Audio Lab II for two primary reasons:

1. The committee felt that Radio Broadcasting as a TEKS-based course would have a limited appeal to districts and students. Districts would weigh the investment in resources required to operate or create a radio station against the potential student enrollment. This decision process could limit the adoption of this course into curriculum, especially in smaller districts. District investment for Digital Audio Lab I and II can be as minimal as a computer running software, such as GarageBand, Adobe Audition, or the free software Audacity, and a few microphones to a full-blown radio studio or audio/video production facility.
2. Radio broadcasting, as a career, only represents a segment of the audio production industry. There are many other opportunities and career paths for students to pursue in the audio production industry. The committee built this course to provide a basic framework in which radio broadcasting could be taught or maintained. It also provides flexibility for districts to create additional cost-effective opportunities for students in the audio production industry. Additional audio production career opportunities exist in television, film, animation, game design and live productions such as concerts or theatre.

The committee also wanted to distinguish this course from the Music Studies course, proposed by the Fine Arts TEKS Review Committee, which has a music creation focus. Like radio broadcasting, music creation and music recording represents a segment of the audio production industry. There is currently a void in course offerings to prepare students for professions in the audio production industry. Digital Audio Lab I and II can be tailored to include all aspects of the audio production industry and will have a larger appeal to students.

Like the Music Studies course proposed by the Fine Arts TEKS Review Committee, the CTE TEKS Review Committee created a framework for a course where the emphasis on specific content is determined locally. A district could offer multiple sections of the Digital Audio Lab with different technical focuses such as:

- Period 1 – Digital Audio Lab - Radio broadcasting emphasis;
- Period 2 - Digital Audio Lab - Audio for film emphasis; and
- Period 3 – Digital Audio Lab – Audio for animation emphasis.

This creates enrichment for current Arts, A/V Technology, and Communications' cluster courses, facilitates maximum use of district resources, provides teachers content flexibility, and creates additional audio production opportunities for students.

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Arts, A/V Technology, and Communications or Digital and Interactive Media (DIM) or Audio Video Production with the required co-requisite Audio Video Production lab.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Digital Audio Lab I was designed to provide students interested in audio production careers such as audio</u>	

	<u>for radio and television broadcasting, audio for video and film, audio for animation and game design, music production and live sound, additional opportunities and skill sets. Digital Audio Lab I does not replace Audio Video Production courses but is recommended as a single credit, co-curricular lab with an audio production technical emphasis. This lab can also be paired with Digital and Interactive Media (DIM). Students will be expected to develop an understanding of the audio industry with a technical emphasis on production and critical listening skills.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	
(D)	<u>create resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	
(2)	<u>The student applies academic knowledge and skills in audio and video projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals; and</u>	
(B)	<u>apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems.</u>	
(3)	<u>The student understands professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	

(D)	<u>present formal and informal presentations;</u>	
(E)	<u>apply active listening skills;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills.</u>	
(4)	<u>The student understands and examines problem-solving methods. The student is expected to:</u>	
(A)	<u>employ critical-thinking skills independently and in teams; and</u>	
(B)	<u>employ interpersonal skills in teams to solve problems.</u>	
(5)	<u>The student applies technology applications and processes. The student is expected to:</u>	
(A)	<u>utilize technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio production projects; and</u>	
(B)	<u>utilize processes such as personal information management, file management and file sharing.</u>	
(6)	<u>The student understands the evolution and current trends of the audio industry. The student is expected to:</u>	
(A)	<u>summarize the history and evolution of the audio production industry; and</u>	
(B)	<u>analyze the current trends of the audio production industry.</u>	
(7)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations; and</u>	
(B)	<u>follow emergency procedures.</u>	
(8)	<u>The student develops leadership characteristics. The student is expected to:</u>	
(A)	<u>employ leadership skills;</u>	
(B)	<u>employ teamwork and conflict-management skills;</u>	
(C)	<u>participate in meetings; and</u>	
(D)	<u>participate in mentoring activities.</u>	
(9)	<u>The student applies ethical decision making and complies with laws regarding use of technology in audio production. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct related to interacting with others and provide proper credit for ideas;</u>	
(B)	<u>model respect of intellectual property; and</u>	
(C)	<u>analyze the ethical impact of the audio production industry on society.</u>	
(10)	<u>The student understands and complies with all copyright and fair use laws.</u>	

(11)	<u>The student understands and complies with all applicable rules and regulations of the associated governing authority such as the Federal Communications Commission (FCC), local school district or client.</u>	
(12)	<u>The student develops career-building characteristics. The student is expected to:</u>	
(A)	<u>identify and participate in training, education, or certification required for employment;</u>	
(B)	<u>identify and demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	
(13)	<u>The student applies technical skills for efficiency. The student is expected to:</u>	
(A)	<u>employ planning and time-management skills to complete work tasks; and</u>	
(B)	<u>utilize technology to enhance productivity.</u>	
(14)	<u>The student develops a basic understanding of the audio production industry. The student is expected to:</u>	
(A)	<u>identify various career pathways and job opportunities in the audio production industry;</u>	
(B)	<u>understand the roles of various industry audio professionals such as producers, editors, engineers and talent as they apply to specific audio production career pathways;</u>	
(C)	<u>understand the history, current practices and future trends for audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, music production and live sound;</u>	
(D)	<u>describe how the changing technology is impacting the audio industry; and</u>	
(E)	<u>define and appropriately utilize terminology associated with the audio production industry.</u>	
(15)	<u>The student develops a basic understanding of audio production equipment. The student is expected to:</u>	
(A)	<u>understand microphone types and application such as dynamic, condenser, ribbon, pressure zone (PZM), USB and wireless;</u>	
(B)	<u>understand microphone pick-up patterns and application such as cardioid, omni-directional and figure eight;</u>	
(C)	<u>understand the operation and application of audio consoles (mixers) such as broadcast consoles, live sound consoles and recording consoles;</u>	
(D)	<u>understand the operation and application of audio processing equipment or software such as equalizer (EQ), dynamic compressor, noise gate, band pass filters, reverb and delays;</u>	
(E)	<u>understand the operation and application of analog and digital audio recording devices such as handheld recorders, USB interfaces, multi-track devices and digital audio workstations (DAW);</u>	
(F)	<u>understand the application of audio interconnect cabling and connectors such as XLR balanced, TRS</u>	

	<u>balanced, TS unbalanced, RCA, ¼” TRS/TS and mini TRS/TS;</u>	
(G)	<u>understand the operation and application of additional audio hardware as needed such as MIDI controllers, direct boxes, audio splitters and analog to digital converters; and</u>	
(H)	<u>understand the types and applications of audio speakers such as broadcast monitors, studio monitors and live sound speakers.</u>	
(16)	<u>The student develops an understanding of audio production elements. The student is expected to:</u>	
(A)	<u>identify key elements (stems) of an audio production such as dialogue, sound effects, music and environmental;</u>	
(B)	<u>understand how music styles, sound effects or vocal performance can create a specific emotional impact;</u>	
(C)	<u>identify key technical elements of audio production for effect such as panning, ducking, track doubling, retiming and auto-tune; and</u>	
(D)	<u>understand and identify digital audio codecs and compression standards such as WAV, MP3 and AAC.</u>	
(17)	<u>The student identifies, creates, and obtains required assets for audio production projects. The student is expected to:</u>	
(A)	<u>identify key elements required in audio scripts;</u>	
(B)	<u>apply writing skills to develop an audio script; and</u>	
(C)	<u>create or obtain required audio assets through recording, synthesis, or permissions.</u>	
(18)	<u>The student develops a basic understanding of a Digital Audio Workstation (DAW) and audio editing. The student is expected to:</u>	
(A)	<u>understand how to record or import various types of audio content such as audio files, MIDI data or automation;</u>	
(B)	<u>understand audio track types and application such as audio track, instrument track, master track, auxiliary track and global attributes track;</u>	
(C)	<u>understand audio editing tools and transitions such as cut, trim and fade;</u>	
(D)	<u>understand the use and application of software plug-ins such as EQ, dynamic compression, reverb and software instruments;</u>	
(E)	<u>understand the use and application of software automation; and</u>	
(F)	<u>understand the various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery.</u>	

§130.xx. Digital Audio Lab II (One Credit).

Justification:

The committee made the decision to convert the innovative courses Radio Broadcasting I and Radio Broadcasting II into the TEKS-based courses Digital Audio Lab I and Digital Audio Lab II for two primary reasons:

1. The committee felt that Radio Broadcasting as a TEKS-based course would have a limited appeal to districts and students. Districts would weigh the investment in resources required to operate or create a radio station against the potential student enrollment. This decision process could limit the adoption of this course into curriculum, especially in smaller districts. District investment for Digital Audio Lab I and II can be as minimal as a computer running software, such as GarageBand, Adobe Audition, or the free software Audacity, and a few microphones to a full-blown radio studio or audio/video production facility.
2. Radio broadcasting, as a career, only represents a segment of the audio production industry. There are many other opportunities and career paths for students to pursue in the audio production industry. The committee built this course to provide a basic framework in which radio broadcasting could be taught or maintained. It also provides flexibility for districts to create additional cost-effective opportunities for students in the audio production industry. Additional audio production career opportunities exist in television, film, animation, game design and live productions such as concerts or theatre.

The committee also wanted to distinguish this course from the Music Studies course, proposed by the Fine Arts TEKS Review Committee, which has a music creation focus. Like radio broadcasting, music creation and music recording represents a segment of the audio production industry. There is currently a void in course offerings to prepare students for professions in the audio production industry. Digital Audio Lab I and II can be tailored to include all aspects of the audio production industry and will have a larger appeal to students.

Like the Music Studies course proposed by the Fine Arts TEKS Review Committee, the CTE TEKS Review Committee created a framework for a course where the emphasis on specific content is determined locally. A district could offer multiple sections of the Digital Audio Lab with different technical focuses such as:

- Period 1 – Digital Audio Lab - Radio broadcasting emphasis;
- Period 2 - Digital Audio Lab - Audio for film emphasis; and
- Period 3 – Digital Audio Lab – Audio for animation emphasis.

This creates enrichment for current Arts, A/V Technology, and Communications' cluster courses, facilitates maximum use of district resources, provides teachers content flexibility, and creates additional audio production opportunities for students.

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Arts, A/V Technology, and Communications or Digital and Interactive Media (DIM) or Audio Video Production with the required co-requisite Audio Video Production lab.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Digital Audio Lab I was designed to provide students interested in audio production careers such as audio</u>	

	<u>for radio and television broadcasting, audio for video and film, audio for animation and game design, music production and live sound, additional opportunities and skill sets. Digital Audio Lab I does not replace Audio Video Production courses but is recommended as a single credit, co-curricular lab with an audio production technical emphasis. This lab can also be paired with Digital and Interactive Media (DIM). Students will be expected to develop an understanding of the audio industry with a technical emphasis on production and critical listening skills.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	
(D)	<u>create resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	
(2)	<u>The student applies academic knowledge and skills in audio and video projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals; and</u>	
(B)	<u>apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems.</u>	
(3)	<u>The student understands professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	

(D)	<u>present formal and informal presentations;</u>	
(E)	<u>apply active listening skills;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills.</u>	
(4)	<u>The student understands and examines problem-solving methods. The student is expected to:</u>	
(A)	<u>employ critical-thinking skills independently and in teams; and</u>	
(B)	<u>employ interpersonal skills in teams to solve problems.</u>	
(5)	<u>The student applies technology applications and processes. The student is expected to:</u>	
(A)	<u>utilize technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio production projects; and</u>	
(B)	<u>utilize processes such as personal information management, file management and file sharing.</u>	
(6)	<u>The student understands the evolution and current trends of the audio industry. The student is expected to:</u>	
(A)	<u>summarize the history and evolution of the audio production industry; and</u>	
(B)	<u>analyze the current trends of the audio production industry.</u>	
(7)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations; and</u>	
(B)	<u>follow emergency procedures.</u>	
(8)	<u>The student develops leadership characteristics. The student is expected to:</u>	
(A)	<u>employ leadership skills;</u>	
(B)	<u>employ teamwork and conflict-management skills;</u>	
(C)	<u>participate in meetings; and</u>	
(D)	<u>participate in mentoring activities.</u>	
(9)	<u>The student applies ethical decision making and complies with laws regarding use of technology in audio production. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct related to interacting with others and provide proper credit for ideas;</u>	
(B)	<u>model respect of intellectual property; and</u>	
(C)	<u>analyze the ethical impact of the audio production industry on society.</u>	
(10)	<u>The student understands and complies with all copyright and fair use laws.</u>	

(11)	<u>The student understands and complies with all applicable rules and regulations of the associated governing authority such as the Federal Communications Commission (FCC), local school district or client.</u>	
(12)	<u>The student develops career-building characteristics. The student is expected to:</u>	
(A)	<u>identify and participate in training, education, or certification required for employment;</u>	
(B)	<u>identify and demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	
(D)	<u>develop a resumé and cover letter / letter of interest;</u>	
(E)	<u>create a career portfolio to document work experiences, licenses, certifications, and work samples;</u>	
(F)	<u>demonstrate skills in evaluating and comparing employment opportunities;</u>	
(G)	<u>examine and employ professional networking opportunities such as Career and Technology Student Organizations, professional social media, industry professional organizations; and</u>	
(H)	<u>examine employment opportunities in entrepreneurship.</u>	
(13)	<u>The student applies technical skills for efficiency. The student is expected to:</u>	
(A)	<u>employ planning and time-management skills to complete work tasks; and</u>	
(B)	<u>utilize technology to enhance productivity.</u>	
(14)	<u>The student develops a basic understanding of the audio production industry. The student is expected to:</u>	
(A)	<u>identify various career pathways and job opportunities in the audio production industry;</u>	
(B)	<u>understand the roles of various industry audio professionals such as producers, editors, engineers and talent as they apply to specific audio production career pathways;</u>	
(C)	<u>understand the history, current practices and future trends for audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, music production and live sound;</u>	
(D)	<u>describe how the changing technology is impacting the audio industry; and</u>	
(E)	<u>define and appropriately utilize terminology associated with the audio production industry.</u>	
(15)	<u>The student develops a basic understanding of audio production equipment. The student is expected to:</u>	
(A)	<u>utilize microphone types and applications such as dynamic, condenser, ribbon, pressure zone (PZM), USB and wireless;</u>	
(B)	<u>utilize microphone pick-up patterns and applications such as cardioid, omni-directional and figure eight;</u>	

(C)	<u>demonstrate the operation and application of audio consoles (mixers) such as broadcast consoles, live sound consoles and recording consoles;</u>	
(D)	<u>demonstrate the operation and application of audio processing equipment or software such as equalizer (EQ), dynamic compressor, noise gate, band pass filters, reverb and delays;</u>	
(E)	<u>demonstrate the operation and application of analog and digital audio recording devices such as handheld recorders, USB interfaces, multi-track devices and digital audio workstations (DAW);</u>	
(F)	<u>demonstrate the application of audio interconnect cabling and connectors such as XLR balanced, TRS balanced, TS unbalanced, RCA, ¼" TRS/TS and mini TRS/TS;</u>	
(G)	<u>demonstrate the operation and application of additional audio hardware as needed such as MIDI controllers, direct boxes, audio splitters and analog to digital converters; and</u>	
(H)	<u>utilize the types and applications of audio speakers such as broadcast monitors, studio monitors and live sound speakers.</u>	
(16)	<u>The student develops an understanding of audio production elements. The student is expected to:</u>	
(A)	<u>consistently identify key elements (stems) of an audio production such as dialogue, sound effects, music and environmental;</u>	
(B)	<u>utilize music styles, sound effects, or vocal performance can create a specific emotional impact;</u>	
(C)	<u>utilize key technical elements of audio production for effect such as panning, ducking, track doubling, retiming and auto-tune; and</u>	
(D)	<u>utilize digital audio codecs and compression standards such as WAV, MP3 and AAC.</u>	
(17)	<u>The student identifies, creates, and obtains required assets for audio production projects. The student is expected to:</u>	
(A)	<u>utilize key elements required in audio scripts;</u>	
(B)	<u>consistently apply writing skills to develop an audio script; and</u>	
(C)	<u>create or obtain required audio assets through recording, synthesis, or permissions.</u>	
(18)	<u>The student develops a basic understanding of a Digital Audio Workstation (DAW) and audio editing. The student is expected to:</u>	
(A)	<u>demonstrate how to record or import various types of audio content such as audio files, MIDI data, or automation;</u>	
(B)	<u>utilize audio track types and application such as audio track, instrument track, master track, auxiliary track, and global attributes track;</u>	
(C)	<u>utilize audio editing tools and transitions such as cut, trim and fade;</u>	

(D)	<u>demonstrate the use and application of software plug-ins such as EQ, dynamic compression, reverb and software instruments;</u>	
(E)	<u>demonstrate the use and application of software automation; and</u>	
(F)	<u>utilize the various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery.</u>	

DRAFT

§130.99. Professional Communications (One-Half to One Credit).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9-12.	
(b)	Introduction. Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.	Moved to satisfy new introduction format.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	Satisfies new introduction format.
(2)	<u>The Arts, A/V Technology & Communications Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	Satisfies new introduction format.
(3)	<u>Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.</u>	Satisfies new introduction format.
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	Satisfies new introduction format.
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	Satisfies new introduction format.
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Complies with new professional standards/employability skills standard.
(A)	<u>explore opportunities in training, education, and certifications for employment;</u>	Complies with new professional standards/employability skills standard.
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;</u>	Complies with new professional standards/employability skills standard.
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	Complies with new professional standards/employability skills standard.

