

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

Final Recommendations, October 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

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§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 Grade 9.	Credit decision made in Response to Informal Feedback (RIF).
(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, certifications, and work samples; and	Complies with new professional standards/employability skills standard.
(E)	demonstrate skills in evaluating and comparing employment opportunities.	Complies with new professional standards/employability skills standard.
(4)(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 <u>through</u> structure and style;	RIF
(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;	Needed hyphenation.
(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.	Needed hyphenation.
(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 and grammar correction.
(4)(5)	The student applies-uses 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>use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications cluster projects; and</u>	Consistent organization of standards.
(B)	<u>use 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.	
(7)	<u>The student understands principles of Audio/Video Production. The student is expected to:</u>	Included cluster-specific content.
(A)	<u>apply knowledge of audio and video script production;</u>	Included cluster-specific content.
(B)	<u>discuss the impact of audio and video selection on human emotion;</u>	Included cluster-specific content.
(C)	<u>demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens;</u>	Included cluster-specific content.
(D)	<u>demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery;</u>	Included cluster-specific content.
(E)	<u>understand the differences in linear and nonlinear systems; and</u>	Included cluster-specific content.
(F)	<u>demonstrate knowledge of control peripherals for capturing or ingesting media.</u>	Included cluster-specific content.
(8)	<u>The student understands principles of Fashion Design that impact consumer purchasing of fashion and apparel accessories. The student is expected to:</u>	Included cluster-specific content.
(A)	<u>describe social, cultural, and life cycle influences;</u>	Included cluster-specific content.
(B)	<u>explain how fashion trends are determined; and</u>	Included cluster-specific content.
(C)	<u>analyze the influence of advertising on consumer apparel choices.</u>	Included cluster-specific content.
(9)	<u>The student understands principles of Video Game Design. The student is expected to:</u>	Included cluster-specific content.
(A)	<u>demonstrate knowledge and appropriate use of computer operating systems;</u>	Included cluster-specific content.
(B)	<u>demonstrate appropriate use of hardware components;</u>	Included cluster-specific content.
(C)	<u>demonstrate appropriate use of software programs;</u>	Included cluster-specific content.
(D)	<u>demonstrate appropriate use of storage devices;</u>	Included cluster-specific content.

(E)	<u>demonstrate knowledge of sound editing;</u>	Included cluster-specific content.
(F)	<u>demonstrate knowledge of file formats and cross-platform compatibility;</u>	Included cluster-specific content.
(G)	<u>acquire and exchange information in a variety of electronic file sharing formats; and</u>	Included cluster-specific content.
(H)	<u>combine graphics, images, and sound.</u>	Included cluster-specific content.
(10)	<u>The student understands principles of Graphic Design and Illustration. The student is expected to:</u>	Included cluster-specific content.
(A)	<u>research the history of visual arts and design;</u>	Included cluster-specific content.
(B)	<u>explain the evolution of art and design;</u>	Included cluster-specific content.
(C)	<u>compare current visual arts technologies with historical technologies;</u>	Included cluster-specific content.
(D)	<u>understand general characteristics in artwork from a variety of cultures; and</u>	Included cluster-specific content.
(E)	<u>analyze and apply art elements and principles including photographic works, multimedia applications, and digital/print media.</u>	Included cluster-specific content.
(11)	<u>The student understands principles of Commercial Photography. The student is expected to:</u>	Included cluster-specific content.
(A)	<u>demonstrate knowledge of photographic composition and layout; and</u>	Included cluster-specific content.
(B)	<u>evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills.</u>	Included cluster-specific content.
(12)	<u>The student understands principles, elements, and techniques of Animation. The student is expected to:</u>	Included cluster-specific content.
(A)	<u>describe and use audience identification, script writing, character design, storyboarding, audio uses, and delivery formats;</u>	Included cluster-specific content.
(B)	<u>describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity;</u>	Included cluster-specific content.
(C)	<u>describe lighting and camera shots;</u>	Included cluster-specific content.
(D)	<u>describe and use flip books, claymation, or cut-outs;</u>	Included cluster-specific content.
(13)	<u>The student understands principles of Printing and Imaging. The student is expected to:</u>	Included cluster-specific content.
(A)	<u>identify processes required for the production of various printed products;</u>	Included cluster-specific content.
(B)	<u>identify basic design elements such as text, graphics, and white space; and</u>	Included cluster-specific content.
(C)	<u>demonstrate basic knowledge of color theory.</u>	Included cluster-specific content.
(6) (14)	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) (15)	The student <u>identifies and</u> develops leadership characteristics. The student is expected to: participate in	For students to identify characteristics of leadership. Consistent organization of

	student leadership and professional development activities.	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) (16)	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;	
(E)	<u>demonstrate proper digital etiquette, personal security guidelines, use of network resources, and application of the district's acceptable use policy for technology; and</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.
(F)	<u>identify and demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, willingness to learn new knowledge and skills, and pride in quality work.</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.
(17)	<u>The student understands communications strategies as they relate to Arts, Audio/Video Technology, and Communications cluster. The student is expected to:</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.
(A)	<u>adapt the language and design of a project for audience, purpose, situation, and intent;</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.
(B)	<u>organize oral, written, and graphic information into formal and informal projects;</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.
(C)	<u>interpret and communicate information to multiple audiences; and</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.
(D)	<u>collaborate to create original projects, including seeking and responding to advice from others such as peers or experts in the creation and evaluation process.</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.
(18)	<u>The student uses a variety of strategies to plan, obtain, evaluate, and use valid information. The student is expected to:</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.
(A)	<u>obtain print and digital information such as graphics, audio, and video from a variety of resources while citing the sources;</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.
(B)	<u>evaluate information for accuracy and validity; and</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.
(C)	<u>present accurate information using techniques appropriate for the intended audience.</u>	Integrated from 126.41 Digital Design and Media Production Tech Apps course.

(9)	The student develops employability characteristics. The student is expected to:	Modified and moved to comply with new professional standards/employability skills standard. (RIF)
(A)	identify training, education, or certification requirements needed for employment;	Modified and moved to comply with new professional standards/employability skills standard. (RIF)
(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;	Modified and moved to comply with new professional standards/employability skills standard. (RIF)
(C)	create a career portfolio to document work samples; and	Modified and moved to comply with new professional standards/employability skills standard. (RIF)
(D)	demonstrate skills in evaluating and comparing employment opportunities.	Modified and moved to comply with new professional standards/employability skills standard. (RIF)
(10)(19)	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>use technology to enhance productivity.</u>	Consistent organization of standards.
(11)(20)	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 contact, and appropriate use of space and distance;	Removed due to duplication in other cluster course.
(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	Removed due to duplication in other cluster

	teams;	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)	make and evaluate formal and informal professional presentations by:	Removed due to duplication in other cluster course.
(i)	analyzing the audience, occasion, and purpose when designing presentations;	Removed due to duplication in other cluster course.
(ii)	determining specific topics and purposes for presentations;	Removed due to duplication in other cluster course.
(iii)	researching topics using primary and secondary sources, including electronic technology;	Removed due to duplication in other cluster course.
(iv)	using effective strategies to organize and outline presentations;	Removed due to duplication in other cluster course.
(v)	using information effectively to support and clarify points in presentations;	Removed due to duplication in other cluster course.
(vi)	preparing scripts or notes for presentations;	Removed due to duplication in other cluster course.
(vii)	preparing and using visual or auditory aids, including technology, to enhance presentations;	Removed due to duplication in other cluster course.
(viii)	using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;	Removed due to duplication in other cluster course.
(ix)	using effective verbal and nonverbal strategies in presentations;	Removed due to duplication in other cluster course.
(x)	preparing, organizing, and participating in an informative or persuasive group discussion for an audience;	Removed due to duplication in other cluster course.
(xi)	making individual presentations to inform, persuade, or motivate an audience;	Removed due to duplication in other cluster course.
(xii)	participating in question and answer sessions following presentations;	Removed due to duplication in other cluster course.

(xiii)	applying critical listening strategies to evaluate presentations; and	Removed due to duplication in other cluster course.
(xiv)	evaluating effectiveness of presentations.;	Removed due to duplication in other cluster course.
<u>(D)</u>	<u>evaluate works of art using critical-thinking skills;</u>	Moved from (D) to (E) for clarity.
<u>(E)</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.
<u>(F)</u>	<u>determine the use of principles of design such as continuity, pattern, rhythm, balance, proportion, and unity in products.</u>	To incorporate relevant instruction pertaining to the overall cluster.
<u>(21)</u>	<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.
<u>(A)</u>	<u>interpret, evaluate, and justify artistic decisions; and</u>	To incorporate relevant instruction pertaining to the overall cluster.
<u>(B)</u>	<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 I (One to Two Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. <u>Requires enrollment in co-requisite Audio/Video Production I Lab. Districts are strongly encouraged to block the course and the lab. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options.</u>	Credit change 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 I Lab course for further explanation. TAC description added in Response to Informal Feedback (RIF).
(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) (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) (3)	The student understands professional communications strategies. The student is expected to:	Reorder.
(A)	adapt language for audience, purpose, situation, and intent such as <u>through</u> structure and style;	In Response to Informal Feedback (RIF).
(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;	Needed hyphenation.
(F)	listen to and speak with diverse individuals; and	
(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 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 <u>uses</u> 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. RIF
(A)	<u>use 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>use 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.
(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;	
(B)	follow emergency procedures; and	
(C)	examine and summarize safety-related problems that may result from working with electrical circuits <u>on 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-; <u>and</u>	
<u>(E)</u>	<u>evaluate products for accuracy and validity.</u>	Incorporated standards from Tech Apps §126.44 Digital Communications in the 21 st Century.
<u>(10)</u>	<u>The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a digital product. The student is expected to:</u>	Incorporated standards from Tech Apps §126.44 Digital Communications in the 21 st Century.
<u>(A)</u>	<u>examine real-world issues relating to current topics such as health care, government, business, or education; and</u>	Incorporated standards from Tech Apps §126.44 Digital Communications in the 21 st Century.
<u>(B)</u>	<u>create unique methods and products for audiences beyond the classroom such as school officials, non-profit organizations, higher education officials, government, or other stakeholders.</u>	Incorporated standards from Tech Apps §126.44 Digital Communications in the 21 st Century.
(9) <u>(11)</u>	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) <u>(A)</u>	create a career portfolio to document work experiences, licenses, certifications, and work samples;	Reordered.
(E) <u>(B)</u>	demonstrate skills in evaluating and comparing employment opportunities; and	Reordered.
<u>(C)</u>	<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) <u>(D)</u>	examine employment opportunities in entrepreneurship.	Reordered.
(10) <u>(12)</u>	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>use technology to enhance productivity.</u>	Consistent organization of standards.
(H) (I3)	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: <u>explaining the beginnings and evolution of audio, video, and film, describing how the changing technology is impacting the audio, video, and film industries, and defining and using terminology associated with the industries;</u>	Condensed standard.
(i)	explaining the beginnings and evolution of audio, video, and film;	Condensed standard.
(ii)	describing how the changing technology is impacting the audio, video, and film industries; and	Condensed standard.
(iii)	defining terminology associated with the industry;	Condensed standard.
(B)	employ knowledge regarding use of audio by: <u>identify various audio tape, tapeless, and file formats and the key elements required in audio scripts;</u>	Condensed standard.
(C)	<u>apply writing skills to develop an audio script;</u>	Condensed standard.
(D)	<u>explain how various styles of music can create a specific emotional impact;</u>	Condensed standard.
(E)	<u>understand various microphones based upon type and pickup patterns and various audio cables and connectors;</u>	Condensed standard.
(i)	identifying the key elements required in audio scripts;	Condensed standard.
(ii)	applying writing skills to develop an audio script;	Condensed standard.
(iii)	explaining how various styles of music can create a specific emotional impact;	Condensed standard.
(iv)	identifying various audio tape, tapeless, and file formats;	Condensed standard.
(v)	understanding various microphones based upon type and pickup patterns; and	Condensed standard.
(vi)	understanding various audio cables and connectors;	Condensed standard.
(C)	employ knowledge regarding use of video by:	
(i) (F)	identify ing the key elements required in video scripts;	
(ii) (G)	apply ing writing skills to develop a video script;	
(iii) (H)	identify ing various video tape, tapeless, and file formats;	
(iv) (I)	understand ing various video cables and connectors; <u>and</u>	Grammar correction due to reorder.
(v) (J)	distinguish ing 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)(K)	describe <u>demonstrate</u> various cinematography <u>videography</u> techniques by: <u>including how to frame and maintain picture composition, focus, camera and tripod movements, and proper exposure and white balance;</u>	Adding to Lab course corequisite. Describing in this course, demonstrating in Lab. Condensed standard.
(i)	demonstrating how to frame and maintain picture composition;	Adding to Lab course corequisite. Describing in this course, demonstrating in Lab. Condensed standard.
(ii)	demonstrating focusing techniques;	Adding to Lab course corequisite. Describing in this course, demonstrating in Lab. Condensed standard.
(iii)	demonstrating camera and tripod movements; and	Adding to Lab course corequisite. Describing in this course, demonstrating in Lab. Condensed standard.
(iv)	demonstrating proper exposure and white balance; and	Adding to Lab course corequisite. Describing in this course, demonstrating in Lab. Condensed standard.
(E)(L)	edit <u>understand</u> basics of audio and video productions <u>editing platforms</u> by: <u>such as differences in linear and nonlinear editing systems;</u>	To reflect concepts to be learned in classroom. RIF
(i)	understanding the differences in linear and nonlinear systems;	RIF
(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)(M)	describing <u>describe</u> various digital platforms, including high definition and standard definition.	RIF
(12)(14)	The student understands the pre-production process. The student is expected to:	Reorder.
(A)	identify critical elements in the pre-production stage;	Condensed standard.
(B)	use technology applications to facilitate pre-production by:	Condensed standard.
(i)(A)	designing and implementing procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product;	Condensed standard.
(ii)(B)	responding to advice from peers and professionals;	Condensed standard.
(iii)(C)	creating <u>create</u> technology specifications;	Condensed standard.
(iv)(D)	monitoring process and product quality using established criteria;	Condensed standard.
(v)(E)	creating <u>create</u> a script and identifying resources needed to begin the production; and	Condensed standard.
(vi)(F)	identify <u>ing</u> budgeting considerations for crew, cast, and equipment <u>cast, crew, equipment, and location;</u>	To implement traditional and

		consistent listing.
(C) (G)	analyze the script and storyboard development processes for a successful production;	Condensed standard.
(D) (H)	identify and participate in the team roles required for completion of a production;	Condensed standard.
(E) (I)	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) (J)	understand the casting or audition process.	Condensed standard.
(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) (15)	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.
(J)(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.
(i)	evaluating the project's success in meeting established criteria; and	Merged standard.
(ii)(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.

