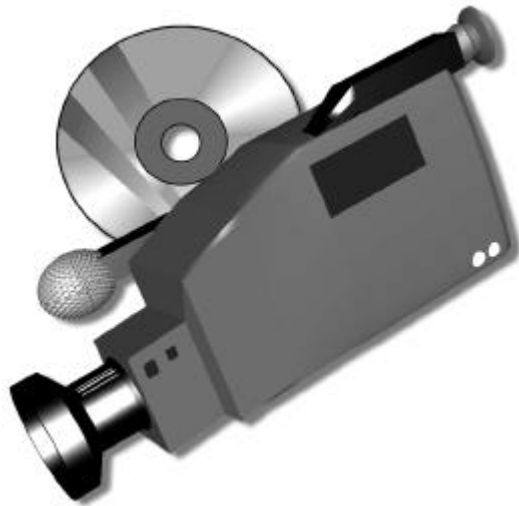


Tech Prep Digital Design Technology Course of Study June, 1999



Prepared by:



MIAMI VALLEY
TECHPREP
CONSORTIUM

444 West Third St., Dayton, Ohio 45402-1460 (937)512-5146

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Authors and Contributors

Robbie Aawl
Graphic Design

Susan Berg
Beavercreek High School

Karl Bremer
Kettering Fairmont High School

Tim Bruce
Sinclair Community College

Pam Cook
Greene County Career Center

Carole Dean
Dayton Public Schools

Greg Deye
Sinclair Community College

Lynn Disbrow
Sinclair Community College

Jana Dorst
Butler County JVSD

David Duvall
Northridge High School

Karen Erisman
Kettering Fairmont High School

Rebecca Fiagliano
Kettering Fairmont High School

Leonard Fitzwater
Miami Valley Career Technology Center

Tim Fries
Miamisburg High School

John Getrost
Sinclair Community College

John Ginter
Butler County JVSD

Jacqueline Hannan
Miamisburg High School

Tracy Jayne
Sinclair Community College

Eric Johnson
Educational Video

Kathy Kiggins
Sinclair Community College

Ron Kindell
Miami Valley Tech Prep Consortium

Joe Lutz
Dayton Digital Media

Rob McNally
Sinclair Community College

Rob Marasco
Media Consulting Inc.

Wendell Melton
Miami Valley Career Technology Center

Joe Russo
Avtech

Beverly Smith
Miami Valley Tech Prep Consortium

Jack Spitler
Miami Valley Career Technology Center

Mary Tyler
Kettering Fairmont High School

Jay Vada
Miami Valley Career Technology Center

Linda Walker
Media Consulting Inc.

David Wells
Sinclair Community College

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KEY

GRADE LEVEL

12 = by the end of grade 12

AD = by the end of the Associate Degree

DEPTH

I = Introduce (applies to at least 3 or 25% of the competency builders)

R = Reinforce or add depth (after introducing or proficiency)

P = Proficient (achievement of the competency **without** supervision)

*Items in 10 point-*italicized* text should be taught at Associate Degree level.

MIAMI VALLEY TECH PREP CONSORTIUM PHILOSOPHY AND GOALS

The Miami Valley Tech Prep consortium, a partnership among business, industry, labor, secondary and higher education, facilitates systemic educational change that prepares students for successful lives with technology-based careers, enabling industry to compete in a global economic community.

The goals of the Miami Valley Tech Prep Consortium are:

1. To provide early career exploration and a seamless educational path that includes occupational and applied academic instruction in secondary school through an associate degree program with expanded/enhanced competencies beyond current secondary school and associate degree programs.
2. To expand the enrollment of Tech Prep students to better serve Ohio's labor market needs.
3. To ensure that teaching and learning reflect the needs of all students.
4. To maximize the opportunities afforded by relevant initiatives, resources, and participating partners.

MIAMI VALLEY TECH PREP CONSORTIUM INTERACTIVE MEDIA TECHNOLOGIES CLUSTER PROGRAM PHILOSOPHY AND GOALS

The Tech Prep Interactive Media Technologies Cluster program prepares young people for careers in a variety of occupations. Students learn the relationships among math, science, communications, and technology as a result of applied instruction. Experiential learning, a rigorous program of applied, college prep academics, and broad based preparation in interactive media combine to prepare students to succeed in college or entry level employment.

The goals of the program are to foster development of the following occupational, academic, and employability competencies through classroom and laboratory instruction and work-based experiences in order to prepare students to enter and advance in a changing global workplace.

Communications	Workplace Safety
Science	Writing
Mathematics	Business Law
Basic Computer Concepts	Appreciation of the Arts
Problem Analysis	Programming
Teamwork	Introduction to Interactive Media
Employability Skills	Graphic Design Fundamentals
Professionalism	Project Management
Professional Practices	Photography
General Administrative Functions	Computer Graphics
Economic and Business Principles	Video Production
Customer Relations	Audio Production
Market Research	Web Page Design
Business Management	Interactive Media Production

Tech Prep Pupil Evaluation Policy

While there is no formal testing requirement for admission to the Tech Prep Interactive Media Technologies Cluster program, it is strongly recommended that only juniors who have passed all five parts of the Ohio Ninth Grade Proficiency Test be enrolled. The Interactive Media Technologies Cluster program offers challenging academics and little opportunity for remedial instruction.

Formative assessments reflect the philosophy of Tech Prep instruction; that is, hands on, applied assessments are preferred over traditional means of assessment. Students frequently demonstrate their learning. Paper and pencil tests are the exception, not the rule. After teachers judge student performance, they are able to more accurately adjust instruction to meet student's needs.

Summative assessments may be performance based or take the form of traditional assessment. For example, all juniors take the COMPASS (college placement test) in the fall of their junior year to establish an achievement benchmark. Students take the COMPASS again in the fall of their senior year and again in spring of their senior year (if necessary). The goal is that 80% of all students will pass the COMPASS and will require no remediation upon admission to college. When students are eligible for college credit for a high school class, they must take the college's written test for that class. Business Technologies Cluster Tech Prep students may receive college credits upon successful completion of a final exam.

Students who successfully complete the high school portion of the program with a grade point average of 2.25 or higher are eligible for the Sinclair Tech Prep Scholarship. Currently, these students receive a \$1000 scholarship for each year of their two-year Associate's Degree program.

Foreword

This course of study is intended to describe the core of the Tech Prep Interactive Media Technologies Cluster curriculum. These core competencies should be mastered by each Tech Prep Interactive Media Technologies student. Not all of these competencies will be taught by one teacher. This curriculum requires using the skills of others in your district – media specialists, teachers of related subjects, parents, and talented students.

Interactive media is an emerging high tech industry, broad in scope and explosive in growth. The curriculum that follows is an ambitious effort to prepare students to begin their careers in this dynamic industry.

The needs of industry were made clear to educators by our industry partners when this curriculum was being developed. They expected an entry-level worker who graduates from a high school interactive media tech prep program to be a person with good work habits. Basic communications skills of reading, writing, speaking and listening are very important in this field, as are good computer and teamwork skills. Willingness to work long hours at times to meet deadlines is expected throughout the industry.

For the high school graduate who intends to continue his or her education at Sinclair Community College, the traits just mentioned are important, but this student needs additional skills. An academic background that prepares students for study at the associate degree level is mandatory. This person will also profit from a career exploration program in high school that clarifies the differences among the various careers within interactive media.

Competencies that are in italics and a small font are competencies that are to be taught at the associate's degree level only. They are included in the high school course of study for the information of the high school technical teacher.

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Unit 1: Employability Skills

Competency/Terminal Performance Objective:

- 1.1 Develop a career plan (C)

Competency Builders/Pupil Performance Objectives:

- 1.1.1 Identify current interests and aptitudes given interest and aptitude assessment instruments and assignments so that two likely occupational areas are identified.
- 1.1.2 Identify 5 common barriers to employment given common employment situations.
- 1.1.3 Describe strategies to overcome 5 employment barriers given common employment situations.
- 1.1.4 Locate resources for finding employment given a newspaper and telephone book so that 7 resources are identified.
- 1.1.5 Research job trends given access to research materials to prepare a job trends chart/graph with 85% accuracy.
- 1.1.6 Identify 10 career options given access to research materials and the opportunity to interview workers.
- 1.1.7 Identify advantages and disadvantages of 10 career options (in addition to other than monetary) given access to research materials and the opportunity to interview workers.
- 1.1.8 Identify job requirements given access to research materials and the opportunity to interview workers with 85% accuracy.
- 1.1.9 Investigate education/training opportunities given access to research materials and the opportunity to interview workers with 85% accuracy.
- 1.1.10 Evaluate personal strengths and weaknesses given interest and aptitude assessment instruments and assignments so that a personal employment readiness evaluation can be completed with 85% accuracy.

Competency/Terminal Performance Objective:

- 1.2. Prepare for employment (I and R)

Competency Builders/Pupil Performance Objectives:

- 1.2.1 Identify traditional and non-traditional employment sources given access to research materials with 85% accuracy.
- 1.2.2 Identify present and future employment opportunities (by geographic location) given access to research materials with 85% accuracy.
- 1.2.3 Research job opportunities, including non-traditional careers given access to research materials with 85% accuracy.
- 1.2.4 Compare salary ranges and benefit packages given access to competing companies' salary schedules and benefit packages with 85% accuracy.
- 1.2.5 Compile occupational profile given access to research materials with 85% accuracy.

- 1.2.6 Identify rights and responsibilities of equal employment opportunity laws given access to research materials with 85% accuracy.
- 1.2.7 Design resume and cover letter that contain no errors given models to follow.
- 1.2.8 Target resume given models to follow so that all items on the resume meet the target criteria.
- 1.2.9 Secure 3 references given the opportunity to request references.
- 1.2.10 Investigate generic and specific employment tests (e.g., civil service exam; drug screening) given access to research materials with 85% accuracy.
- 1.2.11 Use follow-up techniques to enhance employment potential given hypothetical interview situations with 85% accuracy.
- 1.2.12 Demonstrate legible written communication skills using correct grammar, spelling, punctuation, and concise wording given opportunities to revise and access to grammar and spelling check devices with 100% accuracy.
- 1.2.13 Obtain appropriate licenses given hypothetical situations with 85% accuracy.
- 1.2.14 Describe methods for handling illegal questions on job application forms and during interviews given hypothetical situations with 85% accuracy.
- 1.2.15 Write letter of application given access to word processing equipment and models to follow with 100% accuracy.
- 1.2.16 Research prospective employer and services performed given access to research materials with 85% accuracy.
- 1.2.17 Explain critical importance of personal appearance, hygiene, and demeanor given hypothetical situations with 85% accuracy.
- 1.2.18 Interpret job description given actual job description with 85% accuracy.
- 1.2.19 Demonstrate appropriate interview question and answer techniques given simulated interview situations with 85% accuracy.
- 1.2.13 Identify illegal interview questions given hypothetical interview situations with 85% accuracy.
- 1.2.21 Demonstrate methods for handling difficult interview questions given simulated interview situations with 85% accuracy.
- 1.2.22 Evaluate job offers given hypothetical job offers with 85% accuracy.
- 1.2.23 Write letter of acceptance given access to word processing equipment and models to follow with 100% accuracy.
- 1.2.24 Write letter of inquiry as to why you were not selected given access to word processing equipment and models to follow with 100% accuracy.
- 1.2.25 Write letter of declination given access to word processing equipment and models to follow with 100% accuracy.
- 1.2.26 Demonstrate good listening skills given a spoken presentation so that 5 of the 7 skills of active listening are demonstrated.
- 1.2.27 Ask for the job tactfully given a simulated job interview so that the interviewer can identify genuine interest on the part of the student.
- 1.2.28 Participate in extracurricular activities (e.g., student government, community projects) given the opportunity to join so that each student is involved in at least one club or activity

Competency/Terminal Performance Objective:

- 1.3 Evaluate the importance of self-esteem as an employability skill(C)

Competency Builders/Pupil Performance Objectives:

- 1.3.1 Identify factors that affect self-esteem given a case study with 85% accuracy.
1.3.2 Compare effects of low self-esteem and high self-esteem given a case study with 85% accuracy.
1.3.3 Identify strategies to promote positive self-esteem given a case study with 85% accuracy.

Competency/Terminal Performance Objective:

- 1.4 Demonstrate job retention skills (I)

Competency Builders/Pupil Performance Objectives:

- 1.4.1 Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene given hypothetical situations with 85% accuracy.
1.4.2 Exhibit appropriate work habits and attitude each day in the classroom according to classroom standards as defined in handout.
1.4.3 Demonstrate ability to set priorities given a work schedule so that all work is completed with passing grades.
1.4.4 Identify behaviors to establish successful working relationships given hypothetical situations with 85% accuracy.
1.4.5 Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age given hypothetical situations with 85% accuracy.
1.4.6 Identify opportunities for advancement given hypothetical situations with 85% accuracy.
1.4.7 List reasons for termination given the opportunity to generate a group developed list so that 10 reasons are listed by the group.
1.4.8 List consequences of being absent frequently from job given the opportunity to generate a group developed list so that 10 consequences are listed by the group.
1.4.9 List consequences of frequently arriving late for work given the opportunity to generate a group developed list so that 10 consequences are listed by the group.
1.4.10 Demonstrate interpersonal relations skills (i.e., verbal and written) given a variety of interactions so that the student will rate him/herself an effective communicator on a self evaluation.
1.4.11 Demonstrate negotiation skills in a simulated classroom situation so that a consensus or compromise can be reached.
1.4.12 Demonstrate teamwork in a variety of classroom projects so that the student will rate her/himself an effective team member on a self evaluation.
1.4.13 Follow chain-of-command given a hypothetical situation with 85% accuracy.
1.4.14 Exhibit appropriate job dedication given a series of tasks so that the tasks are completed according to project standards.