(D)	<u>create resume and cover letter/letter of interest to document work experiences, licenses, certifications, and work samples; and</u>	Complies with new professional standards/employability skills standard.
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	Complies with new professional standards/employability skills standard.
(4)(2)	The student applies English language arts in professional communications projects. The student is expected to:	Reorder.
(A)	demonstrate use of content, technical concepts, and vocabulary;	
(B)	use correct grammar, punctuation, and terminology to write and edit documents;	
(C)	identify assumptions, purpose, outcomes, solutions, and propaganda techniques;	
(D)	compose and edit copy for a variety of written documents;	
(E)	evaluate oral and written information; and	
(F)	research topics for the preparation of oral and written communications.	
(2)(3)	The student applies professional communications strategies. The student is expected to:	Reorder.
(A)	adapt language for audience, purpose, situation, and intent;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	present formal and informal presentations;	
(E)	apply active listening skills;	
(F)	develop and interpret tables, charts, and figures;	
(G)	listen to and speak with diverse individuals; and	
(H)	exhibit public relations skills.	
(3)(4)	The student understands and examines problem-solving methods. The student is expected to: <u>employ critical thinking and interpersonal skills independently and in teams to solve problems.</u>	Consistent organization of standards. Reorder.
(A)	<u>employ critical-thinking skills independently and in teams; and</u>	Consistent organization of standards.
(B)	<u>employ interpersonal skills in teams to solve problems.</u>	Consistent organization of standards.

(4)(5)	The student applies information technology applications <u>and processes</u> . The student is expected to: use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects.	Modernize standards, clarify terms, and provide options for teachers. Items listed are not core standards for Information Technology and to differentiate between cluster expectations. Consistent organization of standards. Reorder.
(A)	<u>utilize technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and</u>	Consistent organization of standards.
(B)	<u>utilize processes such as personal information management, file management and file sharing.</u>	Consistent organization of standards.
(5)(6)	The student understands communications systems. The student is expected to:	Reorder.
(A)	describe the nature and types of businesses;	
(B)	analyze and summarize the history and evolution of the various related fields of study; and	
(C)	analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole.	
(6)(7)	The student applies safety regulations. The student is expected to: implement personal and classroom safety rules and regulations.	Consistent organization of standards. Reorder.
(A)	<u>implement personal and classroom safety rules and regulations; and</u>	Consistent organization of standards.
(B)	<u>follow emergency procedures as needed.</u>	Consistent organization of standards.
(7)(8)	The student <u>identifies and</u> develops leadership characteristics. The student is expected to: participate in student leadership and professional development activities.	For students to identify characteristics of leadership. Consistent organization of standards. Reorder.
(A)	<u>identify leadership characteristics; and</u>	Consistent organization of standards.
(B)	<u>participate in student leadership and professional development activities.</u>	Consistent organization of standards.
(8)(9)	The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:	Reorder.
(A)	exhibit ethical conduct;	
(B)	discuss copyright laws in relation to fair use and duplication of materials; and	
(C)	analyze the impact of communications on society, including concepts related to persuasiveness, marketing, and point of view; and	
(D)	<u>understand and exhibit digital citizenship.</u>	Updating to include the importance of

		social media and online etiquette
(9) (10)	The student applies technical skills for efficiency. The student is expected to: employ planning and time-management skills to relate to professional communications.	Consistent organization of standards. Reorder.
(A)	<u>employ planning and time-management skills to relate to professional communications; and</u>	Consistent organization of standards.
(B)	<u>utilize technology to enhance productivity.</u>	Consistent organization of standards.
(10) (11)	The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:	Reorder.
(A)	develop an understanding of the evolution of the career cluster by:	
(i)	explaining the history and evolution of career cluster fields;	
(ii)	defining and using related terminology;	
(iii)	analyzing foundation elements and principles of career fields; and	
(iv)	analyzing the communicative effects of career fields;	
(B)	demonstrate knowledge of various communication processes in professional contexts by:	
(i)	explaining the importance of effective communication skills in professional contexts;	
(ii)	identifying the components and functions of the communication process;	
(iii)	identifying standards for making appropriate communication choices;	
(iv)	identifying the characteristics of oral language;	
(v)	analyzing standards for using informal, standard, and technical language appropriately;	
(vi)	identifying types and effects of nonverbal communication;	
(vii)	recognizing the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;	
(viii)	identifying the components of the listening process;	
(ix)	identifying specific kinds of listening such as critical, deliberative, and empathic;	
(x)	recognizing the importance of using accurate and complete information as a basis for making communication decisions;	
(xi)	identifying and analyzing ethical and social responsibilities of communicators; and	
(xii)	recognizing and analyzing appropriate channels of communication in organizations;	
(C)	use appropriate interpersonal communication strategies in professional contexts by:	

(i)	identifying types and purposes of professional communications;	
(ii)	employing appropriate verbal, nonverbal, and listening skills;	
(iii)	using communication management skills;	
(iv)	using professional etiquette and protocol in situations such as making introductions, speaking on the telephone, communicating via electronic devices, and offering and receiving criticism, and follow-up communication;	Modernizing standard and include appropriate follow-up
(v)	using clear and appropriate communications with others;	
(vi)	participating appropriately in conversations;	
(vii)	communicating effectively in interviews as interviewee and interviewer;	Students need to understand both sides of the interview process.
(viii)	<u>understanding and applying federal laws regarding lawful employment interviews;</u>	To understand legalities associated with the interview process.
(viii) (ix)	identifying and using appropriate strategies for dealing with differences such as gender, ethnicity, and age; and	Reorder.
(ix) (x)	analyzing and evaluating the effectiveness of communications;	Reorder.
(D)	communicate effectively in professional group contexts by:	
(i)	identifying types and purposes of groups;	
(ii)	analyzing group dynamics and processes;	
(iii)	identifying and analyzing the roles of group members;	
(iv)	demonstrating skills for assuming productive roles in groups;	
(v)	using appropriate verbal, nonverbal, and listening strategies;	
(vi)	identifying and analyzing leadership styles;	
(vii)	using effective communication strategies in leadership roles;	
(viii)	using effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and	
(ix)	analyzing and evaluating group effectiveness;	
(E)	make and evaluate formal and informal professional presentations by:	
(i)	analyzing the audience, occasion, and purpose;	
(ii)	determining specific topics and purposes for presentations;	

(iii)	researching topics using primary and secondary sources;	
<u>(iv)</u>	<u>evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility;</u>	Modernizing standards for research in the technology age.
<u>(v)</u>	<u>providing credit for information sources</u>	Modernizing standards for research in the technology age.
(iv) <u>(vi)</u>	using effective strategies to organize presentations;	Reorder.
(v) <u>(vii)</u>	using information to support points in presentations;	Reorder.
(vi) <u>(viii)</u>	preparing scripts or notes for presentations;	Reorder.
(vii) <u>(ix)</u>	using visual or auditory aids to enhance presentations;	Reorder.
(viii) <u>(x)</u>	using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;	Reorder.
(ix) <u>(xi)</u>	using effective verbal and nonverbal strategies in presentations;	Reorder.
(x) <u>(xii)</u>	participating in an informative or persuasive group discussion;	Reorder.
(xi) <u>(xiii)</u>	making individual presentations to inform, persuade, or motivate an audience;	Reorder.
(xii) <u>(xiv)</u>	participating in question-and-answer sessions following presentations;	Reorder.
(xiii) <u>(xv)</u>	applying critical-listening strategies to evaluate presentations; and	Reorder.
(xiv) <u>(xvi)</u>	evaluating effectiveness of presentations <u>including self-evaluation;</u>	Need to provide an individual reflective component in presentations. Reorder.
(F)	use a variety of strategies to acquire information from electronic resources;	
(G)	acquire electronic information in a variety of formats;	
(H)	use research skills and electronic communications;	
(I)	format digital information for appropriate and effective communication by:	
(i)	defining the purpose of a product;	
(ii)	identifying the intended audience;	
(iii)	using the principles of page design to create a product, including <u>such as</u> leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap; and	Too specific; providing options for teachers.
(iv)	creating a master template that includes page specifications and other repetitive tasks;	Duplication of previous standard.
(J)	apply desktop publishing to create products by:	

(i)	using word processing, graphics, or drawing programs;	
(ii)	applying design elements such as text, graphics, headlines, use of color, and white space;	
(iii)	applying typography concepts, including font, size, and style;	
(iv)	applying graphic design concepts such as contrast, alignment, repetition, and proximity;	
(v)	editing products; and	
(vi)	developing and referencing technical documentation; and	
(K)	deliver digital products in a variety of appropriate media.	

DRAFT

§130.83. Animation (One ~~to Two~~ Credits).

TEKS with edits		Committee Comments
(a)	<p>General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Graphic Design and Illustration or Art I. <u>Prerequisite: Principals of Art, A/V and Communications.</u> This course satisfies a Fine Arts graduation requirement.</p>	<p>*Committee recommends Animation be allowed to satisfy one Fine Arts credit because it covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design.</p> <p>MV: Remove Graphic Design and Illustration so students have an option for either Graphic Design and Illustration or Animation. Keep Art 1 as a recommended prerequisite. Add Principals of Art, Audio/Visual Technology and Communications as a required course to give students a foundational overview of options within AAVTC cluster</p>
(b)	<p>Introduction.</p>	
(1)	<p><u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u></p>	<p>A universal CTE introduction was added</p>
(2)	<p><u>The Arts, Audio/Video Technology, and Communications cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u></p>	<p>A universal AA/VTC cluster was added</p>
(3)	<p><u>Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.</u></p>	<p>The original introduction was relocated here</p>
(4)	<p><u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u></p>	
(5)	<p><u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u></p>	
(c)	<p>Knowledge and skills.</p>	
(1)	<p><u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u></p>	
(A)	<p><u>identify and participate in training, education, or certification for employment;</u></p>	

(B)	<u>identify and demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	
(D)	<u>create a career portfolio to document work experiences, licenses, certifications, and work samples;</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities; and</u>	
(F)	<u>examine employment opportunities in entrepreneurship.</u>	
(4)(2)	The student applies academic knowledge and skills in animation projects. The student is expected to:	
(A)	apply English language arts knowledge and skills by demonstrating <u>skills such as: correct</u> use of content, technical concepts, and vocabulary.; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, posters, flyers, and magazine covers; and	new statement: “apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and”
(B)	apply mathematics knowledge and skills by identifying <u>demonstrating skills such as: use of</u> whole numbers, decimals, fractions applied to measurement and scale; demonstrating <u>and</u> knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.	new statement: “apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions, and knowledge of arithmetic operations.”
(2)(3)	The student understands professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	“Data and observations” was removed because it implies expectation
(D)	present formal and informal presentations;	
(E)	apply active listening skills;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills.	
(3)(4)	The student understands and examines <u>employs</u> problem-solving methods <u>and conflict-management skills</u> . The student is expected to employ critical-thinking and interpersonal skills: independently and in <u>a group setting</u> teams to solve problems.	“examines” was removed and “employs” was added for better direction. “and conflict-management skills” was taken and added from TEK 6B. “teams” was removed and “in a group setting” was added for clarification
(4)(5)	The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or <u>database</u> applications for animation projects.	“Spreadsheet or database” was removed - inapplicable to the subject

(5) (6)	The student applies <u>cyber</u> safety regulations <u>procedures</u> . The student is expected to:	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers
(A)	implement personal and workplace <u>professional</u> safety rules and regulations; and	“Workplace” was removed. “professional” was added to coincide with above cyber-safety
(B)	employ emergency procedures.	“Employ emergency procedures” was removed because emergency procedures should be regulated and managed by every classroom teacher. No particular safety concerns related to this specific course
(6) (7)	The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	
(A)	demonstrate leadership skills;	
(B)	demonstrate teamwork and conflict management skills;	“demonstrate teamwork and conflict-management skills;” was removed due to redundancy and added to TEK 3
(C)	conduct and participate in meetings <u>a group setting</u> ; and	VA: “meetings” was removed and “a group setting” was added for vertical alignment across disciplines
(D)	model mentoring skills.	
(7) (8)	The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:	
(A)	exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;	
(B)	discuss and apply copyright laws;	
(C)	model respect of intellectual property;	
(D)	demonstrate proper etiquette and knowledge of acceptable use policies; and	
(E)	analyze the impact of the animation industry on society, including concepts related to persuasiveness, marketing, and point of view.	
(8)	The student develops employability characteristics. The student is expected to:	Moved to (1)
(A)	identify and participate in training, education, or certification for employment;	
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable;	

(C)	demonstrate skills related to seeking and applying for employment;	
(D)	create a career portfolio to document work experiences, licenses, certifications, and work samples;	
(E)	demonstrate skills in evaluating and comparing employment opportunities; and	
(F)	examine employment opportunities in entrepreneurship.	
(9)	The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	
(10)	The student develops an understanding of animation. The student is expected to:	
(A)	demonstrate appropriate use of hardware components;	
(B)	demonstrate appropriate use of software programs;	
(C)	demonstrate appropriate use of storage devices;	
(D)	demonstrate knowledge of sound editing;	
(E)	demonstrate knowledge of file formats and cross-platform compatibility;	
(F)	acquire <u>and exchange</u> information in a variety of electronic <u>file sharing</u> formats;	“and exchange” and “file-sharing” added to clarify the purpose of the skill
(G)	evaluate visual information by:	
(i)	recognizing the use of principles and elements of design; and	
(ii)	recognizing the use of typography;	
(H)	use an appropriate design process to create and modify solutions to problems by:	
(i)	combining graphics, images, and sound;	
(ii)	applying principles of design;	
(iii)	developing and referencing technical documentation; and	
(iv)	editing products;	
(I)	publish and deliver the product in <u>using</u> a variety of media;	“in” was removed and “using” was added for clarification
(J)	research the history and evolution of animation by:	
(i)	explaining the history of animation;	
(ii)	describing how changing technology is affecting the industry;	
(iii)	analyzing the use of symbols in the animation of diverse cultures;	

(iv)	comparing current animation technologies with historical technologies;	
(v)	comparing various styles of animation; and	
(vi)	exploring emerging and innovative animation technologies and software;	
(K)	understand and apply animation principles, elements, and techniques by:	
(i)	describing and using audience identification, script writing, character design, storyboarding, audio uses, and delivery formats;	
(ii)	describing and using cell, stop motion, inbetweening /tweening, motion paths, masking, looping, scripting/programming, and interactivity;	“inbetweening” was removed due to redundancy - tweening means the same thing
(iii)	describing lighting and camera shots;	
(iv)	describing and using flip books, claymation, and <u>or</u> cut-outs;	“and” was removed and “or” was added to give the teacher and students leniency
(v)	rendering; and	
(vi)	describing and using postproduction processes such as editing, titles, credits, and special effects;	
(L)	evaluate a product using critical thinking skills;	“L” was removed completely due to vagueness and critical-thinking being covered in TEK 3
(M)	present oral or written evaluations of animation projects by:	
(i)	identifying the intended audience;	
(ii)	describing aesthetics;	
(iii)	explaining the storyline;	
(iv)	summarizing subject matter; and	
(v)	discussing the use of sound; and	
(N)	create animation projects using a variety of techniques and software programs.	

§130.84. Advanced Animation (~~One Two to Three Credits~~).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Animation. <u>Required Co-requisite: Advanced Animation Lab. This course satisfies a Fine Arts graduation requirement.</u>	*Committee recommends Animation be allowed to satisfy one Fine Arts credit because it covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design. Advanced Animation Lab is required co-requisite
(b)	Introduction.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	A universal CTE introduction was added
(2)	<u>The Arts, Audio/Video Technology, and Communications cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	A universal AA/VTC cluster was added
(3)	<u>Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.</u>	The original advanced animation introduction was relocated here
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills; and</u>	
(D)	<u>maintain a career portfolio to document work experiences, licenses, certifications, and work samples.</u>	

(4)(2)	The student applies academic knowledge and skills in animation projects. The student is expected to:	
(A)	apply English language arts knowledge and skills by demonstrating <u>skills such as: correct</u> use of content, technical concepts, and vocabulary; using correct -grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, posters, flyers, and magazine covers ; and	new statement: “apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and”
(B)	apply mathematics knowledge and skills by identifying <u>demonstrating skills such as: use of</u> whole numbers, decimals, fractions applied to measurement and scale; demonstrating and knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.	new statement: “apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions, and knowledge of arithmetic operations.”
(2)(3)	The student applies professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style ;	“such as structure and style” was removed for consistency with animation TEKS
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations ;	“Data and observations” was removed because it implies expectation
(D)	present formal and informal presentations;	
(E)	apply active listening skills to obtain and clarify information ;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills to increase internal and external customer/client satisfaction.	
(3)(4)	The student understands and examines <u>employs</u> problem-solving methods and conflict-management skills . The student is expected to employ critical-thinking and interpersonal skills independently and in <u>a group setting</u> teams to solve problems.	“examines” was removed and “employs” was added for better direction. “and conflict-management skills” was added. “teams” was removed and “in a group setting” was added for clarification
(4)(5)	The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database -applications for animation projects.	“Spreadsheet or database” was removed - inapplicable to the subject
(5)(6)	The student understands animation systems. The student is expected to analyze and summarize the history and evolution of the animation field.	
(6)(7)	The student applies <u>cyber</u> safety regulations-procedures . The student is expected to:	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers
(A)	implement personal and workplace <u>professional</u> safety rules and regulations; and	“Workplace” was removed. “professional” was added to coincide with above cyber-

		safety
(B)	employ emergency procedures.	“Employ emergency procedures” was removed because emergency procedures should be regulated and managed by every classroom teacher. No particular safety concerns related to this specific course
(7) (8)	The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	
(A)	employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;	
(B)	employ teamwork and conflict management skills to achieve collective goals;	
(C)	establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;	
(D)	conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and	
(E)	employ mentoring skills to inspire and teach others.	
(8) (9)	The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:	
(A)	exhibit ethical conduct;	
(B)	apply copyright laws;	
(C)	model respect for intellectual property; and	
(D)	demonstrate proper etiquette and knowledge of acceptable use policies.	
(9)	The student develops employability characteristics. The student is expected to:	Moved to (1)
(A)	participate in training, education, or certification for employment;	
(B)	demonstrate positive work behaviors and personal qualities needed to be employable;	
(C)	demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills; and	
(D)	maintain a career portfolio to document work experiences, licenses, certifications, and work samples.	