Audio/Video Production I Lab (One Credit).

Justification:

This committee made the decision to create Audio/Video Production I 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 I course currently offered for one to two credits into Audio/Video Production I and Audio/Video Production I 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 I 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 I and Audio/Video Production I Lab are required co-requisites because the knowledge and skills taught in both are required for successful productions.

TEKS with edits

Committee Comments

	<u>TEKS with edits</u>	<u>Committee Comments</u>
(a)	<u>General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications or Digital and Interactive Media in the Information Technology career cluster. Requires enrollment in co-requisite Audio/Video Production I. Districts are strongly encouraged to block the course and the lab. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options.</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. 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>use 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>use 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>use 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>use terminology associated with the industries;</u>	
(B)	<u>apply writing skills to develop an audio script;</u>	
(C)	<u>apply various styles of music as needed to create a specific emotional impact;</u>	
(D)	<u>use various audio tape, tapeless, and file formats;</u>	
(E)	<u>use various microphones based upon type and pickup patterns; and</u>	
(F)	<u>use various audio cables and connectors.</u>	
(12)	<u>The student employs knowledge regarding use of video. The student is expected to:</u>	
(A)	<u>apply writing skills to develop a video script;</u>	
(B)	<u>use various video tape, tapeless, and file formats;</u>	
(C)	<u>use various video cables and connectors;</u>	
(D)	<u>demonstrate operation of video cameras; and</u>	
(E)	<u>demonstrate how to properly maintain video equipment;</u>	
(13)	<u>The student employs various videography techniques. The student is expected to:</u>	
(A)	<u>demonstrate how to frame and maintain picture composition;</u>	
(B)	<u>demonstrate focusing techniques;</u>	
(C)	<u>demonstrate camera and tripod movements; and</u>	
(D)	<u>demonstrate proper exposure and white balance; and</u>	
(14)	<u>The student edits basic audio and video productions. The student is expected to:</u>	
(A)	<u>demonstrate skills required for editing using linear and nonlinear systems; and</u>	
(B)	<u>employ knowledge of control peripherals for capturing or ingesting media.</u>	
(15)	<u>The student understands the pre-production process. The student is expected to:</u>	
(A)	<u>implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product;</u>	
(B)	<u>respond to advice from peers and professionals;</u>	
(C)	<u>create technology specifications;</u>	
(D)	<u>monitor process and product quality using established criteria;</u>	
(E)	<u>create a script and identifying resources needed to begin the production; and</u>	

(F)	<u>apply budgeting considerations for cast, crew, equipment, and location;</u>	
(G)	<u>analyze the script and storyboard for a successful production;</u>	
(H)	<u>participate in the team roles required for completion of a production; and</u>	
(I)	<u>employ cast, crew, equipment, and location for a scripted production.</u>	
(16)	<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 including three-point lighting, reflected light, color temperatures, and lighting 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>	
(17)	<u>The student understands the post-production process. The student is expected to:</u>	
(A)	<u>demonstrate knowledge of video systems such as digital and analog systems, software applications, and communication and networking components;</u>	
(B)	<u>make appropriate decisions regarding the selection of software; and</u>	
(C)	<u>make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;</u>	
(D)	<u>apply animation effects to video using character generators, fonts, colors, and principles of composition to create graphic images to create captions or titles for video and graphics;</u>	
(E)	<u>demonstrate proficiency in the use of a variety of electronic input devices;</u>	
(F)	<u>use a variety of strategies to acquire information from online resources;</u>	
(G)	<u>acquire electronic information in a variety of formats;</u>	
(H)	<u>use different compression standards and techniques to output for distribution;</u>	
(I)	<u>format digital information for effective communication with a defined audience using appropriate font attributes and color, white space and graphics, camera perspective;</u>	
(J)	<u>use appropriate content selection and presentation;</u>	
(K)	<u>understand target audiences and demographics;</u>	
(L)	<u>determine appropriate delivery method based on distribution needs;</u>	
(M)	<u>deliver products in a variety of media by using various delivery formats such as disk, broadcast, cellular, portable device, electronic, and online delivery;</u>	

<u>(N)</u>	<u>use appropriate computer-based productivity tools to create and modify solutions to problems by creating audio and video technology products for a variety of purposes and audiences and developing technical documentation related to audio and video technology; and</u>	
<u>(O)</u>	<u>demonstrate innovative uses of a wide range of emerging technologies, including online learning, mobile devices, digital content, and Web 2.0 tools such as podcasting, wikis, and blogs.</u>	Incorporated standards from Tech Apps §126.44 Digital Communications in the 21 st Century.

DRAFT

§130.86. ~~Advanced~~ Audio/Video Production II (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 I and Audio/Video Production I Lab. <u>Requires enrollment in co-requisite Audio/Video Production II 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 <u>through</u> structure and style;	In Response to Informal Feedback (RIF)
(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;	Needed hyphenation.
(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 <u>uses</u> information -technology applications <u>and processes.</u> The student is expected to: use	Modernize standards, clarify terms, and

	personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects.	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>use 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>use 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	Reorder.

	audio/video production. The student is expected to:	
(A)	exhibit ethical conduct; <u>exhibit ethical conduct related to interacting with others and provide proper credit for ideas;</u>	For course consistency.
(B)	apply copyright laws; <u>apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws;</u>	To include additional applicable laws.
(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>employ planning and time-management skills to complete work tasks; and</u>	Increase rigor. Consistent organization of standards.
(B)	<u>use technology to enhance productivity.</u>	Increase rigor. Consistent organization of standards.
(11) (12)	The student demonstrates an understanding <u>knowledge</u> of audio/ and 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 <u>set-up, execution, and trouble-shooting of</u> standard systems for the audio/video industry by: <u>including editing systems, wireless and wired transmission systems, cabling and configurations for production purposes;</u>	Condensing standard.

(i)	setting up editing systems and performing standard trouble shooting;	Condensing standard.
(ii)	understanding knowledge of wireless and wired transmission systems;	Condensing standard.
(iii)	identifying appropriate cabling and configurations for engineering purposes;	Condensing standard.
(iv)	setting up cabling for various productions; and	Condensing standard.
(v)	routing standard cabling for broadcasting signal;	Condensing standard.
(B)	employ knowledge regarding use of recording equipment by: <u>explaining uses of analog and digital formats</u>	Condensing standard.
(i)	explaining uses of analog and digital formats;	Condensing standard.
(ii)(C)	describing <u>describe</u> tape and tapeless formats;	Condensing standard.
(iii)(D)	demonstrating <u>demonstrate</u> the operation of recording devices; <u>including metering a recording signal for proper levels and proper maintenance of recording equipment;</u>	Condensing standard.
(iv)	demonstrating how to properly maintain recording equipment; and	Condensing standard.
(v)	demonstrating how to properly meter a recording signal for proper levels; and	Condensing standard.
(C)(E)	demonstrate <u>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)(B)	demonstrating <u>demonstrate</u> procedures to establish timelines; and	
(ii)(C)	developing a budget with considerations for crew, cast, and equipment <u>cast, crew, equipment, and location;</u>	To implement traditional and consistent listing.
(C)(D)	write production scripts <u>documents of the scripting process such as treatments, storyboards, rundowns, and scripts</u> for various types of programs by: <u>using proper formatting for the specific type of production document,</u>	Increase rigor and clarify options and examples.
(i)	using proper formatting for the specific type of script;	To align with previous standard.
(ii)(E)	identifying specific elements of the script needed for successful production, <u>including such as cast, crew, equipment, location,</u> props, or <u>and</u> sound effects; and	To align with previous standard.
(iii)(F)	discussing how various styles of music can create a specific emotional impact;	
(D)	determine equipment, crew, and cast requirements for a successful production by:	Condensed standard.
(i)(G)	examining <u>examine</u> the end goal of the production to determine the appropriate format for recording and	

	distribution;	
(ii) (H)	identify ing several means to work within budget restraints;	
(iii) (I)	conduct ing auditions for the talent; and <u>secure the crew required for a successful production;</u>	
(iv)	securing the crew required for a successful production; and	
(E) (J)	examine various contracts related to industry tasks by: <u>through the use of talent releases for productions and key elements for contracts such as crew, talent, location, and distribution.</u>	Condensing and adding additional contract type.
(i)	using talent releases for productions;	Condensing and adding additional contract type.
(ii)	examining key elements for talent work contracts;	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 by: through identifying standard freelance self-promotion techniques, proposals, standard billing practices for freelance labor including invoices and collections, rates and best practices for various freelance job responsibilities, and information technology applications for freelance entrepreneurs;</u>	Modernizing and condensing standard. Industry best practices.
(i)	identifying standard freelance self-promotion techniques;	Modernizing and condensing standard. Industry best practices.
(ii)	understanding how to create proposals invoices;	Modernizing and condensing standard. Industry best practices.
(iii)	understanding standard billing practices for freelance labor;	Modernizing and condensing standard. Industry best practices.
(iv)	researching rates and best practices for various freelance job responsibilities; and	Modernizing and condensing standard. Industry best practices.
(v)	identifying information technology applications common for small businesses;	Modernizing and condensing standard. Industry best practices.
(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: identify roles, costs, equipment, and strategies for financially supporting studio and field productions.	Condensing standard.
(i)	identifying roles unique to studio productions;	Condensing standard.
(ii)	identifying costs specific to studio productions;	Condensing standard.
(iii)	identifying equipment standard for studio productions; and	Condensing standard.
(iv)	identifying strategies for financially supporting studio productions; and	Condensing standard.

(E)	understand the unique characteristics of field production by:	Condensing standard.
(i)	identifying roles unique to field productions;	Condensing standard.
(ii)	identifying costs specific to field productions;	Condensing standard.
(iii)	identifying equipment standard for field productions; and	Condensing standard.
(iv)	identifying strategies for financially supporting field productions.	Condensing standard.
(15)	<u>The student demonstrates an understanding of regulatory agency guidelines for content appropriateness. The student is expected to:</u>	Industry best practices.
(A)	<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: <u>distinguishing between analog and digital formats;</u>	Condensing standard.
(i)	distinguishing between analog and digital formats;	Condensing standard.
(ii)(B)	describing <u>describe</u> the difference in data signals and equipment for analog and digital technology;	Condensing standard.
(iii)(C)	identifying the evolution of the broadcast signal; <u>and standards such as High-Definition (HD), Standard-Definition (SDTV), National Television System Committee (NTSC), Phase Alternating Line (PAL), and Sequential Color with Memory (SECAM); 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)(D)	identify radio and television frequencies location in the electromagnetic spectrum; and	Condensing standard.
(E)	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.

<u>(A)</u>	<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.
<u>(B)</u>	<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.

DRAFT

Audio/Video Production II 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

	TEKS with edits	Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Audio/Video Production I and Audio/Video Production I Lab. Requires enrollment in co-requisite Audio/Video Production II. 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, 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 through 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;</u>	
(B)	<u>employ interpersonal skills in teams to solve problems; and</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 uses technology applications and processes. The student is expected to:</u>	
(A)	<u>use 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>use 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>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;</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>employ planning and time-management skills to complete work tasks; and</u>	
(B)	<u>use 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 set-up, execution, and trouble-shooting of standard systems for the audio/video industry including editing systems, wireless and wired transmission systems, cabling and configurations for production purposes;</u>	
(B)	<u>employ the operation of recording devices including metering a recording signal for proper levels and proper maintenance of recording equipment;</u>	
(C)	<u>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 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>	

(D)	<u>use proper formatting for the specific type of production document;</u>	
(E)	<u>identify specific elements of the production document needed for successful production, such as cast, props, and sound effects;</u>	
(F)	<u>determine artistic impact of production plan;</u>	
(G)	<u>determine the use of art elements such as color, texture, form, line, and space;</u>	
(H)	<u>determine the principles of design such as continuity, pattern, rhythm, balance, proportion, and unity in products;</u>	
(I)	<u>determine cast, crew, equipment, and location requirements for a successful production;</u>	
(J)	<u>conduct auditions for the talent and secure the crew required for a successful production; and</u>	
(K)	<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 including three-point lighting, reflected light, color temperatures, lighting filters, lighting gels, and understand lighting and its emotional impact on productions;</u>	
(C)	<u>demonstrate a knowledge of audio techniques by using various microphone types;</u>	
(D)	<u>demonstrate understanding of sound mixing and elements of a final audio mix;</u>	
(E)	<u>execute production of the script by demonstrating teamwork and knowledge of interpersonal skills with sensitivity to diversity when directing crew and talent;</u>	
(F)	<u>apply knowledge of the critical elements in designing activities in the production stage;</u>	
(G)	<u>employ knowledge of digital editing by addressing various distribution formats, including electronic, disk, tapeless, and tape;</u>	
(H)	<u>ingest media to an editing system for the purpose of manipulating recorded media;</u>	
(I)	<u>properly monitor equipment to ensure quality recordings;</u>	
(J)	<u>set appropriate levels before recording using broadcast standard tools; and</u>	
(K)	<u>identify standards for logging notes during the recording process.</u>	
(14)	<u>The student understands the post-production process relating to video systems. The student is expected to:</u>	
(A)	<u>demonstrate knowledge of video systems such as digital and analog systems, software applications, and communication and networking components;</u>	
(B)	<u>demonstrate an understanding of various input, processing, output, and storage devices;</u>	

(C)	<u>demonstrate an understanding of compatibility issues, including digital file formats and cross-platform connectivity; and</u>	
(D)	<u>demonstrate an understanding of high definition and standard definition output media;</u>	
(15)	<u>The student understands the post-production process relating to animation effects. The student is expected to:</u>	
(A)	<u>use character generators, fonts, colors, and principles of composition to create graphic images; and</u>	
(B)	<u>create captions or titles for video and graphics;</u>	
(16)	<u>The student understands the post-production process relating to output for distribution. The student is expected to:</u>	
(A)	<u>demonstrate proficiency in outputting production for distribution using various compression standards and techniques;</u>	
(B)	<u>understand the relationship between file size and quality;</u>	
(C)	<u>use various delivery formats such as disk, broadcast, cellular, portable devices, electronic, and online delivery;</u>	
(D)	<u>determine the appropriate delivery method based on distribution needs;</u>	
(E)	<u>extend the learning environment through digital sharing and gathering such as cloud computing, emerging collaboration technologies, data mining strategies, and mobile technologies;</u>	Incorporated from Tech Apps §126.44 Digital Communications in the 21 st Century.
(F)	<u>use appropriate computer-based productivity tools to create and modify solutions to problems by:</u>	
(G)	<u>integrate productivity tools to develop and modify solutions to problems; and</u>	
(H)	<u>create technical documentation related to project specifications;</u>	
(17)	<u>The student understands the post-production process relating to level of project success. The student is expected to:</u>	
(A)	<u>critique production to determine how the various elements resulted in a successful or unsuccessful project; and</u>	
(B)	<u>recognize and evaluate final production as an art form.</u>	

§130.87. Practicum in Audio/Video Production (Two to Three Credits).