Competency/Terminal Performance Objective

1.5 Demonstrate knowledge of work ethic (I)

Competency Builders/Pupil Performance Objectives:

- 1.5.1 Define work ethic given a written assessment with 85% accuracy.
- 1.5.2 Identify factors that influence work ethic given a hypothetical situation with 85% accuracy.
- 1.5.3 Differentiate law and ethics given a series of examples with 85% accuracy.
- 1.5.4 Describe how personal values are reflected in work ethic given a hypothetical situation with 85% accuracy.
- 1.5.5 Describe how interactions in the workplace affect personal work ethic given hypothetical situations with 85% accuracy.
- 1.5.6 Describe how life changes affect personal work ethic given hypothetical situations with 85% accuracy.

Competency/Terminal Performance Objective:

1.6 Exhibit appropriate ethics in the workplace (C)

Competency Builders/Pupil Performance Objectives:

- 1.6.1 Use time-management techniques given hypothetical situations with 85% accuracy.
- 1.6.2 Avoid personal activity during work hours given hypothetical situations with 85% accuracy.
- 1.6.3 Attend work as scheduled given a weekly schedule with absences due only to employer accepted reasons.
- 1.6.4 Adhere to company and/or governmental policies, procedures, rules, and regulations given such lists with 85% accuracy.
- 1.6.5 Exercise confidentiality given confidential information with 100% accuracy.
- 1.6.6 Demonstrate appropriate human relations skills, including honoring diversity in the workplace given hypothetical situations with 85% accuracy.
- 1.6.7 Adhere to rules of conduct given such rules with 100% accuracy.
- 1.6.8 Accept constructive criticism following guidelines for response with 85% accuracy.
- 1.6.9 Offer constructive criticism following guidelines for offering with 85% accuracy.
- 1.6.10 Take pride in work in actual classroom situations so that work is completed with a minimum of 85% accuracy.
- 1.6.11 Resolve conflict given hypothetical situations so that consensus or compromise is reached.
- 1.6.12 Manage stress given hypothetical situations with 85% accuracy.
- 1.6.13 Avoid sexual connotations and harassment given hypothetical situations with 85% accuracy.
- 1.6.14 Adjust to changes in the workplace given hypothetical situations with 85% accuracy.

- 1.6.15 Demonstrate punctuality in actual school situations so that the student is late to class no more than three times per quarter.
- 1.6.16 Assume responsibility for personal decisions and actions given simulated situations with 85% accuracy.
- 1.6.17 Take responsibility for assignments so that 95% of assignments are completed.
- 1.6.18 Follow chain-of-command given hypothetical situations with 85% accuracy.

Competency/Terminal Performance Objective

- 1.7 Apply decision-making techniques (C)

Competency Builders/Pupil Performance Objectives:

- 1.7.1 Identify decision to be made given a decision making situation with 85% accuracy.
- 1.7.2 Identify ownership of decision to be made given a decision making situation with 85% accuracy.
- 1.7.3 Identify possible alternatives and their consequences given a decision making situation with 85% accuracy.
- 1.7.4 Make decisions based on facts, legality, ethics, goals, and/or culture given a decision making situation with 85% accuracy.
- 1.7.5 Apply time factor(s) given a decision making situation with 85% accuracy.
- 1.7.6 Present decision to be implemented given a decision making situation with 85% accuracy.
- 1.7.7 Evaluate decision made upon completion of decision making situation with 85% accuracy.
- 1.7.8 Take responsibility for decision following decision making situation with 85% accuracy.

Competency/Terminal Performance Objective:

- 1.8 Apply problem-solving techniques (C)

Competency Builders/Pupil Performance Objectives:

- 1.8.1 Identify problem given a hypothetical situation according to class handout on problem solving techniques.
- 1.8.2 Select appropriate problem solving tools/techniques given a hypothetical situation according to class handout on problem solving techniques.
- 1.8.3 Identify root problem cause(s) given a hypothetical situation according to a class handout on problem solving techniques.
- 1.8.4 Track root problem cause(s) given a hypothetical situation according to a class handout on problem solving techniques.
- 1.8.5 Identify possible solutions and their consequences (e.g., long term, short term, crisis) given a hypothetical situation so that 4 possible solutions and their consequences are identified.
- 1.8.6 Use resources to explore possible solutions to problem given a hypothetical situation and appropriate resources so that 5 possible solutions are identified.

- 1.8.7 Contrast advantages and disadvantages of each solution given a hypothetical situation so that two advantages and disadvantages are identified for each solution.
- 1.8.8 Identify appropriate action given a hypothetical situation so that the best solution identified is implemented.
- 1.8.9 Evaluate results given a hypothetical situation and an implemented solution so that three results are identified.
- 1.8.10 Identify post-preventive action given a hypothetical situation so that 5 post-preventive actions are identified.

Competency/Terminal Performance Objective

- 1.9 Exhibit characteristics for job advancement (I and R)

Competency Builders/Pupil Performance Objectives:

- 1.9.1 Display positive attitude given a class assignment according to standards set in class handout.
- 1.9.2 Demonstrate knowledge of position given a hypothetical position so that eight position tasks can be identified.
- 1.9.3 Perform quality work given a class assignment with 95% accuracy.
- 1.9.4 Adapt to changing situations and technology given hypothetical situations according to standards set in class handout.
- 1.9.5 Demonstrate capability/responsibility for different positions given different positions within the classroom according to standards set for each position.
- 1.9.6 Identify characteristics of effective leaders given a hypothetical situation with 85% accuracy.
- 1.9.7 Identify opportunities for leadership in work place/community given work place/community resources so that ten opportunities are identified.
- 1.9.8 Demonstrate initiative to affect change in workplace given a set of workplace procedures and a hypothetical situation with 85% accuracy.
- 1.9.9 Participate in continuing education/training program given a hypothetical situation with 85 % accuracy.
- 1.9.10 Responds appropriately to criticism from employer, supervisor, or other employees given criticism according to standards set in class handout.
- 1.9.11 Exhibit awareness of corporate culture given hypothetical situations with 85% accuracy.
- 1.9.12 Prepare for job setbacks given hypothetical situations with 85% accuracy.
- 1.9.13 Exhibit continual growth based on performance evaluation given hypothetical situations with 85% accuracy.
- 1.9.14 Set realistic goals given a goal setting activity so that five realistic goals are set.

Unit 2: Professionalism

Competency/Terminal Performance Objective:

2.1 Project professional image (C)

Competency Builders/Pupil Performance Objectives:

- 2.1.1 Define professionalism given reference materials with 85% accuracy.
- 2.1.2 Exhibit professional appearance given a work situation according to criteria in class handout on professional image.
- 2.1.3 Exhibit professional manners given a work situation according to criteria in class handout on professional image.
- 2.1.4 Project professional attitude given a work situation according to criteria in class handout on professional image.
- 2.1.5 Identify individuals' vital role in organization given an organizational chart with 85% accuracy.
- 2.1.6 Exhibit proper etiquette in professionally-related situations given hypothetical situations according to criteria in class handout on professional image.

Competency/Terminal Performance Objective:

2.2 Formulate individual and professional goals (I and R)

Competency Builders/Pupil Performance Objectives:

- 2.2.1 Set flexible, realistic, and measurable goals given a goal setting activity according to criteria set in class handout.
- 2.2.2 Identify potential barriers to achieving goals given a goal setting activity according to criteria set in class handout.
- 2.2.3 Identify strategies for addressing barriers to goal achievement given a goal setting activity according to criteria set in class handout.
- 2.2.4 Breakdown long-term goals into short-term goals given a goal setting activity according to criteria set in class handout.
- 2.2.5 Prioritize goals given a goal setting activity according to criteria set in class handout.
- 2.2.6 Commit to goals given a goal setting activity according to criteria set in class handout.
- 2.2.7 Adjust goals given a goal setting activity according to criteria set in class handout.
- 2.2.8 Obtain support for goals given a goal setting activity according to criteria set in class handout.
- 2.2.9 Reward goal achievement given a goal setting activity according to criteria set in class handout.
- 2.2.10 Compare monetary and non-monetary based goods and rewards given a goal setting activity according to criteria set in class handout.
- 2.2.11 Review goals regularly given a goal setting activity according to criteria set in class handout.

Competency/Terminal Performance Objective:

2.3 Organize personal finances (I and R)

Competency Builders/Pupil Performance Objectives:

- 2.3.1 Given a hypothetical situation explain need for personal management records so that personal management information can be accessed.
- 2.3.2 Given a hypothetical situation prepare budget so that necessities are paid and the budget balances.
- 2.3.3 Given a hypothetical income and list of expenses balance checkbook so that the checkbook balances.
- 2.3.4 Given a hypothetical income and tax forms identify tax obligations so that all taxes are paid.
- 2.3.5 Given a hypothetical situation analyze how credit affects financial security with 85% accuracy.
- 2.3.6 Given access to reference materials compare types and methods of investments so that 5 types and methods are identified and compared.
- 2.3.7 Given access to reference materials compare types and methods of borrowing so that 5 types and methods are identified and compared.
- 2.3.8 Given access to reference materials compare types and methods of insurance so that 5 types and methods of insurance are identified and compared.
- 2.3.9 Given access to reference materials compare types of retirement options/plans so that 5 options/plans are identified and compared.
- 2.3.10 Given access to reference materials compare types of fringe benefits so that a comparison chart is completed with 85% accuracy.
- 2.3.11 Given a hypothetical situation identify discriminatory vs. non-discriminatory expenditures so that 10 of each type of expenditure are identified.
- 2.3.12 Given hypothetical situations explain purpose of wills and power of attorney with 85% accuracy.

Competency/Terminal Performance Objective:

2.4 Support community well-being (C)

Competency Builders/Pupil Performance Objectives:

- 2.4.1 Given a newspaper identify environmental, educational, and social issues so that 10 issues are identified.
- 2.4.2 Given a list of resources identify appropriate organizations/agencies that address these issues and/or utilize volunteers so that 10 organizations/agencies are identified.
- 2.4.3 Given a class activity participate in social and/or community activities within the school day given a class activity according to standards set for participation.

Competency/Terminal Performance Objective:

2.5 Achieve organizational goals (C)

Competency Builders/Pupil Performance Objectives:

- 2.5.1 Given a list of organization goals evaluate personal goals in relation to organizational goals so that a match or mismatch is evident.
- 2.5.2 Given statistics monitor progress by evaluating feedback so that patterns and conclusions are calculated with 85% accuracy.
- 2.5.3 Given lists of responsibilities and organization goals list responsibilities in relation to organization goals so that all responsibilities align with goals.
- 2.5.4 Given tasks and the means to complete them accomplish assigned tasks with 85% accuracy.
- 2.5.5 Given a list of organizational goals exercise responsibility in relation to organizational goals so that all duties are performed.
- 2.5.6 Given job responsibilities and company performance standards set appropriate personal performance standards so that personal performance standards meet or exceed company performance standards.
- 2.5.7 Given a goal setting conference communicate goals with supervisor and peers so that all goals set meet organizational goals.
- 2.5.8 Given a presentation opportunity demonstrate knowledge of products and services so that audience members can describe products and services with 70% accuracy.
- 2.5.9 Given a presentation opportunity promote organizational image and mission so that audience members can describe products and services with 70% accuracy.

Competency/Terminal Performance Objective:

- 2.6 Demonstrate positive relations in the workplace (C)

Competency Builders/Pupil Performance Objectives:

- 2.6.1 Given a personality types inventory identify personality types of self and other so that 4 personality types are identified and described.
- 2.6.2 Given hypothetical situations identify various management styles with 85% correct responses.
- 2.6.3 Given a list of employer expectations and reasons for them support employer expectations so that organizational goals are achieved.
- 2.6.4 Given a list of employer decisions and reasons for them (if appropriate) support employer decisions so that organizational goals are achieved.
- 2.6.5 In a mock evaluation situations accept constructive criticism following guidelines on a class handout.
- 2.6.6 In lab give constructive feedback to fellow students and teachers following guidelines on a class handout.
- 2.6.7 Given new expectations adapt to changes in workplace following guidelines on class handout.
- 2.6.8 Given a simulated life and job situation list 10 factors to consider before resigning
- 2.6.9 Given a hypothetical job situation write letter of resignation with 85% accuracy.

Competency/Terminal Performance Objective:

- 2.7 Manage stressful situations (I and R)

Competency Builders/Pupil Performance Objectives:

- 2.7.1 Using a case study provided by the teacher accept stress as part of daily life so that 5 reasons and ways to accept stress are identified.
- 2.7.2 Using a case study provided by the teacher identify personal and professional factors contributing to stress so that 10 factors are identified.
- 2.7.3 Using a case study provided by the teacher describe physical and emotional responses to stress so that 10 physical and emotional responses are identified.
- 2.7.4 Using a case study provided by the teacher evaluate positive and negative effects of stress on productivity so that 10 effects are identified.
- 2.7.5 Using reference materials identify strategies for reducing stress so that 5 strategies are identified.
- 2.7.6 Given a list of stress reduction strategies implement 2 strategies to manage stress.
- 2.7.7 Using a case study provided by the teacher create 3 strategies for developing and maintaining support systems

Competency/Terminal Performance Objective:

- 2.8 Analyze effects of family on work and work on family (I and R)

Competency Builders/Pupil Performance Objectives:

- 2.8.1 Identify how family values, goals, and priorities are reflected in work place
- 2.8.2 Using their own life experiences identify responsibilities and rewards associated with paid and non-paid work so that 10 responsibilities and rewards are identified.
- 2.8.3 Using their own life experiences identify responsibilities and rewards associated with families so that 10 responsibilities and rewards are identified.
- 2.8.4 Using their own life experiences explain how family responsibilities can conflict with work so that 5 conflicts are identified.
- 2.8.5 Using their own life experiences explain how work can conflict with family responsibilities so that 5 conflicts are identified.
- 2.8.6 Using their own life experiences explain how work-related stress can affect families so that 5 effects are identified.
- 2.8.7 Using their own life experiences explain how family-related stress can affect work so that 5 effects are identified.
- 2.8.8 Given access to research material identify family support systems and resources so that 5 support systems and resources are identified.
- 2.8.9 Given access to research material identify work-related support systems and resources so that 5 support systems and resources are identified.
- 2.8.10 Given a hypothetical situation communicate with family regarding work so that family can identify 3 features of work.