(10)	The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	
(11)	The student develops an advanced technical understanding of animation. The student is expected to:	
(A)	operate communication systems to prepare and conduct verbal and visual communication;	
(B)	use production elements such as transitions, edits, framing, angle, and lighting techniques;	
(C)	use orthographic and isometric drawing techniques;	
(D)	demonstrate familiarity with commercial production applications;	
(E)	demonstrate animation principles and elements by:	
(i)	applying animation principles such as arcs, timing, and exaggeration; and	
(ii)	identifying animation elements such as cycles, layers, transitions, and transparency;	
(F)	apply the elements and principles of art to animation projects by:	
(i)	identifying animation design elements such as line, color, shape, and texture;	
(ii)	explaining the use of additive color theory; and	
(iii)	comparing various styles of animation;	
(G)	apply pre-production processes by:	
(i)	analyzing target audience to identify needs and wants;	
(ii)	writing and editing scripts;	
(iii)	storyboarding; and	
(iv)	selecting aspect ratio and frame rate appropriate to delivery method;	
(H)	apply production processes by:	
(i)	designing color and compositional elements;	
(ii)	designing characters, environments, and props;	
(iii)	modeling characters, environments, and props;	
(iv)	lighting sets or animating lights as needed;	
(v)	developing rigs for animating characters;	
(vi)	assembling particle systems for visual effects such as rain, snow, and fire;	
(vii)	animating characters, environments, or cameras;	
(viii)	<u>incorporating music/sound effects</u> recording musical scores ; and	“recording musical scores” was removed

		and “incorporating music/sound effects” was added.
(ix)	rendering scenes; and	
(I)	apply post-production processes by:	
(i)	editing;	
(ii)	producing titles and credits;	
(iii)	adding visual effects and processing;	
(iv)	adding audio effects and processing; and	
(v)	producing output.	

DRAFT

Advanced Animation Lab (One Credit).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Animation. Required Co-requisite: Advanced Animation. This course satisfies a Fine Arts graduation requirement.</u>	*Committee recommends Animation be allowed to satisfy one Fine Arts credit because it covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design. Advanced Animation Lab is required co-requisite
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	A universal CTE introduction was added
(2)	<u>The Arts, Audio/Video Technology, and Communications cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	A universal AA/VTC cluster was added
(3)	<u>Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.</u>	The original advanced animation introduction was relocated here
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills; and</u>	
(D)	<u>maintain a career portfolio to document work experiences, licenses, certifications, and work samples.</u>	

(2)	<u>The student applies academic knowledge and skills in animation projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and</u>	new statement: “apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and”
(B)	<u>apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions and knowledge of arithmetic operations.</u>	new statement: “apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions, and knowledge of arithmetic operations.”
(3)	<u>The student demonstrates professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent;</u>	“such as structure and style” was removed for consistency with animation TEKS
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information;</u>	“Data and observations” was removed because it implies expectation
(D)	<u>present formal and informal presentations;</u>	
(E)	<u>apply active listening skills;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills.</u>	
(4)	<u>The student understands and employs problem-solving methods and conflict-management skills. The student is expected to employ critical-thinking and interpersonal skills independently and in a group setting to solve problems.</u>	“examines” was removed and “employs” was added for better direction. “and conflict-management skills” was added. “teams” was removed and “in a group setting” was added for clarification
(5)	<u>The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and applications for animation projects.</u>	“Spreadsheet or database” was removed - inapplicable to the subject
(6)	<u>The student applies cyber safety procedures. The student is expected to:</u>	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers

(A)	<u>implement personal and professional safety rules and regulations; and</u>	“Workplace” was removed. “professional” was added to coincide with above cyber-safety
(7)	<u>The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
(A)	<u>employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;</u>	
(B)	<u>employ teamwork and conflict-management skills to achieve collective goals;</u>	
(C)	<u>establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</u>	
(D)	<u>conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and</u>	
(E)	<u>employ mentoring skills to inspire and teach others.</u>	
(8)	<u>The student applies ethical decision making and complies with laws regarding use of technology in animation. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct;</u>	
(B)	<u>apply copyright laws;</u>	
(C)	<u>model respect for intellectual property; and</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies.</u>	
(9)	<u>The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</u>	
(10)	<u>The student develops an advanced technical understanding of animation. The student is expected to:</u>	
(A)	<u>operate communication systems to prepare and conduct verbal and visual communication;</u>	
(B)	<u>use production elements such as transitions, edits, framing, angle, and lighting techniques;</u>	
(C)	<u>use orthographic and isometric drawing techniques;</u>	
(D)	<u>demonstrate familiarity with commercial production applications;</u>	
(E)	<u>demonstrate animation principles and elements by:</u>	

(i)	<u>applying animation principles such as arcs, timing, and exaggeration; and</u>	
(ii)	<u>identifying animation elements such as cycles, layers, transitions, and transparency;</u>	
(F)	<u>apply the elements and principles of art to animation projects by:</u>	
(i)	<u>identifying animation design elements such as line, color, shape, and texture;</u>	
(ii)	<u>explaining the use of additive color theory; and</u>	
(iii)	<u>comparing various styles of animation;</u>	
(G)	<u>apply pre-production processes by:</u>	
(i)	<u>analyzing target audience to identify needs and wants;</u>	
(ii)	<u>writing and editing scripts;</u>	
(iii)	<u>storyboarding; and</u>	
(iv)	<u>selecting aspect ratio and frame rate appropriate to delivery method;</u>	
(H)	<u>apply production processes by:</u>	
(i)	<u>designing color and compositional elements;</u>	
(ii)	<u>designing characters, environments, and props;</u>	
(iii)	<u>modeling characters, environments, and props;</u>	
(iv)	<u>lighting sets or animating lights as needed;</u>	
(v)	<u>developing rigs for animating characters;</u>	
(vi)	<u>assembling particle systems for visual effects such as rain, snow, and fire;</u>	
(vii)	<u>animating characters, environments, or cameras;</u>	
(viii)	<u>incorporating music/sound effects; and</u>	“recording musical scores” was removed and “incorporating music/sound effects” was added.
(ix)	<u>rendering scenes; and</u>	
(I)	<u>apply post-production processes by:</u>	
(i)	<u>editing;</u>	
(ii)	<u>producing titles and credits;</u>	
(iii)	<u>adding visual effects and processing;</u>	
(iv)	<u>adding audio effects and processing; and</u>	

(v)	producing output.	
-----	-------------------	--

DRAFT

§130.88. Graphic Design and Illustration (One ~~to Two~~ Credits).

TEKS with edits		Committee Comments
(a)	<p>General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. <u>This course satisfies a Fine Arts graduation requirement.</u></p>	<p>*Committee recommends Graphic Design and Illustration be allowed to satisfy one Fine Arts credit because it covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design.</p> <p>MV: “Recommended” was removed. The committee recommends Principles of Arts, Audio/Video Technology, and Communications as a required prerequisite</p>
(b)	<p>Introduction.</p>	
(1)	<p><u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u></p>	A universal CTE introduction was added
(2)	<p><u>The Arts, Audio/Video Technology, and Communications cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u></p>	A universal AA/VTC cluster was added
(3)	<p><u>Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.</u></p>	The original graphic design introduction was relocated here
(4)	<p><u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u></p>	
(5)	<p><u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u></p>	
(c)	<p>Knowledge and skills.</p>	
(1)	<p><u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u></p>	
(A)	<p><u>identify and participate in training, education, or certification for employment;</u></p>	
(B)	<p><u>identify and demonstrate positive work behaviors and personal qualities needed to be employable;</u></p>	
(C)	<p><u>demonstrate skills related to seeking employment to find and obtain a desired job;</u></p>	

(D)	<u>maintain a career portfolio to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>examine employment opportunities in entrepreneurship.</u>	
(H)(2)	The student applies academic knowledge and skills in art and design projects. The student is expected to:	
(A)	apply English language arts knowledge and skills by demonstrating <u>skills such as: correct</u> use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, posters, flyers, and magazine covers ; and	new statement: “apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and”
(B)	apply mathematics knowledge and skills by identifying <u>demonstrating skills such as: use of</u> whole numbers, decimals, fractions applied to measurement and scale; demonstrating <u>and</u> knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.	new statement: “apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions, and knowledge of arithmetic operations.”
(2)(3)	The student understands professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations ;	“Data and observations” was removed because it implies expectation
(D)	present formal and informal presentations;	
(E)	apply active listening skills;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills.	
(3)(4)	The student understands and examines <u>employs</u> problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.	“examines” was removed and “employs” was added for better direction.
(4)(5)	The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for art and design projects.	“Spreadsheet or database” was removed - inapplicable to the subject
(5)(6)	The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.	
(6)(7)	The student applies <u>cyber</u> safety regulations <u>procedures</u> . The student is expected to:	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers

(A)	implement personal and workplace <u>professional</u> safety rules and regulations; and	“Workplace” was removed. “professional” was added to coincide with above cyber-safety
(B)	follow emergency procedures.	“Employ emergency procedures” was removed because emergency procedures should be regulated and managed by every classroom teacher. No particular safety concerns related to this specific course
(7) (8)	The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	
(A)	employ leadership skills;	
(B)	employ teamwork and conflict-management skills;	
(C)	conduct and participate in meetings; and	
(D)	employ mentoring skills.	
(8) (9)	The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	
(A)	exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;	
(B)	discuss and apply copyright laws in relation to fair use and acquisition;	
(C)	model respect for intellectual property;	
(D)	demonstrate proper etiquette and knowledge of acceptable use policies; and	
(E)	analyze the impact of the advertising and visual communication design industry on society, including concepts related to persuasiveness, marketing, and point of view.	
(9)	The student develops employability characteristics. The student is expected to:	Moved to (1)
(A)	identify and participate in training, education, or certification for employment;	
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable;	
(C)	demonstrate skills related to seeking employment to find and obtain a desired job;	
(D)	maintain a career portfolio to document work experiences, licenses, certifications, and work samples; and	
(E)	examine employment opportunities in entrepreneurship.	
(10)	The student applies technical skills for efficiency. The student is expected to employ planning and time-	

	management skills to complete work tasks.	
(11)	The student develops an increasing understanding of graphic design and illustration. The student is expected to:	
(A)	research art and design career opportunities and qualifications;	
(B)	research the history and evolution of art and design by:	
(i)	explaining the history of visual arts and design;	
(ii)	understanding general characteristics in artwork from a variety of cultures; and	
(iii)	comparing current visual arts technologies with historical technologies;	
(C)	interpret, evaluate, and justify design decisions;	
(D)	conduct oral or written critiques of designs by:	
(i)	applying a critical method of evaluation;	
(ii)	communicating an oral or written defense; and	
(iii)	evaluating oral or written feedback;	
(E)	analyze and apply art elements and principles including photographic works, multimedia applications, and digital/print media	“including photographic works, multimedia applications, and digital/print media” was added from TEKS G & H
(F)	employ a creative design process to create original two- or three-dimensional projects by:	
(i)	creating designs for defined applications;	
(ii)	applying elements of design;	
(iii)	applying design principles and typography;	
(iv)	using good composition;	
(v)	demonstrating anatomical figure drawing;	
(vi)	demonstrating drawing in one-point, two-point, and multi-point perspective;	
(vii)	creating a project by applying color; and	
(viii)	applying printing concepts;	
(G)	apply art elements and principles to photographic works; and	Moved to TEK E
(H)	apply art elements and principles to multimedia applications.	Moved to TEK E

§130.89. Advanced Graphic Design and Illustration Lecture (One ~~Two~~ to Three Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Graphic Design and Illustration. <u>This course satisfies a Fine Arts graduation requirement.</u>	*Committee recommends Advanced Graphic Design and Illustration be allowed to satisfy one Fine Arts credit because it covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design. *Committee also recommends to not separate TEKS for lab credit.
(b)	Introduction.	A universal CTE introduction was added
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, Audio/Video Technology, and Communications cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	A universal AA/VTC cluster was added
(3)	Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.	The original advanced graphic design introduction was relocated here
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	participate in training, education, or certification for employment;	
(B)	demonstrate positive work behaviors and personal qualities needed to be employable;	
(C)	demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;	

(D)	maintain a career portfolio to document work experiences, licenses, certifications, and work samples; and	
(E)	demonstrate skills in evaluating and comparing employment opportunities.	
(1) (2)	The student applies academic knowledge and skills in art and design projects. The student is expected to:	
(A)	apply English language arts knowledge and skills by demonstrating skills such as: correct use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, posters, flyers, and magazine covers ; and	new statement: “apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and”
(B)	apply mathematics knowledge and skills by identifying demonstrating skills such as: use of whole numbers, decimals, fractions applied to measurement and scale; demonstrating and knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.	new statement: “apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions, and knowledge of arithmetic operations.”
(3)	The student applies professional communications strategies. The student is expected to:	Remove and add to lab credit.
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	Remove and add to lab credit.
(B)	organize oral and written information;	Remove and add to lab credit.
(C)	interpret and communicate information, data, and observations;	Remove and add to lab credit.
(D)	present formal and informal presentations;	Remove and add to lab credit.
(E)	apply active listening skills;	Remove and add to lab credit.
(F)	listen to and speak with diverse individuals; and	Remove and add to lab credit.
(G)	exhibit public relations skills.	Remove and add to lab credit.
(4) (3)	The student understands and examines employs problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.	“examines” was removed and “employs” was added for better direction.
(5)	The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for art and graphic design projects.	Remove and add to lab credit.
(6) (4)	The student applies knowledge of design systems. The student is expected to analyze and summarize the history and evolution of related fields.	
(7) (5)	The student applies cyber safety regulations procedures . The student is expected to:	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers

(A)	implement personal and workplace <u>professional</u> safety rules and regulations; and	“Workplace” was removed. “professional” was added to coincide with above cyber-safety
(B)	follow emergency procedures.	“Employ emergency procedures” was removed because emergency procedures should be regulated and managed by every classroom teacher. No particular safety concerns related to this specific course
(8) (6)	The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	
(A)	employ leadership skills;	
(B)	employ teamwork and conflict-management skills;	
(C)	conduct and participate in meetings; and	
(D)	employ mentoring skills.	
(9) (7)	The student applies ethical decision-making and complies with laws regarding use of technology in art and design. The student is expected to:	
(A)	exhibit ethical conduct;	
(B)	apply copyright laws;	
(C)	model respect for intellectual property; and	
(D)	demonstrate proper etiquette and knowledge of acceptable use policies.	
<u>(E)</u>	<u>identify analyze the impact of the advertising and visual communication design industry on society, including concepts related to persuasiveness, marketing, and point of view.</u>	Added to match 130.88 TEKS Changed analyze to identify for higher level.
(9)	The student applies employability characteristics. The student is expected to:	Moved to (1)
(A)	participate in training, education, or certification for employment;	
(B)	demonstrate positive work behaviors and personal qualities needed to be employable;	
(C)	demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;	
(D)	maintain a career portfolio to document work experiences, licenses, certifications, and work samples; and	
(E)	demonstrate skills in evaluating and comparing employment opportunities.	

(10)(8)	The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	
(11)(9)	The student develops an advanced understanding of graphic design and illustration. The student is expected to:	
(A)	interpret, evaluate, and justify design decisions;	
(B)	participate in oral or written critiques of designs by <u>applying a critical method of evaluation</u> ; and	
(i)	applying a critical method of evaluation; and	Moved to 11B
(ii)	communicating an oral or written defense;	Removed – irrelevant
(C)	<u>identify and</u> apply art elements and principles to designs and illustrations.; and	Added identify to reinforce understanding.
(D)	employ a creative design process to create original two- or three-dimensional projects by:	Remove and add to lab credit.
(i)	creating designs for defined applications;	Remove and add to lab credit.
(ii)	applying elements of design;	Remove and add to lab credit.
(iii)	applying design principles and typography;	Remove and add to lab credit.
(iv)	using appropriate composition;	Remove and add to lab credit.
(v)	using anatomically appropriate figure drawing;	Remove and add to lab credit.
(vi)	using appropriate perspective;	Remove and add to lab credit.
(vii)	using the most effective color choices in projects; and	Remove and add to lab credit.
(viii)	using printing concepts.	Remove and add to lab credit.

§130.89. Advanced Graphic Design and Illustration Lab (One Credit).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Graphic Design and Illustration. This course satisfies a Fine Arts graduation requirement.</u>	*Committee recommends Advanced Graphic Design and Illustration be allowed to satisfy one Fine Arts credit because it covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design. *Committee also recommends to not separate TEKS for lab credit.
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	A universal CTE introduction was added
(2)	<u>The Arts, Audio/Video Technology, and Communications cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	A universal AA/VTC cluster was added
(3)	<u>Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.</u>	The original advanced graphic design introduction was relocated here
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;</u>	
(D)	<u>maintain a career portfolio to document work experiences, licenses, certifications, and work samples;</u>	

	<u>and</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	
(2)	<u>The student applies academic knowledge and skills in art and design projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and</u>	new statement: “apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and”
(B)	<u>apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions and knowledge of arithmetic operations.</u>	new statement: “apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions, and knowledge of arithmetic operations.”
(3)	<u>The student demonstrates professional communications strategies. The student is expected to:</u>	Remove apply and add demonstrate to adjust for lab setting
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information;</u>	“Data and observations” was removed because it implies expectation
(D)	<u>present formal and informal presentations;</u>	
(E)	<u>demonstrate active listening skills;</u>	Remove apply and add demonstrate to adjust for lab setting
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills.</u>	
(4)	<u>The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and applications for art and graphic design projects.</u>	“Spreadsheet or database” was removed - inapplicable to the subject
(5)	<u>The student demonstrates cyber safety procedures. The student is expected to:</u>	Remove apply and add demonstrate to adjust for lab setting “Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers
(A)	<u>implement personal and professional safety rules and regulations; and</u>	“Workplace” was removed. “professional” was added to coincide with above cyber-safety
(6)	<u>The student demonstrates ethical decision-making and complies with laws regarding use of technology in art and design. The student is expected to:</u>	Remove apply and add demonstrate to adjust for lab setting

(A)	<u>exhibit ethical conduct;</u>	
(B)	<u>apply copyright laws;</u>	
(C)	<u>model respect for intellectual property; and</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies.</u>	
(7)	<u>The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</u>	
(8)	<u>The student develops an advanced understanding of graphic design and illustration. The student is expected to:</u>	
(A)	<u>interpret, evaluate, and justify design decisions;</u>	
(B)	<u>participate in oral or written critiques of designs by:</u>	
(i)	<u>applying a critical method of evaluation; and</u>	
(ii)	<u>communicating an oral or written defense;</u>	
(C)	<u>identify and demonstrate art elements and principles to designs and illustrations; and</u>	Added identify to reinforce understanding. Remove apply and add demonstrate to adjust for lab setting
(D)	<u>employ a creative design process to create original two- or three-dimensional projects by:</u>	
(i)	<u>creating designs for defined applications;</u>	
(ii)	<u>demonstrating elements of design;</u>	Remove “applying” and add “demonstrating” to adjust for lab setting
(iii)	<u>demonstrating design principles and typography;</u>	Remove “applying” and add “demonstrating” to adjust for lab setting
(iv)	<u>using appropriate composition;</u>	
(v)	<u>using anatomically appropriate figure drawing;</u>	
(vi)	<u>using appropriate perspective;</u>	
(vii)	<u>using the most effective color choices in projects; and</u>	
(viii)	<u>using printing concepts.</u>	

§130.90. Practicum in Graphic Design and Illustration (Two to Three Credits).