TEKS with edits		Committee Comments
(a)	<p>General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Advanced Audio/Video Production II and co-requisite Audio/Video Production II Lab or Advanced Animation.</p>	Deletion of Advanced Animation in prerequisite because it now has its own practicum-level course.
(1)	<p><u>A student shall be awarded two credits for successful completion of this course, when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Video Technology, and Communications Career Cluster.</u></p>	
(2)	<p><u>A student shall be awarded three credits for successful completion of this course, when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Video Technology, and Communications Career Cluster.</u></p>	
(b)	<p>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.</p>	Moved to satisfy new introduction format.
(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>	Satisfies new introduction format.
(2)	<p><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></p>	Satisfies new introduction format.
(3)	<p><u>Careers in audio/video production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production II and co-requisite Audio/Video Production II Lab in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</u></p>	To clarify and show increase in rigor. Satisfies new introduction format.
(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>	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.	Show increase in rigor.
(2) (3)	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)	apply active-listening skills to obtain and clarify information;	Show increase in rigor. RIF
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public relations skills to increase internal and external customer/ r -client satisfaction.	RIF
(3) (4)	The student implements advanced problem-solving methods. The student is expected to: employ critical-	Consistent organization of standards.

	thinking and interpersonal skills, including data gathering and interpretation independently and in teams to solve problems and make decisions.	Reorder.
(A)	<u>employ critical-thinking skills, including data gathering and interpretation independently and in teams; and</u>	Consistent organization of standards.
(B)	<u>employ interpersonal skills in teams to solve problems and make decisions.</u>	Consistent organization of standards.
(4)(5)	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>use 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>use 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 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 audio and video production industries; and</u>	Consistent organization of standards.
(B)	<u>analyze the current trends of 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)	exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content;	
(B)	discuss and apply copyright laws in relation to fair use and acquisition, trademark laws , personal privacy laws , and use of digital information by citing sources using established methods;	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 employability career-building 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)	examine and employ professional networking opportunities such as Career and Technology Student Organizations, professional social media, industry professional organizations; and	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 to enhance productivity . 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>employ effective planning and time-management skills to complete work tasks; and</u>	Consistent organization of standards.
(B)	<u>use technology to enhance productivity.</u>	Consistent organization of standards.
(H) (12)	The student implements an advanced understanding of a client-based production <u>in all stages of production</u> . The student is expected to:	Reorder.
(A)	determine client needs by: through conducting client meetings to identify specific project requirements and demographics to meet client needs;	Condensed standard.
(i)	conducting client meetings to identify specific project requirements; and	Condensed standard.
(ii)	researching target audience and demographics to meet client needs;	
(B)	develop a production proposal for client approval by: including creation of a production schedule, researching and determining production costs, and appropriate delivery and distribution options;	Condensed standard.
(i)	creating a production schedule;	Condensed standard.
(ii)	researching and determining production costs; and	Condensed standard.
(iii)	researching and determining appropriate delivery and distribution options;	Condensed standard.
(E) (13)	<u>The students engages</u> in pre-production activities for <u>a</u> successful execution of the project. by: The student is expected to:	
(i) (A)	identifying equipment, crew, and cast <u>cast, crew, equipment, and location</u> requirements;	To implement traditional and consistent listing. Condensed standard.
(ii) (B)	developing a budget with considerations for crew, cast, and equipment <u>cast, crew, equipment, and location</u> ;	To implement traditional and consistent listing. Condensed standard.
(iii) (C)	analyzing <u>analyze</u> the script and storyboard processes; and	Condensed standard.
(iv) (D)	assigning team roles required for production;	Condensed standard.
(14)	<u>The student engages in production activities for successful execution of the project. The student is expected to:</u>	Condensed standard.
(D) (A)	conduct a client meeting for presenting production strategies and implement client feedback;	Condensed standard.
(E)	apply advanced principles of production by:	Condensed standard.
(i) (B)	implementing a coherent sequence of events;	Condensed standard.
(ii) (C)	using <u>use</u> necessary equipment and crew for quality productions; and	Condensed standard.
(iii) (D)	demonstrating <u>demonstrate</u> teamwork and knowledge of interpersonal skills with sensitivity to diversity;	Condensed standard.
(F)	implement advanced skills in the post-production process by:	Condensed standard.

(i)(E)	demonstrating <u>demonstrate</u> appropriate use of editing systems;	Condensed standard.
(ii)(F)	making <u>make</u> decisions appropriate for each element of production;	Condensed standard.
(15)	<u>The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:</u>	Condensed standard.
(iii)(A)	making <u>make</u> necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;	Condensed standard.
(iv)(B)	using <u>use</u> various compression formats <u>standards</u> ; and	Consistent language.
(v)	demonstrating knowledge in outputting for distribution; and	Condensed standard.
(G)	deliver the product by:	Condensed standard.
(i)(C)	researching the appropriate delivery formats for the target audience;	Condensed standard.
(ii)(D)	advising <u>advise</u> clients on optimal delivery options; and	Condensed standard.
(iii)(E)	discussing distribution options with optimal project reach.	Condensed standard.
(12)(16)	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, <u>and collection</u> 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.
(17)	<u>The student develops an understanding of professional employment strategies through practical experience in the career cluster. The student is expected to:</u>	To reinforce appropriate workplace practices and skills.
(A)	<u>identify types and requirements of potential employers;</u>	To reinforce appropriate workplace practices and skills.
(B)	<u>use 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>	To reinforce appropriate workplace practices and skills.
(C)	<u>exhibit appropriate grooming and attire; and</u>	To reinforce appropriate workplace practices and skills.
(18)	<u>The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:</u>	To reinforce appropriate workplace practices and skills.
(A)	<u>employ appropriate verbal, nonverbal, and listening skills;</u>	To reinforce appropriate workplace practices and skills.
(B)	<u>use clear and appropriate communications to convey skill set to others;</u>	To reinforce appropriate workplace practices and skills.

<u>(C)</u>	<u>understand and apply federal laws regarding lawful employment interviews;</u>	To reinforce appropriate workplace practices and skills.
<u>(D)</u>	<u>identify and use appropriate strategies for dealing with differences such as gender, ethnicity, and age.</u>	To reinforce appropriate workplace practices and skills.

DRAFT

Practicum in Animation (Two to Three Credits).

TEKS with edits		Committee Comments
	<p>Justification: This committee made the decision to create Practicum in Animation for several reasons.</p> <ol style="list-style-type: none"> 1. Based upon recommendations received during our CTE TEKS Review Committee informal feedback, the committee decided to separate Animation from the Practicum in Audio/Video Production course. Although Animation was not in the title, it was listed throughout the course requirements and expectations. 2. This provides districts greater flexibility on the local level. It is more consistent with TEKS-based courses across other content areas and within the Arts, Audio/Video Technology, and Communications cluster. It provides a capstone opportunity for animation students. <p>There is both a two and three credit option for this course outlined below.</p>	
(a)	<p><u>General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Animation II and co-requisite Animation II Lab.</u></p>	<p>This course was created to separate from Practicum in Audio/Video Production and in Response to Informal Feedback (RIF).</p>
(1)	<p><u>A student shall be awarded two credits for successful completion of this course, when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Video Technology, and Communications Career Cluster.</u></p>	
(2)	<p><u>A student shall be awarded three credits for successful completion of this course, when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Video Technology, and Communications Career Cluster.</u></p>	
(b)	<p><u>Introduction.</u></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>	
(2)	<p><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></p>	
(3)	<p><u>Careers in animation span all aspects of the arts, A/V technology and communications industry. Building upon the concepts taught in Animation II and co-requisite Animation II Lab in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an increasing understanding of the</u></p>	

	<u>industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.</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>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>use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for animation projects; and</u>	
(B)	<u>use 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 industry. The student is expected to:</u>	
(A)	<u>summarize the history and evolution of the animation industry; and</u>	
(B)	<u>analyze the current trends of the animation industry.</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</u>	

	<u>parliamentary procedure, as needed, to conduct meetings; and</u>	
<u>(E)</u>	<u>employ mentoring skills to inspire and teach others.</u>	
<u>(9)</u>	<u>The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:</u>	
<u>(A)</u>	<u>exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content;</u>	
<u>(B)</u>	<u>discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, personal privacy laws, and use of digital information by citing sources using established methods;</u>	
<u>(C)</u>	<u>model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;</u>	
<u>(D)</u>	<u>demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and</u>	
<u>(E)</u>	<u>analyze the impact of the animation industry on society, including concepts related to persuasiveness, marketing, and point of view.</u>	
<u>(10)</u>	<u>The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:</u>	
<u>(A)</u>	<u>maintain a career portfolio to document work experiences, licenses, certifications, and work samples;</u>	
<u>(B)</u>	<u>demonstrate skills in evaluating and comparing employment opportunities; and</u>	
<u>(C)</u>	<u>examine and employ professional networking opportunities such as Career and Technology Student Organizations, professional social media, industry professional organizations; and</u>	
<u>(D)</u>	<u>examine employment opportunities in entrepreneurship.</u>	
<u>(11)</u>	<u>The student employs effective planning and time-management skills to enhance productivity. The student is expected to:</u>	
<u>(A)</u>	<u>employ effective planning and time-management skills to complete work tasks; and</u>	
<u>(B)</u>	<u>use technology to enhance productivity.</u>	
<u>(12)</u>	<u>The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:</u>	
<u>(A)</u>	<u>determine client needs through conducting client meetings to identify specific project requirements and demographics to meet client needs;</u>	
<u>(B)</u>	<u>develop a production proposal for client approval including creation of a production schedule, researching and determining production costs, and appropriate delivery and distribution options;</u>	

(13)	<u>The student engages in pre-production activities for a successful execution of the project. The student is expected to:</u>	
(A)	<u>identify cast, crew, equipment, and location requirements;</u>	
(B)	<u>develop a budget with considerations for cast, crew, equipment, and location;</u>	
(C)	<u>analyze the script and storyboard processes; and</u>	
(D)	<u>assign team roles required for production.</u>	
(14)	<u>The student engages in production activities for successful execution of the project. The student is expected to:</u>	
(A)	<u>conduct a client meeting for presenting production strategies and implement client feedback;</u>	
(B)	<u>implement a coherent sequence of events;</u>	
(C)	<u>use necessary equipment and crew for quality productions; and</u>	
(D)	<u>demonstrate teamwork and knowledge of interpersonal skills with sensitivity to diversity;</u>	
(E)	<u>demonstrate appropriate use of editing systems;</u>	
(F)	<u>make decisions appropriate for each element of production;</u>	
(15)	<u>The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:</u>	
(A)	<u>make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;</u>	
(B)	<u>use various compression standards; and</u>	
(C)	<u>research the appropriate delivery formats for the target audience;</u>	
(D)	<u>advise clients on optimal delivery options; and</u>	
(E)	<u>discuss distribution options with optimal project reach.</u>	
(16)	<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>	
(17)	<u>The student develops an understanding of professional employment strategies through practical</u>	

	<u>experience in the career cluster. The student is expected to:</u>	
<u>(A)</u>	<u>identify types and requirements of potential employers;</u>	
<u>(B)</u>	<u>use 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>	
<u>(C)</u>	<u>exhibit appropriate grooming and attire; and</u>	
<u>(18)</u>	<u>The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:</u>	
<u>(A)</u>	<u>employ appropriate verbal, nonverbal, and listening skills;</u>	
<u>(B)</u>	<u>use clear and appropriate communications to convey skill set to others;</u>	
<u>(C)</u>	<u>understand and apply federal laws regarding lawful employment interviews;</u>	
<u>(D)</u>	<u>identify and use appropriate strategies for dealing with differences such as gender, ethnicity, and age.</u>	

DRAFT

Digital Audio Technology 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 Technology I and Digital Audio Technology 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 Technology 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 Technology 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 Technology with different technical focuses such as:

- Period 1 – Digital Audio Technology - Radio broadcasting emphasis;
- Period 2 - Digital Audio Technology - Audio for film emphasis; and
- Period 3 – Digital Audio Technology – 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 9-12. Recommended prerequisite: Principles of Arts, A/V Technology, and Communications or Digital and Interactive Media (DIM) or Audio/Video Production I with the required co-requisite Audio/Video Production I 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 Technology I was designed to provide students interested in audio production careers such as</u>	

	<u>audio 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 Technology I does not replace Audio Video Production courses but is recommended as a single credit, co-curricular course with an audio production technical emphasis. This course can also be paired with Digital and Interactive Media (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>use 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>use 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>use 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 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>	

Digital Audio Technology 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 Technology I and Digital Audio Technology 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 Technology 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 Technology 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 Technology with different technical focuses such as:

- Period 1 – Digital Audio Technology - Radio broadcasting emphasis;
- Period 2 - Digital Audio Technology - Audio for film emphasis; and
- Period 3 – Digital Audio Technology – 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. Prerequisite: Digital Audio Technology I.</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 Technology I was designed to provide students interested in audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design,</u>	

	<u>music production and live sound, additional opportunities and skill sets. Digital Audio Technology I does not replace Audio Video Production courses but is recommended as a single credit, co-curricular course with an audio production technical emphasis. This course can also be paired with Digital and Interactive Media (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>use 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</u>	

	<u>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 résumé 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>use 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>use microphone types and applications such as dynamic, condenser, ribbon, pressure zone (PZM), USB and wireless;</u>	
(B)	<u>use 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>use 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>use music styles, sound effects, or vocal performance can create a specific emotional impact;</u>	
(C)	<u>use key technical elements of audio production for effect such as panning, ducking, track doubling, retiming and auto-tune; and</u>	
(D)	<u>use 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>use 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>use audio track types and application such as audio track, instrument track, master track, auxiliary track, and global attributes track;</u>	
(C)	<u>use 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>use 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. <u>This course may be used to satisfy a speech skills requirement outlined in Texas Administrative Code (TAC) §74.11(a).</u>	As a reminder that this course satisfies speech skills proficiency outlined in Texas Administrative Code (TAC) §74.11(a).
(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;	Needed hyphenation.
(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: 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 uses 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>use 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>use 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: ; <u>and</u>	

(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>use 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: <u>including the history, foundation elements, principles, and communicative effects of career cluster fields;</u>	Condensing standard.
(i)	explaining the history and evolution of career cluster fields;	Condensing standard.
(ii)	defining and using related terminology;	Condensing standard.
(iii)	analyzing foundation elements and principles of career fields; and	Condensing standard.
(iv)	analyzing the communicative effects of career fields;	Condensing standard.
(B)	<u>demonstrate knowledge of the communication process including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;</u>	Condensing standard.
(C)	<u>demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic;</u>	Condensing standard.
(D)	<u>identify and analyze ethical and social responsibilities of communicators;</u>	Condensing standard.
(B) (E)	demonstrate knowledge of various communication processes in professional contexts by: <u>including effective communication skills, appropriate communication choices, analyzing standards for using informal, standard, and technical language appropriately, the importance of using accurate and complete information as a basis for making communication decisions, recognizing and analyzing appropriate channels of communication in organizations;</u>	Condensed standard.
(i)	explaining the importance of effective communication skills in professional contexts;	Condensed standard.
(ii)	identifying the components and functions of the communication process;	Condensed standard.
(iii)	identifying standards for making appropriate communication choices;	Condensed standard.
(iv)	identifying the characteristics of oral language;	Condensed standard.
(v)	analyzing standards for using informal, standard, and technical language appropriately;	Condensed standard.