Competency/Terminal Performance Objective:

- 2.9 Apply lifelong learning skills (I)

Competency Builders/Pupil Performance Objectives:

- 2.9.1 Given access to reference materials define lifelong learning so that standard definition is produced.

- 2.9.2 Given access to reference materials identify factors that cause need for lifelong learning so that 5 factors are identified.
- 2.9.3 Given access to literature on change analyze effects of change so that 5 effects are identified.
- 2.9.4 Given access to literature on change identify 5 reasons why goals change
- 2.9.5 Given access to literature on change describe importance of flexibility and adaptability so that 5 such factors are identified.
- 2.9.6 Given a hypothetical situation evaluate need for continuing education/training so that 3 reasons for continuing education/training can be identified.

Competency/Terminal Performance Objective:

- 2.10 Manage professional development (I)

Competency Builders/Pupil Performance Objectives:

- 2.10.1 Given access to reference materials identify career opportunities within the technical field so that 5 career opportunities are identified.
- 2.10.2 Given an existing career plan and new personal goals and accomplishments modify career plan to reflect new career intentions.
- 2.10.3 Given access to literature on continuing education identify 5 reasons to participate in continuing education/training opportunities.
- 2.10.4 Given a hypothetical work situation document continuing education/training in accordance with classroom handout.
- 2.10.5 Given such materials read profession-related manuals, technical journals, and periodicals and write a summary with 85% accuracy.
- 2.10.6 Given opportunities for attendance with classmates attend meetings, workshops, seminars, conferences, and demonstrations and write a summary with 85% accuracy.
- 2.10.7 Given a student professional organization participate in one professional organization for students.
- 2.10.8 Given access to literature on mentoring list 5 ways to build personal/professional mentor relationship.
- 2.10.9 Given access to literature to support systems list 5 ways to build personal/professional support system
- 2.10.10 Given access to literature on networks describe 5 ways to build professional network
- 2.10.11 Given participation in communications class strengthen communication skills so that 85% accuracy is achieved on communications tasks.
- 2.10.12 Given participation in an employability class strengthen leadership skills so that 85% accuracy is achieved on leadership tasks.
- 2.10.13 Given participation in an employability class strengthen management skills so that 85% accuracy is achieved on management tasks.

Unit 3: Teamwork

Competency/Terminal Performance Objective:

3.1 Demonstrate knowledge of teamwork (I)

Competency Builders/Pupil Performance Objectives:

- 3.1.1 Given access to research materials define empowerment and quality process with 100% accuracy.
- 3.1.2 Given access to research materials differentiate work groups and teams with 100% accuracy.
- 3.1.3 Given access to research materials identify conditions essential to teamwork (e.g., brainstorming) with 100% accuracy.
- 3.1.4 Given access to research materials explain influence of culture (e.g., corporate, community) on teamwork with 100% accuracy.
- 3.1.5 Given access to research materials identify appropriate situations for using teams with 100% accuracy.
- 3.1.6 Given access to research materials define team structures (e.g., cross functional, quality improvement, task force, quality circles) with 100% accuracy.
- 3.1.7 Given access to research materials identify team building concepts with 100% accuracy.
- 3.1.8 Given access to research materials describe characteristics and dynamics of teams with 100% accuracy.
- 3.1.9 Given access to research materials identify characteristics of effective team leaders and members with 100% accuracy.
- 3.1.10 Given access to research materials identify responsibilities of a team member with 100% accuracy.
- 3.1.11 Given access to research materials identify methods of involving each member of a team with 100% accuracy.
- 3.1.12 Given access to research materials explain how individuals from various backgrounds contribute to work-related situations (e.g., technical training, cultural heritage) with 100% accuracy.
- 3.1.13 Given access to research materials explain the purpose of facilitators with 100% accuracy.
- 3.1.14 Given access to research materials define consensus with 100% accuracy.
- 3.1.15 Given access to research materials define reward/recognition system with 100% accuracy.

Competency/Terminal Performance Objective:

3.2 Demonstrate teamwork (I)

Competency Builders/Pupil Performance Objectives:

- 3.2.1 Given a team project identify purpose of team and intended goal (include time frames) according to class handout on teamwork.
- 3.2.2 Given a team project structure team around purpose according to class handout on teamwork.

- 3.2.3 Given a team project define responsibilities of team members so that goals are accomplished.
- 3.2.4 Given a team project contribute to efficiency and success of team so that goals are accomplished.
- 3.2.5 Given a team project work toward individual and team milestones so that milestones are achieved according to the team time frame.
- 3.2.6 Given a completed project and instructor feedback analyze results of team project according to class handout on teamwork.
- 3.2.7 Given leadership of a team meeting facilitate a team meeting according to class handout on teamwork.
- 3.2.8 Given a team project assist team member(s) with problem so that team goals are achieved.
- 3.2.9 Given a team project monitor time frame so that team goals are achieved according to the time frame.
- 3.2.10 Given a team project stress continuous improvement according to class handout on teamwork.
- 3.2.11 Given a team project recognize failure as part of learning according to class handout on teamwork.
- 3.2.12 Given a team project demonstrate ability to compromise using techniques described in class handout on teamwork.

Competency/Terminal Performance Objective

- 3.3 Use teamwork to solve problems (I)

Competency Builders/Pupil Performance Objectives:

- 3.3.1 Given access to research materials identify appropriate situations for using teams with 100% accuracy.
- 3.3.2 Given a team project use problem-solving process in a team setting according to class handout on problem-solving.
- 3.3.3 Given access to research materials identify quality management processes/techniques with 100% accuracy.
- 3.3.4 Given access to research materials identify quality assurance processes/techniques with 100% accuracy.
- 3.3.5 Given a completed team project prepare presentation according to class handout on problem solving.

Competency/Terminal Performance Objective:

- 3.4 Conduct team meetings (C)

Competency Builders/Pupil Performance Objectives:

- 3.4.1 Given a scheduled meeting plan agenda according to class handout on team meetings.
- 3.4.2 Given a scheduled meeting publish agenda with 100% accuracy.
- 3.4.3 Given a tentative meeting schedule meeting and location according to class handout on team meetings.

- 3.4.4 Given a scheduled meeting invite appropriate personnel according to class handout on team meetings.
- 3.4.5 Given a scheduled meeting solicit outside speakers as needed according to class handout on team meetings.
- 3.4.6 Given a scheduled meeting assign someone to take minutes according to class handout on team meetings.
- 3.4.7 Given a scheduled meeting facilitate introductions according to class handout on team meetings.
- 3.4.8 Given a scheduled meeting invite questions and comments and group participation according to class handout on team meetings.
- 3.4.9 Given a scheduled meeting focus team on agenda items according to class handout on team meetings.
- 3.4.10 Given a scheduled meeting assign appropriate action, time frame and accountability to tasks according to class handout on team meetings.
- 3.4.11 Given a scheduled meeting monitor time so that meeting ends on time with agenda completed.
- 3.4.12 Given a team meeting close meeting on time according to agenda.
- 3.4.13 Given a completed team meeting publish minutes in timely manner according to class handout on team meetings.
- 3.4.14 Given a team meeting set ground rules according to class handout on team meetings.
- 3.4.15 Given a team meeting avoid placing individual agendas above the group's agenda according to class handout on team meetings.

Unit 4: Professional Practices

Competency/Terminal Performance Objective:

- 4.1 Explain professional responsibilities (C)

Competency Builders/Pupil Performance Objectives:

- 4.1.1 Given access to reference materials and a hypothetical situation explain the need for professional and ethical standards with 85% accuracy.
- 4.1.2 Given access to reference materials and a hypothetical situation explain responsibility of the individual to apply ethical standards with 85% accuracy.
- 4.1.3 Given access to reference materials and a hypothetical situation identify responsibility to client(s) and employer(s) so that 5 responsibilities are accurately identified.
- 4.1.4 Given access to reference materials and a hypothetical situation explain 5 consequences of unprofessional and/or unethical behavior.
- 4.1.5 Given access to reference materials and a hypothetical situation explain importance of conflict resolution in the workplace with 85% accuracy.

Competency/Terminal Performance Objective:

- 4.2 Identify legal and ethical behavior

Competency Builders/Pupil Performance Objectives:

- 4.2.1 Given access to reference materials and a series of hypothetical situations differentiate between legal and ethical behavior with 85% accuracy.
- 4.2.2 Given access to reference materials explain terms, principles, and characteristics of legal and ethical behavior (e.g., loyalty, discretion, solicitation, competitor, supplier) with 85% accuracy.
- 4.2.3 Given access to reference materials explain legal ramifications of breaching rules and regulations with 85% accuracy.
- 4.2.4 Given access to reference materials and hypothetical situations explain effects of unethical and/or unlawful behavior with 85% accuracy.
- 4.2.5 Given a hypothetical situation practice within scope of the profession in accordance with class handout on professional practice.

Competency/Terminal Performance Objective:

- 4.3 Function as a self-managed employee

Competency Builders/Pupil Performance Objectives:

- 4.3.1 Given a hypothetical business problem propose project according to class handout on professional practices.
- 4.3.2 Given a hypothetical business problem organize tasks according to class handout on professional practices.
- 4.3.3 Given a hypothetical business problem manage time according to class handout on professional practices.

- 4.3.4 Given a hypothetical business problem meet deadlines according to class handout on professional practices.
- 4.3.5 Given a hypothetical business problem maintain business records according to class handout on professional practices.
- 4.3.6 Given a hypothetical business problem make long-term and short-term plan according to class handout on professional practices.
- 4.3.7 Given a hypothetical business problem evaluate progress according to class handout on professional practices.
- 4.3.8 Given a hypothetical business problem report progress according to class handout on professional practices.
- 4.3.9 Given a hypothetical business problem delegate project according to class handout on professional practices.
- 4.3.10 Given a hypothetical business problem acquire appropriate licenses/registrations according to class handout on professional practices.
- 4.3.11 Given a hypothetical business problem obtain permits and releases according to class handout on professional practices.

Competency/Terminal Performance Objective:

- 4.4 Follow intellectual property rights and copyright laws

Competency Builders/Pupil Performance Objectives:

- 4.4.1 Given access to reference materials explain purpose of patent with 85% accuracy.
- 4.4.2 Given access to reference materials explain purpose of copyright with 85% accuracy.
- 4.4.3 Given access to reference materials explain purpose of licenses with 85% accuracy.
- 4.4.4 Given access to reference materials explain purpose of trademarks with 85% accuracy.
- 4.4.5 Given access to reference materials explain rights of the originator with 85% accuracy.
- 4.4.6 Given access to reference materials explain rights of the public with 85% accuracy.
- 4.4.7 Given access to reference materials define confidentiality with 85% accuracy.
- 4.4.8 Given access to reference materials define proprietary with 85% accuracy.
- 4.4.9 Given access to reference materials explain legal ownership of proprietary material with 85% accuracy.
- 4.4.10 Given access to reference materials describe stock image/text usage rights with 85% accuracy.
- 4.4.11 Given access to reference materials explain negotiation of contracts with 85% accuracy.
- 4.4.12 Given access to reference materials explain reproduction licensing and residual usage with 85% accuracy.

Unit 5: Workplace Safety

Competency/Terminal Performance Objective:

5.1 Maintain safe working environment

Competency Builders/Pupil Performance Objectives

- 5.1.1 Given access to reference materials describe an MSDS sheet with 85% accuracy.
- 5.1.2 During classroom and lab activities comply with HMIS material safety data sheets (MSDS) and OSHA regulations with 100% accuracy.
- 5.1.3 During classroom and lab activities comply with all MSDS regulations regarding hazardous materials with 100% accuracy.
- 5.1.4 During classroom and lab activities maintain clean work area by removing waste, keeping alleyways clear, cleaning tools, and preventing spills according to standards in classroom handout on workplace safety.
- 5.1.5 During classroom and lab activities minimize workplace causes of environmental burdening, pollutants, and poisoning according to standards in classroom handout on workplace safety.
- 5.1.6 Given access to reference materials describe pollution solution limits imposed by permits and regulations with 85% accuracy.
- 5.1.7 During classroom and lab activities comply with regulatory guidelines in handling, labeling, and disposal of solutions (e.g., fountain chemicals, inks, wash-up solutions, drum grounding) with 100% accuracy.
- 5.1.8 Given classroom equipment identify visual equipment controls (e.g., monitors, read outs) with 95% accuracy.
- 5.1.9 Given classroom equipment identify auditory equipment controls with 95% accuracy.
- 5.1.10 During classroom and lab activities comply with workplace safety rules and procedures with 100% accuracy.
- 5.1.11 During classroom and lab activities comply with personal safety rules and procedures with 100% accuracy.
- 5.1.12 During classroom and lab activities comply with applicable electrical, mechanical, hydraulic and pneumatic safety rules and procedures with 100% accuracy.
- 5.1.13 During classroom and lab activities recycle appropriate materials according to standards in classroom handout on workplace safety.
- 5.1.14 During classroom and lab activities use preventive maintenance checklists according to standards in classroom handout on workplace safety.
- 5.1.15 During classroom and lab activities identify location of control panels, shut-off valves, and fire extinguishers with 100% accuracy.

Competency/Terminal Performance Objective:

5.2 Demonstrate knowledge of ergonomics

Competency Builders/Pupil Performance Objectives:

- 5.2.1 Given access to reference materials define ergonomics with 100% accuracy.