TEKS with edits		Committee Comments
(a)	<p>General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Advanced Graphic Design and Illustration, Advanced Commercial Photography, or Advanced Animation. <u>This course satisfies a Fine Arts graduation requirement.</u></p>	<p>*Committee recommends Practicum Graphic Design and Illustration be allowed to satisfy Fine Arts credit because it covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design. *Committee also recommends to not separate TEKS for lab credit.</p> <p>Prerequisite needs to only be Advanced Graphic Design and Illustration</p>
(b)	<p>Introduction.</p>	
(1)	<p><u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u></p>	<p>A universal CTE introduction was added</p>
(2)	<p><u>The Arts, Audio/Video Technology, and Communications cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u></p>	<p>A universal AA/VTC cluster was added</p>
(3)	<p>Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</p>	<p>The original practicum graphic design introduction was relocated here</p>
(4)	<p><u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u></p>	
(5)	<p><u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u></p>	
(c)	<p>Knowledge and skills.</p>	
(1)	<p><u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u></p>	
(A)	<p>identify and participate in training, education, or preparation for certification to prepare for employment;</p>	
(B)	<p>identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;</p>	
(C)	<p>demonstrate skills related to seeking and applying for employment to find and obtain a desired job,</p>	

	including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;	
(D)	maintain a career portfolio to document work experiences, licenses, certifications, and work samples;	
(E)	demonstrate skills in evaluating and comparing employment opportunities; and	
(F)	examine employment opportunities in entrepreneurship.	
(1) (2)	The student applies academic knowledge and skills in art and design projects. The student is expected to:	
(A)	apply English language arts knowledge and skills by demonstrating skills such as: correct use of content, technical concepts, and vocabulary, using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, posters, flyers, and magazine covers ; and	new statement: “apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and”
(B)	apply mathematics knowledge and skills by identifying demonstrating skills such as: use of whole numbers, decimals, fractions applied to measurement and scale; demonstrating and knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.	new statement: “apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions, and knowledge of arithmetic operations.”
(2) (3)	The student implements advanced professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations ;	“Data and observations” was removed because it implies expectation
(D)	present formal and informal presentations;	
(E)	apply active listening skills to obtain and clarify information ;	Remove for consistency in TEKS
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills to increase internal and external customer/client satisfaction.	
(3) (4)	The student implements advanced problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills, including data gathering and interpretation independently and in teams to solve problems and make decisions.	
(4) (5)	The student implements advanced information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for graphic design and illustration projects.	“Spreadsheet or database” was removed - inapplicable to the subject
(5) (6)	The student implements advanced knowledge of design systems. The student is expected to analyze and summarize the history and evolution of the commercial art and design field.	

(6) (7)	The student applies <u>cyber</u> safety regulations procedures. The student is expected to:	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers
(A)	implement personal and workplace <u>professional</u> safety rules and regulations; and	“Workplace” was removed. “professional” was added to coincide with above cyber-safety
(B)	follow emergency procedures.	“Employ emergency procedures” was removed because emergency procedures should be regulated/managed by every classroom teacher. No particular safety concerns related to this specific course
(7) (8)	The student implements leadership characteristics to student leadership and professional development activities. The student is expected to:	
(A)	employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;	
(B)	employ teamwork and conflict-management skills to achieve collective goals;	
(C)	establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;	
(D)	conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and	
(E)	employ mentoring skills to inspire and teach others.	
(8) (9)	The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:	
(A)	exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;	
(B)	discuss and apply copyright laws in relation to fair use and acquisition and use of digital information by citing sources using established methods;	
(C)	model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;	
(D)	demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and	
(E)	analyze <u>and identify</u> the impact of the advertising and visual communication design industry on society,	Add identify for higher level

	including concepts related to persuasiveness, marketing, and point of view.	
(9)	The student demonstrates appropriate employability characteristics and maintains a professional portfolio. The student is expected to:	Moved to (1)
(A)	identify and participate in training, education, or preparation for certification to prepare for employment;	
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;	
(C)	demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;	
(D)	maintain a career portfolio to document work experiences, licenses, certifications, and work samples;	
(E)	demonstrate skills in evaluating and comparing employment opportunities; and	
(F)	examine employment opportunities in entrepreneurship.	
(10)	The student applies effective planning and time-management skills. The student is expected to employ tools to enhance results and complete work tasks.	
(11)	The student uses advanced graphic design and illustration methods and skills. The student is expected to:	
(A)	interpret, evaluate, and justify design decisions;	
(B)	conduct verbal or written critiques of design projects;	
(C)	<u>Identify and</u> apply art elements and principles to designs and illustrations; and	Added identify to reinforce understanding.
(D)	employ a creative design process to create professional quality two- or three-dimensional projects by:	
(i)	creating designs for defined applications;	
(ii)	using appropriate elements of design;	
(iii)	using appropriate design principles and typography;	
(iv)	using appropriate composition;	
(v)	using anatomically appropriate figure drawing;	
(vi)	using appropriate perspective;	
(vii)	using the most effective color choices in projects; and	
(viii)	using appropriate printing concepts.	

§130.90. Practicum in Graphic Design and Illustration Lab (One Credits).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Advanced Graphic Design and Illustration.</u>	*Committee recommends Practicum Graphic Design and Illustration be allowed to satisfy one Fine Arts credit *Committee also recommends to not separate TEKS for lab credit. Prerequisite needs to only be Advanced Graphic Design and Illustration
(b)	<u>Introduction.</u>	
(1)	<u>Career and Technical programs enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.</u>	A universal CTE introduction was added
(2)	<u>The Arts, Audio/Video Technology, and Communications cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. The instructional content for this cluster is organized into six federally identified career pathways.</u>	A universal AA/VTC cluster was added
(3)	<u>Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</u>	The original practicum graphic design introduction was relocated here
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student applies academic knowledge and skills in art and design projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, posters, flyers, and magazine covers; and</u>	new statement: “apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and”

(B)	<u>apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions and knowledge of arithmetic operations.</u>	new statement: “apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions, and knowledge of arithmetic operations.”
(C)	<u>interpret and communicate information;</u>	
(D)	<u>present formal and informal presentations;</u>	
(E)	<u>demonstrate active listening skills;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	“Data and observations” was removed because it implies expectation
(G)	<u>exhibit public relations skills to increase internal and external customer/client satisfaction.</u>	
(4)	<u>The student implements advanced information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and applications for graphic design and illustration projects.</u>	
(6)	<u>The student demonstrates cyber safety procedures. The student is expected to:</u>	Remove and add to lecture credit
(A)	<u>implement personal and workplace professional safety rules and regulations; and</u>	“Spreadsheet or database” was removed - inapplicable to the subject
(7)	<u>The student demonstrates ethical decision making and complies with laws regarding use of technology. The student is expected to:</u>	Remove and add to lecture credit.
(A)	<u>exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;</u>	Remove and add to lecture credit.
(B)	<u>discuss and apply copyright laws in relation to fair use and acquisition and use of digital information by citing sources using established methods;</u>	Remove and add to lecture credit.
(C)	<u>model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;</u>	Remove apply and add demonstrate to adjust for lab setting
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and</u>	
(8)	<u>The student applies effective planning and time-management skills. The student is expected to employ tools to enhance results and complete work tasks.</u>	Remove and add to lecture credit.
(9)	<u>The student uses advanced graphic design and illustration methods and skills. The student is expected to:</u>	Remove and add to lecture credit.
(A)	<u>interpret, evaluate, and justify design decisions;</u>	Remove and add to lecture credit.
(B)	<u>conduct verbal or written critiques of design projects;</u>	
(C)	<u>identify and apply demonstrate art elements and principles to designs and illustrations; and</u>	

(D)	<u>employ a creative design process to create professional quality two- or three-dimensional projects by:</u>	
(i)	<u>creating designs for defined applications;</u>	
(ii)	<u>using appropriate elements of design;</u>	Added identify to reinforce understanding. Remove apply and add demonstrate to adjust for lab setting
(iii)	<u>using appropriate design principles and typography;</u>	
(iv)	<u>using appropriate composition;</u>	
(v)	<u>using anatomically appropriate figure drawing;</u>	
(vi)	<u>using appropriate perspective;</u>	
(vii)	<u>using the most effective color choices in projects; and</u>	
(viii)	<u>using appropriate printing concepts.</u>	

DRAFT

§130.93. Fashion Design (One to Two Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. <u>This course satisfies a fine arts graduation requirement.</u>	Committee recommends Fashion Design class fulfill a fine arts credit. Fashion Design covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design.
(b)	Introduction.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	Universal statement for all career and technology classes.
(2)	<u>The Arts, A/V Technology & Communications career cluster focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	Universal statement for all AATVC courses.
(3)	Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of fashion and the textile and apparel industries.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	Universal statement for all career and technology classes.
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	Universal statement for all career and technology classes.
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Universal CT employability skills statement
(A)	<u>Identify training, education, or certification for employment;</u>	Employability skills specific to fashion design
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment;</u>	
(D)	<u>create a career portfolio to document work samples; and</u>	
(E)	<u>examine employment opportunities in entrepreneurship.</u>	
(1)(2)	The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	

(A)	apply English language arts knowledge and skills by demonstrating <u>skills such as: correct</u> use of content, technical concepts, and vocabulary; <u>using use of correct</u> grammar, punctuation, and terminology to write and <u>edit a variety of</u> documents; and composing and editing copy for a variety of written documents such as patterns, brochures, advertisements, and press releases; and	
(B)	apply mathematics knowledge and skills by identifying by demonstrating skills such as: use of whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge and <u>knowledge</u> of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve problems.	Change “identifying” to “incorporating” to encourage that students should apply prior knowledge learned in mathematics courses
(2) (3)	The student applies professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	Delete “such as structure and style”
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	give formal and informal presentations;	
(E)	apply active listening skills;	
(F)	listen to and speak <u>communicate</u> with diverse individuals; and	Change “listen to and speak” to “communicate” to simplify
(G)	exhibit public relations skills.	
(3) (4)	The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams <u>groups</u> . to solve problems.	Delete “to solve problems” because of redundancy Change “teams” to “groups” to make terminology more uniform
(4) (5)	The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and industry programs, presentations, and spreadsheet or database applications for fashion, textiles, and apparel projects.	Change “writing and publishing,” “presentations” and “spreadsheet or database applications” to “industry programs” that encompasses multiple types of programs
(6)	<u>The student understands fashion, textile, and apparel systems. The student analyzes the history of the fashion, textiles, and apparel field. The student is expected to:</u>	History of fashion moved to line 6 to mirror placement in advanced fashion and practicum in fashion for referencing ease.
(A)	<u>compare fashion history relative to current fashions trends;</u>	Moved from line 10 (A) (ii)
(5) (7)	The student applies safety regulations. The student is expected to:	
(A)	implement personal and workplace safety rules and regulations <u>procedures</u> ; and	Change “regulations” to “procedures”
(B)	employ emergency procedures.	Delete line 7B – emergency procedures to be performed as part of campus and

		classroom management, not curriculum
(6) (8)	The student applies leadership characteristics to student leadership in <u>classroom</u> and professional development activities <u>settings</u> . The student is expected to:	
(A)	employ leadership skills;	
(B)	employ teamwork and conflict management skills;	
(B)	<u>apply characteristics of effective working relationships;</u>	Added for continuity of expectations in advanced fashion design and practicum in fashion design
(C)	conduct and participate in <u>meetings</u> ; and	
(D)	employ mentoring skills.	
(7) (9)	The student applies ethical decision making and understands and complies with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to:	
(A)	exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;	Simplify examples
(B)	discuss <u>identify</u> and apply copyright laws in relation to fair use and duplication of materials ; and	
(C)	analyze the impact of the fashion industry <u>influences</u> on society, including concepts related to <u>such as</u> persuasiveness, marketing, and point of view.	Clarify for examples
(9)	The student develops employability characteristics. The student is expected to:	Moved to line (1)
(A)	Identify and participate in training, education, or certification for employment;	
(B)	Identify and demonstrate positive work behaviors and personal qualities needed to be employable;	
(C)	demonstrate skills related to seeking and applying for employment to find and obtain a desired job;	
(D)	create a career portfolio to document work experiences, licenses, certifications, and work samples; and	
(E)	examine employment opportunities in entrepreneurship.	
(10)	The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	
(11)	The student develops an understanding of fashion, and the textile and apparel industries, <u>with emphasis on design and construction</u> . The student is expected to:	
(A)	Analyze the nature and scope of fashion by:	
(i)	explaining the importance <u>value</u> of fashion;	
(ii)	demonstrating knowledge of fashion history relative to current fashions;	Moved to line 6 (A)

(iii)	describing <u>identifying</u> the spectrum of fashion businesses <u>industry</u> ;	
(iv)	identifying <u>analyze</u> prominent fashion publications;	
(v)	summarizing <u>evaluate</u> the fashion process <u>cycle</u> ; and	
(vi)	using appropriate terminology;	
(B)	use knowledge of <u>identify</u> textile and apparel manufacturing processes <u>systems</u> by:	
(i)	examine the pathway of apparel production in manufacturing summarizing aspects of the textile and apparel industries ;	MV-students develop a more concise understanding of modern manufacturing processes
(ii)	comparing the organizational structures common in textile and apparel manufacturing ;	
(iii)	determining ethical practices within the textile and apparel industries ; and	Already stated in 9A
(iv)	describing factors that contribute to a safe working environment ;	Already stated in 7A
(C)	evaluate factors influencing the apparel industry by:	
(i)	describing the interrelationship of the apparel industry to the United States and international economies;	Remove redundancy
(ii)	explaining the impact of <u>identifying and discussing</u> labor laws of the United States and other countries ;	Students are introduced to labor laws
(iii)	Summarizing <u>recognizing</u> procedures within the apparel industry that protect the environment; and	
(iv)	describing technological advancements influencing the apparel industry;	
(D)	analyze factors that impact consumer purchases <u>purchasing</u> of fashion and apparel accessories by:	
(i)	describing social, cultural, and life cycle influences on fashion and apparel preferences and management ;	Removed repetition with statement of D(i)
(ii)	explaining how fashion trends are determined;	
(iii)	analyzing the influence of advertising on consumer apparel choices;	
(iv)	—evaluating textile products as to suitability for varied apparel uses; and	Moved to line E (ii)
(v)	determining apparel management techniques for individuals with special needs;	
(E)	<u>analyze fiber and textile characteristics by:</u>	
(i)	<u>compare water resistance, heat sensitivity and colorfastness of various textiles;</u>	
(ii)	<u>evaluating textile products as to suitability for varied apparel uses; and</u>	
(E)	select proper care and maintenance practices for apparel by:	

(i)	interpreting labeling information to determine care procedures for apparel products;	
(ii)	evaluating clothing care products and equipment;	
(iii)	determining proper equipment and services related to care, maintenance, and storage of apparel;	
(iv)	identifying proper safety procedures when using care products and equipment; and	
(v)	analyzing the impact of clothing care requirements on clothing selection and the clothing budget;	
(F)	apply skills related to commercial care of clothing by:	
(i)	demonstrating <u>identifying</u> procedures to receive, mark, and identify laundry or dry cleaning;	Students demonstrate such procedures in advanced fashion design
(ii)	determining appropriate laundry and dry cleaning procedures;	
(iii)	demonstrating safety and sanitary procedures while laundering, pressing, or dry cleaning;	
(iv)	applying <u>describe</u> commercial laundry or dry cleaning techniques; and	
(v)	demonstrating pressing procedures;	
(G)	propose ways to effectively manage the apparel dollar by:	
(i)	proposing practices for effectively managing <u>developing a budget for</u> apparel and accessory costs, care, and maintenance;	
(ii)	comparing various sources for apparel <u>and accessory</u> purchases;	
(iii)	predicting <u>analyzing</u> the impact of technology on consumer apparel purchasing options; and	
(iv)	developing <u>and implementing</u> ideas for recycling apparel;	
(H)	design apparel products using principles of effective design by:	
(i)	identifying basic body types;	
(ii)	Identifying and applying proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles;	
(ii)	determining clothing silhouettes, fabric selection, and design elements appropriate for specific body types;	
(iii)	using design elements and principles to design products for the human form, including adaptations for individuals with special needs;	
(iv)	<u>Sketching fashion drawings</u> using basic design tools and techniques such as fashion drawing, draping, and flat pattern methods for fitting a garment; and	
(v)	<u>Applying</u> determining technology applications useful in the apparel design process;	
(I)	Design apparel products using elements of effective design by:	