(vi)	identifying types and effects of nonverbal communication;	Condensed standard.
(vii)	recognizing the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;	Condensed standard.
(viii)	identifying the components of the listening process;	Condensed standard.
(ix)	identifying specific kinds of listening such as critical, deliberative, and empathic;	Condensed standard.
(x)	recognizing the importance of using accurate and complete information as a basis for making communication decisions;	Condensed standard.
(xi)	identifying and analyzing ethical and social responsibilities of communicators; and	Condensed standard.
(xii)	recognizing and analyzing appropriate channels of communication in organizations;	Condensed standard.
(E)(F)	use appropriate interpersonal communication strategies in professional contexts <u>by including types and purposes of professional communications, communication management skills, clear and appropriate communications with others, participating appropriately in conversations, and 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>	Modernizing and condensing standard.
(i)	identifying types and purposes of professional communications;	Condensed standard.
(ii)	employing appropriate verbal, nonverbal, and listening skills;	Condensed standard.
(iii)	using communication management skills;	Condensed standard.
(iv)	using professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;	Condensed standard.
(v)	using clear and appropriate communications with others;	Condensed standard.
(vi)	participating appropriately in conversations;	Condensed standard.
(G)	<u>demonstrate knowledge in the interview process including communicating effectively as interviewee and interviewer and federal laws regarding lawful employment interviews;</u>	Students need to understand both sides of the interview process. Condensed standard.
(vii)	communicating effectively in interviews;	Condensed standard.
(viii)(H)	identifying and using <u>identify and use</u> appropriate strategies for dealing with differences such as gender, ethnicity, and age; and	Condensed standard.
(ix)	analyzing and evaluating the effectiveness of communications;	Condensed standard.
(D)(I)	<u>identify communicate effectively in</u> professional group contexts <u>by including types and purposes of groups, group dynamics and processes, the roles of group members, group effectiveness, leadership styles and roles,</u>	Condensed standard.

(J)	<u>communicate effectively in group contexts by demonstrating skills for assuming productive roles in groups and effective communication strategies for solving problems, managing conflicts, and building consensus in groups;</u>	Condensed standard.
(i)	identifying types and purposes of groups;	Condensed standard.
(ii)	analyzing group dynamics and processes;	Condensed standard.
(iii)	identifying and analyzing the roles of group members;	Condensed standard.
(iv)	demonstrating skills for assuming productive roles in groups;	Condensed standard.
(v)	using appropriate verbal, nonverbal, and listening strategies;	Condensed standard.
(vi)	identifying and analyzing leadership styles;	Condensed standard.
(vii)	using effective communication strategies in leadership roles;	Condensed standard.
(viii)	using effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and	Condensed standard.
(ix)	analyzing and evaluating group effectiveness;	Condensed standard.
(K)	<u>research formal and informal professional presentations through analyzing the audience, occasion, purpose, primary and secondary sources, determining specific topics for presentations, evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility</u>	Condensed standard.
(E) (L)	make and evaluate <u>develop formal and informal professional presentations by: using effective strategies to organize presentations, information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, providing credit for information sources</u>	Condensed standard.
(M)	<u>conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience;</u>	Condensed standard.
(N)	<u>use appropriate techniques to manage communication apprehension and build self-confidence;</u>	Condensed standard.
(O)	<u>evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating effectiveness of presentations including self-evaluation;</u>	Condensed standard.
(i)	analyzing the audience, occasion, and purpose;	Condensed standard.
(ii)	determining specific topics and purposes for presentations;	Condensed standard.
(iii)	researching topics using primary and secondary sources;	Condensed standard.
(iv)	using effective strategies to organize presentations;	Condensed standard.

(v)	using information to support points in presentations;	Condensed standard.
(vi)	preparing scripts or notes for presentations;	Condensed standard.
(vii)	using visual or auditory aids to enhance presentations;	Condensed standard.
(viii)	using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;	Condensed standard.
(ix)	using effective verbal and nonverbal strategies in presentations;	Condensed standard.
(x)(P)	participating <u>participate</u> in an informative or persuasive group discussion;	Condensed standard.
(xi)	making individual presentations to inform, persuade, or motivate an audience;	Condensed standard.
(xii)	participating in question and answer sessions following presentations;	Condensed standard.
(xiii)	applying critical listening strategies to evaluate presentations; and	Condensed standard.
(xiv)	evaluating effectiveness of presentations;	Condensed standard.
(F)(Q)	use a variety of strategies to acquire information from electronic resources;	
(G)(R)	acquire electronic information in a variety of formats;	
(H)(S)	use research skills and electronic communications;	
(H)(T)	format digital information for appropriate and effective communication by: <u>through defining the purpose of a product, identifying the intended audience, and using the principles of page design to create a product, such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap;</u>	Condensing standard.
(i)	defining the purpose of a product;	Condensing standard.
(ii)	identifying the intended audience;	Condensing standard.
(iii)	using the principles of page design to create a product, including leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap; and	Condensing standard.
(iv)	creating a master template that includes page specifications and other repetitive tasks;	Condensing standard.
(J)(U)	apply desktop publishing to create products by: <u>using word processing, graphics, editing products, or drawing programs, design elements such as text, graphics, headlines, use of color, and white space, typography concepts, including font, size, and style, graphic design concepts such as contrast, alignment, repetition, and proximity;</u>	Condensing standard.
(i)	using word processing, graphics, or drawing programs;	Condensing standard.
(ii)	applying design elements such as text, graphics, headlines, use of color, and white space;	Condensing standard.

(iii)	applying typography concepts, including font, size, and style;	Condensing standard.
(iv)	applying graphic design concepts such as contrast, alignment, repetition, and proximity;	Condensing standard.
(v)	editing products; and	Condensing standard.
(vi)(V)	developing and referencing reference technical documentation; and	Condensing standard.
(K) (W)	deliver digital products in a variety of appropriate media.	Condensing standard.

DRAFT

§130.83. Animation I (One to Two Credit).

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 or Principals of Art, A/V and Communications. <u>Requires enrollment in co-requisite Animation I Lab §130.83xx. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options. Lab setting must provide students with one-to-one computer experience.</u></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>Changed name to Animation I</p> <p>Added equipment statement to make sure students are provided adequate experience.</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 another recommended course to give students a foundational overview of options within AAVTC cluster</p>
(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 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>	The original 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</u>	

	<u>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>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 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>	
(1)(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 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;	Added hyphen
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public-relations skills.	Added hyphen
(3)(4)	The student understands and examines <u>employs</u> problem-solving methods <u>and conflict-management</u>	“examines” was removed and “employs”

	skills. The student is expected to employ critical-thinking and interpersonal skills: independently and in <u>a group setting</u> teams to solve problems.	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 <u>applies</u> implement 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 Replaced applies with implement
(5) (6)	The student applies <u>cyber</u> safety regulations-procedures . The student is expected to implement personal and <u>workplace-professional</u> safety rules and regulations; and	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers Combined knowledge statement and SE
(A)	The student is expected to: implement personal and workplace professional safety rules and regulations; and	“Workplace” was removed. “professional” was added to coincide with above cyber-safety Combined with above knowledge
(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; <u>independently and in a group setting</u>	Added context
(B)	demonstrate teamwork and conflict management skills;	“demonstrate teamwork and conflict-management skills;” was removed due to redundancy and added to TEK 3
(C) (B)	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 Reordered with deletion of (B)
(D) (C)	model mentoring skills.	Reordered with deletion of (B)
(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) (11)	<u>The student will</u> evaluate visual information. The student is expected to:	Removed romanettes.
(i) (A)	recognizing the use of principles and elements of design; and	
(ii) (B)	recognizing the use of typography;	
(H) (12)	<u>The student will</u> use an appropriate design process to create and modify solutions to problems. The student is expected to:	Removed romanettes.

(i) (A)	combining graphics, images, and sound;	
(ii) (B)	applying principles of design;	
(iii) (C)	developing and referencing technical documentation; and	
(iv) (D)	editing products;	
(H) (13)	<u>The student will</u> publish and deliver the product in <u>using</u> a variety of media;	“in” was removed and “using” was added for clarification. Removed romanettes.
(H) (14)	<u>The student will</u> research the history and evolution of animation. The student is expected to.	
(i) (A)	explaining the history of animation;	
(ii) (B)	describing how changing technology is affecting the industry;	
(iii) (C)	analyzing the use of symbols in the animation of diverse cultures;	
(iv) (D)	comparing current animation technologies with historical technologies;	
(v) (E)	comparing various styles of animation; and	
(vi) (F)	exploring emerging and innovative animation technologies and software;	
(K) (15)	<u>The student will</u> understand and apply animation principles, elements, and techniques. The student is expected to:	
(i) (A)	describing and using audience identification, script writing, character design, storyboarding, audio uses, and delivery formats;	
(ii) (B)	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) (C)	describing lighting and camera shots;	
(iv) (D)	describing and using flip books, claymation, and or cut-outs;	“and” was removed and “or” was added to give the teacher and students leniency
(v) (E)	rendering; and	
(vi) (F)	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) (L) (16)	<u>The student will</u> present oral or written evaluations of animation projects. The student is expected to:	Reordered with deletion of (L)
(i) (A)	identifying the intended audience;	

(ii) (B)	describing aesthetics;	
(iii) (C)	explaining the storyline;	
(iv) (D)	summarizing subject matter; and	
(v) (E)	discussing the use of sound; and	
(N) (M) (17)	<u>The student will</u> create animation projects using a variety of techniques and software programs.	Reordered with deletion of (L)

DRAFT

Animation I Lab (One Credit).

TEKS with edits

Committee Comments

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Art I. Recommended Prerequisite: Principals of Art, A/V and Communications. Lab setting must provide students with one-to-one computer experience. Requires enrollment in co-requisite Animation I Lab§130.83xx. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options. This course satisfies the high school fine arts graduation requirement.

*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.

Added equipment statement to make sure students are provided adequate experience.

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 another recommended course to give students a foundational overview of options within AAVTC cluster

(b) **Introduction.**

(1) 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.

(2) 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.

(3) Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(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>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 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>	
(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>	
(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>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>	
(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>	
(6)	<u>The student applies cyber safety procedures. The student is expected to implement personal and</u>	

	<u>professional safety rules and regulations</u>	
(7)	<u>The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
(A)	<u>demonstrate leadership skills independently and in a group setting</u>	
(B)	<u>conduct and participate in a group setting; and</u>	
(C)	<u>model mentoring skills.</u>	
(8)	<u>The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. 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 animation industry on society, including concepts related to persuasiveness, marketing, and point of view.</u>	
(9)	<u>The student applies 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 understanding of animation. The student is expected to:</u>	
(A)	<u>demonstrate appropriate use of hardware components;</u>	
(B)	<u>demonstrate appropriate use of software programs;</u>	
(C)	<u>demonstrate appropriate use of storage devices;</u>	
(D)	<u>demonstrate knowledge of sound editing;</u>	
(E)	<u>demonstrate knowledge of file formats and cross-platform compatibility; and</u>	
(F)	<u>acquire and exchange information in a variety of electronic file sharing formats.</u>	
(11)	<u>The student evaluates visual information. The student is expected to:</u>	
(A)	<u>recognizing the use of principles and elements of design; and</u>	
(B)	<u>recognizing the use of typography.</u>	
(12)	<u>The student uses an appropriate design process to create and modify solutions to problems. The student is expected to:</u>	

(A)	<u>combining graphics, images, and sound;</u>	
(B)	<u>applying principles of design;</u>	
(C)	<u>developing and referencing technical documentation; and</u>	
(D)	<u>editing products;</u>	
(13)	<u>The student publishes and delivers the product using a variety of media;</u>	
(14)	<u>The student researches the history and evolution of animation. The student is expected to:</u>	
(A)	<u>explaining the history of animation;</u>	
(B)	<u>describing how changing technology is affecting the industry;</u>	
(C)	<u>analyzing the use of symbols in the animation of diverse cultures;</u>	
(D)	<u>comparing current animation technologies with historical technologies;</u>	
(E)	<u>comparing various styles of animation; and</u>	
(F)	<u>exploring emerging and innovative animation technologies and software;</u>	
(15)	<u>The student understands and applies animation principles, elements, and techniques. The student is expected to:</u>	
(A)	<u>describing and using audience identification, script writing, character design, storyboarding, audio uses, and delivery formats;</u>	
(B)	<u>describing and using cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity;</u>	
(C)	<u>describing lighting and camera shots;</u>	
(D)	<u>describing and using flip books, claymation, or cut-outs;</u>	
(E)	<u>rendering; and</u>	
(F)	<u>describing and using postproduction processes such as editing, titles, credits, and special effects;</u>	
(16)	<u>The student presents oral or written evaluations of animation projects. The student is expected to:</u>	
(A)	<u>identifying the intended audience;</u>	
(B)	<u>describing aesthetics;</u>	
(C)	<u>explaining the storyline;</u>	
(D)	<u>summarizing subject matter; and</u>	

(E)	<u>discussing the use of sound; and</u>	
(17)	<u>The student creates animation projects using a variety of techniques and software programs.</u>	