- 5.2.2 Given access to reference materials define risk factor with 100% accuracy.
- 5.2.3 Given access to reference materials define maximum permissible limit (MPL) and action limit (AL) for lifting with 100% accuracy.
- 5.2.4 Given access to reference materials define cumulative trauma disorder (CTD) with 100% accuracy.
- 5.2.5 Given access to reference materials identify susceptibility factors for CTD with 100% accuracy.
- 5.2.6 During classroom and lab activities minimize extreme joint movement according to classroom handout on workplace safety.
- 5.2.7 During classroom and lab activities minimize use of excessive muscle/physical force according to classroom handout on workplace safety.
- 5.2.8 During classroom and lab activities minimize repetitive tasks according to classroom handout on workplace safety.
- 5.2.9 During classroom and lab activities minimize mechanical stresses (e.g., sharp edges, heat, cold, hard surfaces, weights, vibration) according to classroom handout on workplace safety.
- 5.2.10 During classroom and lab activities minimize awkward body positions according to classroom handout on workplace safety.
- 5.2.11 Given access to reference materials explain use of rest pauses with 85% accuracy.
- 5.2.12 Given access to reference materials explain need for mats and footrest for standing jobs with 85% accuracy.
- 5.2.13 Given access to reference materials explain need for appropriate working heights of chairs, stools, workbenches, equipment with 85% accuracy.
- 5.2.14 Given access to reference materials explain need for adequate lighting with 85% accuracy.
- 5.2.15 Given access to reference materials explain use of anthropometric (i.e., centering one's view of everything around man) design with 85% accuracy.

Unit 6: Project Management

Competency/Terminal Performance Objective

6.1 Explain project management (I)

Competency Builders/Pupil Performance Objectives

- 6.1.1 Given a class project identify project purpose/goal according to class project handout.
- 6.1.2 Given a class project identify project objectives according to class project handout.
- 6.1.3 Given access to reference materials identify work breakdown structure (WBS) with 100% accuracy.
- 6.1.4 Given access to reference materials identify resource requirements with 100% accuracy.
- 6.1.5 Given access to reference materials define value engineering with 100% accuracy.

Competency/Terminal Performance Objective

6.2 Plan projects (I)

Competency Builders/Pupil Performance Objectives

- 6.2.1 Given a class project develop strategic plan (e.g., brainstorming) according to class project handout.
- 6.2.2 Given a class project estimate project costs so that estimate is within 10% of actual costs.
- 6.2.3 Given a class project prepare project plan according to class project handout.
- 6.2.4 Given a class project prepare scope of work according to class project handout.
- 6.2.5 Given a class project prepare project execution plan according to class project handout.
- 6.2.6 Given a class project apply responsibility assignment matrix (RAM) so that all members have responsibilities.
- 6.2.7 Given a class project apply time lines with milestones according to class project handout.
- 6.2.8 Given a class project apply network diagrams according to class project handout.
- 6.2.9 Given a class project apply critical path method (CPM) according to class project handout.
- 6.2.10 Given a class project apply project education and review techniques according to class project handout.
- 6.2.11 Given a class project apply software programs according to class project handout.
- 6.2.12 Given a class project apply budgetary constraints so that project stays within 10% of budget estimate.

Competency/Terminal Performance Objective

6.3 Implement projects (I)

Competency Builders/Pupil Performance Objectives

- 6.3.1 Given a class project monitor project (schedule cost/variance, objectives, critical path, milestones) according to class project handout.
- 6.3.2 Given a class project control project so that goals, timelines, and budgets are met.
- 6.3.3 Given a class project modify project so that goals, timelines, and budgets are met.

Competency/Terminal Performance Objective

- 6.4 Evaluate projects (I)

Competency Builders/Pupil Performance Objective

- 6.4.1 Given a completed class project analyze performance according to class project handout.
- 6.4.2 Given a completed class project close-out project evaluation according to class project handout.
- 6.4.3 Given a completed class project draw project management conclusions according to class project handout.
- 6.4.4 Given a completed class project identify “lessons learned” so that 10 lessons are identified.
- 6.4.5 Given a completed class project write project summary according to class project handout.

Unit 7: Problem Analysis

Competency/Terminal Performance Objective

7.1 Appraise situations (I and R)

Competency Builders/Pupil Performance Objective

7.1.1 Given a case study provided identify concerns and/or potential problems according to class handout on problem analysis.

7.1.2 Given a case study identify likely causes so that 5 causes are identified.

7.1.3 Given a case study identify preventive actions so that 5 preventative actions are identified.

7.1.4 Given a case study identify boundaries according to class handout on problem analysis.

7.1.5 Given a case study set priorities according to class handout on problem analysis.

7.1.6 Given a case study identify contingent actions so that 5 actions are identified.

Competency/Terminal Performance Objective

7.2 Demonstrate formal logic concepts (I and R)

Competency Builders/Pupil Performance Objectives

7.2.1 Given a case study isolate problem and possible causes so that one problem and 3 causes are isolated.

7.2.2 Given a case study test for probable causes according to class handout on problem analysis.

7.2.3 Given a case study verify cause according to class handout on problem analysis.

Competency/Terminal Performance Objective

7.3 Resolve problems (I and R)

Competency Builders/Pupil Performance Objectives

7.3.1 Given a problem situation identify objective(s) according to decision making guidelines.

7.3.2 Given a problem situation identify alternatives according to decision making guidelines.

7.3.3 Given a problem situation evaluate alternatives according to decision making guidelines.

7.3.4 Given a problem situation assess risks according to decision making guidelines.

7.3.5 Given a problem situation make final choice according to decision making guidelines.

Competency/Terminal Performance Objective

7.4 Perform follow up (I and R)

Competency Builders/Pupil Performance Objective

7.4.1 Given a problem situation determine effectiveness of decision according to decision making guidelines.

7.4.2 Given a problem situation document results according to decision making guidelines.

Unit 8: General Administrative Functions

Competency/Terminal Performance Objective

8.1 Maintain work flow

Competency Builders/Pupil Performance Objectives

- 8.1.1 Given a project that is to be completed over an extended period organize work according to handout on time management so that project is completed on time and with 85% accuracy.
- 8.1.2 Given a project that is to be completed over an extended period prioritize work according to handout on time management so that project is completed on time and with 85% accuracy.
- 8.1.3 Given a project that is to be completed over an extended period apply time-management techniques according to handout on time management so that project is completed on time and with 85% accuracy.
- 8.1.4 Given a project that is to be completed over an extended period complete assigned tasks in a timely manner according to handout on time management so that project is completed on time and with 85% accuracy.
- 8.1.5 Given a project that is to be completed over an extended period coordinate with team members according to handout on time management so that project is completed on time and with 85% accuracy.

Competency/Terminal Performance Objective

8.2 Perform telecommunications operations (C)

Competency Builders/Pupil Performance Objectives

- 8.2.1 Given telephone equipment and a partner display telephone etiquette according to classroom handout on telecommunications operations.
- 8.2.2 Given telephone equipment and a partner operate equipment according to classroom handout on telecommunications operations.
- 8.2.3 Given telephone equipment and a partner listen assertively according to classroom handout on telecommunications operations.
- 8.2.4 Given telephone equipment and a partner verify information according to classroom handout on telecommunications operations.
- 8.2.5 Given telephone equipment and a partner record messages according to classroom handout on telecommunications operations.
- 8.2.6 Given telephone equipment and a partner place calls according to classroom handout on telecommunications operations.
- 8.2.7 Given telephone equipment and a partner organize teleconferences according to classroom handout on telecommunications operations.
- 8.2.8 Given access to appropriate equipment use voice mail/messaging systems according to classroom handout on telecommunications operations.

- 8.2.9 Given access to a fax operate the fax/modem machine according to classroom handout on telecommunications operations.
- 8.2.10 Given access to e-mail use an e-mail system according to classroom handout on telecommunications operations.
- 8.2.11 Given access to the Internet use Internet communications services according to classroom handout on telecommunications operations.
- 8.2.12 Given access to videoconference facilities use the videoconference facilities according to classroom handout on telecommunications operations.

Competency/Terminal Performance Objective

- 8.3 Perform scheduling functions

Competency Builders/Pupil Performance Objectives

- 8.3.1 Given calendar and hypothetical appointments create calendar/schedule with 100% accuracy.
- 8.3.2 Given calendar and hypothetical data maintain and use appointment calendars with accurate addresses and phone numbers with 85% accuracy.
- 8.3.3 Given calendar and hypothetical data process requests for appointments with 100% accuracy.
- 8.3.4 Given appointment list and telephone equipment verify appointments with 100% accuracy.

Competency/Terminal Performance Objective

- 8.4 Manage records

Competency Builders/Pupil Performance Objectives

- 8.4.1 Given files implement filing system according to classroom handout on filing so that files can be retrieved with 100% accuracy.
- 8.4.2 Given files implement retention system according to classroom handout on filing so that files can be retrieved with 100% accuracy.
- 8.4.3 Given files perform electronic filing operations according to classroom handout on filing so that files can be retrieved with 100% accuracy.
- 8.4.4 Given data maintain inventory records with 85% accuracy..
- 8.4.5 Given a filing system retrieve files with 100% accuracy.

Unit 9: Economic and Business Principles

Competency/Terminal Performance Objective:

9.1 Describe basic economic concepts (M)

Competency Builders/Pupil Performance Objectives

- 9.1.1 Given access to reference materials identify importance of economic resources with 85% accuracy.
- 9.1.2 Given access to reference materials explain concept of economic resources with 85% accuracy.
- 9.1.3 Given access to reference materials explain importance of economic resources with 85% accuracy.
- 9.1.4 Given access to reference materials explain concept of economic goods and services with 85% accuracy.
- 9.1.5 Given the definition of goods and services and a list of items differentiate between economic goods and services with 85% accuracy.
- 9.1.6 Given the definition of needs and wants and a list of items differentiate between needs and wants with 85% accuracy.
- 9.1.7 Given definitions and a business simulation explain concept of supply and demand with 85% accuracy.
- 9.1.8 Given definitions and a business simulation explain concept of price with 85% accuracy.
- 9.1.9 Given definitions and a business simulation explain how supply, demand, and price are related with 85% accuracy.
- 9.1.10 Given definitions and a business simulation explain concept of private enterprise and business ownership with 85% accuracy.
- 9.1.11 Given definitions and a business simulation explain concept of profit with 85% accuracy.
- 9.1.12 Given definitions and a business simulation explain concept of risk with 85% accuracy.
- 9.1.13 Given definitions and a business simulation explain concept of competition with 85% accuracy.
- 9.1.14 Given definitions and a business simulation explain relationship among risk, competition, and profit with 85% accuracy.
- 9.1.15 Given access to reference materials describe global economic and world markets with 85% accuracy.
- 9.1.16 Given access to reference materials describe economic cycles (e.g., unemployment, recession, inflation, budget deficits) with 85% accuracy.
- 9.1.17 Given access to reference materials describe economic arena's effect on business (e.g., financial, competitor indicators, industry) with 85% accuracy.

Competency/Terminal Performance Objective

9.2 Describe economic systems

Teacher's Note: This is an Ohio 9th grade proficiency test outcome for citizenship. It is likely taught as a major unit in middle school/early high school social studies.

Competency Builders/Pupil Performance Objectives

- 9.2.1 Given access to reference materials describe free enterprise system so that 7 key traits are listed and 3 nations with free enterprise systems are identified.
- 9.2.2 Given access to reference materials describe relationship between government and business so that 5 elements of that relationship are accurately identified.
- 9.2.3 Given access to reference materials describe relationship between labor and management in three work settings.
- 9.2.4 Given access to reference materials compare types of economic systems so that students correctly identify the economic systems of 10 countries based on descriptions provided by the teacher.

Competency/Terminal Performance Objective:

- 9.3 Understand income statement data (M)

Competency Builders/Pupil Performance Objectives:

- 9.3.1 Given access to reference materials and an income statement identify revenue with 100% accuracy.
- 9.3.2 Given access to reference materials and an income statement identify overhead expenses with 100% accuracy.
- 9.3.3 Given access to reference materials and an income statement identify fixed expenses with 100% accuracy.
- 9.3.4 Given access to reference materials and an income statement identify direct labor with 100% accuracy.
- 9.3.5 Given access to reference materials and an income statement identify indirect labor with 100% accuracy.
- 9.3.6 Given access to reference materials and an income statement identify direct and indirect materials with 100% accuracy.
- 9.3.7 Given access to reference materials and an income statement identify general and administrative expenses with 100% accuracy.
- 9.3.8 Given access to reference materials and an income statement identify selling expenses with 100% accuracy.
- 9.3.9 Given access to reference materials and an income statement identify net income with 100% accuracy.

Competency/Terminal Performance Objective:

- 9.4 Explain equipment depreciation (M)

Competency Builders/Pupil Performance Objectives:

- 9.4.1 Given a definition, samples, and hypothetical situations explain straight line so that 3 situations that call for straight line are identified.
- 9.4.2 Given a definition, samples, and hypothetical situations explain sum of year's digits so that 3 situations that call for sum of last year's digits are identified.
- 9.4.3 Given a definition, samples, and hypothetical situations explain declining balance so that 3 situations that call for declining balance are identified.

- 9.4.4 Given a definition, samples, and hypothetical situations explain IRS strategies and apply the appropriate equipment depreciation strategy for 5 hypothetical situations.

Competency/Terminal Performance Objective

- 9.5 Identify cost and profit influences (M)

Competency Builders/Pupil Performance Objectives

- 9.5.1 Given access to reference materials and hypothetical situations explain importance of loss prevention in 5 situations.
- 9.5.2 Given access to reference materials and hypothetical situations explain importance of maximizing quality in 5 situations.
- 9.5.3 Given access to reference materials and hypothetical situations explain importance of maximizing productivity in 5 situations.
- 9.5.4 Given access to reference materials and hypothetical situations differentiate between specialized training and cross training in 3 situations.
- 9.5.5 Given access to reference materials explain labor, management, and government influences on cost /profit so that 3 influences of each group are listed.
- 9.5.6 Given access to reference materials explain cost/profit influences of retraining so that 3 influences are listed.
- 9.5.7 Given access to reference materials and hypothetical situations define impact of seasonal business cycles in 3 situations.