(i)	determining clothing silhouettes, fabric selection, and design elements appropriate for specific body types;	Moved from H(ii)
(ii)	using design elements and principles to design products for the human form, including adaptations for individuals with special needs;	Moved from H(iii)
(I)	analyze the apparel production process from design concept to finished product by:	
(i)	analyzing elements and principles of design as related to apparel; and	Already stated specifically in TEKS H-I
(ii)	outlining the apparel production <u>construction</u> process;	
(J)	apply knowledge of fibers, fabrics, and design when evaluating and designing textile products by:	
(i)	<u>Identifying</u> analyzing characteristics and properties of natural and manufactured fibers;	
(ii)	describing methods of textile production; and	
(iii)	assessing the effects of various environmental conditions on textiles; and	
(K)	demonstrate effective repair, alteration, and construction techniques by:	
(i)	<u>Applying</u> describing principles of quality apparel construction;	
(ii)	demonstrating appropriate use, selection, and care of equipment, tools, and notions;	
(iii)	applying design elements when designing, constructing, or altering apparel;	
(iv)	applying appropriate construction and pressing techniques in garment <u>apparel and textile</u> construction;	
(v)	applying safety procedures while operating equipment; and	
(vi)	determining apparel design and alterations to accommodate individuals with special needs.	
(vii)	<u>Describing pattern parts and terminology</u>	

§130.94. Advanced Fashion Design (One ~~Two to Three~~ Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is <u>one credit</u> ; it is recommended for students in Grades 10-11-12 . Prerequisite: Fashion Design. <u>Advanced Fashion Design Lab is a required co-requisite. Advanced fashion design and advanced fashion design lab are required to be taken together in the same academic year. This course satisfies a fine arts graduation requirement.</u>	Specified to state course is one credit and has a required co-requisite lab. Committee recommends Fashion Design class fulfill a fine arts credit. Fashion Design covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design.
(b)	Introduction.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	Universal statement for all career and technology classes.
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	Universal statement for all AATVC courses.
(3)	Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of fashion and the textile and apparel industries.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	Universal statement for all career and technology classes.
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	Universal statement for all career and technology classes.
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Universal CT employability skills statement
(A)	<u>Identify and participate in training, education, or certification for employment;</u>	Employability skills specific to advanced fashion design
(B)	<u>Identify and demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job;</u>	
(D)	<u>create a career portfolio to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>examine employment opportunities in entrepreneurship.</u>	

(+)(2)	The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	
(A)	apply English language arts knowledge and skills by demonstrating <u>skills such as: correct</u> use of content, technical concepts, and vocabulary; <u>using use of correct</u> grammar, punctuation, and terminology to write and <u>edit a variety of</u> documents; and composing and editing copy for a variety of written documents such as patterns, brochures, advertisements, and press releases; and	
(B)	apply mathematics knowledge and skills by identifying by demonstrating skills such as: use of whole numbers, decimals, and fractions <u>applied to measurement and scale;</u> demonstrating knowledge and knowledge of arithmetic operations; <u>using conversion methods such as fractions to decimals and inches to points;</u> and applying measurement to solve problems.	
(-)(3)	The student applies professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	give formal and informal presentations;	
(E)	apply active listening skills;	
(F)	listen to and speak <u>communicate</u> with diverse individuals; and	Simplify verbiage
(G)	exhibit public relations skills.	
(-)(4)	The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams <u>groups to solve problems.</u>	Simplify verbiage
(+)(5)	The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and industry programs presentations, and spreadsheet or database applications for fashion, textiles, and apparel projects.	Change “writing and publishing,” “presentations” and “spreadsheet or database applications” to “industry programs” that encompasses multiple types of programs
(+)(6)	The student understands fashion, textile, and apparel systems. The student is expected to <u>analyzes and summarize</u> the history and evolution of the fashion, textiles, and apparel field. <u>The student is expected to:</u>	Simplify verbiage
(A)	<u>analyze fashion history relative to current fashions trends;</u>	Added to build on knowledge from 130.93 fashion design
(+)(7)	The student applies safety regulations. The student is expected to:	
(A)	implement personal and workplace safety rules and regulations <u>procedures;</u> and	Changed to make terminology consistent
(B)	employ emergency procedures.	Classroom and campus management
(+)(8)	The student applies leadership characteristics to student leadership in classroom and professional	Simplify verbiage

	development activities <u>settings</u> . The student is expected to:	
(A)	employ leadership skills to accomplish <u>collective</u> goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;	Text deleted due to repetition
(B)	employ teamwork and conflict management skills to achieve collective goals;	Repetitive
(C)	establish and maintain <u>practices for</u> effective working relationships by such as: providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, managing stress and controlling emotions;	
(D)	conduct and participate in meetings <u>using parliamentary procedure;</u> to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and	Simplify statement to state “parliamentary procedure” that encompasses everything else
(E)	employ mentoring skills to inspire and teach others.	Delete “and teach” repetitive to “mentoring”
(8) (9)	The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:	
(A)	exhibit ethical conduct <u>as defined by the fashion and apparel industries;</u>	Moved from 9 (F)
(B)	apply copyright laws;	
(C)	model respect for intellectual property;	
(D)	demonstrate knowledge of acceptable use policies;	
(E)	summarize the rights and responsibilities of employers and employees;	
(F)	exhibit ethical practices as defined by the fashion and apparel industries; and	Moved to 9 (A)
(G)	analyze legal aspects of the fashion and apparel industries.	
(9)	The student develops employability characteristics. The student is expected to:	Moved to line (1)
(A)	participate in training, education, or certification for employment;	
(B)	demonstrate positive work behaviors and personal qualities needed to be employable;	
(C)	demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;	
(D)	maintain a career portfolio to document work experiences, licenses, certifications, and work samples; and	
(E)	demonstrate skills in evaluating and comparing employment opportunities.	

(10)	The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	
(11)	The student develops an advanced technical understanding of fashion, with emphasis on design and production <u>construction</u> . The student is expected to:	
(A)	describe how garment development and fashion have evolved from ancient times to present day by:	
(i)	identifying <u>evaluate</u> significant historic fashions from early civilizations to today;	Students “identified” in 130.93 fashion design course
(ii)	describing social influences that have affected fashion;	
(iii)	explaining values communicated through clothing in specific historical periods;	
(iv)	showing the influence of historic fashions on current-year fashion; and	
(v)	identifying prominent historical designers;	
(B)	analyze various types of worldwide fashion production by:	
(i)	describing mass production techniques; and	
(ii)	describing the development of haute couture;	
(C)	perform operations for various roles in the fashion industries by:	TEKS are taught in 130.94 lab
(i)	identifying tasks that employees may perform;	
(ii)	following procedures identified for performing tasks; and	
(iii)	applying resource management procedures when completing assigned tasks;	
(D)	determine textile suitability for specific applications and uses by:	
(i)	comparing processes for dyeing, printing, and finishing used in the textile industry;	
(ii)	explaining how finishes affect the characteristics of fabrics; and	
(iii)	recommending care procedures for various textile products;	
(E)	determine implications of textile characteristics on apparel and fashion by:	
(i)	outlining the textile design process from concept to finished product;	
(ii)	differentiating types and methods of textile production;	
(iii)	summarizing implications and methods of dyeing, printing, and finishing of textiles;	
(iv)	determining textile and apparel labeling requirements; and	
(v)	determining factors affecting the cost of textile products;	
(F)(C)	determine design influences on the fashion industry by:	

(i)	explaining the role of leading designers in determining fashion trends;	
(ii)	analyzing international factors affecting fashion design;	
(iii)	determining the impact of technology on the design industry; and	
(iv)	determining the impact of design decisions on product cost;	
(G) (D)	create a portfolio of fashion designs by:	
(i)	demonstrating fashion figure drawing;	
(ii)	applying design elements and principles to create fashion drawings;	
(iii)	demonstrating the properties and characteristics of color;	
(iv)	using computer-aided techniques to create fashion designs;	
(v)	selecting appropriate textiles to use in specific designs; and	
(vi)	assembling portfolio components to present fashion designs;	
(H)	produce quality fashion products by:	TEKS are taught in 130.94 lab
(i)	outlining general procedures and equipment used in apparel design and pattern development;	
(ii)	identifying the processes for constructing custom-made garments using appropriate tools, equipment, and supplies;	
(iii)	describing characteristics of develop garments for proper fit;	
(iv)	applying correct procedures used in garment fitting, pattern making, and pattern alterations;	
(v)	constructing custom-made garments using appropriate tools, equipment, and supplies; and	
(vi)	demonstrating safety practices when completing tasks related to garment construction; and	
(I)	demonstrate basic techniques in personal fashion image analysis by:	
(i)	describing techniques used to analyze the fashion image of individual clients;	
(ii)	explaining analyzing factors involved in fashion image consulting such as personal coloring, color harmonies, appropriate fabric textures, body proportion and silhouette, figure, facial and hair analysis, and wardrobe coordination; and	
(iii)	developing a personal fashion image evaluation for an individual.	

Advanced Fashion Design LAB (One Credit).		
TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is one credit; it is for students in Grades 11-12. Prerequisite: Fashion Design. Advanced Fashion Design Lab is a required co-requisite. Advanced fashion design and advanced fashion design lab are required to be taken together in the same academic year. This course satisfies a fine arts graduation requirement.</u>	Specified to state course is one credit and has a required co-requisite lab. Committee recommends Fashion Design class fulfill a fine arts credit. Fashion Design covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design.
(b)	<u>Introduction.</u>	Universal statement for all career and technology classes.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	Universal statement for all AATVC courses.
(3)	<u>Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of fashion and the textile and apparel industries.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	Universal statement for all career and technology classes.
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	Universal statement for all career and technology classes.
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Universal CT employability statement
(A)	<u>Identify and participate in training, education, or certification for employment;</u>	Employability skills specific to advanced fashion design lab
(B)	<u>Identify and demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job;</u>	
(D)	<u>create a career portfolio to document work experiences, licenses, certifications, and work samples;</u>	

	<u>and</u>	
(E)	<u>examine employment opportunities in entrepreneurship.</u>	
(2)	<u>The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts vocabulary use of grammar, punctuation, and terminology to write and edit a variety of documents; and</u>	
(B)	<u>apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions and knowledge of arithmetic operations.</u>	Students use previous knowledge to identify whole numbers
(3)	<u>The student applies professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent;</u>	Simplify statement
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	
(D)	<u>give formal and informal presentations;</u>	
(E)	<u>apply active listening skills;</u>	
(F)	<u>communicate with diverse individuals; and</u>	Simplify statement
(G)	<u>exhibit public relations skills.</u>	
(4)	<u>The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in groups.</u>	Simplify statement
(5)	<u>The student applies information technology applications. The student is expected to use personal information management, email, Internet, word processors, industry programs, slide show presentation, and spreadsheet applications for fashion, textiles, and apparel projects.</u>	Specify types of programs students are expected to use
(6)	<u>The student understands fashion, textile, and apparel systems. The student is expected to analyze and summarize the history and evolution of the fashion, textiles, and apparel field.</u>	
(7)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and procedures; and</u>	Changed to make terminology consistent
(8)	<u>The student applies leadership characteristics in classroom and professional settings. The student is expected to:</u>	Simplify verbiage
(A)	<u>employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to</u>	

	<u>enhance skills;</u>	
(B)	<u>establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</u>	
(C)	<u>conduct and participate in meetings using parliamentary procedure;</u>	Simplify statement to state “parliamentary procedure” that encompasses everything else
(D)	<u>employ mentoring skills to inspire and teach others.</u>	
(9)	<u>The student demonstrates ethical decision making and complies with legal practices pertaining to fashion, textiles, and apparel. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct;</u>	
(B)	<u>apply copyright laws;</u>	
(C)	<u>model respect for intellectual property;</u>	
(D)	<u>demonstrate knowledge of acceptable use policies;</u>	
(E)	<u>summarize the rights and responsibilities of employers and employees;</u>	
(F)	<u>exhibit ethical practices as defined by the fashion and apparel industries; and</u>	
(G)	<u>analyze legal aspects of the fashion and apparel industries.</u>	
(10)	<u>The student applies advanced technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</u>	
(11)	<u>The student develops an advanced technical understanding of fashion, with emphasis on design and production. The student is expected to:</u>	
(A)	<u>perform operations for various roles in the fashion industries by:</u>	
(i)	<u>identifying tasks that employees may perform;</u>	
(ii)	<u>following procedures identified for performing tasks; and</u>	
(iii)	<u>applying resource management procedures when completing assigned tasks;</u>	
(B)	<u>determine textile suitability for specific applications and uses by:</u>	
(i)	<u>comparing processes for dyeing, printing, and finishing used in the textile industry;</u>	
(ii)	<u>explaining how finishes affect the characteristics of fabrics; and</u>	
(iii)	<u>recommending care procedures for various textile products;</u>	
(C)	<u>determine implications of textile characteristics on apparel and fashion by:</u>	
(i)	<u>outlining the textile design process from concept to finished product;</u>	

(ii)	<u>differentiating types and methods of textile production;</u>	
(iii)	<u>summarizing implications and methods of dyeing, printing, and finishing of textiles;</u>	
(iv)	<u>determining textile and apparel labeling requirements; and</u>	
(v)	<u>determining factors affecting the cost of textile products;</u>	
(D)	<u>create a portfolio of fashion designs by:</u>	
(i)	<u>demonstrating fashion figure drawing;</u>	
(ii)	<u>applying design elements and principles to create fashion drawings;</u>	
(iii)	<u>demonstrating the properties and characteristics of color;</u>	
(iv)	<u>using computer-aided techniques to create fashion designs;</u>	
(v)	<u>selecting appropriate textiles to use in specific designs; and</u>	
(vi)	<u>assembling portfolio components to present fashion designs;</u>	
(E)	<u>produce quality fashion products by:</u>	
(i)	<u>outlining general procedures and equipment used in apparel design and pattern development;</u>	
(ii)	<u>constructing custom made garments using appropriate tools, equipment, and supplies;</u>	Students are familiar with processes for construction from prerequisite fashion design course
(iii)	<u>develop garments for proper fit;</u>	Students use previous knowledge from fashion design to develop skills
(iv)	<u>applying correct procedures used in garment fitting, pattern making, and pattern alterations;</u>	
(v)	<u>constructing custom made garments; and</u>	Moved to line H(ii)
(vi)	<u>demonstrating safety practices related to garment construction; and</u>	
(I)	<u>demonstrate basic techniques in personal fashion image analysis by:</u>	
(i)	<u>describing techniques used to analyze the fashion image of individual clients;</u>	
(ii)	<u>analyzing factors involved in fashion image consulting such as personal coloring, color harmonies, appropriate fabric textures, body proportion and silhouette, figure, facial and hair analysis, and wardrobe coordination; and</u>	
(iii)	<u>developing a personal fashion image evaluation for an individual.</u>	

§130.95. Practicum in Fashion Design (~~One Two to Three~~ Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is <u>one credit; it is recommended</u> for students in Grades 11 -12. Prerequisite: Advanced Fashion Design and Advanced Fashion Design Lab. <u>Practicum in Fashion Design Lab is a required co-requisite. Practicum in Fashion Design and Practicum in Fashion Design Lab are required to be taken together in the same academic year.</u>	Specified to state course is one credit and has a required co-requisite lab.
(b)	Introduction.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	Universal statement for all career and technology classes.
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	Universal statement for all AATVC courses.
(3)	Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	Universal statement for all career and technology classes.
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	Universal statement for all career and technology classes.
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Universal CT employability skills statement
(A)	<u>identify and participate in training, education, or certification to prepare for employment;</u>	Employability skills specific to fashion design moved from line 9
(B)	<u>identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;</u>	
(D)	<u>maintain a career portfolio to document work experiences, licenses, certifications, and work samples;</u>	

(E)	<u>demonstrate skills in evaluating and comparing employment opportunities; and</u>	
(F)	<u>examine employment opportunities in entrepreneurship.</u>	
(1)(2)	The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:	
(A)	apply English language arts knowledge and skills by demonstrating <u>skills such as: correct</u> use of content, technical concepts, and vocabulary; <u>using use of correct</u> grammar, punctuation, and terminology to write and <u>edit a variety of</u> documents; and composing and editing copy for a variety of written documents such as patterns, brochures, advertisements, and press releases; and	
(B)	apply mathematics knowledge and skills by identifying by demonstrating skills such as: <u>use of</u> whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge and <u>knowledge</u> of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve problems.	
(2)(3)	The student implements advanced professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	present formal and informal presentations;	
(E)	apply active listening skills to obtain and clarify information;	
(F)	listen to and speak <u>communicate</u> with diverse individuals; and	Simplify verbiage
(G)	exhibit public relations skills to increase internal and external customer/client satisfaction.	
(3)(4)	The student implements advanced problem-solving methods. The student is expected to employ <u>advanced</u> critical-thinking and interpersonal skills independently and in teams groups to solve problems.	Add “advanced” to specify higher-order skills; simplify other verbiage
(4)(5)	The student implements advanced information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and industry programs, presentation, and spreadsheet or database applications for fashion, textiles, and apparel projects.	Change “writing and publishing,” “presentations” and “spreadsheet or database applications” to “industry programs” that encompasses multiple types of programs
(5)(6)	The student implements advanced knowledge of fashion, textile, and apparel systems. The student is expected to analyze-evaluates and summarize the history and evolution of the fashion, textiles, and apparel field. <u>The student is expected to:</u>	Simplify verbiage
(A)	<u>compare fashion history relative to current fashions trends;</u>	Added to build on knowledge from 130.94 advanced fashion design
(6)(7)	The student applies safety regulations. The student is expected to:	

(A)	implement personal and workplace safety rules and regulations <u>procedures</u> ; and	Changed to make terminology consistent
(B)	employ emergency procedures.	Classroom and campus management
(7) (8)	The student implements leadership characteristics to student leadership <u>in classroom</u> and professional development activities <u>settings</u> . The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	TEKS previously stated in 3 A-G
(B)	organize oral and written information;	↓
(C)	interpret and communicate information, data, and observations;	
(D)	give formal and informal presentations;	
(E)	apply active listening skills;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills.	
	<u>employ leadership skills to accomplish collective goals</u>	
<u>(B)</u>	<u>employ practices for effective working relationships by such as: providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, managing stress and controlling emotions;</u>	↓
<u>(C)</u>	<u>conduct and participate in meetings using parliamentary procedure;</u>	
<u>(D)</u>	<u>employ mentoring skills to inspire others.</u>	
(8) (9)	The student applies ethical decision making and complies with legal practices related to fashion, textiles, and apparel. The student is expected to:	
(A)	exhibit ethical conduct; and	
(B)	discuss and apply copyright laws.	Students apply previous knowledge of copyright laws from prerequisites
(9)	The student demonstrates employability characteristics. The student is expected to:	
(A)	identify and participate in training, education, or certification to prepare for employment;	
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;	
(C)	demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;	