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

TEKS with edits		Committee Comments
(a)	<p>General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Animation I. <u>Required Co-requisite: Animation II Lab §130.84xx. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options. Lab setting must provide students with one-to-one computer experience.</u></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>Animation II Lab is required co-requisite Changed course name from Advanced Animation to Animation II</p> <p>Added one-to-one for adequate student experience.</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 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></p>	<p>The original advanced animation 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>participate in training, education, or certification for employment;</u></p>	
(B)	<p><u>demonstrate positive work behaviors and personal qualities needed to be employable;</u></p>	

(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 <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 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 ;	hyphenated
(F)	listen to and speak with diverse individuals; and	
(G)	exhibit public-relations skills to increase internal and external customer/client satisfaction.	hyphenated
(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 added. “teams” was removed and “in a group setting” was added for clarification
(4)(5)	The student <u>applies</u> implement 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 Replaced applies with implement
(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 - <u>procedures</u> . The student is expected to to -implement personal and workplace - <u>professional</u> safety rules and regulations; ; and	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers Combined knowledge statement and SE
(A)	implement personal and workplace professional safety rules and regulations; and	“Workplace” was removed. “professional” was added to coincide with above cyber-safety Combined with above knowledge statement
(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) (B)	establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;	Reordered with deletion of (B)
(D) (C)	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	Reordered with deletion of (B)
(E) (D)	employ mentoring skills to inspire and teach others.	Reordered with deletion of (B)
(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) (12)	<u>The student</u> demonstrates animation principles and elements. The student is expected to:	Changed romanettes numbers
(i) (A)	applying animation principles such as arcs, timing, and exaggeration; and	Changed romanettes numbers
(ii) (B)	identifying animation elements such as cycles, layers, transitions, and transparency;	Changed romanettes numbers
(F) (13)	<u>The student</u> apply <u>applies</u> the elements and principles of art to animation projects. The student is expected to:	
(i) (A)	identifying animation design elements such as line, color, shape, and texture;	Changed romanettes numbers
(ii) (B)	explaining the use of additive color theory; and	Changed romanettes numbers
(iii) (C)	comparing various styles of animation;	Changed romanettes numbers
(G) (14)	<u>The student</u> apply <u>applies</u> pre-production processes. The student is expected to:	
(i) (A)	analyzing target audience to identify needs and wants;	Changed romanettes numbers
(ii) (B)	writing and editing scripts;	Changed romanettes numbers
(iii) (C)	storyboarding; and	Changed romanettes numbers
(iv) (D)	selecting aspect ratio and frame rate appropriate to delivery method;	Changed romanettes numbers
(H) (15)	<u>The student</u> apply <u>applies</u> production processes. The student is expected to:	

(i)(A)	designing color and compositional elements;	Changed romanettes numbers
(ii)(B)	designing characters, environments, and props;	Changed romanettes numbers
(iii)(C)	modeling characters, environments, and props;	Changed romanettes numbers
(iv)(D)	lighting sets or animating lights as needed;	Changed romanettes numbers
(v)(E)	developing rigs for animating characters;	Changed romanettes numbers
(vi)(F)	assembling particle systems for visual effects such as rain, snow, and fire;	Changed romanettes numbers
(vii)(G)	animating characters, environments, or cameras;	Changed romanettes numbers
(viii)(H)	<u>incorporating music and sound effects</u> recording musical scores ; and	“recording musical scores” was removed and “incorporating music/sound effects” was added. Changed “/” to and Changed romanettes numbers
(ix)(I)	rendering scenes.	Changed romanettes numbers
(10)(16)	The student apply <u>applies</u> post-production processes. The student is expected to:	
(i)(A)	editing;	Changed romanettes numbers
(ii)(B)	producing titles and credits;	Changed romanettes numbers
(iii)(C)	adding visual effects and processing;	Changed romanettes numbers
(iv)(D)	adding audio effects and processing; and	Changed romanettes numbers
(v)(E)	producing output.	Changed romanettes numbers

<u>Animation II Lab (One Credit).</u>		
	TEKS with edits	Committee Comments
(a)	<p><u>General requirements. This course is recommended for students in Grades 11-12.</u></p> <p><u>Prerequisite: Animation I. Required Co-requisite: Animation II. Lab setting must provide students with one-to-one computer experience. Requires enrollment in co-requisite Animation I Lab §130.83xx.</u></p> <p><u>Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options. This course satisfies the high school Fine Arts graduation requirement.</u></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>Name change to Animation II</p> <p>Added equipment statement to make sure students are provided adequate experience.</p> <p>Animation II is required co-requisite</p>
(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>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>	
(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>	
(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 demonstrates 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>present formal and informal presentations;</u>	
(E)	<u>apply active-listening skills;</u>	Corrected - hyphenate
(F)	<u>listen to and speak with diverse individuals; and</u>	
(G)	<u>exhibit public-relations skills.</u>	Corrected - hyphenate
(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 information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and applications for animation projects.</u>	
(6)	<u>The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.</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</u>	

	<u>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>	
(11)	<u>The student demonstrates animation principles and elements. The student is expected to:</u>	
(A)	<u>applying animation principles such as arcs, timing, and exaggeration; and</u>	
(B)	<u>identifying animation elements such as cycles, layers, transitions, and transparency;</u>	
(12)	<u>The student applies the elements and principles of art to animation projects. The student is expected to:</u>	
(A)	<u>identifying animation design elements such as line, color, shape, and texture;</u>	
(B)	<u>explaining the use of additive color theory; and</u>	

(C)	<u>comparing various styles of animation;</u>	
(13)	<u>The student applies pre-production processes. The student is expected to:</u>	
(A)	<u>analyzing target audience to identify needs and wants;</u>	
(B)	<u>writing and editing scripts;</u>	
(C)	<u>storyboarding; and</u>	
(D)	<u>selecting aspect ratio and frame rate appropriate to delivery method;</u>	
(14)	<u>The student applies production processes. The student is expected to:</u>	
(A)	<u>designing color and compositional elements;</u>	
(B)	<u>designing characters, environments, and props;</u>	
(C)	<u>modeling characters, environments, and props;</u>	
(D)	<u>lighting sets or animating lights as needed;</u>	
(E)	<u>developing rigs for animating characters;</u>	
(F)	<u>assembling particle systems for visual effects such as rain, snow, and fire;</u>	
(G)	<u>animating characters, environments, or cameras;</u>	
(H)	<u>incorporating music and sound effects; and</u>	
(I)	<u>rendering scenes.</u>	
(15)	<u>The student applies post-production processes. The student is expected to:</u>	
(A)	<u>editing;</u>	
(B)	<u>producing titles and credits;</u>	
(C)	<u>adding visual effects and processing;</u>	
(D)	<u>adding audio effects and processing; and</u>	
(E)	<u>producing output.</u>	

§130.88. Graphic Design and Illustration I (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.</p> <p><u>Required Co-requisite: Graphic Design and Illustration I Lab§130.88xx. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options. Lab setting must provide students with one-to-one computer experience.</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>Added equipment statement to make sure students are provided adequate experience.</p> <p>Changed name of course.</p>
(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 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>	The original 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)	<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>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 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.”
(I)(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.	
(J)(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.
(K)(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
(L)(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-procedures . The student is expected to implement personal and workplace-professional safety rules and regulations; and	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers Combined knowledge statement and SE
(A)	implement personal and workplace-professional safety rules and regulations; and	“Workplace” was removed. “professional” was added to coincide with above cyber-safety Combined with above knowledge
(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:	Changed numbering
(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 <u>by researching art and design career opportunities and qualifications.</u> The student is expected to:	Combined KS and SE
(A)	research art and design career opportunities and qualifications;	Moved to 11
(B) (12)	<u>The student</u> <u>researches</u> the history and evolution of art and design. The student is expected to:	Removed romanettes
(i) <u>(A)</u>	explaining the history of visual arts and design;	
(ii) <u>(B)</u>	understanding general characteristics in artwork from a variety of cultures; and	
(iii) <u>(C)</u>	comparing current visual arts technologies with historical technologies;	
(C) (13)	<u>The student</u> <u>interprets</u> , <u>evaluates</u> , and <u>justifies</u> design decisions.	
(D) (14)	<u>The student</u> <u>conducts</u> oral or written critiques of designs. The student is expected to:	
(i) <u>(A)</u>	applying a critical method of evaluation;	
(ii) <u>(B)</u>	communicating an oral or written defense; and	
(iii) <u>(C)</u>	evaluating oral or written feedback;	
(E) (15)	<u>The student</u> <u>analyzes</u> and <u>applies</u> art elements and principles <u>including photographic works, multimedia applications, and digital and print media.</u>	“including photographic works, multimedia applications, and digital/print media” was added from TEKS G & H changed “/” to “and”
(F) (16)	<u>The student</u> <u>employs</u> a creative design process to create original two- or three-dimensional projects. The student is expected to:	
(i) <u>(A)</u>	creating designs for defined applications;	
(ii) <u>(B)</u>	applying elements of design;	
(iii) <u>(C)</u>	applying design principles and typography;	

(iv) (D)	using good composition;	
(v) (E)	demonstrating anatomical figure drawing;	
(vi) (F)	demonstrating drawing in one-point, two-point, and multi-point perspective;	
(vii) (G)	creating a project by applying color; and	
(viii) (H)	applying printing concepts.	Added a “.”
(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

DRAFT

Graphic Design and Illustration I Lab (One Credits).

TEKS with edits		Committee Comments
(a)	<p>General requirements. <u>This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications.</u></p> <p><u>Required co-requisite: Graphic Design and Illustration I §130.88. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options. This course satisfies the high school Fine Arts graduation requirement. Lab setting must provide students with one-to-one computer experience.</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>Added equipment statement to make sure students are provided adequate experience.</p> <p>Changed name of course</p>
(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, 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>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>	
(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>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>maintain a career portfolio to document work experiences, licenses, certifications, and work samples; and</u>	
(E)	<u>examine employment opportunities in entrepreneurship.</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>	
(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 such as structure and style;</u>	
(B)	<u>organize oral and written information;</u>	
(C)	<u>interpret and communicate information;</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 employs problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.</u>	
(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 art and design projects.</u>	
(6)	<u>The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.</u>	
(7)	<u>The student applies cyber safety procedures. The student is expected to: implement personal and professional safety rules and regulations.</u>	
(8)	<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>	
(9)	<u>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:</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>apply copyright laws in relation to fair use and acquisition;</u>	
(C)	<u>model respect for intellectual property;</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies; and</u>	
(E)	<u>analyze the impact of the advertising and visual communication design industry on society, including concepts related to persuasiveness, marketing, and point of view.</u>	
(10)	<u>The student applies 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 increasing understanding of graphic design and illustration. The student is expected to research art and design career opportunities and qualifications.</u>	
(12)	<u>The student researches the history and evolution of art and design. The student is expected to:</u>	
(A)	<u>explaining the history of visual arts and design;</u>	
(B)	<u>understanding general characteristics in artwork from a variety of cultures; and</u>	
(C)	<u>comparing current visual arts technologies with historical technologies.</u>	
(13)	<u>The student interprets, evaluates, and justifies design decisions.</u>	
(14)	<u>The student conducts oral or written critiques of designs. The student is expected to:</u>	
(A)	<u>applying a critical method of evaluation;</u>	
(B)	<u>communicating an oral or written defense; and</u>	
(C)	<u>evaluating oral or written feedback.</u>	
(15)	<u>The student analyzes and applies art elements and principles including photographic works, multimedia applications, and digital and print media.</u>	

(16)	<u>The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:</u>	
(A)	<u>creating designs for defined applications;</u>	
(B)	<u>applying elements of design;</u>	
(C)	<u>applying design principles and typography;</u>	
(D)	<u>using good composition;</u>	
(E)	<u>demonstrating anatomical figure drawing;</u>	
(F)	<u>demonstrating drawing in one-point, two-point, and multi-point perspective;</u>	
(G)	<u>creating a project by applying color; and</u>	
(H)	<u>applying printing concepts.</u>	

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

TEKS with edits		Committee Comments
(a)	<p>General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Graphic Design and Illustration I. <u>Required Co-requisite: Graphic Design and Illustration II Lab§130.89xx. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options. Lab setting must provide students with one-to-one computer experience.</u></p>	<p>*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.</p> <p>*Committee also recommends to not separate TEKS for lab credit.</p> <p>Added equipment statement to make sure students are provided adequate experience.</p> <p>Changed course name.</p>
(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.	
(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, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and”
(B)	apply mathematics knowledge and skills by <u>identifying 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.”
(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 <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.
(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 <u>cyber safety regulations-procedures</u> . The student is expected to implement personal and workplace-professional safety rules and regulations; and	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers Combined knowledge statement and SE
(A)	implement personal and workplace-professional safety rules and regulations; and	“Workplace” was removed. “professional” was added to coincide with above cyber-safety Combined with above knowledge
(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:	Changed numbering
(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:	Changed numbering
(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>and</u>	changed “.” to “; and”
(E)	<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 Changed romanette numbers
(ii)	communicating an oral or written defense;	Removed – irrelevant Changed romanette numbers
(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.

Graphic Design and Illustration II 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 I. Required co-requisite: Graphic Design and Illustration II §130.89. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options. This course satisfies the high school Fine Arts graduation requirement. Lab setting must provide students with one-to-one computer experience.</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. *Equipment statement included to ensure students are provided adequate experience.
(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>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>	
(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 resume and letter of application, completing a job</u>	

	<u>application, and demonstrating effective interview skills;</u>	
(D)	<u>maintain a 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 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>	
(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 demonstrates 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>present formal and informal presentations;</u>	
(E)	<u>demonstrate 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 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>	
(5)	<u>The student applies cyber safety procedures. The student is expected to: implement personal and professional safety rules and regulations.</u>	
(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>	
(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-</u>	

	<u>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 interpret, evaluate, and justify design decisions.</u>	
(9)	<u>The student participates in oral or written critiques of designs. The student is expected to:</u>	
(A)	<u>applying a critical method of evaluation; and</u>	
(B)	<u>communicating an oral or written defense; and</u>	
(C)	<u>identify and demonstrate art elements and principles to designs and illustrations.</u>	
(10)	<u>The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:</u>	
(A)	<u>creating designs for defined applications;</u>	
(B)	<u>demonstrating elements of design;</u>	
(C)	<u>demonstrating design principles and typography;</u>	
(D)	<u>using appropriate composition;</u>	
(E)	<u>using anatomically appropriate figure drawing;</u>	
(F)	<u>using appropriate perspective;</u>	
(G)	<u>using the most effective color choices in projects; and</u>	
(H)	<u>using printing concepts.</u>	

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§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 II, Advanced Commercial Photography, or Advanced Animation. <u>Lab setting must provide students with one-to-one computer experience.</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>
(1)	<p><u>A student shall be awarded two credits for successful completion of this course, when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Video Technology, and Communications Career Cluster.</u></p>	
(2)	<p><u>A student shall be awarded three credits for successful completion of this course, when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Video Technology, and Communications Career Cluster.</u></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</u></p>	

	<u>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)	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.	
(4)(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 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 and 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 safety regulations</u> procedures. <u>The student is expected to implement personal and professional safety rules and regulations.</u>	“Regulations” was removed. “Cyber” and “procedures” were added to emphasize cyber-safety when using computers. “Workplace” was removed. “professional” was added to coincide with above cyber-safety Corrected - combine KS and SE
(A)	implement personal and workplace safety rules and regulations; and	Combined in TEK 7
(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, including concepts related to persuasiveness, marketing, and point of view.	Add identify for higher level
(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; and	
(C)	<u>identify and</u> apply art elements and principles to designs and illustrations.	Added identify to reinforce understanding. Corrected - Lower case
(12)	The student employs a creative design process to create professional quality two- or three-dimensional	

	projects. The student is expected to:	
(A)	creating designs for defined applications;	
(B)	using appropriate elements of design;	
(C)	using appropriate design principles and typography;	
(D)	using appropriate composition;	
(E)	using anatomically appropriate figure drawing;	
(F)	using appropriate perspective;	
(G)	using the most effective color choices in projects; and	
(H)	using appropriate printing concepts.	