Competency/Terminal Performance Objective

- 9.6 Describe economic indicators and trends (M)

Competency Builders/Pupil Performance Objectives

- 9.6.1 Given access to reference materials define gross national product and gross domestic product with 100% accuracy.
- 9.6.2 Given access to reference materials define national debt with 100% accuracy.
- 9.6.3 Given access to reference materials define impact of interest rates so that 5 ramifications are identified.
- 9.6.4 Given access to reference materials define impact of government spending in 3 hypothetical situations with 85% accuracy.
- 9.6.5 Given access to reference materials define impact of seasonal business cycles in 3 hypothetical situations with 85% accuracy.
- 9.6.6 Given access to reference materials define impact of inflation, growth, recession, and unemployment in 3 hypothetical situations with 85% accuracy.
- 9.6.7 Given access to reference materials define impact of national and world events in 3 hypothetical situations with 85% accuracy.
- 9.6.8 Given access to reference materials define impact of the growth of international trade in 3 hypothetical situations with 85% accuracy.

Competency/Terminal Performance Objective

- 9.7 Explain international trade (M)

Competency Builders/Pupil Performance Objectives

- 9.7.1 Describe nature and importance of international trade
- 9.7.2 Explain marketing in international trade
- 9.7.3 Explain balance of trade concepts
- 9.7.4 Describe impact of foreign investment
- 9.7.5 Describe the influence of national debt
- 9.7.6 Describe the effect of currency exchange rates on international trade

Competency/Terminal Performance Objective

- 9.8 Explain basic business concepts

Competency Builders/Pupil Performance Objectives

- 9.8.1 Given access to reference materials identify functions of business with 100% accuracy.
- 9.8.2 Given access to reference materials explain role of management with 100% accuracy.
- 9.8.3 Given access to reference materials explain role of labor with 100% accuracy.
- 9.8.4 Given access to reference materials explain concept of service as a product with 100% accuracy.
- 9.8.5 Given access to reference materials explain role of administration with 100% accuracy.
- 9.8.6 Given access to reference materials explain role of operations with 100% accuracy.
- 9.8.7 Given access to reference materials identify role of company objectives with 100% accuracy.
- 9.8.8 Given access to reference materials identify importance of ethical business practices by giving 5 reasons for using ethical practices.
- 9.8.9 Given access to reference materials identify types of ownership with 100% accuracy.
- 9.8.10 Given access to reference materials identify components of a business plan with 100% accuracy.
- 9.8.11 Given access to reference materials calculate break even and payback with 100% accuracy.
- 9.8.12 Given access to reference materials explain role of depreciation in business decisions with 85% accuracy.
- 9.8.13 Given access to reference materials explain role of capital gains with 85% accuracy.
- 9.8.14 Given access to reference materials describe business reporting and information flow with 100% accuracy.
- 9.8.15 Given access to reference materials map interface of departmental functions with 100% accuracy.
- 9.8.16 Given access to reference materials describe business communication channels (e.g., formal, informal) with 100% accuracy.
- 9.8.17 Given access to reference materials explain basic total quality management (TQM/ISO) principles with 100% accuracy.

- 9.8.18 Given access to reference materials explain the effects of bankruptcy so that 5 effects are listed.

Competency/Terminal Performance Objective

- 9.9 Explain legal concepts

Competency Builders/Pupil Performance Objectives

- 9.9.1 Given access to reference materials define legal terminology with 100% accuracy.
- 9.9.2 Given access to reference materials explain business law concepts with 100% accuracy.
- 9.9.3 Given access to reference materials and sample documents identify contracts and/or legal documents with 85% accuracy.
- 9.9.4 Given access to reference materials and hypothetical situations explain relationship of laws and regulations to company contracts, policies, and procedures with 85% accuracy.
- 9.9.5 Given access to reference materials identify laws relating to working conditions, wages and hours, civil rights, social security, disability, unemployment insurance, and exempt vs. nonexempt with 85% accuracy.

Competency/Terminal Performance Objective

- 9.10 Explain role of marketing

Competency Builders/Pupil Performance Objectives

- 9.10.1 Given access to reference materials and hypothetical situations identify aspects of sound business image with 85% accuracy.
- 9.10.2 Given access to reference materials and hypothetical situations explain purposes of marketing with 85% accuracy.
- 9.10.3 Given access to reference materials and hypothetical situations describe functions of marketing with 85% accuracy.
- 9.10.4 Given access to reference materials and hypothetical situations describe effects of marketing with 85% accuracy.
- 9.10.5 Given access to reference materials and hypothetical situations identify target markets with 85% accuracy.
- 9.10.6 Given access to reference materials and hypothetical situations define sales potential with 85% accuracy.
- 9.10.7 Given access to reference materials and hypothetical situations explain pricing strategies with 85% accuracy.
- 9.10.8 Given access to reference materials and hypothetical situations differentiate among advertising campaigns listing 5 advantages of each campaign.
- 9.10.9 Given access to reference materials explain functions of advertising agencies with 85% accuracy.
- 9.10.10 Given access to reference materials and hypothetical situations describe sales incentive programs so that 3 programs are described.
- 9.10.11 Given access to reference materials and hypothetical situations differentiate among types of marketing strategies (e.g. phone, mail, person) with 85% accuracy.

Unit 10: Basic Computer Concepts and Applications

Competency/Terminal Performance Objective

10.1 Describe personal computer operations (C)

Competency Builders/Pupil Performance Objectives

- 10.1.1 Given access to reference materials explain how data is stored in main computer memory with 85% accuracy.
- 10.1.2 Given access to reference materials explain how computer system executes program instruction with 85% accuracy.
- 10.1.3 Given access to reference materials explain computer storage capacity with 85% accuracy.
- 10.1.4 Given access to reference materials explain how data is represented with 85% accuracy.
- 10.1.5 Given access to reference materials describe data storage devices with 85% accuracy.
- 10.1.6 Given access to reference materials identify types of memory with 85% accuracy.
- 10.1.7 Given access to reference materials describe back-up and archival disciplines with 85% accuracy.

Competency/Terminal Performance Objective

10.2 Explain information processing cycle (C)

Competency Builders/Pupil Performance Objectives

- 10.2.1 Given access to reference materials describe computer languages and their use (e.g., machine, postscript, proprietary, graphic description) with 85% accuracy.
- 10.2.2 Given access to reference materials describe difference between data files and program files with 85% accuracy.
- 10.2.3 Given access to reference materials explain PC/Mac layout with 85% accuracy.
- 10.2.4 Given access to reference materials explain PC/Mac network layout with 85% accuracy.
- 10.2.5 Given access to reference materials explain mini/mainframe network layout with 85% accuracy.
- 10.2.6 Given access to reference materials differentiate among hardware, software, and firmware with 85% accuracy.
- 10.2.7 Given access to reference materials differentiate between open from proprietary architecture with 85% accuracy.
- 10.2.8 Given access to reference materials explain upload/download with 85% accuracy.

Competency/Terminal Performance Objective

10.3 Explain operating systems (I)

Competency Builders/Pupil Performance Objectives

- 10.3.1 Given access to reference materials identify operating systems and their attributes (i.e., DOS, Unix, Macintosh, Windows) with 85% accuracy.
- 10.3.2 Given access to reference materials describe compatibility issues with 85% accuracy.
- 10.3.3 Given access to reference materials identify cross-platform file conversion tools with 85% accuracy.
- 10.3.4 Given access to reference materials describe how commands handle tasks in operating systems with 85% accuracy.
- 10.3.5 Given access to reference materials describe various input/output systems with 85% accuracy.
- 10.3.6 Given access to reference materials describe the purpose of operating system utilities with 85% accuracy.
- 10.3.7 Given access to reference materials differentiate between a compiler and an interpreter with 85% accuracy.

Competency/Terminal Performance Objective

- 10.4 Demonstrate basic computer literacy (C)

Competency Builders/Pupil Performance Objectives

- 10.4.1 Given hardware, software, and user manual create directories/folders and sub-directories in accordance with user manual.
- 10.4.2 Given hardware, software, and user manual format disks in accordance with user manual.
- 10.4.3 Given hardware, software, and user manual manipulate files (copy, rename, delete) in accordance with user manual.
- 10.4.4 Given a keyboard, keyboard proficiently by touch at accuracy and speed set by teacher.

Competency/Terminal Performance Objective

- 10.5 Operate computer hardware (C)

Competency Builders/Pupil Performance Objectives

- 10.5.1 Given hardware, software, and user manual practice proper media handling techniques (e.g., magnetic fields, dust, liquids) in accordance with user manual.
- 10.5.2 Given hardware, software, and user manual identify hardware and its use in accordance with user manual.
- 10.5.3 Given hardware, software, and user manual use hardware (e.g., printers, modems, touch screen, digitizers, plotters, graphic tablets, scanners, film recorders, video, laser image setters) in accordance with user manual.
- 10.5.4 Given hardware, software, and user manual demonstrate basic care of hardware in accordance with user manual.
- 10.5.5 Given hardware, software, and user manual explain need for and application of security levels/procedures in accordance with user manual.

- 10.5.6 Given hardware, software, and user manual perform basic hardware troubleshooting in accordance with user manual.
- 10.5.7 Given hardware, software, and user manual explain hardware addressing techniques in accordance with user manual.
- 10.5.8 Given hardware, software, maintenance logs and user manual, maintain usage and maintenance logs in accordance with user manual and classroom standards for maintenance logs.

Competency/Terminal Performance Objective

- 10.6 Explain operation of peripheral devices (C)

Competency Builders/Pupil Performance Objectives

- 10.6.1 Given access to reference materials identify peripherals and operating requirements of each with 85% accuracy.
- 10.6.2 Given access to reference materials identify primary devices used for personal computer auxiliary storage with 85% accuracy.
- 10.6.3 Given access to reference materials describe how data is stored on diskettes and hard drives with 85% accuracy.
- 10.6.4 Given access to reference materials list speed and storage capacities of computer auxiliary storage devices with 85% accuracy.
- 10.6.5 Given access to reference materials describe attributes of diskettes and hard disks regarding speed and storage capacity with 85% accuracy.
- 10.6.7 Given access to reference materials list types of disk storage used with large computer systems with 85% accuracy.
- 10.6.8 Given access to reference materials define role of tape storage in relation to personal and large computers with 85% accuracy.
- 10.6.9 Given access to reference materials describe security issues with 85% accuracy.
- 10.6.10 Given access to reference materials explain purpose of input devices (e.g., keyboard, mouse, scanners, pens, bar code readers, credit/debit/smart cards, voice, video, gloves) with 85% accuracy.
- 10.6.11 Given access to reference materials describe operation of output devices (e.g., voice, speaker output devices, printers, plotters, printer sharing units, SCSI interface, video display) with 85% accuracy.
- 10.6.12 Given access to reference materials describe operation of multimedia (e.g., video, audiosound) with 85% accuracy.
- 10.6.13 Given access to reference materials describe operation of storage devices (e.g., tape, disk, CD-ROM) with 85% accuracy.

Competency/Terminal Performance Objective

- 10.7 Operate peripheral devices (C)

Competency Builders/Pupil Performance Objectives

- 10.7.1 Given hardware, software, and user manual use appropriate reference materials in accordance with user manual.

- 10.7.2 Given hardware, software, and user manual load media devices in accordance with user manual.
- 10.7.3 Given hardware, software, and user manual start media devices in accordance with user manual.
- 10.7.4 Given hardware, software, and user manual unload media devices in accordance with user manual.
- 10.7.5 Given hardware, software, and user manual import, edit, and export video and audio in accordance with user manual.
- 10.7.6 Given hardware, software, and user manual set up print devices in accordance with user manual.
- 10.7.7 Given hardware, software, and user manual operate scanner devices in accordance with user manual.
- 10.7.8 Given hardware, software, and user manual operate print devices in accordance with user manual.
- 10.7.9 Given hardware, software, and user manual maintain print devices in accordance with user manual.
- 10.7.10 Given hardware, software, and user manual monitor peripheral equipment operations in accordance with user manual.
- 10.7.11 Given hardware, software, and user manual perform routine maintenance on peripheral devices in accordance with user manual.
- 10.7.12 Given hardware, software, and user manual list appropriate control procedures in accordance with user manual.
- 10.7.13 Given hardware, software, and user manual transmit via modem in accordance with user manual.
- 10.7.14 Given hardware, software, and user manual receive via modem in accordance with user manual.
- 10.7.15 Given hardware, software, and user manual search a CD-ROM library in accordance with user manual.
- 10.7.16 Given hardware, software, and user manual print information from a CD-ROM library in accordance with user manual.
- 10.7.17 Given hardware, software, and user manual describe device driver in accordance with user manual.

Competency/Terminal Performance Objective

- 10.8 Store media (C)

Competency Builders/Pupil Performance Objectives

- 10.8.1 Given hardware, software, and user manual identify need for data library in accordance with user manual.
- 10.8.2 Given hardware, software, and user manual retrieve stored media (e.g., on-line, off-line, permanent, off-site) in accordance with user manual.
- 10.8.3 Given hardware, software, and user manual file stored media (e.g., on-line, off-line, permanent, off-site) in accordance with user manual.
- 10.8.4 Given hardware, software, and user manual initialize media in accordance with user manual.

10.8.5 Given hardware, software, and user manual catalog media in accordance with user manual.

Competency/Terminal Performance Objective

10.9 Explain software applications (C)

Competency Builders/Pupil Performance Objectives

10.9.1 Given access to reference materials define software types and functions with 85% accuracy.

10.9.2 Given access to reference materials describe need for application software with 85% accuracy.

10.9.3 Given access to reference materials describe different types of software applications with 85% accuracy.

10.9.4 Given access to reference materials explain advantages and disadvantages of integrated and dedicated software with 85% accuracy.