(D)	maintain a career portfolio to document work experiences, licenses, certifications, and work samples;	
(E)	demonstrate skills in evaluating and comparing employment opportunities; and	
(F)	examine employment opportunities in entrepreneurship.	
(10)	The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.	
(11)	The student implements an increasing understanding of the business aspects of fashion, with emphasis on promotion and retailing. The student is expected to:	
(A)	describe fundamentals of fashion buying by:	
(i)	explaining processes for retail buying;	
(ii)	identifying wholesale market resources;	
(iii)	comparing various apparel markets <u>markets</u> ;	Changed to more identifiable term
(iv)	analyzing how timing and pricing of fashion apparel and accessories are determined;	
(v)	analyzing the price of a fashion product;	
(vi)	describing various types of retail outlets;	
(vii)	describing how offshore sourcing impacts fashion retailing; and	
(viii)	composing a scenario plan for retail pricing, sales and inventory, and purchasing;	
(B)	describe the relationship between marketing and the fashion industry by:	
(i)	explaining the marketing concept;	
(ii)	relating marketing functions to the fashion industry;	
(iii)	explaining how each component of the marketing mix contributes to successful fashion marketing;	
(iv)	explaining the importance of target markets;	
(v)	describing advantages and disadvantages of market segmentation and mass marketing;	
(vi)	researching trends and emerging technologies affecting fashion marketing;	
(vii)	determining examples of niche marketing;	
(viii)	describing cultural and societal influences on the fashion market; and	
(ix)	describing how international marketing has affected the fashion industry;	
(C)	develop, implement, and evaluate a promotional plan by:	TEKS moved to 130.95 lab
(i)	identifying components of the promotional mix such as advertising, visual merchandising, and	

	personal selling;	
(ii)	demonstrating visual merchandising techniques for fashion goods, services, or ideas;	
(iii)	analyzing a promotional plan for effectiveness;	
(iv)	describing deceptive practices in fashion promotion; and	
(v)	employing ethical practices in promotional activities;	
(D)	apply marketing techniques when assisting with promotional activities by:	
(i)	describing various types of business promotion strategies;	
(ii)	classifying types of customers and their motives for buying textile and apparel products;	
(iii)	describing roles of public relations and publicity in product promotion;	
(iv)	explaining the use of promotional activities to market textile and apparel products and services;	
(v)	planning special fashion events such as fashion shows, trunk shows, retail shows, and educational events;	
(vi)	creating and developing a fashion show theme;	
(vii)	developing a scale drawing to illustrate fashion show sets and staging;	
(viii)	describing all fashion show responsibilities; and	
(ix)	writing press releases to publicize promotional activities;	
(E)	create product displays using the principles of design by:	
(i)	identifying components used in developing displays;	
(ii)	determining ways in which design elements and principles are used in the creation of displays;	
(iii)	describing types and uses of interior and exterior displays; and	
(iv)	creating window or other displays of fashion and apparel products;	
(F)	demonstrate effective customer service by:	
(i)	determining factors that promote quality customer relations;	
(ii)	evaluating the impact of cultural diversity on customer relations;	
(iii)	exhibiting skills needed for effective customer service;	
(iv)	creating solutions to specific customer issues; and	
(v)	examining the role of selling fashion products in retail;	
(G)	identify wholesale settings by:	

(i)	analyzing motives for consumer fashion purchases;	
(ii)	describing qualities of an effective salesperson;	
(iii)	applying appropriate fashion vocabulary in selling situations; and	
(iv)	demonstrating effective sales techniques from customer approach to closure; and	
(H)	summarize important business procedures in fashion retailing by:	
(i)	explaining methods a business uses to control risks such as surveillance, safety training, and loss control;	
(ii)	explaining the use of inventory information such as preparing financial reports and making buying decisions;	
(iii)	demonstrating cash and credit transaction methods;	
(iv)	analyzing data used to make accurate forecasts;	
(v)	demonstrating knowledge of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices;	
(vi)	examining operational costs such as markup, markdown, cash flow, and other factors affecting profit; and	
(vii)	demonstrating procedures for reporting and handling accidents, safety, and security incidents.	

DRAFT

Practicum in Fashion Design LAB (One Credit).		
TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is one credit; it is for students in Grade 12. Prerequisite: Advanced Fashion Design and Advanced Fashion Design Lab. Practicum in Fashion Design is a required co-requisite. Practicum in Fashion Design and Practicum in Fashion Design Lab are required to be taken together in the same academic year.</u>	Specified to state course is one credit and has a required co-requisite lab.
(b)	<u>Introduction</u>	Universal statement for all career and technology classes.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	Universal statement for all AATVC courses.
(3)	<u>Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	Universal statement for all career and technology classes.
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	Universal statement for all career and technology classes.
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Universal CT employability skills statement
(A)	<u>identify and participate in training, education, or certification to prepare for employment;</u>	Employability skills specific to fashion design moved from line 9
(B)	<u>identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;</u>	

(D)	<u>maintain a career portfolio to document work experiences, licenses, certifications, and work samples;</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities; and</u>	
(F)	<u>examine employment opportunities in entrepreneurship.</u>	
(2)	<u>The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary use of grammar, punctuation, and terminology to write and edit a variety of documents; and</u>	
(B)	<u>apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions and knowledge of arithmetic operations.</u>	
(3)	<u>The student implements advanced professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	
(D)	<u>present formal and informal presentations;</u>	
(E)	<u>apply active listening skills to obtain and clarify information;</u>	
(F)	<u>communicate with diverse individuals; and</u>	Simplify verbiage
(G)	<u>exhibit public relations skills to increase internal and external customer/client satisfaction.</u>	
(4)	<u>The student implements advanced problem-solving methods. The student is expected to employ advanced critical-thinking and interpersonal skills independently and in groups.</u>	Add “advanced” to specify higher-order skills; simplify other verbiage
(5)	<u>The student implements advanced information technology applications. The student is expected to use personal information management, email, Internet, and industry programs, for fashion, textiles, and apparel projects.</u>	Change “writing and publishing,” “presentations” and “spreadsheet or database applications” to “industry programs” that encompasses multiple types of programs
(6)	<u>The student implements advanced knowledge of fashion, textile, and apparel systems. The student evaluates the history of the fashion, textiles, and apparel field. The student is expected to:</u>	Simplify verbiage
(A)	<u>compare fashion history relative to current fashions trends;</u>	Added to build on knowledge from 130.94 advanced fashion design
(7)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and procedures; and</u>	Changed to make terminology

		consistent
(8)	<u>The student implements leadership characteristics in classroom and professional settings. The student is expected to:</u>	
(A)	<u>employ leadership skills to accomplish collective goals</u>	TEKS added for continuity from fashion design and advanced fashion design
(B)	<u>employ practices for effective working relationships by such as: providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, managing stress and controlling emotions;</u>	↓
(C)	<u>conduct and participate in meetings using parliamentary procedure;</u>	
(D)	<u>employ mentoring skills to inspire others.</u>	
(9)	<u>The student applies ethical decision making and complies with legal practices related to fashion, textiles, and apparel. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct; and</u>	
(B)	<u>apply copyright laws.</u>	Students apply previous knowledge of copyright laws from prerequisites
(10)	<u>The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</u>	
(11)	<u>The student implements an increasing understanding of the business aspects of fashion, with emphasis on promotion and retailing. The student is expected to:</u>	
(A)	<u>develop, implement, and evaluate a promotional plan by:</u>	
(i)	<u>identifying components of the promotional mix such as advertising, visual merchandising, and personal selling;</u>	
(ii)	<u>demonstrating visual merchandising techniques for fashion goods, services, or ideas;</u>	
(iii)	<u>analyzing a promotional plan for effectiveness;</u>	
(iv)	<u>describing deceptive practices in fashion promotion; and</u>	
(v)	<u>employing ethical practices in promotional activities;</u>	
(B)	<u>apply marketing techniques when assisting with promotional activities by:</u>	
(i)	<u>describing various types of business promotion strategies;</u>	
(ii)	<u>classifying types of customers and their motives for buying textile and apparel products;</u>	
(iii)	<u>describing roles of public relations and publicity in product promotion;</u>	

(iv)	<u>explaining the use of promotional activities to market textile and apparel products and services;</u>	
(v)	<u>planning special fashion events such as fashion shows, trunk shows, retail shows, and educational events;</u>	
(vi)	<u>creating and developing a fashion show theme;</u>	
(vii)	<u>developing a scale drawing to illustrate fashion show sets and staging;</u>	
(viii)	<u>describing all fashion show responsibilities; and</u>	
(ix)	<u>writing press releases to publicize promotional activities;</u>	
(C)	<u>create product displays using the principles of design by:</u>	
(i)	<u>identifying components used in developing displays;</u>	
(ii)	<u>determining ways in which design elements and principles are used in the creation of displays;</u>	
(iii)	<u>describing types and uses of interior and exterior displays; and</u>	
(iv)	<u>creating window or other displays of fashion and apparel products;</u>	
(D)	<u>demonstrate effective customer service by:</u>	
(i)	<u>determining factors that promote quality customer relations;</u>	
(ii)	<u>evaluating the impact of cultural diversity on customer relations;</u>	
(iii)	<u>exhibiting skills needed for effective customer service;</u>	
(iv)	<u>creating solutions to specific customer issues; and</u>	
(v)	<u>examining the role of selling fashion products in retail;</u>	
(F)	<u>identify wholesale settings by:</u>	
(i)	<u>analyzing motives for consumer fashion purchases;</u>	
(ii)	<u>describing qualities of an effective salesperson;</u>	
(iii)	<u>applying appropriate fashion vocabulary in selling situations; and</u>	
(iv)	<u>demonstrating effective sales techniques from customer approach to closure; and</u>	
(G)	<u>summarize important business procedures in fashion retailing by:</u>	
(i)	<u>explaining methods a business uses to control risks such as surveillance, safety training, and loss control;</u>	
(ii)	<u>explaining the use of inventory information such as preparing financial reports and making buying decisions;</u>	

<u>(iii)</u>	<u>demonstrating cash and credit transaction methods;</u>	
<u>(iv)</u>	<u>analyzing data used to make accurate forecasts;</u>	
<u>(v)</u>	<u>demonstrating knowledge of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices;</u>	
<u>(vi)</u>	<u>examining operational costs such as markup, markdown, cash flow, and other factors affecting profit; and</u>	
<u>(vii)</u>	<u>demonstrating procedures for reporting and handling accidents, safety, and security incidents.</u>	

DRAFT

Video Game Design (One Credit).

Recommended TEKS for current Innovative Course		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 9-12. Recommended, but not required Prerequisite: Principles of Art, A/V and Communications. This course satisfies a Fine Arts graduation requirement.</u>	<u>*Committee recommends Video Game Design be allowed to satisfy one Fine Arts credit because it covers same objectives such as perception, creative expression, historical art/design analysis, and evaluation of personal design.</u>
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, Audio/Video Technology, and Communications cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>This course will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, and animation, and technical concepts of collision theory and programming logic. Students will participate in a simulation of real video game design team while developing technical proficiency in constructing an original game design.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>identify and demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(B)	<u>demonstrate skills related to seeking and applying for employment;</u>	
(C)	<u>create a career portfolio to document work experiences, licenses, certifications, and work samples; and</u>	
(D)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	
(2)	<u>The student applies academic knowledge and skills in video game design projects. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge by demonstrating skills such as: correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of</u>	

	<u>documents; and</u>	
(B)	<u>apply mathematics by demonstrating skills such as: use of whole numbers, decimals, fractions, and knowledge of arithmetic operations.”</u>	
(3)	<u>The student understands professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information;</u>	
(D)	<u>apply active listening skills; and</u>	
(E)	<u>listen to and speak with diverse individuals.</u>	
(4)	<u>The student understands and employs problem-solving methods and conflict-management skills. The student is expected to employ critical-thinking and interpersonal skills: independently and in a group setting to solve problems.</u>	
(5)	<u>The student applies cyber safety procedures. The student is expected to:</u>	
(A)	<u>implement personal and professional safety rules and regulations.</u>	
(6)	<u>The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
(A)	<u>demonstrate leadership skills; and</u>	
(B)	<u>conduct and participate in a group setting.</u>	
(7)	<u>The student applies ethical decision-making and understands and complies with laws regarding use of technology in video game design. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;</u>	
(B)	<u>discuss and apply copyright laws;</u>	
(C)	<u>model respect of intellectual property;</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies; and</u>	
(E)	<u>analyze the impact of the video game design industry on society, including concepts related to persuasiveness, marketing, and point of view.</u>	
(8)	<u>The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</u>	
(9)	<u>The student develops an understanding of video game design. The student is expected to:</u>	

(A)	<u>demonstrate knowledge and appropriate use of computer operating systems;</u>	
(B)	<u>demonstrate appropriate use of hardware components;</u>	
(C)	<u>demonstrate appropriate use of software programs;</u>	
(D)	<u>demonstrate appropriate use of storage devices;</u>	
(E)	<u>demonstrate knowledge of sound editing;</u>	
(F)	<u>demonstrate knowledge of file formats and cross-platform compatibility;</u>	
(G)	<u>acquire and exchange information in a variety of electronic file sharing formats;</u>	
(H)	<u>evaluate visual information by recognizing the use of principles and elements of design;</u>	
(I)	<u>use an appropriate design process to create and modify solutions to problems by:</u>	
(i)	<u>combining graphics, images, and sound;</u>	
(ii)	<u>applying principles of design;</u>	
(iii)	<u>developing and referencing technical documentation; and</u>	
(iv)	<u>editing products;</u>	
(I)	<u>research the history and evolution of video game design by:</u>	
(i)	<u>explaining the history of video game design;</u>	
(ii)	<u>describing how changing technology is affecting the industry;</u>	
(iii)	<u>analyzing the use of symbols in video game design of diverse cultures;</u>	
(iv)	<u>comparing current video game design technologies with historical technologies;</u>	
(v)	<u>comparing various styles of video game design; and</u>	
(vi)	<u>exploring emerging and innovative video game design technologies and software;</u>	
(J)	<u>understand and apply video game design principles, elements, and techniques by:</u>	
(i)	<u>describing and using audience identification, script writing, character design, storyboarding, audio uses, and delivery formats;</u>	
(ii)	<u>describing and using motion paths, scripting/programming, and interactivity;</u>	
(iii)	<u>describing lighting and perspective; and</u>	
(iv)	<u>describing and using production processes such as titles, credits, and special effects;</u>	
(K)	<u>evaluate a product using critical-thinking skills;</u>	
(L)	<u>present oral or written evaluations of video game design projects by:</u>	

(i)	<u>identifying the intended audience;</u>	
(ii)	<u>describing aesthetics;</u>	
(iii)	<u>explaining the storyline;</u>	
(iv)	<u>summarizing subject matter; and</u>	
(v)	<u>discussing the use of sound;</u>	
(M)	<u>create video game design projects using a variety of techniques and software programs.</u>	
(N)	<u>differentiate current programming languages by:</u>	
(i)	<u>discussing the use of the languages in other fields of study; and</u>	
(ii)	<u>demonstrating knowledge of specific programming terminology and concepts;</u>	
(O)	<u>apply problem-solving strategies such as design specifications, step-wise refinement, or algorithm development;</u>	
(P)	<u>develop coding with correct and efficient use of expressions including user-defined functions, proper operator precedence, and sequential/conditional/repetitive control structures;</u>	
(Q)	<u>seek and respond to advice from peers and professionals in delineating technological tasks; and</u>	
(R)	<u>create technology specifications for tasks/evaluation rubrics and demonstrate that products/product quality can be evaluated against established criteria.</u>	
(10)	<u>The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:</u>	
(A)	<u>participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;</u>	
(B)	<u>extend the learning environment beyond the school walls with digital products created to increase teaching and learning in the foundation and enrichment curricula; and</u>	
(C)	<u>participate in relevant, meaningful activities in the larger community and society to create electronic projects.</u>	
(11)	<u>The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:</u>	
(A)	<u>publish information in a variety of ways including, but not limited to, printed copy and monitor displays; and</u>	
(B)	<u>publish information in a variety of ways including, but not limited to, software, Internet documents, and video.</u>	
(12)	<u>The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:</u>	

(A)	<u>write technology specifications for planning/evaluation rubrics documenting variables, prompts, and programming code internally and externally; and</u>	
(B)	<u>debug and solve problems using reference materials and effective strategies.</u>	

DRAFT

§130.91. Commercial Photography (~~One to Two Credits~~)-(One Credit)

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9-12 10-12 . Recommended prerequisite: Graphic Design and Illustration or Art I. <u>Co-requisite: Commercial Photography Lab. Districts are encouraged to double-block courses Commercial Photography followed by Commercial Photography Lab. These courses can also be taught concurrently.</u>	Recommend Commercial Photography be considered as an Art credit.
(b)	Introduction.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	The student applies academic knowledge and skills in commercial photography. The student is expected to: <u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures; and	
(B)	apply mathematics knowledge and skills by identifying whole numbers, decimals and fractions applied to measurement, percentages, depth of field, aperture, resolution, and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.	