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

TEKS with edits		Committee Comments
(a)	General requirements. This course is for students in Grades 10-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. <u>Requires enrollment in co-requisite Fashion Design I Lab §130.93xx. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b) (1) regarding curriculum arrangement options. Enrollment in course should equate one student to one sewing machine in order for each student to individually master student expectations.</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>	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)	<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 the fashion industry, with an emphasis on design and construction.</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)	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 <u>demonstrating skills such as: use of</u> whole numbers, decimals, and fractions <u>applied to measurement and scale;</u> 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, <u>and industry programs,</u> 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: <u>implement personal and workplace safety rules and procedures.</u>	Combined knowledge statement and SE

(A)	implement personal and workplace safety rules and regulations; and	
(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>group settings</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. The student <u>analyzes the nature of fashion.</u> The student is expected to:	
(A)	Analyze the nature and scope of fashion by:	
(i) (A)	explain the importance <u>value</u> of fashion;	
(ii)	demonstrating knowledge of fashion history relative to current fashions;	Moved to line 6 (A)
(iii) (B)	describing <u>identify</u> the spectrum of fashion businesses <u>industry</u> ;	
(iv) (C)	identify <u>ing</u> prominent fashion publications;	
(v) (D)	summarizing <u>evaluate</u> the fashion process <u>cycle</u> ; and	
(vi) (E)	use <u>ing</u> appropriate terminology.	
(12)	use knowledge of The student identifies textile and apparel manufacturing processes systems by: <u>examining the pathway of apparel production in manufacturing.</u>	
(i)	examine the pathway of apparel production in manufacturing summarizing aspects of the textile and apparel industries;	
(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
(E) (12)	<u>The student</u> evaluates factors influencing the apparel industry. <u>The student is expected to:</u> by:	
(i) (A)	describe <u>ing</u> the interrelationship of the apparel industry to the United States and international economies;	Remove redundancy
(ii) (B)	explaining the impact of <u>identifying and discussing</u> labor laws <u>of the United States and other countries</u> ;	Students are introduced to labor laws
(iii) (C)	Summarizing <u>recognize</u> <u>ing</u> procedures within the apparel industry that protect the environment; and	
(iv) (D)	describe <u>ing</u> technological advancements influencing the apparel industry.	
(D) (13)	<u>The student</u> analyzes factors that impact consumer purchases <u>purchasing</u> of fashion and apparel accessories. by: <u>The student is expected to:</u>	
(i) (A)	describe <u>ing</u> social, cultural, and life cycle influences on fashion and apparel preferences and	Removed repetition with statement of D(i)

	management;	
(ii) (B)	explaining how fashion trends are determined;	
(iii) (C)	analyzing the influence of advertising on consumer apparel choices; and	
(iv)	—evaluating textile products as to suitability for varied apparel uses; and	Moved to line E (ii)
(v) (D)	determining apparel management techniques for individuals with special needs;	
(E) (14)	The student selects proper care and maintenance practices for apparel. by: The student is expected to:	
(i) (A)	interpreting labeling information to determine care procedures for apparel products;	
(ii) (B)	evaluating clothing care products and equipment;	
(iii) (C)	determining proper equipment and services related to care, maintenance, and storage of apparel;	
(iv) (D)	identifying proper safety procedures when using care products and equipment; and	
(v) (E)	analyzing the impact of clothing care requirements on clothing selection and the clothing budget;	
(F) (15)	The student applies skills related to commercial care of clothing. by: The student is expected to:	
(i) (A)	demonstrating identify procedures to receive, mark, and identify laundry or dry cleaning;	Students demonstrate such procedures in advanced fashion design
(ii) (B)	determining identify appropriate laundry and dry cleaning procedures;	
(iii) (C)	demonstrating identify safety and sanitary procedures while laundering, pressing, or dry cleaning;	
(iv) (D)	applying describe commercial laundry or dry cleaning techniques; and	
(v) (E)	demonstrating identify pressing procedures;	
(G) (16)	The student proposes ways to effectively manage the apparel dollar. by: The student is expected to:	
(i) (A)	proposing practices for effectively managing develop a budget for apparel and accessory costs, care, and maintenance;	
(ii) (B)	comparing various sources for apparel and accessory purchases; and	
(iii) (C)	predicting analyze the impact of technology on consumer apparel purchasing options ; and	
(iv) (D)	developing and implement ideas for recycling apparel;	
(H) (17)	The student designs apparel products using principles of effective design. by: The student is expected to:	
(i) (A)	identifying basic body types;	

(ii) (B)	identify ing and apply ing proportion, balance, emphasis, rhythm, and harmony for specific fashion ensembles;	
(ii) (C)	determine ing clothing silhouettes, fabric selection, and design elements appropriate for specific body types;	
(iii) (D)	use ing design elements and principles to design products for the human form, including adaptations for individuals with special needs;	
(iv) (E)	sketch fashion drawings using basic design tools and techniques such as fashion drawing, draping, and flat pattern methods for fitting a garment; and	
(v) (F)	apply determining technology applications useful in the apparel design process ; .	
(18)	The student designs apparel products using elements of effective design. by: The student is expected to:	
(A)	identify and apply shape, line, form, color and texture for specific fashion ensembles;	
(ii) (B)	determine ing clothing silhouettes, fabric selection, and design elements appropriate for specific body types; and	Moved from H(ii)
(ii) (C)	use ing design elements and principles to design products for the human form, including adaptations for individuals with special needs ; .	Moved from H(iii)
(I) (21)	analyze the apparel production process from design concept to finished product by:	
(i) (A)	analyzing elements and principles of design as related to apparel; and	Already stated specifically in TEKS H-I
(ii) (B)	outlining the apparel production process;	
(J)	apply knowledge of fibers, fabrics, and design when evaluating and designing textile products. by:	
(i)	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) (23)	demonstrate effective repair, alteration, and construction techniques by:	
(i) (A)	describing principles of quality apparel construction;	
(ii) (B)	demonstrating appropriate use, selection, and care of equipment, tools, and notions;	

(iii) (C)	applying design elements when designing, constructing, or altering apparel;	
(iv) (D)	applying appropriate construction and pressing techniques in garment construction;	
(v) (E)	applying safety procedures while operating equipment;	
(vi) (F)	determining apparel design and alterations to accommodate individuals with special needs	

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Fashion Design I Lab (One Credit).

TEKS with edits		Committee Comments
(a)	<u>General requirements. This course is for students in Grades 10-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Requires enrollment in co-requisite Fashion Design I course §130.93xx. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options. Enrollment in course should equate one student to one sewing machine in order for each student to individually master student expectations.</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>	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)	<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 the fashion industry, with an emphasis on design and construction.</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>participate in 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>	
(2)	<u>The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is</u>	

	<u>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 applies 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>give formal and informal presentations;</u>	
(E)	<u>apply active listening skills;</u>	
(F)	<u>communicate 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 employ critical-thinking and interpersonal skills independently and in groups.</u>	
(5)	<u>The student applies information technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects.</u>	
(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>	
(A)	<u>compare fashion history relative to current fashions trends; and</u>	
(B)	<u>evaluate historical events and attitudes influence on fashion trends.</u>	
(7)	<u>The student applies safety regulations. The student is expected to: implement personal and workplace safety rules and procedures.</u>	
(8)	<u>The student applies leadership characteristics in classroom and professional settings. The student is expected to:</u>	

(A)	<u>employ leadership skills;</u>	
(B)	<u>apply characteristics of effective working relationships;</u>	
(C)	<u>participate in group settings; and</u>	
(D)	<u>employ mentoring skills.</u>	
(9)	<u>The student applies ethical decision making with laws regarding use of technology in fashion, textiles, and apparel. The student is expected to:</u>	
(A)	<u>exhibit ethical conduct such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;</u>	
(B)	<u>apply copyright laws; and</u>	
(C)	<u>evaluate fashion industry influences on society, such as persuasiveness, marketing, and point of view.</u>	
(10)	<u>The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</u>	
(11)	<u>The student analyzes the nature of fashion. The student is expected to:</u>	
(A)	<u>analyze prominent fashion publications;</u>	
(B)	<u>analyze trends using the fashion cycle; and</u>	
(12)	<u>The student analyzes fiber and textile characteristics. The student is expected to:</u>	
(A)	<u>Identify fibers and textiles;</u>	
(B)	<u>evaluate water resistance, heat sensitivity and colorfastness of various textiles;</u>	
(C)	<u>evaluate textile products as to suitability for varied apparel uses; and</u>	
(D)	<u>Distinguish textile selva and grainline.</u>	
(13)	<u>The student selects proper care and maintenance practices for apparel. The student is expected to:</u>	
(A)	<u>Utilize appropriate care procedures for textile products; and</u>	
(B)	<u>Utilize appropriate care procedures for apparel products.</u>	
(14)	<u>The student applies skills related to commercial care of clothing. The student is expected to:</u>	

<u>(A)</u>	<u>demonstrate safety and sanitary procedures while laundering, pressing, or dry cleaning;</u>	
<u>(B)</u>	<u>demonstrate pressing procedures.</u>	
<u>(15)</u>	<u>The student analyzes the apparel production process from design concept to finished product. The student is expected to:</u>	
<u>(A)</u>	<u>Identify and describe equipment needed for the apparel production process; and</u>	
<u>(B)</u>	<u>outline the apparel construction process .</u>	
<u>(16)</u>	<u>The student applies knowledge of fibers, fabrics, and design when evaluating and designing textile products. The student is expected to:</u>	
<u>(A)</u>	<u>Identify characteristics and properties of natural and manufactured fibers;</u>	
<u>(B)</u>	<u>describe methods of textile production; and</u>	
<u>(C)</u>	<u>assess the effects of various environmental conditions on textiles.</u>	
<u>(17)</u>	<u>The student demonstrates effective repair and alteration techniques. The student is expected to:</u>	
<u>(A)</u>	<u>Utilize appropriate measurement tools and measurement units;</u>	
<u>(B)</u>	<u>demonstrate appropriate use, selection, and care of equipment, tools, and notions;</u>	
<u>(C)</u>	<u>Apply design principles and elements when altering apparel;</u>	
<u>(E)</u>	<u>apply safety procedures while operating equipment;</u>	
<u>(F)</u>	<u>determine apparel design and alterations to accommodate individuals with special needs; and</u>	
<u>(18)</u>	<u>The student demonstrates effective construction techniques. The student is expected to:</u>	
<u>(A)</u>	<u>apply principles of quality apparel construction;</u>	
<u>(B)</u>	<u>Apply design principles and elements when designing and constructing apparel;</u>	
<u>(C)</u>	<u>apply appropriate construction and pressing techniques in apparel and textile construction; and</u>	

(D)

describing pattern parts and terminology.

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§130.94. Advanced Fashion Design II (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 I course and Fashion Design I Lab. <u>Requires enrollment in co-requisite Fashion Design II Lab §130.94xx. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options.</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 <u>the fashion</u> and the textile and apparel <u>industries, with an emphasis on design and construction.</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)	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; demonstrating knowledge and 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 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.	
(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 to solve problems.</u>	Simplify verbiage
(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
(5)(6)	The student understands fashion, textile, and apparel systems. The student is expected to <u>analyze 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
(6)(7)	The student applies safety regulations. The student is expected to <u>implement personal and workplace safety rules and procedures.</u>	Combined knowledge statement and SE
(A)	implement personal and workplace safety rules and regulations; and	Combined knowledge statement and SE A
(B)	employ emergency procedures.	Classroom and campus management

(7) (8)	The student applies leadership characteristics to student leadership in classroom and professional development activities settings . The student is expected to:	Simplify verbiage
(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
<u>(B)</u>	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;	
<u>(C)</u>	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
<u>(D)</u>	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>The student describes how garment development and fashion have evolved from ancient times to present day.</u> The student is expected to:	
(A)	describe how garment development and fashion have evolved from ancient times to present day by:	
(i) (A)	identifying <u>evaluate</u> significant historic fashions from early civilizations to today;	Students “identified” in 130.93 fashion design course
(ii) (B)	describing social influences that have affected fashion;	
(iii) (C)	explaining values communicated through clothing in specific historical periods;	
(iv) (D)	showing the influence of historic fashions on current-year fashion; and	
(v) (E)	identifying prominent historical designers;.	
(B) (12)	The student analyzes various types of worldwide fashion production. by. <u>The student is expected to:</u>	
(i) (A)	describing mass production techniques; and	
(ii) (B)	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)(13)	<u>The student</u> determines design influences on the fashion industry. by: <u>The student is expected to:</u>	
(i) (A)	explaining the role of leading designers in determining fashion trends;	
(ii) (B)	analyzing international factors affecting fashion design;	
(iii) (C)	determining the impact of technology on the design industry; and	
(iv) (D)	determining the impact of design decisions on product cost;.	
(G)(14)	<u>The student</u> creates a portfolio of fashion designs. by: <u>The student is expected to:</u>	
(i) (A)	demonstrating fashion figure drawing;	
(ii) (B)	applying design elements and principles to create fashion drawings;	
(iii) (C)	demonstrating the properties and characteristics of color;	
(iv) (D)	using computer-aided techniques to create fashion designs;	
(v) (E)	selecting appropriate textiles to use in specific designs; and	
(vi) (F)	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) (15)	<u>The student</u> demonstrates basic techniques in personal fashion image analysis. by: <u>The student is expected to:</u>	
(i) (A)	describing techniques used to analyze the fashion image of individual clients;	
(ii) (B)	explaining analyze factors involved in fashion image consulting such as personal coloring, color harmonies, appropriate fabric textures, body proportion and silhouette, figure, facial and hair analysis, and wardrobe coordination; and	
(iii) (C)	developing a personal fashion image evaluation for an individual.	