10.9.5 Given access to reference materials list software sources with 85% accuracy.

10.9.6 Given access to reference materials explain software copyright laws with 85% accuracy.

10.9.7 Given access to reference materials explain data compression techniques with 85% accuracy.

10.9.8 Given access to reference materials explain use of passwords/security with 85% accuracy.

Competency/Terminal Performance Objective

10.10 Use word processing packages(C)

Competency Builders/Pupil Performance Objectives

10.10.1 Given access to reference materials define word processing terminology with 85% accuracy.

10.10.2 Given a list of functions explain functions of word processing software with 85% accuracy.

10.10.3 Given a list of applications explain word processing applications with 85% accuracy.

10.10.4 Given access to reference materials use appropriate reference materials with 85% accuracy.

For the following objectives, students are given appropriate hardware, software and user manuals, and should achieve a level of competence set by a classroom checklist on word processing:

10.10.5 Keyboard efficiently by touch

10.10.6 Use mouse

10.10.7 Initialize diskette

10.10.8 Prepare backup file

10.10.9 Maintain backup file

10.10.10 Update spelling dictionary and spell check

- 10.10.11 Perform document functions (e.g., locate, rename, delete, save, retrieve, copy)
- 10.10.12 Perform formatting functions (e.g., center, underline, bold, cut and paste)
- 10.10.13 Use edit features
- 10.10.14 Use sort features
- 10.10.15 Add page numbers to document
- 10.10.16 Add headers and footers
- 10.10.17 Print files, pages, screens and blocks of text
- 10.10.18 Verify accuracy of output
- 10.10.19 Create a document
- 10.10.20 Save a document to disk
- 10.10.21 Retrieve a document from disk
- 10.10.22 Edit an existing document
- 10.10.23 Describe word-wrap
- 10.10.24 Print a document
- 10.10.25 Store boilerplate material (e.g. templates, stationary files)
- 10.10.26 Compose documents at keyboard
- 10.10.27 Tabulate multiple columns
- 10.10.28 Prepare new documents from existing ones
- 10.10.29 Merge selected copy with new information
- 10.10.30 Prepare various types of table options
- 10.10.31 Format text
- 10.10.32 Integrate database, spreadsheet and graphic files
- 10.10.33 Convert documents from one system to another
- 10.10.34 Demonstrate use of computer thesaurus
- 10.10.35 Use multimedia techniques/resources
- 10.10.36 Perform merge functions

Competency/Terminal Performance Objective

- 10.11 Use spreadsheet packages (C)

Competency Builders/Pupil Performance Objectives

- 10.11.1 Given access to reference materials define spreadsheet with 85% accuracy.
- 10.11.2 Given access to reference materials demonstrate knowledge of basic spreadsheet terminology with 85% accuracy.
- 10.11.3 Given access to reference materials define components of spreadsheets with 85% accuracy.
- 10.11.4 Given access to reference materials describe implementation of spreadsheet operations in business scope with 85% accuracy.

For the following objectives, students are given appropriate hardware, software and user manuals, and should achieve a level of competence set by a classroom checklist on spreadsheets:

- 10.11.5 Use spell check
- 10.11.6 Execute an electronic spreadsheet
- 10.11.7 Enter data, formulas, and functions

- 10.11.8 Differentiate between labels and numbers
- 10.11.9 Speculate using "what if..." questions
- 10.11.10 Sequence keystrokes in the creation of a macro
- 10.11.11 Create database within spreadsheet and perform data query functions
- 10.11.12 Move around in spreadsheet and correct errors
- 10.11.13 Format spreadsheet
- 10.11.14 Create graphs
- 10.11.15 Print graphs
- 10.11.16 Save previously saved files
- 10.11.17 Load previously saved files
- 10.11.18 Replicate cells using copy commands
- 10.11.19 Use electronic spreadsheet to complete business application
- 10.11.20 Use spreadsheet to plan financial strategies
- 10.11.21 Prepare spreadsheet
- 10.11.22 Use multimedia techniques/resources

Competency/Terminal Performance Objective

- 10.12 Use databases (C)

Competency Builders/Pupil Performance Objectives

- 10.12.1 Given access to reference materials define database with 85% accuracy.
- 10.12.2 Given access to reference materials explain terms used in database systems with 85% accuracy.
- 10.12.3 Given access to reference materials describe common functions of database systems with 85% accuracy.

For the following objectives, students are given appropriate hardware, software and user manuals, and should achieve a level of competence set by a classroom checklist on database:

- 10.12.4 Use database to create, input, edit, and display fields and records
- 10.12.5 Analyze structure of database files
- 10.12.6 Perform calculations with a database file
- 10.12.7 Alter structure of database file
- 10.12.8 Sort records based on multiple fields
- 10.12.9 Identify advanced database technology
- 10.12.10 Use appropriate reference materials
- 10.12.11 Utilize relational database
- 10.12.12 Enter elements into database
- 10.12.13 Proofread database
- 10.12.14 Explain database
- 10.12.15 Design report formats
- 10.12.16 Transfer data to and from remote database
- 10.12.17 Print reports using data from multiple databases

- 10.12.18 Use database files with other application software
- 10.12.19 Verify accuracy of output (e.g., edit reports)

Competency/Terminal Performance Objective

- 10.13 Use graphic user interface (GUI) techniques(I)

Competency Builders/Pupil Performance Objectives

- 10.13.1 Given access to reference materials describe a variety of computer interfaces with 85% accuracy.
- 10.13.2 Given access to reference materials explain multi-tasking environment with 85% accuracy.
- 10.13.3 Given hardware, software, and user manual setup data exchange between two different applications so that data exchanges accurately.
- 10.13.4 Given hardware, software, and user manual setup an object link between two different applications so that objects are linked.
- 10.13.5 Given access to reference materials explain the use of dynamic link libraries with 85% accuracy.
- 10.13.6 Given hardware, software, and user manual transfer data from instruments to other computers

Competency/Terminal Performance Objective

- 10.14 Manage software packages (I)

Competency Builders/Pupil Performance Objectives

- 10.14.1 Given hardware, software, and user manual install software packages according to instructions in the manual.
- 10.14.2 Given hardware, software, and user manual upgrade software packages according to instructions in the manual.
- 10.14.3 Given hardware, software, and user manual document installation and upgrade of software packages according instructions in the manual.
- 10.14.4 Given hardware, software, and user manual apply security levels/procedures to sensitive data according to instructions in the manual.
- 10.14.5 Given access to reference materials understand software memory allocation with 85% accuracy.
- 10.14.6 Given hardware, software, and user manual manage software preferences according to classroom guidelines.
- 10.14.7 Given hardware, software, and user manual manage software conflicts according to instructions in the manual.

Competency/Terminal Performance Objective

- 10.15 Maintain computer security requirements (I)

Competency Builders/Pupil Performance Objectives

- 10.15.1 Given equipment and guidelines apply business ethics according to classroom procedure checklist on computer security.

- 10.15.2 Given equipment and guidelines follow security rules, regulations, and codes according to classroom procedure checklist on computer security.
- 10.15.3 Given equipment and guidelines implement security procedures according to classroom procedure checklist on computer security.
- 10.15.4 Given equipment and guidelines document security procedures according to classroom procedure checklist on computer security.
- 10.15.5 Given equipment and guidelines perform security checks according to classroom procedure checklist on computer security.

Competency/Terminal Performance Objective

- 10.16 Maintain personal computer systems (I)

Competency Builders/Pupil Performance Objectives

- 10.16.1 Given equipment and guidelines monitor system status and performance according to checklist on system maintenance.
- 10.16.2 Given equipment and guidelines run diagnostics according to checklist on system maintenance.
- 10.16.3 Given equipment and guidelines report computer system malfunction(s) according to checklist on system maintenance.
- 10.16.4 Given equipment and guidelines report software malfunction(s) according to checklist on system maintenance.
- 10.16.5 Given equipment and guidelines fix recoverable files according to checklist on system maintenance.
- 10.16.6 Given equipment and guidelines maintain security according to checklist on system maintenance.
- 10.16.7 Given equipment and guidelines maintain computer log according to checklist on system maintenance.
- 10.16.8 Given equipment and guidelines perform backup procedure(s) according to checklist on system maintenance.
- 10.16.9 Given equipment and guidelines perform preventive maintenance according to checklist on system maintenance.
- 10.16.10 Given equipment and guidelines follow log-off and power-down procedure(s) according to checklist on system maintenance.
- 10.16.11 Given equipment and guidelines follow equipment maintenance procedures according to checklist on system maintenance.
- 10.16.12 Given equipment and guidelines follow quality control procedures according to checklist on system maintenance.

Competency/Terminal Performance Objective

- 10.17 Demonstrate basic knowledge of networks (I)

Competency Builders/Pupil Performance Objectives

- 10.17.1 Given access to reference materials explain communications standards with 85% accuracy.

- 10.17.2 Given access to reference materials describe network structures with 85% accuracy.
- 10.17.3 Given access to reference materials explain network types and protocols with 85% accuracy.
- 10.17.4 Given access to reference materials explain network connectivity with 85% accuracy.
- 10.17.5 Given access to reference materials explain the function of servers in a graphic network with 85% accuracy.
- 10.17.6 Given access to reference materials describe various network operating systems with 85% accuracy.
- 10.17.7 Given access to reference materials explain the difference between network software and individual use software with 85% accuracy.
- 10.17.8 Given hardware, software, and user manual use a network to access, file, and store files so that files are filed and retrieved with 100% accuracy.

Competency/Terminal Performance Objective

- 10.18 Use a shared environment (C)

Competency Builders/Pupil Performance Objectives

- 10.18.1 Given access to reference materials list purposes of a network environment with 85% accuracy.
- 10.18.2 Given access to reference materials define electronic mail with 85% accuracy.
- 10.18.3 Given access to reference materials identify advantages and disadvantages of electronic mail with 85% accuracy.
- 10.18.4 Given access to reference materials describe impact of local & wide area networks on mail delivery with 85% accuracy.
- 10.18.5 Given hardware, software, and user manual compose electronic messages so that 5 different types of messages are composed according to classroom models.
- 10.18.6 Given hardware, software, and user manual send electronic messages using appropriate format so that messages are delivered and meet the standards of classroom models.
- 10.18.7 Given access to reference materials list categories of electronic mail service with 85% accuracy.
- 10.18.8 Given hardware, software, and user manual transmit document using electronic mail system so that messages are delivered and meet the standards of classroom models.
- 10.18.9 Given hardware, software, and user manual monitor electronic mail according to classroom guidelines for shared environment.
- 10.18.10 Given hardware, software, and user manual use networked environments so that messages are delivered and meet the standards of classroom models.
- 10.18.11 Given hardware, software, and user manual search database for properties of materials so that messages are delivered and meet the standards of classroom models.

- 10.18.12 Given hardware, software, and user manual conduct literature searches using a variety of on-line tools so that 10 sources of information are identified and 3 on-line tools are used.
- 10.18.13 Given access to reference materials explain access, security, transmission and retrieval with 85% accuracy.

Competency/Terminal Performance Objective

- 10.19 Demonstrate knowledge of the Internet (I)

Competency Builders/Pupil Performance Objectives

- 10.19.1 Given access to reference materials define the Internet with 85% accuracy.
- 10.19.2 Given access to reference materials explain how the Internet works with 85% accuracy.
- 10.19.3 Given access to reference materials explain Internet capabilities and limitations with 85% accuracy.
- 10.19.4 Given access to reference materials explain how to connect to the Internet via modem, ISDN, etc. with 85% accuracy.
- 10.19.5 Given Internet access and using security procedures install Internet software so that software runs.
- 10.19.6 Given Internet access navigate the World Wide Web so that 10 sites requested by the teacher are located.
- 10.19.7 Given Internet access identify services and tools offered on the Internet so that 10 services and tools requested by the teacher are located.
- 10.19.8 Given Internet access use 5 services and tools offered on the Internet.
- 10.19.9 Given access to reference materials explain bookmarks with 85% accuracy.

Competency/Terminal Performance Objective

- 10.20 Use the Internet for research (C)

Competency Builders/Pupil Performance Objectives

- 10.20.1 Given access to reference materials define how the Internet can be used for research with 85% accuracy.
- 10.20.2 Given Internet access use 10 services and tools offered on the Internet for research.
- 10.20.3 Given access to reference materials identify search engine with 85% accuracy.
- 10.20.4 Given Internet access use 5 search engines to find information about a single topic.
- 10.20.5 Given Internet access evaluate Internet resources and accuracy of information so that information from 10.20.4 is compared and contrasted.
- 10.20.6 Given Internet access, access library catalogs on the Internet so that 3 materials can be located.
- 10.20.7 Given Internet access, access commercial and government resources so that a teacher made list of 20 questions are answered accurately.
- 10.20.8 Given Internet access download files so that files are stored according to guidelines.

Unit 11: Customer Relations

Competency/Terminal Performance Objective:

11.1 Demonstrate positive relations with customers/clients (C)

Competency Builders/Pupil Performance Objectives:

11.1.1 Given a hypothetical business situation identify 5 reasons for the importance of customers to business.

11.1.2 Given a hypothetical business situation identify 7 customer needs and wants.

11.1.3 Given a hypothetical business situation provide prompt and courteous service so that customers are waited on within 30 seconds of arrival and behavior meets the definition of courteous given in class handout on customer relations.

11.1.4 Given a hypothetical business situation resolve customer inquiries and complaints and/or refer customer to appropriate person according to class handout on customer relations.