(2)	The student applies professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	give formal and informal presentations;	
(E)	apply active listening skills;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills.	
(3)	The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.	
(4)	The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	
(5)	The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.	
(6)	The student applies safety regulations. The student is expected to:	
(A)	implement personal and workplace safety rules and regulations; and in a photography studio and lab;	
(B)	follow emergency procedures.	
(7)	The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	
(A)	employ leadership skills;	
(B)	employ teamwork and conflict-management skills;	
(C)	conduct and participate in meetings; and	
(D)	employ mentoring skills.	
(8)	The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:	
(A)	exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;	
(B)	discuss and apply copyright laws in relation to fair use and duplication of images;	

(C)	model respect for intellectual property when manipulating, morphing, and editing digital images; and	
(D)	analyze the impact of photography on society, including concepts related to persuasiveness, marketing, and point of view;	<u>Add (E)...understand creative common laws including all licensing.</u>
(9)	The student develops employability characteristics. The student is expected to:	
(A)	identify and participate in training, education, or certification for employment;	
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable;	
(C)	demonstrate skills related to seeking employment to find and obtain a desired job;	
(D)	create a career portfolio to document work experiences, licenses, certifications, and work samples; and	
(E)	examine employment opportunities in entrepreneurship.	
(10)	The student applies technical skills for efficiency. The student is expected <u>will</u> to employ planning and time-management skills to complete work tasks.	
(11)	The student develops an increasing <u>a basic</u> understanding of commercial photography. The student is expected to:	
(A)	research career opportunities and qualifications in photography;	
(B)	research the history and evolution of photography;	
(C)	analyze principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market;	
(D)	analyze and apply the elements and principles of art to photographs;	
(E)	demonstrate knowledge of different types of cameras and lenses and their applications to photography;	
(F)	demonstrate knowledge of good photographic composition and layout;	
(G)	demonstrate knowledge of the characteristics of different types of photographic media;	
(H)	demonstrate knowledge of the basics of <u>digital</u> black and white and color photography processes ;	
(I)	demonstrate knowledge of photographic lighting techniques, <u>including 3 Point lighting</u> ;	
(J)	identify characteristics <u>and uses</u> of various types of photographic paper;	
(K)	demonstrate an understanding of standard conventions for mounting, matting, and <u>or</u> framing;	
(L)	produce a variety of photographs using <u>appropriate</u> , current, industry-standard production processes; and	
(M)	evaluate photographs using principles of art, commercial photography standards, and critical-thinking	<u>Add (N) understand resolution and</u>

DRAFT

Commercial Photography Lab (One Credit)

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 9-12. Co-requisite: Commercial Photography. Districts are encouraged to double-block courses Commercial Photography followed by Commercial Photography Lab. These courses can also be taught concurrently.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards / employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures; and</u>	
(B)	<u>apply mathematics knowledge and skills by identifying whole numbers, decimals and fractions applied to measurement, percentages, depth of field, aperture, resolution, and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.</u>	
(2)	<u>The student applies professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	

(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	
(D)	<u>give formal and informal presentations;</u>	
(E)	<u>apply active listening skills;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills.</u>	
(3)	<u>The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.</u>	
(4)	<u>The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.</u>	
(5)	<u>The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.</u>	
(6)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations; in a photography studio and lab;</u>	
(B)	<u>follow emergency procedures.</u>	
(7)	<u>The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
(A)	<u>employ leadership skills;</u>	
(B)	<u>employ teamwork and conflict-management skills;</u>	
(C)	<u>conduct and participate in meetings; and</u>	
(D)	<u>employ mentoring skills.</u>	
(8)	<u>The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;</u>	
(B)	<u>discuss and apply copyright laws in relation to fair use and duplication of images;</u>	
(C)	<u>model respect for intellectual property when manipulating, morphing, and editing digital images; and</u>	
(D)	<u>analyze the impact of photography on society, including concepts related to persuasiveness,</u>	

	<u>marketing, and point of view;</u>	
(E)	<u>Understand creative Commons Laws including all licensing.</u>	
(9)	<u>The student develops employability characteristics. The student is expected to:</u>	
(A)	<u>identify and participate in training, education, or certification for employment;</u>	
(B)	<u>identify and demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking employment to find and obtain a desired job;</u>	
(D)	<u>create a portfolio to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>examine employment opportunities in entrepreneurship.</u>	
(10)	<u>The student will employ planning and time-management skills to complete work tasks.</u>	
(11)	<u>The student demonstrates a basic understanding of commercial photography. The student is expected to:</u>	
(A)	<u>analyze principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market;</u>	
(B)	<u>analyze and apply the elements and principles of art to photographs;</u>	
(C)	<u>demonstrate knowledge of different types of cameras and lenses and their applications to photography;</u>	
(D)	<u>demonstrate knowledge of photographic composition and layout;</u>	
(E)	<u>demonstrate knowledge of the characteristics of different types of photographic media;</u>	
(F)	<u>demonstrate knowledge of the basics of digital photography;</u>	
(G)	<u>demonstrate knowledge of photographic lighting techniques, including 3 Point lighting;</u>	
(H)	<u>identify characteristics and uses of various types of photographic paper;</u>	
(I)	<u>demonstrate an understanding of standard conventions for mounting, matting, or framing;</u>	
(J)	<u>produce a variety of photographs using appropriate, current, industry-standard production processes;</u>	
(K)	<u>evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills; and</u>	
(L)	<u>demonstrate understanding of resolutions and digital file format.</u>	

§130.92. Advanced Commercial Photography (~~Two to Three Credits~~). (One Credit)

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades <u>10-12</u> 11-12 . Prerequisite <u>Required:</u> Commercial Photography. <u>Co-requisite: Advanced Commercial Photography Lab. Districts are encouraged to double-block courses Advanced Commercial Photography followed by Advanced Commercial Photography Lab. These courses can also be taught concurrently.</u>	
(b)	Introduction.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	The student applies academic knowledge and skills in commercial photography. The student is expected to: <u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures; and	
(B)	apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement, percentages, depth of field, aperture, resolution, and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.	
(2)	The student applies professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	

(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	present formal and informal presentations;	
(E)	apply active listening skills to obtain and clarify information;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills to increase internal and external customer/client satisfaction.	
(3)	The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.	
(4)	The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.	
(5)	The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.	
(6)	The student applies safety regulations. The student is expected to:	
(A)	implement personal and workplace safety rules and regulations and in a photography studio and lab;	
(B)	follow emergency procedures.	
(7)	The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	
(A)	employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities;	
(B)	employ teamwork and conflict-management skills to achieve collective goals;	
(C)	establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;	
(D)	conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and	
(E)	employ mentoring skills to inspire and teach others.	
(8)	The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:	

(A)	exhibit ethical conduct; <u>exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;</u>	
(B)	apply copyright laws; <u>discuss and apply copyright laws in relation to fair use and duplication of images;</u>	
(C)	model respect for intellectual property; and <u>model respect for intellectual property when manipulating, morphing, and editing digital images; and</u>	
(D)	demonstrate proper etiquette and knowledge of acceptable use policies, <u>including creative common laws and licensing.</u>	
(9)	The student develops employability characteristics. The student is expected to:	
(A)	participate in training, education, or certification for employment;	
(B)	demonstrate positive work behaviors and personal qualities needed to be employable;	
(C)	demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;	
(D)	maintain and update career portfolio to document <u>with</u> work experiences, licenses, certifications, and work samples; and	
(E)	demonstrate skills in evaluating and comparing employment opportunities.	
(10)	The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks <u>such as creating quotes and budgeting.</u>	
(11)	The student develops an increasing ed understanding of commercial photography. The student is expected to:	
(A)	Create <u>identify</u> photographs for defined purposes <u>commercial photography;</u>	
(B)	Apply <u>recognize</u> the elements and principles of art <u>as it applies</u> to a variety of commercial photography projects;	
(C)	use principles of commercial photography; <u>use principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market;</u>	
(D)	use <u>identify</u> appropriate cameras and lenses;	
(E)	apply <u>recognize</u> appropriate photographic composition and layout principles;	
(F)	use <u>identify use of</u> appropriate <u>digital</u> black and white and color photography processes;	
(G)	apply <u>understand the use of</u> effective photographic lighting techniques; including 3 Point, studio, portraiture, and product;	
(H)	produce <u>recognize the elements of</u> professional quality photographs;	

(I)	use <u>identify</u> the most appropriate types of photographic paper for projects;	
(J)	use the most <u>recognize</u> appropriate solutions for mounting, matting, and or framing photographs;	
(K)	use <u>understand</u> appropriate, <u>current</u> , <u>and</u> industry-standard production processes to produce photographs; and	
(L)	evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills; <u>and</u>	<u>(M) identify appropriate resolution and digital file formats.</u>

DRAFT

Advanced Commercial Photography Lab (One Credit).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Prerequisite Required: Commercial Photography. Co-requisite: Advanced Commercial Photography. Districts are encouraged to double-block courses Advanced Commercial Photography followed by Advanced Commercial Photography Lab. These courses can also be taught concurrently.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards / employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures; and</u>	
(B)	<u>apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement, percentages, depth of field, aperture, resolution, and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.</u>	
(2)	<u>The student applies professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	

(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	
(D)	<u>present formal and informal presentations;</u>	
(E)	<u>apply active listening skills to obtain and clarify information;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills to increase internal and external customer/client satisfaction.</u>	
(3)	<u>The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.</u>	
(4)	<u>The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.</u>	
(5)	<u>The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.</u>	
(6)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations in a photography studio and lab;</u>	
(B)	<u>follow emergency procedures.</u>	
(7)	<u>The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
(A)	<u>employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities;</u>	
(B)	<u>employ teamwork and conflict-management skills to achieve collective goals;</u>	
(C)	<u>establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</u>	
(D)	<u>conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and</u>	
(E)	<u>employ mentoring skills to inspire and teach others.</u>	
(8)	<u>The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:</u>	

(A)	<u>exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;</u>	
(B)	<u>discuss and apply copyright laws in relation to fair use and duplication of images;</u>	
(C)	<u>model respect for intellectual property when manipulating, morphing, and editing digital images; and</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies, including creative common laws and licensing.</u>	
(9)	<u>The student develops employability characteristics. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;</u>	
(D)	<u>maintain and update portfolio to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	
(10)	<u>The student will;</u>	
(A)	<u>employ planning and time management skills to complete work tasks; and</u>	
(B)	<u>demonstrate skills in budgeting and creating quotes for freelance or contract projects.</u>	
(11)	<u>The student develops an increased understanding of commercial photography. The student is expected to:</u>	
(A)	<u>create photographs for defined purposes;</u>	
(B)	<u>apply the elements and principles of art to a variety of commercial photography projects;</u>	
(C)	<u>demonstrate the principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market;</u>	
(D)	<u>demonstrate the use of appropriate cameras and lenses;</u>	
(E)	<u>apply appropriate photographic composition and layout principles;</u>	
(F)	<u>demonstrate appropriate digital black and white and color photography;</u>	
(G)	<u>apply effective photographic lighting techniques including 3 Point, studio, portraiture, and product;</u>	
(H)	<u>produce professional quality photographs;</u>	
(I)	<u>use the most appropriate types of photographic paper for projects;</u>	

(J)	<u>use the most appropriate solutions for mounting, matting, or framing photographs;</u>	
(K)	<u>demonstrate use of appropriate, current, and industry-standard production processes to produce photographs;</u>	
(L)	<u>evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills; and</u>	
(M)	<u>demonstrate use of appropriate resolution and digital file formats.</u>	

DRAFT

Practicum in Commercial Photography (Two Credit).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Prerequisite Required: Advanced Commercial Photography</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures; and</u>	
(B)	<u>apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement, percentages, depth of field, aperture, resolution, and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.</u>	
(2)	<u>The student applies professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	

(D)	<u>present formal and informal presentations;</u>	
(E)	<u>apply active listening skills to obtain and clarify information;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills to increase internal and external customer/client satisfaction.</u>	
(3)	<u>The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.</u>	
(4)	<u>The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.</u>	
(5)	<u>The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.</u>	
(6)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations in a photography studio and lab;</u>	
(B)	<u>follow emergency procedures.</u>	
(7)	<u>The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
(A)	<u>employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities;</u>	
(B)	<u>employ teamwork and conflict-management skills to achieve collective goals;</u>	
(C)	<u>establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</u>	
(D)	<u>conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and</u>	
(E)	<u>employ mentoring skills to inspire and teach others.</u>	
(8)	<u>The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;</u>	
(B)	<u>discuss and apply copyright laws in relation to fair use and duplication of images;</u>	

(C)	<u>model respect for intellectual property when manipulating, morphing, and editing digital images; and</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies, including creative common laws and licensing.</u>	
(9)	<u>The student develops employability characteristics. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;</u>	
(D)	<u>maintain and update portfolio to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	
(10)	<u>The student will:</u>	
(A)	<u>employ planning and time management skills to complete work tasks; and</u>	
(B)	<u>demonstrate skills in budgeting and creating quotes for freelance or contract projects.</u>	
(11)	<u>The student develops an increased understanding of commercial photography. The student is expected to:</u>	
(A)	<u>create photographs for defined purposes;</u>	
(B)	<u>apply the elements and principles of art to a variety of commercial photography projects;</u>	
(C)	<u>demonstrate the principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market;</u>	
(D)	<u>demonstrate the use of appropriate cameras and lenses;</u>	
(E)	<u>apply appropriate photographic composition and layout principles;</u>	
(F)	<u>demonstrate appropriate digital black and white and color photography;</u>	
(G)	<u>apply effective photographic lighting techniques including 3 Point, studio, portraiture, and product;</u>	
(H)	<u>produce professional quality photographs;</u>	
(I)	<u>use the most appropriate types of photographic paper for projects;</u>	
(J)	<u>use the most appropriate solutions for mounting, matting, or framing photographs;</u>	
(K)	<u>demonstrate use of appropriate, current, and industry-standard production processes to produce photographs;</u>	

(L)	<u>evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills; and</u>	
(M)	<u>demonstrate use of appropriate resolution and digital file formats.</u>	

DRAFT

Practicum in Commercial Photography (Three Credits).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Prerequisite Required: Commercial Photography. Co-requisite; Advanced Commercial Photography. Districts are encouraged to double-block courses Advanced Commercial Photography followed by Advanced Commercial Photography Lab. These courses can also be taught concurrently.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.</u>	
(4)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures; and</u>	
(B)	<u>apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement, percentages, depth of field, aperture, resolution, and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.</u>	

(2)	<u>The student applies professional communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	
(D)	<u>present formal and informal presentations;</u>	
(E)	<u>apply active listening skills to obtain and clarify information;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills to increase internal and external customer/client satisfaction.</u>	
(3)	<u>The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.</u>	
(4)	<u>The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.</u>	
(5)	<u>The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.</u>	
(6)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations in a photography studio and lab;</u>	
(B)	<u>follow emergency procedures.</u>	
(7)	<u>The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
(A)	<u>employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities;</u>	
(B)	<u>employ teamwork and conflict-management skills to achieve collective goals;</u>	
(C)	<u>establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</u>	
(D)	<u>conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and</u>	
(E)	<u>employ mentoring skills to inspire and teach others.</u>	

(8)	<u>The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;</u>	
(B)	<u>discuss and apply copyright laws in relation to fair use and duplication of images;</u>	
(C)	<u>model respect for intellectual property when manipulating, morphing, and editing digital images; and</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies, including creative common laws and licensing.</u>	
(9)	<u>The student develops employability characteristics. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;</u>	
(D)	<u>maintain and update portfolio to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	
(10)	<u>The student will;</u>	
(A)	<u>employ planning and time management skills to complete work tasks; and</u>	
(B)	<u>demonstrate skills in budgeting and creating quotes for freelance or contract projects.</u>	
(11)	<u>The student develops an increased understanding of commercial photography. The student is expected to:</u>	
(A)	<u>create photographs for defined purposes;</u>	
(B)	<u>apply the elements and principles of art to a variety of commercial photography projects;</u>	
(C)	<u>demonstrate the principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market;</u>	
(D)	<u>demonstrate the use of appropriate cameras and lenses;</u>	
(E)	<u>apply appropriate photographic composition and layout principles;</u>	
(F)	<u>demonstrate appropriate digital black and white and color photography;</u>	

(G)	<u>apply effective photographic lighting techniques including 3 Point, studio, portraiture, and product;</u>	
(H)	<u>produce professional quality photographs;</u>	
(I)	<u>use the most appropriate types of photographic paper for projects;</u>	
(J)	<u>use the most appropriate solutions for mounting, matting, or framing photographs;</u>	
(K)	<u>demonstrate use of appropriate, current, and industry-standard production processes to produce photographs;</u>	
(L)	<u>evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills; and</u>	
(M)	<u>demonstrate use of appropriate resolution and digital file formats.</u>	

DRAFT

§130.96. Printing and Imaging Technology (One to Two Credits) <u>(One Credit)</u> .		
TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10 <u>9</u> -12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Co-requisite: Printing and Imaging Technology Lab. Districts are encouraged to double-block courses Printing and Imaging Technology followed by Printing and Imaging Technology Lab. These courses can also be taught concurrently.	Recommendation: This course should satisfy the art requirements.
(b)	Introduction	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the printing industry with a focus on <u>digital</u> prepress and desktop <u>digital</u> publishing.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	The student applies academic knowledge and skills in printing and imaging projects. The student is expected to: <u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, and newsletters; and	
(B)	apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to	

	solve a problem.	
(2)	The student applies professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	give formal and informal presentations;	
(E)	apply active listening skills;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills.	
(3)	The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.	
(4)	The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	
(5)	The student understands printing systems <u>and their uses</u> . The student is expected to analyze and summarize the history and evolution of the printing and imaging field.	
(6)	The student applies safety regulations. The student is expected to:	
(A)	implement personal and workplace safety rules and regulations; and	
(B)	follow emergency procedures.	
(7)	The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	
(A)	employ leadership skills;	
(B)	employ teamwork and conflict-management skills;	
(C)	conduct and participate in meetings; and	
(D)	employ mentoring skills.	
(8)	The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	
(A)	exhibit ethical conduct;	
(B)	apply <u>understand</u> copyright laws in relation to fair use and duplication of materials; and	