<u>Fashion Design II Lab (One Credit).</u>		
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 I course and Fashion Design I Lab. Requires enrollment in co-requisite Fashion Design II course §130.94xx. Districts are strongly encouraged to block the course and the lab or take concurrently. See Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) regarding curriculum arrangement options. Enrollment in course should equate one student to one sewing machine in order for each student to individually master student expectations. This course satisfies the high school 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 the fashion industry, with an emphasis on design and construction.</u>	Universal statement for all career and technology classes.
(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; 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 implement personal and workplace safety rules and procedures.</u>	
(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 enhance skills;</u>	
(B)	<u>establish and maintain effective working relationships by providing constructive praise and criticism,</u>	

	<u>demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;</u>	
(C)	<u>conduct and participate in meetings using parliamentary procedure; and</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 perform operations for various roles in the fashion industries. The student is expected to:</u>	
(A)	<u>identify tasks that employees may perform;</u>	
(B)	<u>follow procedures identified for performing tasks; and</u>	
(C)	<u>apply resource management procedures when completing assigned tasks.</u>	
(12)	<u>The student determines textile suitability for specific applications and uses. The student is expected to:</u>	
(A)	<u>compare processes for dyeing, printing, and finishing used in the textile industry;</u>	
(B)	<u>explain how finishes affect the characteristics of fabrics; and</u>	
(C)	<u>recommend care procedures for various textile products.</u>	
(13)	<u>The student determines implications of textile characteristics on apparel and fashion. The student is expected to:</u>	
(A)	<u>outline the textile design process from concept to finished product;</u>	
(B)	<u>differentiate types and methods of textile production;</u>	
(C)	<u>summarize implications and methods of dyeing, printing, and finishing of textiles;</u>	

(D)	<u>determine textile and apparel labeling requirements; and</u>	
(E)	<u>determine factors affecting the cost of textile products.</u>	
(14)	<u>The student creates a portfolio of fashion designs. The student is expected to:</u>	
(A)	<u>demonstrate fashion figure drawing;</u>	
(B)	<u>apply design elements and principles to create fashion drawings;</u>	
(C)	<u>use computer-aided techniques to create fashion designs;</u>	
(D)	<u>select appropriate textiles to use in specific designs; and</u>	
(E)	<u>assemble portfolio components to present fashion designs.</u>	
(15)	<u>The student produces quality fashion products. The student is expected to:</u>	
(A)	<u>outline general procedures and equipment used in apparel design and pattern development;</u>	
(B)	<u>construct custom made garments using appropriate tools, equipment, and supplies;</u>	Students are familiar with processes for construction from prerequisite fashion design course
(C)	<u>develop garments for proper fit;</u>	Students use previous knowledge from fashion design to develop skills
(D)	<u>apply correct procedures used in garment fitting, pattern making, and pattern alterations;</u>	
(E)	<u>construct custom made garments; and</u>	Moved to line H(ii)
(F)	<u>demonstrate safety practices related to garment construction.</u>	
(16)	<u>The student demonstrates basic techniques in personal fashion image analysis. The student is expected to:</u>	
(A)	<u>describe techniques used to analyze the fashion image of individual clients;</u>	
(B)	<u>analyze factors involved in fashion image consulting such as personal coloring, color harmonies, appropriate fabric textures, body proportion and silhouette, figure, facial and hair analysis, and wardrobe coordination; and</u>	
(C)	<u>develop a personal fashion image evaluation for an individual.</u>	

§130.95. Practicum in Fashion Design (Two to Three Credits).		
TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 11-12. <u>Prerequisite: Fashion Design II course and Fashion Design II Lab.</u>	Specified to state course is one credit and has a required co-requisite lab.
(1)	<u>A student shall be awarded two credits for successful completion of this course, when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Visual Technology, and Communications Career Cluster.</u>	
(2)	<u>A student shall be awarded three credits for successful completion of this course, when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, Audio/Visual Technology, and Communications Career Cluster.</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>	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: use of whole numbers, decimals, and fractions applied to measurement and scale; <u>demonstrating knowledge and 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 <u>evaluates and summarize</u> the history and evolution of the fashion, textiles, and apparel field. <u>The student is expected to compare fashion history relative to current fashions trends.</u>	Simplify verbiage
(A)	compare fashion history relative to current fashions trends;	Added to build on knowledge from 130.94 advanced fashion design; added to line 6
(6) (7)	The student applies safety regulations. The student is expected to <u>implement personal and workplace safety rules and procedures.</u>	
(A)	implement personal and workplace safety rules and regulations; and	Added to line 7
(B)	employ emergency procedures.	Classroom and campus management
(7) (8)	The student implements leadership characteristics to student leadership in classroom and professional <u>development activities 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.	
(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>	
(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 <u>describes fundamentals of fashion buying.</u> 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) (A)	explaining processes for retail buying;	
(ii) (B)	identify ing wholesale market resources;	
(iii) (C)	compare ing various apparel marts <u>markets</u> ;	Changed to more identifiable term
(iv) (D)	analyze ing how timing and pricing of fashion apparel and accessories are determined;	
(v) (E)	analyze ing the price of a fashion product;	
(vi) (F)	describe ing various types of retail outlets;	
(vii) (G)	describe ing how offshore sourcing impacts fashion retailing; and	
(viii) (H)	compose ing a scenario plan for retail pricing, sales and inventory, and purchasing; _	
(B) (12)	<u>The student</u> describes the relationship between marketing and the fashion industry. <u>by:</u> <u>The student is expected to:</u>	

(i) (A)	explaining the marketing concept;	
(ii) (B)	relating marketing functions to the fashion industry;	
(iii) (C)	explaining how each component of the marketing mix contributes to successful fashion marketing;	
(iv) (D)	explaining the importance of target markets;	
(v) (E)	describing advantages and disadvantages of market segmentation and mass marketing;	
(vi) (F)	researching trends and emerging technologies affecting fashion marketing;	
(vii) (G)	determining examples of niche marketing;	
(viii) (H)	describing cultural and societal influences on the fashion market; and	
(ix) (I)	describing how international marketing has affected the fashion industry.	
(C) (13)	<u>The student</u> develops, implements, and evaluates a promotional plan. by: <u>The student is expected to:</u>	TEKS moved to 130.95 lab
(i) (A)	identifying components of the promotional mix such as advertising, visual merchandising, and personal selling;	
(ii) (B)	demonstrating visual merchandising techniques for fashion goods, services, or ideas;	
(iii) (C)	analyzing a promotional plan for effectiveness;	
(iv) (D)	describing deceptive practices in fashion promotion; and	
(v) (E)	employing ethical practices in promotional activities;	
(D) (14)	<u>The student</u> applies marketing techniques when assisting with promotional activities. by: <u>The student is expected to:</u>	
(i) (A)	describing various types of business promotion strategies;	
(ii) (B)	classifying types of customers and their motives for buying textile and apparel products;	
(iii) (C)	describing roles of public relations and publicity in product promotion;	
(iv) (D)	explaining the use of promotional activities to market textile and apparel products and services;	
(v) (E)	planning special fashion events such as fashion shows, trunk shows, retail shows, and educational events;	
(vi) (F)	creating and developing a fashion show theme;	
(vii) (G)	developing a scale drawing to illustrate fashion show sets and staging;	
(viii)	describing all fashion show responsibilities; and	

(H)		
(ix) (I)	write ing press releases to publicize promotional activities;_.	
(E) (15)	The student creates product displays using the principles of design. by: The student is expected to:	
(i) (A)	identify ing components used in developing displays;	
(ii) (B)	determin e ing ways in which design elements and principles are used in the creation of displays;	
(iii) (C)	describe ing types and uses of interior and exterior displays; and	
(iv) (D)	creat e ing window or other displays of fashion and apparel products;_.	
(F) (16)	The student demonstrates effective customer service. by: The student is expected to:	
(i) (A)	determin e ing factors that promote quality customer relations;	
(ii) (B)	evaluate ing the impact of cultural diversity on customer relations;	
(iii) (C)	exhibit e ing skills needed for effective customer service;	
(iv) (D)	creat e ing solutions to specific customer issues; and	
(v) (E)	examine ing the role of selling fashion products in retail;_.	
(G) (17)	The student identify ies wholesale settings. by: The student is expected to:	
(i) (A)	analyze ing motives for consumer fashion purchases;	
(ii) (B)	describe ing qualities of an effective salesperson;	
(iii) (C)	apply ing appropriate fashion vocabulary in selling situations; and	
(iv) (D)	demonstrate ing effective sales techniques from customer approach to closure. ; and	
(H) (18)	The student summarizes important business procedures in fashion retailing. by: The student is expected to:	
(i) (A)	explaining methods a business uses to control risks such as surveillance, safety training, and loss control;	
(ii) (B)	explaining the use of inventory information such as preparing financial reports and making buying decisions;	
(iii) (C)	demonstrate ing cash and credit transaction methods;	
(iv) (D)	analyze ing data used to make accurate forecasts;	
(v) (E)	demonstrate ing knowledge of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices;	
(vi) (F)	examine ing operational costs such as markup, markdown, cash flow, and other factors affecting profit;	

	and	
(vii) (G)	demonstrating procedures for reporting and handling accidents, safety, and security incidents.	

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 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 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>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>Ana 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; and</u>	
(H)	<u>evaluate visual information by recognizing the use of principles and elements of design.</u>	
(10)	<u>The students employs an appropriate design process to create and modify solutions to problems. The student is expected to:</u>	
(A)	<u>combining graphics, images, and sound;</u>	
(B)	<u>applying principles of design;</u>	
(C)	<u>developing and referencing technical documentation; and</u>	
(D)	<u>editing products.</u>	
(11)	<u>The student researches the history and evolution of video game design. The student is expected to:</u>	
(A)	<u>explaining the history of video game design;</u>	
(B)	<u>describing how changing technology is affecting the industry;</u>	
(C)	<u>analyzing the use of symbols in video game design of diverse cultures;</u>	
(D)	<u>comparing current video game design technologies with historical technologies;</u>	
(E)	<u>comparing various styles of video game design; and</u>	
(F)	<u>exploring emerging and innovative video game design technologies and software.</u>	
(12)	<u>The student understands and applies video game design principles, elements, and techniques. The student is expected to:</u>	

(A)	<u>employing audience identification, script writing, character design, storyboarding, audio uses, and delivery formats;</u>	
(B)	<u>describing and using motion paths, scripting, programming, and interactivity;</u>	
(C)	<u>describing lighting and perspective; and</u>	
(D)	<u>describing and using production processes such as titles, credits, and special effects.</u>	
(13)	<u>The student evaluates a product using critical-thinking skills and demonstrates that products and product quality can be evaluated against established criteria and rubrics.</u>	
(14)	<u>The student presents oral or written evaluations of video game design projects. The student is expected to:</u>	
(A)	<u>identifying the intended audience;</u>	
(B)	<u>describing aesthetics;</u>	
(C)	<u>explaining the storyline;</u>	
(D)	<u>summarizing subject matter; and</u>	
(E)	<u>discussing the use of sound.</u>	
(15)	<u>The student creates video game design projects using a variety of techniques and software programs.</u>	
(16)	<u>The student differentiates current programming languages. The student is expected to:</u>	
(A)	<u>discussing the use of the languages in other fields of study; and</u>	
(B)	<u>demonstrating knowledge of specific programming terminology and concepts.</u>	
(17)	<u>The student applies problem-solving strategies such as design specifications, step-wise refinement, or algorithm development.</u>	
(18)	<u>The student develops coding with correct and efficient use of expressions including user-defined functions, proper operator precedence, and sequential, conditional, repetitive control structures.</u>	
(19)	<u>The student seeks and responds to advice from peers and professionals in delineating technological tasks.</u>	
(20)	<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 or 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</u>	

	<u>projects.</u>	
(21)	<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 and evaluating 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>	
(22)	<u>The student understands technology concepts, systems, and operations as they apply to game programming. The student is expected to:</u>	
(A)	<u>identify basic game components, including the game engine, game play subsystems, data structures, models, and interfaces;</u>	
(B)	<u>generate random numbers in a program;</u>	
(C)	<u>create a program implementing conditional statements;</u>	
(D)	<u>develop an appropriate data model;</u>	
(E)	<u>demonstrate an understanding of and apply object-oriented game programming;</u>	
(F)	<u>demonstrate an understanding of game programming essentials, including event-driven programming, communicating with messages, and device management;</u>	
(G)	<u>demonstrate an understanding of the role of game events, the animation loop, and game timing;</u>	
(H)	<u>demonstrate an understanding of the role of game engines;</u>	
(I)	<u>apply basic game screen design and layout, including visual controls, user interfaces, menus, and options;</u>	
(J)	<u>use game control design to understand, access, and control input devices;</u>	
(K)	<u>demonstrate an understanding of and apply game animation, including the principles of animation and frame-based animation;</u>	
(L)	<u>demonstrate an understanding of game events, including listeners, triggers, and timed events;</u>	
(M)	<u>demonstrate an understanding of and implement collision detection, including models and sprite collisions;</u>	
(N)	<u>demonstrate an understanding of player progression, including leveling, linear progression, maintaining high score data; and</u>	
(O)	<u>demonstrate an understanding of algorithmic decision-making.</u>	

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

TEKS with edits		Committee Comments
(a)	<p>General requirements. This course is recommended for students in Grades 9-12 10-12. Recommended prerequisite: Graphic Design and Illustration or Art I. <u>Required co-requisite: Commercial Photography I Lab. Districts are encouraged to double-block courses Commercial Photography I followed by Commercial Photography I Lab. These courses can also be taught concurrently in accordance with Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1). This course satisfies the high school fine arts graduation requirement.</u></p>	<p>Photography involves the artistic production and manipulation of images. Students in commercial photography combine strong creativity with technical ability. Photography professionals respect their work as a craft and an art form; they understand the role that lighting, composition, color, design, shape, shadow, negative space, and background, among other considerations, play in their discipline. Students studying Commercial Photography acquire the technical skills and creative fluency required to create meaningful visual images. For this reason, this committee recommends that this course satisfy the Fine Arts Graduation Requirement.</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>	
(2)	<p><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></p>	
(3)	<p>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.</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)	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 and 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 <u>in a accordance with industry standards</u> 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 <u>in a photography studio and lab;</u>	