Competency/Terminal Performance Objective:

11.2 Perform scheduling functions

Competency/Pupil Performance Objective:

11.2.1 Given appropriate software or planner and appointments create a calendar/schedule with 85% accuracy.

11.2.2 Given data use Gantt charts so that questions can be answered with 85% accuracy.

11.2.3 Given appropriate software or planner and appointments maintain appointment calendars with 85% accuracy.

11.2.4 Given a hypothetical work situation process requests for appointments with 85% accuracy.

11.2.5 Given a hypothetical work situation verify appointments according to class handout on customer relations.

Unit 12: Market Research

Competency/Terminal Performance Objective:

12.1 Describe market research (I)

Competency Builders/Pupil Performance Objectives:

- 12.1.1 Given access to reference materials describe market research as both a formal and informal process with 85% accuracy
- 12.1.2 Given access to reference materials identify common market research activities and the type of information each provides
- 12.1.3 Given access to reference materials differentiate between primary and secondary sources of market research information
- 12.1.4 Given access to reference materials differentiate between qualitative and quantitative sources of market research information
- 12.1.5 Given access to reference materials match primary and secondary sources with their advantages and disadvantages
- 12.1.6 Given access to reference materials explain factors limiting market research (e.g., objectives, level of commitment, resources available)
- 12.1.7 Given access to reference materials identify the steps of market research

Competency/Terminal Performance Objective:

12.2 Use the steps of market research (I)

Competency Builders/Pupil Performance Objectives:

- 12.2.1 Given access to reference materials identify market research objectives with 85% accuracy
- 12.2.2 Given access to reference materials identify limiting factors with 85% accuracy
- 12.2.3 Given access to reference materials identify sources of information (i.e., primary, secondary, qualitative, quantitative) with 85% accuracy
- 12.2.4 Given access to reference materials record appropriate data classifications with 85% accuracy
- 12.2.5 Given access to reference materials evaluate statistical market potential with 85% accuracy
- 12.2.6 Given access to reference materials evaluate non-statistical market potential with 85% accuracy
- 12.2.7 Given access to reference materials rank the most promising potential markets with 85% accuracy
- 12.2.8 Given access to reference materials conduct in-depth research with 85% accuracy
- 12.2.9 Given access to reference materials conduct product/company specific research with 85% accuracy
- 12.2.10 Given access to reference materials recommend target markets with 85% accuracy

Competency/Terminal Performance Objective:

12.3 Describe considerations for specific research (I)

Competency Builders/Pupil Performance Objectives:

- 12.3.1 Given access to reference materials identify and assess markets according to current and projected demand for like or similar goods or services with 85% accuracy
- 12.3.2 Given access to reference materials identify and assess factors that could affect the sales potential of the market with 85% accuracy
- 12.3.3 Given access to reference materials identify channels of distribution for the target market, including availability of methods and channels with 85% accuracy
- 12.3.4 Given access to reference materials identify competitors in the target market with 85% accuracy
- 12.3.5 Given access to reference materials identify potential barriers to profitable sales in the target market with 85% accuracy

Competency/Terminal Performance Objective:

Explain the use of market research tools (M)

Competency Builders/Pupil Performance Objectives:

Explain the basics of sampling

Differentiate among stratified, cluster, systematic, area, and random-digit sampling

Explain attitude measurement

Differentiate data among surveys and questionnaires completed over the telephone, by mail, and in person

Explain the purpose of experiments

Explain the purpose of observations

Differentiate internal from external research and the advantages and disadvantages of each

Identify errors in market research

Competency/Terminal Performance Objective:

12.4 Perform the research process (I)

Competency Builders/Pupil Performance Objectives:

- 12.4.1 Given a class project, meeting standards on teacher developed checklist identify the need for information
- 12.4.2 Given a class project, meeting standards on teacher developed checklist identify research objectives
- 12.4.3 Given a class project, meeting standards on teacher developed checklist identify data sources
- 12.4.4 Given a class project, meeting standards on teacher developed checklist identify or develop data collection forms
- 12.4.5 Given a class project, meeting standards on teacher developed checklist design the sample
- 12.4.6 Given a class project, meeting standards on teacher developed checklist collect data

- 12.4.7 Given a class project, meeting standards on teacher developed checklist process data
- 12.4.8 Given a class project, meeting standards on teacher developed checklist analyze data
- 12.4.9 Given a class project, meeting standards on teacher developed checklist present results

Unit 13: Small Business Management

Competency/Terminal Performance Objective:

13.1 Explain entrepreneurship (I)

Competency Builders/Pupil Performance Objectives:

- 13.1.1 Identify at least 5 characteristics of entrepreneurs, given reading materials and classroom discussions.
- 13.1.2 Identify at least 5 qualities and skills needed by business owners, given access to reference materials and classroom discussions.
- 13.1.3 Identify at least 3 means of obtaining technical assistance, given classroom materials and access to the Internet.
- 13.1.4 Given reading materials and classroom discussion, identify at least 5 advantages and 5 disadvantages of owning a small business.
- 13.1.5 Given classroom discussion and a guest speaker, describe 10 basic factors contributing to business success
- 13.1.6 Describe a franchise-dealer relationship, given research materials with 85% accuracy.

Competency/Terminal Performance Objective:

13.2 Identify role of small business in the economy (I)

Competency Builders/Pupil Performance Objectives:

- 13.2.1 Given classroom discussion and reference materials, describe effects of supply, demand, profit, and competition with 85% accuracy.
- 20.2.2 Given statistics and charts showing the relationship of small business in the national (USA) and global economy, explain the importance of the relationship with 85% accuracy.
- 20.2.3 Given access to reference materials identify 5 factors that contribute to the success and failure of small business.

Competency/Terminal Performance Objective:

13.3 Analyze how legislation affects small business (I)

Competency Builders/Pupil Performance Objectives:

- 13.3.1 Given reference materials and classroom discussion, identify at least 5 legal issues faced by entrepreneurs.
- 13.3.2 Given reference materials and classroom discussion, describe the relationship between government agencies and business owners (e.g., OSHA, taxes, EPA, NFPA, city, state federal, disaster relief) with 85% accuracy.

- 13.3.3 Given a classroom simulation, participate in the legislative process by following a checklist of requirements.

Competency/Terminal Performance Objective:

- 13.4 Evaluate factors affecting small business management (I)

Competency Builders/Pupil Performance Objectives:

- 13.4.1 Given classroom discussion, identify 5 types of businesses that would lend themselves to cooperative arrangements.
- 13.4.2 Given reference materials and classroom discussion, describe 4 legal forms of businesses.
- 13.4.3 Given classroom discussion, differentiate among 5 various types of insurable business risks.
- 13.4.4 Given classroom discussion, describe at least 5 social and ethical problems that affect business.
- 13.4.5 Given current business periodicals and newspapers, analyze current trends in business with 85% accuracy.

Competency/Terminal Performance Objective:

- 13.5 Develop a business plan (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment, develop a complete business plan for a simulation by accomplishing the following:

- 13.5.1 List at least 5 sources of information for starting a business.
- 13.5.2 Classify local and state requirements for starting business using a checklist.
- 13.5.3 Identify 5 means of obtaining technical and financial assistance.
- 13.5.4 Select best location and layout for a business based on checklist provided.
- 13.5.5 Analyze financing of business ownership with 85% accuracy.
- 13.5.6 Identify when and how to obtain appropriate legal assistance with 85% accuracy.
- 13.5.7 Identify start-up costs according to checklist.
- 13.5.8 Develop budget according to checklist requirements.
- 13.5.9 Identify at least 5 advantages and 5 disadvantages of each type of business ownership.

Competency/Terminal Performance Objective:

- 13.6 Explain marketing mix (I)

Competency Builders/Pupil Performance Objectives:

Given reference materials, the Internet and classroom discussion, understand the marketing mix by accomplishing the following with 85% accuracy

- 13.6.7 Explain importance of having the right product.
- 13.6.8 Explain importance of having the product at the right place.
- 13.6.9 Explain importance of having the product with the right promotion.
- 13.6.10 Explain importance of having the product at the right price.
- 13.6.11 Explain importance of having the product at the right time.
- 13.6.12 Explain right target market.

Competency/Terminal Performance

- 13.7 Promote products and/or services (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment, develop a promotion plan to promote products and/or services for a simulation by accomplishing the following according to checklist:

- 13.7.1 Explain the promotion function
- 13.7.2 Describe relationship of sales to promotion
- 13.7.3 Identify factors used to select appropriate products
- 13.7.4 Prepare merchandise/buying plan
- 13.7.5 Maintain vendor information and select appropriate vendors
- 13.7.6 Identify selling price
- 13.7.7 Analyze merchandising trends

Competency/Terminal Performance Objective:

- 13.8 Manage customer relations (C)

Competency Builders/Pupil Performance Objectives:

- 13.8.1 Given classroom discussion and reference materials, identify advantages of customer services and accommodations with 85% accuracy.
- 13.8.2 Given classroom discussion and reference materials, explain importance of price, quality, and variety
- 13.8.3 Given a role-playing scenario, use acceptable techniques in handling customer complaints according to checklist.
- 13.8.4 Given a role-playing scenario, identify customer wants/needs according to a checklist.
- 13.8.5 Given classroom discussion, explain how to develop a good customer relationship with 85% accuracy.

Competency/Terminal Performance Objective:

- 13.9 Explain financial services (I)

Competency Builders/Pupil Performance Objectives:

- 13.9.1 Given classroom discussion regarding business plans, speculate on revenue sources and expenses for each plan with 85% accuracy.
- 13.9.2 Given classroom discussion and a guest speaker, explain importance of a sound credit rating with 85% accuracy.
- 13.9.3 Given a team assignment, outline long-range financial plans for specific business.
- 13.9.4 Given a team assignment, compare financial services available from 3 financial institutions.
- 13.9.5 Given a team assignment, identify 3 types of critical professionals used to assist decision making.

Competency/Terminal Performance Objective:

13.10 *Prepare financial records and reports*

Competency Builders/Pupil Performance Objectives:

- 13.10.1 *Given a hypothetical income statement, classify revenue and expenses by analyzing the nature of the revenue and individual expenses (e.g. interest income is not from the product, but is considered other revenue) with 85% accuracy..*
- 13.10.2 *Given numerical data, prepare financial statements including an income statement, a balance sheet, change in owner's equity, and budgeted vs. actual with 85% accuracy.*

Competency/Terminal Performance Objective:

13.11 *Manage finances (I)*

Competency Builders/Pupil Performance Objectives:

Given a real or simulated scenario, manage finances for the following objectives with 85% accuracy.

- 13.11.1 Project revenue sources and expenses
- 13.11.2 Explain costs of obtaining financial assistance
- 13.11.3 Explain importance of a sound credit rating
- 13.11.4 Outline long-range financial plans
- 13.11.5 Explain how sources of finance are used in business operations
- 13.11.6 Compare financial services available from financial institutions
- 13.11.7 Define time value of money concepts

Competency/Terminal Performance Objective:

13.12 *Comply with government regulations (I)*

Competency Builders/Pupil Performance Objectives:

- 13.12.1 Given reference materials and access to the Internet, identify taxes affecting small businesses with 85% accuracy.

- 13.12.2 Given a scenario, develop and/or follow policies of compliance with 85% accuracy.
- 13.12.3 Given the use of the Internet or reference materials, monitor and discuss changing regulations as they occur with 85% accuracy.
- 13.12.4 Given a classroom simulation or project, follow government regulations (e.g., OSHA, EPA) with 85% accuracy.

Unit 14: Business Law

Competency/Terminal Performance Objective:

14.1 Demonstrate knowledge of labor law (I)

Competency Builders/Pupil Performance Objectives:

14.1.1 Given access to reference materials describe rights and responsibilities of parties to an employment contract with 85% accuracy.

14.2.2 Given access to reference materials identify state and federal laws dealing with employment with 85% accuracy.

14.3.3 Given access to reference materials identify protections available to employees with 85% accuracy.

14.4.4 Given access to reference materials describe the role of unions in business with 85% accuracy.

14.1.5 Given access to reference materials identify relevant worker's compensation issues with 85% accuracy.

14.1.6 Given access to reference materials describe the role of OSHA with 85% accuracy.

Competency/Terminal Performance Objective:

14.2 Demonstrate knowledge of contract law(I)

Competency Builders/Pupil Performance Objectives:

14.2.1 Given access to reference materials analyze elements of a contract with 85% accuracy.

14.2.2 Given access to reference materials differentiate between contracts that are transferable and contracts that are not transferable with 85% accuracy.

14.2.3 Given access to reference materials identify means of discharging contracts with 85% accuracy.

14.2.4 Given access to reference materials describe means of discharging contracts with 85% accuracy.

14.2.5 Given access to reference materials describe remedies available for a breach of contract with 85% accuracy.

Competency/Terminal Performance Objective:

14.3 Demonstrate knowledge of corporation law (I)

Competency Builders/Pupil Performance Objectives:

14.3.1 Given access to reference materials explain the different types of business structures (e.g., sole proprietorship, general partnership, limited partnership, corporation including subchapter S) with 85% accuracy.

14.3.2 Given access to reference materials describe how to form a corporation with 85% accuracy.

- 14.3.3 Given access to reference materials describe the difference between equity and debt securities so that at least 2 points of comparison are listed.
- 14.3.4 Given access to reference materials identify the principle/agent relationship and the basic terms of employment agreements with 85% accuracy.
- 14.3.5 Given access to reference materials identify at least 2 special forms of corporations.
- 14.3.6 Given access to reference materials name corporation purpose and structure with 85% accuracy.

Competency/Terminal Performance Objective:

- 14.4 Demonstrate knowledge of intellectual property rights and multimedia law (P)

Competency Builders/Pupil Performance Objectives:

- 14.4.1 Given access to reference materials explain the various forms of intellectual property rights (e.g., copyright, patent, trademark, trade secrets) with 85% accuracy.
- 14.4.2 Given access to reference materials explain how to obtain a copyright with 85% accuracy.
- 14.4.3 Given access to reference materials explain how to obtain a patent with 85% accuracy.
- 14.4.4 Given access to reference materials explain how to obtain a trademark with 85% accuracy.
- 14.4.5 Given access to reference materials explain the perils in acquiring content rights with 85% accuracy.
- 14.4.6 Given access to reference materials define the rights granted under copyright, patent, and trademark with 85% accuracy.
- 14.4.7 Given access to reference materials identify the implications related to electronic imagery with 85% accuracy.
- 14.4.8 Given access to reference materials define authorship with 85% accuracy.
- 14.4.9 Given access to reference materials explain work made for hire with 85% accuracy.
- 14.4.10 Given access to reference materials explain fair use with 85% accuracy.
- 14.4.11 Given access to reference materials explain court cases related to intellectual property rights with 85% accuracy.
- 14.4.12 Given access to reference materials explain First Amendment rights with 85% accuracy.