(C)	analyze the impact of the printing industry on society.	
<u>(D)</u>	<u>understand Creative Commons laws including all licensing.</u>	
(9)	The student develops employability characteristics. The student is expected to:	
(A)	<u>identify and participate in appropriate</u> training, education, or certification for employment;	
(B)	demonstrate <u>recognize</u> positive work behaviors and personal qualities needed to be employable;	
(C)	<u>describe</u> demonstrate skills related to seeking and applying for employment to find and obtain a desired job;	
(D)	maintain a career <u>understand the use and importance of a portfolio to</u> in <u>documenting</u> work experiences, licenses, certifications, and work samples;	
(E)	demonstrate skills in evaluating and comparing employment opportunities; and	
(F)	examine employment opportunities in entrepreneurship.	
(10)	The student applies technical skills for efficiency. The student is expected will to employ planning and time-management skills to complete work tasks.	
(11)	The student develops a technical <u>basic</u> understanding of printing and imaging. The student is expected to:	
(A)	<u>describe the employ</u> processes required for the production of various printed products by;	
(i)	understanding the diversity of the printing process;	
(ii) <u>(B)</u>	Understanding <u>explain</u> the impact of the printing industry on the United States economy;	
(iii) <u>(C)</u>	understanding <u>ing</u> the impact of emerging technologies in hardware and software applications;	
(B) <u>(D)</u>	<u>understand how to</u> manage the printing process, including customer service and sales, scheduling, and quality control;	
(C) <u>(E)</u>	<u>describe</u> evaluate customer needs and materials <u>used in various printing projects;</u>	
(D) <u>(F)</u>	<u>understand how to</u> acquire information in a variety of formats;	
(E) <u>(G)</u>	evaluate information for accuracy, validity, and usability;	
(F)	apply desktop publishing to create products	
(i) <u>(H)</u>	Compare the features of using word processing, graphics, or drawing <u>graphics</u> programs <u>used in digital printing;</u>	
(ii) <u>(I)</u>	<u>explain how</u> applying design elements such as text, graphics, headlines, use of color, and white space <u>affect usability;</u>	

(iii) (J)	applying typography concepts, including font, size, and style; <u>explain the principles of typography, including font, size and style;</u>	
(K)	<u>explain color theory and its use in the design process;</u>	
(iv) (L)	indentify applying graphic design concepts such as contrast, alignment, repetition, and proximity;	
(v)	editing products; and	
(vi) (M)	developing and referencing <u>reference</u> technical documentation; <u>and</u>	
(G)	prepare products for printing;	
(H)	Ddemonstrate knowledge and appropriate use of hardware components, software programs, and storage devices	
(N)	<u>understand</u> file and cross-platform compatibility; <u>.</u>	
(I)	deliver products in a variety of media; and.	
(J)	evaluate products.	
(12)	<u>The student is expected to analyze and summarize the evolution of the printing and imaging field and its historical impact on society.</u>	

DRAFT

Printing and Imaging Technology Lab (One Credit).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 9-12. Co-requisite; Printing and Imaging Technology. Districts are encouraged to double-block courses Printing and Imaging Technology followed by Printing and Imaging Technology Lab. These courses can also be taught concurrently.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to demonstrate an understanding of the printing industry with a focus on digital prepress and digital publishing.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, and newsletters; and</u>	
(B)	<u>apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve a problem.</u>	
(2)	<u>The student applies professional communications strategies. The student is expected to:</u>	

(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	
(D)	<u>give formal and informal presentations;</u>	
(E)	<u>apply active listening skills;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills.</u>	
(3)	<u>The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.</u>	
(4)	<u>The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.</u>	
(5)	<u>The student understands printing systems and their uses.</u>	
(6)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations; and</u>	
(B)	<u>follow emergency procedures.</u>	
(7)	<u>The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
(A)	<u>employ leadership skills;</u>	
(B)	<u>employ teamwork and conflict-management skills;</u>	
(C)	<u>conduct and participate in meetings; and</u>	
(D)	<u>employ mentoring skills.</u>	
(8)	<u>The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct;</u>	
(B)	<u>apply copyright laws in relation to fair use and duplication of materials; and</u>	
(C)	<u>model respect for intellectual property;</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies;</u>	
(E)	<u>demonstrate use of Creative Commons laws including all licensing.</u>	

(9)	<u>The student develops employability characteristics. The student is expected to:</u>	
(A)	<u>identify and participate in training, education, or certification for employment;</u>	
(B)	<u>demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job;</u>	
(D)	<u>maintain a portfolio to document work experiences, licenses, certifications, and work samples;</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities; and</u>	
(F)	<u>examine employment opportunities in entrepreneurship.</u>	
(10)	<u>The student will employ planning and time-management skills to complete work tasks.</u>	
(11)	<u>The student develops a basic understanding of printing and imaging. The student is expected to:</u>	
(A)	<u>employ processes required for the production of various printed products:</u>	
(B)	<u>demonstrate print process management, including customer service and sales, scheduling, and quality control;</u>	
(C)	<u>evaluate customer needs and materials;</u>	
(D)	<u>acquire information in a variety of formats;</u>	
(E)	<u>evaluate information for accuracy, validity, and usability;</u>	
(F)	<u>apply digital publishing techniques to create products by using word processing, graphics, or drawing programs;</u>	
(G)	<u>apply design elements such as text, graphics, headlines, and white space;</u>	
(H)	<u>apply typography concepts, including font, size, and style;</u>	
(I)	<u>apply color theory;</u>	
(J)	<u>apply graphic design concepts such as contrast, alignment, repetition, and proximity;</u>	
(K)	<u>edit and evaluate products;</u>	
(L)	<u>develop technical documentation;</u>	
(M)	<u>demonstrate knowledge and appropriate use of hardware components, software programs, and storage devices</u>	
(N)	<u>demonstrate knowledge of file and cross-platform compatibility; and</u>	
(O)	<u>deliver products in a variety of media.</u>	

§130.97. Advanced Printing and Imaging Technology (Two to Three Credits) (One Credit).		
TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Printing and Imaging Technology. <u>Co-requisite: Advanced Printing and Imaging Technology Lab. Districts are encouraged to double-block courses; Advanced Printing and Imaging Technology followed by Advanced Printing and Imaging Technology Lab. These courses can also be taught concurrently.</u>	
(b)	Introduction.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the printing industry with a focus on press operations. <u>focus on digital prepress and desktop digital publishing.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	The student applies academic knowledge and skills in printing and imaging projects. The student is expected to: <u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, and newsletters; and	
(B)	apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to	

	solve problems.	
(2)	The student applies professional communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	present formal and informal presentations;	
(E)	apply active listening skills to obtain and clarify information;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills to increase internal and external customer/client satisfaction.	
(3)	The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.	
(4)	The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	
(5)	The student understands printing systems <u>and their uses</u> . The student is expected to analyze and summarize the history and evolution of the printing and imaging field.	
(6)	The student applies safety regulations. The student is expected to:	
(A)	implement personal and workplace safety rules and regulations; and	
(B)	employ emergency procedures.	
(7)	The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:	
(A)	employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;	
(B)	employ teamwork and conflict-management skills to achieve collective goals;	
(C)	establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;	
(D)	conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using	

	parliamentary procedure, as needed, to conduct meetings; and	
(E)	employ mentoring skills to inspire and teach others.	
(8)	The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:	
(A)	exhibit ethical conduct;	
(B)	apply <u>understand</u> copyright laws;	
(C)	model respect for intellectual property; and	
(D)	demonstrate proper etiquette and knowledge of acceptable use policies.	
<u>(E)</u>	<u>understand Creative Commons laws including all liscensing.</u>	
(9)	The student develops employability characteristics. The student is expected to:	
(A)	participate in <u>identify appropriate</u> training, education, or certification for employment;	
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable;	
(C)	<u>identify demonstrate</u> skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;	
(D)	<u>understand the use and importance of</u> a maintain a career portfolio in to <u>documenting</u> work experiences, licenses, certifications, and work samples; and	
(E)	demonstrate skills in evaluating and comparing employment opportunities.	
<u>(F)</u>	<u>examine employment opportunities in entrepreneurship.</u>	
(10)	The student applies technical skills for efficiency. The student is expected <u>will</u> to employ planning and time-management skills to complete work tasks.	
(11)	The student develops an advanced understanding of printing and imaging. The student is expected to:	
(A)	<u>explain how to</u> manage the printing process;	
(B)	<u>describe how to</u> prepare customer materials for printing;	
(C)	understand and apply a variety of printing processes; related to lithographic, planographic, gravure, intaglio, and screen;	
(D)	apply knowledge of inks and <u>explain</u> ink processes used for various types of printing, including identifying ink types and describing how properties of ink affect coverage, color, and color separation;	

(E)	apply—demonstrate knowledge <u>explain the uses</u> of papers, including weights and finishes used for various types of printing; <u>and</u>	
(F)	apply offset duplication parts and operation;	
(G)	perform set-up for printing a single color job;	
(H)	produce a printed single color job using an offset duplicator; and	
(I)	<u>explain</u> perform cleanup and maintenance of equipment,	
<u>12</u>	<u>Analyze the impact of the printing industry on society, including concepts related to persuasiveness, marketing, and point of view.</u>	

DRAFT

Advanced Printing and Imaging Technology Lab (One credit).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Prerequisite Required: Printing and Imaging Technology. Co-requisite: Advanced Printing and Imaging Technology. Districts are encouraged to double-block courses: Advanced Printing and Imaging Technology followed by Advanced Printing and Imaging Technology Lab. These courses can also be taught concurrently.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the printing industry with a focus on digital prepress and desktop digital publishing.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, and newsletters; and</u>	
(B)	<u>apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve problems.</u>	
(2)	<u>The student applies professional communications strategies. The student is expected to:</u>	

(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	
(D)	<u>present formal and informal presentations;</u>	
(E)	<u>demonstrate active listening skills to obtain and clarify information;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>demonstrate public relations skills to increase internal and external customer/client satisfaction.</u>	
(3)	<u>The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.</u>	
(4)	<u>The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.</u>	
(5)	<u>The student understands printing systems and their uses.</u>	
(6)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations; and</u>	
(B)	<u>employ emergency procedures.</u>	
(7)	<u>The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
(A)	<u>employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;</u>	
(B)	<u>employ teamwork and conflict-management skills to achieve collective goals;</u>	
(C)	<u>establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</u>	
(D)	<u>conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and</u>	
(E)	<u>employ mentoring skills to inspire and teach others.</u>	

(8)	<u>The student applies ethical decision making and understands and complies with laws regarding use of technology in printing. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct;</u>	
(B)	<u>apply copyright laws;</u>	
(C)	<u>model respect for intellectual property; and</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies.</u>	
(E)	<u>understand Creative Commons laws including all licensing.</u>	
(9)	<u>The student develops employability characteristics. The student is expected to:</u>	
(A)	<u>participate in training, education, or certification for employment;</u>	
(B)	<u>identify and demonstrate positive work behaviors and personal qualities needed to be employable;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;</u>	
(D)	<u>maintain and update a portfolio to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities.</u>	
(10)	<u>The student will employ planning and time-management skills to complete work tasks.</u>	
(11)	<u>The student develops an advanced understanding of printing and imaging. The student is expected to:</u>	
(A)	<u>demonstrate print process management;</u>	
(B)	<u>prepare customer materials for printing;</u>	
(C)	<u>demonstrate and apply a variety of printing processes.</u>	
(D)	<u>demonstrate industry standard ink processes used for various types of printing, including identifying ink types and describing how properties of ink affect coverage, color, and color separation;</u>	
(E)	<u>demonstrate knowledge of papers, including weights and finishes used for various types of printing;</u>	
(F)	<u>perform cleanup and maintenance of equipment.</u>	

§130.xx. Practicum in Printing and Imaging Technology (Two Credits).		
	TEKS with edits	Committee Comments
(a)	General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Advanced Printing and Imaging Technology.	
(b)	Introduction.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	Career's in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the printing industry with a focus on finishing and bindery operations and customer-based projects. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u> The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:	
(A)	apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, and newsletters; and	
(B)	apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve problems.	

(2)	The student implements advanced communications strategies. The student is expected to:	
(A)	adapt language for audience, purpose, situation, and intent such as structure and style;	
(B)	organize oral and written information;	
(C)	interpret and communicate information, data, and observations;	
(D)	present formal and informal presentations;	
(E)	apply active listening skills to obtain and clarify information;	
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills to increase internal and external customer/client satisfaction.	
(3)	The student implements advanced problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.	
(4)	The student implements advanced information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.	
(5)	The student implements advanced knowledge of printing systems. The student is expected to analyze and summarize the history and evolution of the printing and imaging field. <u>The student understands printing systems and their uses.</u>	
(6)	The student applies safety regulations. The student is expected to:	
(A)	implement personal and workplace safety rules and regulations; and	
(B)	employ emergency procedures.	
(7)	The student implements leadership characteristics to student leadership and professional development activities. The student is expected to:	
(A)	employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;	
(B)	employ teamwork and conflict-management skills to achieve collective goals;	
(C)	establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;	
(D)	conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within	

	scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and	
(E)	employ mentoring skills to inspire and teach others.	
(8)	The student implements ethical decision making and complies with laws regarding use of technology in printing. The student is expected to:	
(A)	exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;	
(B)	discuss and apply copyright laws in relation to fair use and duplication of materials; and	
(C)	model respect for intellectual property; analyze the impact of the printing industry on society, including concepts related to persuasiveness, marketing, and point of view.	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies;</u>	
(E)	<u>understand Creative Commons laws including all licensing.</u>	
(9)	The student implements employability characteristics. The student is expected to:	
(A)	identify and participate in training, education, or certification to prepare for employment;	
(B)	identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;	
(C)	demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;	
(D)	Maintain, <u>update, and present</u> a career portfolio to document work <u>with</u> work experiences, licenses, certifications, and work samples;	
(E)	demonstrate skills in evaluating and comparing employment opportunities; and	
(F)	examine employment opportunities in entrepreneurship.	
(10)	The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.	
(11)	The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:	
(A)	manage the printing process;	
(B)	prepare customer documents;	

(C)	use appropriate printing processes;	
(D)	use apply binding processes, including cutting, folding, and trimming;	
(E)	calculate paper counts from a stock sheet;	
(F)	demonstrate folding a variety of print pieces, adapting equipment as needed;	
(G)	demonstrate saddle stitch, perfect bind, and flat stitching in various printed materials;	
(H)	demonstrate padding press operations;	
(I)	use appropriate specialty processes;	
(I) (I)	use appropriate embossing, foil stamping, die cutting, and laminating samples;	
(J) (J)	print appropriate paper labels, ink jet labels, and bulk forms;	
(K) (K)	demonstrate knowledge of postal regulations related to packages, contents, sizes, and destinations; and	
(L) (L)	meet customer needs with regard to labeling, packaging, and shipping according to regulatory standards.	

DRAFT

Practicum in Printing and Imaging Technology (Three Credits).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Advanced Printing and Imaging Technology. Co-requisite for Practicum in Printing and Imaging Technology. Districts are encouraged to block the course and the lab.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Arts, A/V Technology & Communications Career Cluster focuses on Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</u>	
(3)	<u>Career’s in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the printing industry with a focus on finishing and bindery operations and customer-based projects. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as brochures, programs, and newsletters; and</u>	
(B)	<u>apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve problems.</u>	
(2)	<u>The student implements advanced communications strategies. The student is expected to:</u>	
(A)	<u>adapt language for audience, purpose, situation, and intent such as structure and style;</u>	

(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information, data, and observations;</u>	
(D)	<u>present formal and informal presentations;</u>	
(E)	<u>apply active listening skills to obtain and clarify information;</u>	
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public relations skills to increase internal and external customer/client satisfaction.</u>	
(3)	<u>The student implements advanced problem-solving methods. The student is expected to employ critical thinking and interpersonal skills independently and in teams to solve problems.</u>	
(4)	<u>The student implements advanced information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.</u>	
(5)	<u>The student understands printing systems and their uses.</u>	
(6)	<u>The student applies safety regulations. The student is expected to:</u>	
(A)	<u>implement personal and workplace safety rules and regulations; and</u>	
(B)	<u>employ emergency procedures.</u>	
(7)	<u>The student implements leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
(A)	<u>employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;</u>	
(B)	<u>employ teamwork and conflict-management skills to achieve collective goals;</u>	
(C)	<u>establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</u>	
(D)	<u>conduct and participate in meetings to accomplish work tasks by developing meeting goals, objectives, and agendas; preparing for and conducting meetings to achieve objectives within scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedure, as needed, to conduct meetings; and</u>	
(E)	<u>employ mentoring skills to inspire and teach others.</u>	
(8)	<u>The student implements ethical decision making and complies with laws regarding use of technology in printing. The student is expected to:</u>	

(A)	<u>exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;</u>	
(B)	<u>discuss and apply copyright laws in relation to fair use and duplication of materials; and</u>	
(C)	<u>model respect for intellectual property;</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies;</u>	
(E)	<u>understand Creative Commons laws including all licensing.</u>	
(9)	<u>The student implements employability characteristics. The student is expected to:</u>	
(A)	<u>identify and participate in training, education, or certification to prepare for employment;</u>	
(B)	<u>identify and demonstrate positive work behaviors and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;</u>	
(C)	<u>demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resumé and letter of application, completing a job application, and demonstrating effective interview skills;</u>	
(D)	<u>Maintain, update and present a portfolio with work experiences, licenses, certifications, and work samples;</u>	
(E)	<u>demonstrate skills in evaluating and comparing employment opportunities; and</u>	
(F)	<u>examine employment opportunities in entrepreneurship.</u>	
(10)	<u>The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.</u>	
(11)	<u>The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:</u>	
(A)	<u>manage the printing process;</u>	
(B)	<u>prepare customer documents;</u>	
(C)	<u>use appropriate printing processes;</u>	
(D)	<u>use binding processes, including cutting, folding, and trimming;</u>	
(E)	<u>calculate paper counts from a stock sheet;</u>	
(F)	<u>demonstrate folding a variety of print pieces, adapting equipment as needed;</u>	
(G)	<u>demonstrate saddle stitch, perfect bind, and flat stitching in various printed materials;</u>	

(H)	<u>demonstrate padding press operations;</u>	
(I)	<u>use appropriate embossing, foil stamping, die cutting, and laminating samples;</u>	
(J)	<u>print appropriate paper labels, ink jet labels, and bulk forms;</u>	
(K)	<u>demonstrate knowledge of postal regulations related to packages, contents, sizes, and destinations; and</u>	
(L)	<u>meet customer needs with regard to labeling, packaging, and shipping according to regulatory standards.</u>	

DRAFT