(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 <u>communication</u> 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>and</u>	
(E)	<u>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 to employ <u>s</u> 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 skills;	
<u>(N)</u>	<u>understand resolution and digital file format;</u>	
<u>(O)</u>	<u>identify and use the principles of design to discuss, analyze, critique and write about visual aspects in photographic work, including their own; and</u>	
<u>(P)</u>	<u>Demonstrate knowledge of the principles of design in photographic work, focusing on composition, color, design, shape, shadow, negative space, and background.</u>	

Commercial Photography I Lab (One Credit)

TEKS with edits		Committee Comments
(a)	<p><u>General requirements.</u> This course is recommended for students in Grades 9-12. <u>Required co-requisite: Commercial Photography I. Districts are encouraged to double-block courses Commercial Photography I followed by Commercial Photography I Lab. These courses can also be taught concurrently in accordance with Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) . This course satisfies the high school fine arts graduation requirement.</u></p>	<p>Photography involves the artistic production and manipulation of images. Students in commercial photography combine strong creativity with technical ability. Photography professionals respect their work as a craft and an art form; they understand the role that lighting, composition, color, design, shape, shadow, negative space, and background, among other considerations, play in their discipline. Students studying Commercial Photography acquire the technical skills and creative fluency required to create meaningful visual images. For this reason, this committee recommends that this course satisfy the Fine Arts Graduation Requirement.</p>
(b)	<p><u>Introduction.</u></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>	
(2)	<p><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></p>	
(3)	<p><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></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>	

<u>(c)</u>	<u>Knowledge and skills.</u>	
<u>(1)</u>	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
<u>(A)</u>	<u>apply English language arts knowledge and skills for a variety of written documents;</u>	
<u>(B)</u>	<u>apply mathematics knowledge and skills in accordance with industry standards to solve a problem.</u>	
<u>(2)</u>	<u>The student applies professional communications strategies. The student is expected to:</u>	
<u>(A)</u>	<u>adapt language for audience, purpose, situation, and intent;</u>	
<u>(B)</u>	<u>organize oral and written information;</u>	
<u>(C)</u>	<u>interpret and communicate information, data, and observations;</u>	
<u>(D)</u>	<u>give formal and informal presentations;</u>	
<u>(E)</u>	<u>apply active-listening skills;</u>	
<u>(F)</u>	<u>listen to and speak with diverse individuals; and</u>	
<u>(G)</u>	<u>exhibit public-relations skills.</u>	
<u>(3)</u>	<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>	
<u>(4)</u>	<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>	
<u>(5)</u>	<u>The student understands commercial photography systems. The student is expected to analyze and summarize the history and evolution of commercial photography.</u>	
<u>(6)</u>	<u>The student applies safety regulations. The student is expected to:</u>	
<u>(A)</u>	<u>implement personal and workplace safety rules and regulations; in a photography studio and lab;</u>	
<u>(B)</u>	<u>follow emergency procedures.</u>	
<u>(7)</u>	<u>The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:</u>	
<u>(A)</u>	<u>employ communication skills;</u>	
<u>(B)</u>	<u>employ teamwork and conflict-management skills;</u>	
<u>(C)</u>	<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;</u>	
(D)	<u>analyze the impact of photography on society, including concepts related to persuasiveness, marketing, and point of view; and</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>	

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

TEKS with edits		Committee Comments
(a)	<p>General requirements. This course is recommended for students in Grades <u>10-12</u> 11-12. Prerequisite recommended: Commercial Photography I. <u>Required co-requisite; Commercial Photography II Lab. Districts are encouraged to double-block courses Commercial Photography II followed by Commercial Photography II Lab. These courses can also be taught concurrently in accordance with Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) . This course satisfies the high school fine arts graduation requirement</u></p>	<p>Photography involves the artistic production and manipulation of images. Students in commercial photography combine strong creativity with technical ability. Photography professionals respect their work as a craft and an art form; they understand the role that lighting, composition, color, design, shape, shadow, negative space, and background, among other considerations, play in their discipline. Students studying Commercial Photography acquire the technical skills and creative fluency required to create meaningful visual images. For this reason, this committee recommends that this course satisfy the Fine Arts Graduation Requirement.</p>
(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.</u> <u>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, resumes, business proposals; 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; <u>and</u>	
(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, and</u> industry-standard production processes to produce photographs; and	
(L)	evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills; ;	
(M)	<u>identify appropriate resolution and digital file formats;</u>	
(N)	<u>identify and use the principles of design to discuss, analyze, critique and write about visual aspects in photographic work, including their own; and</u>	
(O)	<u>Demonstrate knowledge of the principles of design in photographic work, focusing on composition, color, design, shape, shadow, negative space, and background.</u>	

Commercial Photography II Lab (One Credit).

TEKS with edits		Committee Comments
(a)	<p><u>General requirements. This course is recommended for students in Grades 10-12. Prerequisite Recommended: Commercial Photography I. Required co-requisite; Commercial Photography II. Districts are encouraged to double-block courses Commercial Photography II followed by Commercial Photography II Lab. These courses can also be taught concurrently in accordance with Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) . This course satisfies the high school fine arts graduation requirement.</u></p>	<p>Photography involves the artistic production and manipulation of images. Students in commercial photography combine strong creativity with technical ability. Photography professionals respect their work as a craft and an art form; they understand the role that lighting, composition, color, design, shape, shadow, negative space, and background, among other considerations, play in their discipline. Students studying Commercial Photography acquire the technical skills and creative fluency required to create meaningful visual images. For this reason, this committee recommends that this course satisfy the Fine Arts Graduation Requirement.</p>
(b)	<p><u>Introduction.</u></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>	
(2)	<p><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></p>	
(3)	<p><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></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><u>Knowledge and skills.</u></p>	
(1)	<p><u>The student demonstrates professional standards/employability skills as required by business and industry.</u></p>	

	<u>The student is expected to:</u>	
(A)	<u>apply English language arts knowledge and skills for a variety of written documents;</u>	
(B)	<u>apply mathematics knowledge and skills in accordance with industry standards 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;</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; 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 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 is expected to employ planning and time-management skills to complete work tasks such as creating quotes and budgeting. The student is expected to:</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>	

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Practicum in Commercial Photography (Two – 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 I and Commercial Photography I Lab along with teacher recommendation.</u>	
(1)	<u>A student shall be awarded two credits for successful completion of this course, when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, A/V Technology and Communications Career Cluster.</u>	
(2)	<u>A student shall be awarded three credits for successful completion of this course, when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, A/V Technology and Communications Career Cluster.</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 to a variety of written documents;</u>	
(B)	<u>apply mathematics knowledge and skills in accordance with industry standards 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;</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 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; 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 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</u>	

	<u>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 is expected to employ planning and time-management skills to complete work tasks such as creating quotes and budgeting. The student is expected to:</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>	

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§130.96. Printing and Imaging Technology I (~~One to Two Credits~~) (One Credit).

TEKS with edits		Committee Comments
(a)	<p>General requirements. This course is recommended for students in Grades 109-12. Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications. <u>Required co-requisite: Printing and Imaging Technology I Lab.</u> <u>Districts are encouraged to double-block courses Printing and Imaging Technology I followed by Printing and Imaging Technology I Lab.</u> <u>These courses can also be taught concurrently in accordance with Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1).</u> <u>This course satisfies the high school fine arts graduation requirement. Lab setting should provide students with one-to-one computer experience.</u></p>	<p>Design is a pervasive practice that shapes almost every aspect of human experience in our physical and virtual environment. Design students add imagination and aesthetics to our world. They use creativity and imagination to express themselves and their ideas. The Print and Image course teaches students to combine form and function into a concept or image that is artistically compelling and infuses our world with depth, texture and meaning. For this reason, this committee recommends that this course satisfy the Fine Arts Graduation Requirement.</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>	
(2)	<p><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></p>	
(3)	<p>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.</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>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></p>	

(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;	
(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 communication 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)	identify and participate in <u>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</u> -portfolio to <u>in</u> <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 to employs 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</u> employ 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 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) (G)	evaluate information for accuracy, validity, and usability;	
(F)	apply desktop publishing to create products	
(I)-(H)	compare the features of using word processing, graphics, or drawing <u>graphics</u> programs <u>used in digital printing</u> ;	
(II) (L)	explain how 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)	identify 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;	
(G)	prepare products for printing;	
(H)	Demonstrate knowledge and appropriate use of hardware components, software programs, and storage devices	
(N)	<u>understand</u> file and cross-platform compatibility;	
(I)	deliver products in a variety of media; and-	
(J)	evaluate products.	
(O)	<u>identify and use the principles of design to discuss, analyze, critique and write about visual aspects in print design, including their own; and</u>	
(P)	<u>Demonstrate knowledge of the principles of design in print design images, focusing on composition, color, design, shape, shadow, negative space, and background.</u>	
(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>	

Printing and Imaging Technology I Lab (One Credit).

TEKS with edits		Committee Comments
(a)	<p><u>General requirements. This course is recommended for students in Grades 9-12. Required co-requisite: Printing and Imaging Technology I. Districts are encouraged to double-block courses Printing and Imaging Technology I followed by Printing and Imaging Technology I Lab. These courses can also be taught concurrently in accordance with Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) . This course satisfies the high school fine arts graduation requirement. Lab setting should provide students with one-to-one computer experience.</u></p>	<p>Design is a pervasive practice that shapes almost every aspect of human experience in our physical and virtual environment. Design students add imagination and aesthetics to our world. They use creativity and imagination to express themselves and their ideas. The Print and Image course teaches students to combine form and function into a concept or image that is artistically compelling and infuses our world with depth, texture and meaning. For this reason, this committee recommends that this course satisfy the Fine Arts Graduation Requirement.</p>
(b)	<p><u>Introduction.</u></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>	
(2)	<p><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></p>	
(3)	<p><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></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><u>Knowledge and skills.</u></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>apply English language arts knowledge and skills for a variety of written documents;</u></p>	

(B)	<u>apply mathematics knowledge and skills in accordance with industry standards 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;</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 communication 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; and</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 employs 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>	

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§130.97. ~~Advanced~~ Printing and Imaging Technology II (Two to Three Credits) (One Credit).

TEKS with edits		Committee Comments
(a)	<p>General requirements. This course is recommended for students in Grades 10-12. <u>Recommended Prerequisite: Printing and Imaging Technology I. Required co-requisite: Printing and Imaging Technology II Lab. Districts are encouraged to double-block courses; Printing and Imaging Technology II followed by Printing and Imaging Technology II Lab. These courses can also be taught concurrently in accordance with Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1) . This course satisfies the high school fine arts graduation requirement. Lab setting should provide students with one-to-one computer experience.</u></p>	<p>Design is a pervasive practice that shapes almost every aspect of human experience in our physical and virtual environment. Design students add imagination and aesthetics to our world. They use creativity and imagination to express themselves and their ideas. The Print and Image course teaches students to combine form and function into a concept or image that is artistically compelling and infuses our world with depth, texture and meaning. For this reason, this committee recommends that this course satisfy the Fine Arts Graduation Requirement.</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>	
(2)	<p><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></p>	
(3)	<p>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></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>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></p>	

(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 in accordance with industry standards.	
(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 in accordance with industry standards.	
(2)	The student applies 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;	
(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.	
(E)	<u>understand Creative Commons laws including all liscensing.</u>	
(9)	The student develops employability characteristics. The student is expected to:	
(A)	partieipate 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 a</u> maintain a career portfolio <u>in</u> to <u>documenting</u> work experiences, licenses, certifications, and work samples; and	
(E)	demonstrate skills in evaluating and comparing employment opportunities.	
(F)	<u>examine employment opportunities in entrepreneurship.</u>	
(10)	The student applies technical skills for efficiency. The student is expected to employs 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 <u>a variety of</u> 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,	
(J)	<u>identify and use the principles of design to discuss, analyze, critique and write about visual aspects in print design, including their own; and</u>	
(K)	<u>Demonstrate knowledge of the principles of design in print design images, focusing on composition, color, design, shape, shadow, negative space, and background.</u>	
<u>12</u>	<u>The student is expected to analyze the impact of the printing industry on society, including concepts related to persuasiveness, marketing, and point of view.</u>	

Printing and Imaging Technology II Lab (One credit).

TEKS with edits		Committee Comments
(a)	<p><u>General requirements. This course is recommended for students in Grades 10-12. Required co-requisite: Printing and Imaging Technology II. Districts are encouraged to double-block courses; Printing and Imaging Technology II followed by Printing and Imaging Technology II Lab. These courses can also be taught concurrently in accordance with Chapter 19 Texas Administrative Code (TAC) §74.3(b)(1). This course satisfies the high school fine arts graduation requirement. Lab setting must provide students with one-to-one computer experience.</u></p>	<p>Design is a pervasive practice that shapes almost every aspect of human experience in our physical and virtual environment. Design students add imagination and aesthetics to our world. They use creativity and imagination to express themselves and their ideas. The Print and Image course teaches students to combine form and function into a concept or image that is artistically compelling and infuses our world with depth, texture and meaning. For this reason, this committee recommends that this course satisfy the Fine Arts Graduation Requirement.</p>
(b)	<p><u>Introduction.</u></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>	
(2)	<p><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></p>	
(3)	<p><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></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><u>Knowledge and skills.</u></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>apply English language arts knowledge and skills to a variety of written documents;</u></p>	

(B)	<u>apply mathematics knowledge and skills in accordance with industry standards 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;</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;</u>	
(D)	<u>demonstrate proper etiquette and knowledge of acceptable use policies; and</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 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> <u>and</u>	
(F)	<u>perform cleanup and maintenance of equipment.</u>	

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130.98 Practicum in Printing and Imaging Technology (Two – Three Credits).		
	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 II and Printing and Imaging Technology II Lab.</u>	
(1)	<u>(a) A student shall be awarded two credits for successful completion of this course, when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, A/V Technology and Communications Career Cluster.</u>	
(2)	<u>A student shall be awarded three credits for successful completion of this course, when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Arts, A/V Technology and Communications Career Cluster.</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)	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 <u>in accordance with industry standards</u> ; and	
(B)	apply mathematics knowledge and skills <u>in accordance with industry standards</u> 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)	<u>The student understands printing systems and their uses.</u> 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.	
(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; and</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)	use appropriate embossing, foil stamping, die cutting, and laminating samples;	
(J) (K)	print appropriate paper labels, ink jet labels, and bulk forms;	
(K) (L)	demonstrate knowledge of postal regulations related to packages, contents, sizes, and destinations; and	
(L) (M)	meet customer needs with regard to labeling, packaging, and shipping according to regulatory standards.	