Unit 15: Writing

Competency/Terminal Performance Objective:

15.1 Develop basic technical materials (P)

Competency Builders/Pupil Performance Objectives:

- 15.1.1 Given a classroom simulation identify need for publication(s) according to standards set in classroom handout on technical writing.
- 15.1.2 Given a classroom simulation define audience(s) according to standards set in classroom handout on technical writing.
- 15.1.3 Given a classroom simulation define objective(s) according to standards set in classroom handout on technical writing.
- 15.1.4 Given a classroom simulation define topic(s) according to standards set in classroom handout on technical writing.
- 15.1.5 Given a classroom simulation develop time frame for project development according to standards set in classroom handout on technical writing.
- 15.1.6 Given access to reference materials locate sources of information so that 5 sources are identified.
- 15.1.7 Given information and data interpret that information so that it is used to develop an accurate chart or graph for inclusion in writing project.
- 15.1.8 Given access to reference materials review existing literature so that 10 sources are reviewed.
- 15.1.9 Given access to reference materials compile appropriate data so each major point of the piece of writing is supported by data.
- 15.1.10 Given access to information in items 6-9 above and to word processing equipment, develop draft according to project specifications.
- 15.1.11 Given access to word processing equipment revise/edit draft according to project specifications.
- 15.1.12 Given access to word processing equipment apply rules of grammar and word usage with no more than 2 errors.
- 15.1.13 Given access to word processing equipment write coherent sentences and paragraphs with no more than 2 errors.
- 15.1.14 Given access to reference materials spell words correctly so that each revised and edited paper has no spelling errors.
- 15.1.15 Given access to word processing equipment and a draft copy proofread with no more than 2 errors.
- 15.1.16 Given access to word processing equipment group information so that each paragraph contains a single topic and transitions are made between topics.
- 15.1.17 Given access to word processing equipment prepare and revise outline(s) according to project specifications.
- 15.1.18 Given access to word processing equipment use the word processing system so that final paper is error free.
- 15.1.19 Given access to reference materials define terminology with 85% accuracy.
- 15.1.13 Given access to reference materials match vocabulary to targeted audience according to project specifications.

15.1.21 Given access to reference materials and a list of examples explain ramifications of language translation in each example with 85% accuracy.

15.1.22 Given access to a variety of fonts and illustrations, specify type and style for illustration(s) according to project specifications.

15.1.23 Given access to computer or other media, prepare sketches, if applicable according to project specifications.

15.1.24 Given access to word processing equipment write figures titles and photograph captions according to project specifications.

15.1.25 Given access to word processing equipment and data prepare tables and charts with 85% accuracy.

Competency/Terminal Performance Objective:

15.2 Edit basic technical material (I)

Competency Builders/Pupil Performance Objectives:

15.2.1 Given access to word processing equipment evaluate material for readability and correctness according to project specifications.

15.2.2 Given access to reference materials validate data with 85% accuracy.

15.2.3 Given access to reference materials validate data in illustrations with 85% accuracy.

15.2.4 Given access to word processing equipment edit illustrations according to project specifications.

15.2.5 Given a group work situation and draft projects seek evaluation of suggested changes so that suggested changes are evaluated for adoption.

Competency/Terminal Performance Objective:

15.3 Use creative writing skills to write fiction (P)

Competency Builders/Pupil Performance Objectives:

15.3.1 Given access to reference materials explain the major elements of a fictional story (e.g., theme, style, setting, plot, character) with 85% accuracy.

15.3.2 Given a short story and a group setting discuss the use of literary devices so that 5 devices are discussed.

15.3.3 Given several short stories evaluate writings of established authors by comparing the elements of the short story listed above.

15.3.4 Given access to word processing equipment write a short story that uses all of the elements listed above.

15.3.5 Given access to reference materials explain the importance of revisions according to project specifications.

Competency/Terminal Performance Objective:

15.4 Use creative writing skills to write a script (I)

Competency Builders/Pupil Performance Objectives:

- 15.4.1 Given access to reference materials explain the various script formats (Hollywood and Standard AV) with 85% accuracy.
- 15.4.2 Given a hypothetical situations determine audience according to project specifications.
- 15.4.3 Given a hypothetical situations determine objectives according to project specifications.
- 15.4.4 Given a hypothetical situation and project outline analyze the outline according to project specifications.
- 15.4.5 Given access to reference materials and word processing equipment write a video treatment/synopsis to coincide with project outline according to project specifications.
- 15.4.6 Given an outline and index cards or other storyboard equipments, develop a storyboard according to project specifications.
- 15.4.7 Given access to word processing equipment and sample scripts develop a master scene script with detailed account of each screen with characters and their dialogue according to project specifications.

Unit 16: Appreciation of the Arts

Competency/Terminal Performance Objective:

16.1 Demonstrate an appreciation and basic knowledge of music (P)

Competency Builders/Pupil Performance Objectives:

- 16.1.1 Given interactive media productions, examples of music and classroom guidelines, explain with 85% accuracy how musical elements (e.g., thematic construction, tonal color, instruments, texture, volume, tempo) contribute to the meaning, content, and/or effect of productions by matching music and productions.
- 16.1.2 Given interactive media productions that include music and classroom guidelines, explain with 85% accuracy the feelings conveyed by various musical elements that contribute to the meaning, content, and/or effect.
- 16.1.3 Given access to reference materials and samples of recorded music, identify music in different historical periods and explain its reflection of its period with 85% accuracy.
- 16.1.4 Given access to reference materials and a variety of interactive media productions that use music, explain the role of music in those productions so that 6 examples are identified.
- 16.1.5 Given access to reference materials explain the function of music in different cultures with 85% accuracy.
- 16.1.6 Given six different pitches, define and identify the basic physical properties of sound (pitch, intensity, duration, and timbre) with 85% accuracy.
- 16.1.7 Given access to reference materials and samples of recorded music explain the various elements of music (rhythm, melody, harmony, tone, color, and form) with 85% accuracy.

Competency/Terminal Performance Objective:

16.2 Demonstrate an appreciation and basic knowledge of visual art (I)

Competency Builders/Pupil Performance Objectives:

- 16.2.1 Given access to reference materials and examples of art contrast the visual art styles of various historical periods with 85% accuracy.
- 16.2.2 Given access to reference materials define various forms of visual art with 85% accuracy.
- 16.2.3 Given access to reference materials explain the various elements of visual arts (e.g., lines, colors, light and dark, texture, volume, perspective) with 85% accuracy.
- 16.2.4 Given samples of art explain the feelings conveyed by various elements of visual arts so that each explanation meets criteria in teacher made guidelines.

Competency/Terminal Performance Objective:

16.3 Explain the interaction of music and visual art (P)

Competency Builders/Pupil Performance Objectives:

- 16.3.1 Given access to reference materials define music visualization with 85% accuracy.
- 16.3.2 Given segments of music and visuals explain how to combine music and visuals to evoke emotional responses according to criteria in teacher made guidelines.

Competency/Terminal Performance Objective:

- 16.4 Demonstrate an understanding and appreciation of literature (P)

Competency Builders/Pupil Performance Objectives:

- 16.4.1 Given access to reference materials explain the basic themes used in literature with 85% accuracy.
- 16.4.2 Given access to reference materials and samples stories identify the basic styles/genres of literature with 85% accuracy.
- 16.4.3 Given access to reference materials and sample stories identify the basic elements of a story (e.g., plot, characters, setting) with 85% accuracy.
- 16.4.4 Given sample interactive stories discuss the use of various themes and styles in interactive stories so that themes and styles are analyzed according to criteria in teacher made guidelines.

Unit 17: Programming

Competency/Terminal Performance Objective:

17.1 Explain computer applications

Competency Builders/Pupil Performance Objectives:

- 17.1.1 Explain hardware component functions
- 17.1.2 Describe major types of software and their functions
- 17.1.3 Describe batch processing
- 17.1.4 Describe interactive processing
- 17.1.5 Describe event driven, object oriented processing

Competency/Terminal Performance Objective:

17.2 Prepare to write computer applications (I)

Competency Builders/Pupil Performance Objectives:

- 17.2.1 Use appropriate reference materials
- 17.2.2 Analyze specifications
- 17.2.3 Identify constraints
- 17.2.4 Identify programming language
- 17.2.5 Identify input and output (I/O) requirements
- 17.2.6 Prepare logic using program-flow diagram

Competency/Terminal Performance Objective:

17.3 Explain programming theory (I)

Competency Builders/Pupil Performance Objectives:

- 17.3.1 Explain the meaning of “reserved word”
- 17.3.2 Describe arrays and tables (M)
- 17.3.3 Explain compilers
- 17.3.4 Differentiate between system documentation and user documentation
- 17.3.5 Describe what is mean by top-down design and structured programming
- 17.3.6 Identify the steps in the program development cycle
- 17.3.7 Identify the steps and procedures required to develop test data
- 17.3.8 Explain iteration (looping)
- 17.3.9 Describe what is meant by data validation
- 17.3.10 List rules for naming variables

Competency/Terminal Performance Objective:

17.4 Apply programming theory (I)

Competency Builders/Pupil Performance Objectives:

- 17.4.1 Demonstrate use of variables
- 17.4.2 Write source code per standards
- 17.4.3 Use spacing charts to plan program output

- 17.4.4 Code a modular program
- 17.4.5 Interpret a simple pseudocode design
- 17.4.6 Create a flow-chart
- 17.4.7 Utilize program sorts
- 17.4.8 Demonstrate use of loops
- 17.4.9 Demonstrate use of local operators (e.g., AND, OR, NOT)
- 17.4.10 Code error-handling techniques
- 17.4.11 Demonstrate use of data files

Competency/Terminal Performance Objective:

- 17.5 Write a computer program (I)

Competency Builders/Pupil Performance Objectives:

- 17.5.1 Follow algorithm to produce desired output (M)
- 17.5.2 Use variables (M)
- 17.5.3 Write sub-routines
- 17.5.4 Use conditional statements
- 17.5.5 Use functions, including library, user-defined, and string functions
- 17.5.6 Write arithmetic statements (M)
- 17.5.7 Write IO statements
- 17.5.8 Write internal documentation

Competency/Terminal Performance Objective:

- 17.6 Test programs (I)

Competency Builders/Pupil Performance Objectives:

- 17.6.1 Use debugging statements and tools
- 17.6.2 Debug syntax errors
- 17.6.3 Create test data that checks logic and error routines
- 17.6.4 Execute program with test data
- 17.6.5 Correct logic errors

Competency/Terminal Performance Objective:

- 17.7 Demonstrate knowledge of authoring software for multimedia projects (C)

Competency Builders/Pupil Performance Objectives:

- 17.7.1 Compare the advantages and disadvantages of various authoring software packages
- 17.7.2 Choose the most appropriate authoring software for the project
- 17.7.3 Author a program using authoring software
- 17.7.4 Use programming knowledge to solve authoring problems

Unit: 18 Introduction to Interactive Media

18.1 Competency/Terminal Performance Objective: Demonstrate a basic knowledge of interactive media (C)

Competency Builders/Pupil Performance Objectives:

- 18.1.1 Define interactive media
- 18.1.2 Identify major characteristics of interactive media presentations
- 18.1.3 Describe the important historical developments leading to contemporary interactive media
- 18.1.4 Describe various interactive media industry genres
- 18.1.5 Perform critical review of various interactive media end products
- 18.1.6 Identify rights, responsibilities and controls of various media
- 18.1.7 Interpret intellectual property laws involving interactive media
- 18.1.8 Explain the social and cultural implications of interactive media
- 18.1.9 Explain key criticisms of interactive media
- 18.1.10 Identify future trends in interactive media

18.2 Competency/Terminal Performance Objective: Explain the markets for interactive media (C)

Competency Builders/Pupil Performance Objectives:

- 18.2.1 Explain the concepts and uses of interactive media in sales and marketing
- 18.2.2 Explain the concepts and uses of interactive media in interactive advertising
- 18.2.3 Explain the concepts and uses of interactive media in K-12 education
- 18.2.4 Explain the concepts and uses of interactive media in corporate training
- 18.2.5 Explain the concepts and uses of interactive media in corporate communications
- 18.2.6 Explain the concepts and uses of interactive media in news
- 18.2.7 Explain the concepts and uses of interactive media in entertainment
- 18.2.8 Explain the concepts and uses of interactive media in distance learning

18.3 Competency/Terminal Performance Objective: Describe the phases and components of interactive media production (C)

Competency Builders/Pupil Performance Objectives:

- 18.3.1 Define the role of various team members
- 18.3.2 Explain the conceptualization process of a interactive media project
- 18.3.3 Describe the hardware tools available
- 18.3.4 Describe the software tools available
- 18.3.5 Describe various media elements (sound, video, graphics, text, animation)
- 18.3.6 Describe the integration of various media elements
- 18.3.7 Describe the publishing process
- 18.3.8 Explain various distribution methods

18.4

**Competency/Terminal Performance Objective:
Demonstrate knowledge of interactive media career
opportunities (P)**

Competency Builders/Pupil Performance Objectives:

- 18.4.1 Identify potential career areas in interactive media
- 18.4.2 Explain importance of a portfolio
- 18.4.3 Describe different portfolio types

Unit: 19 Graphic Design Fundamentals

19.1 **Competency/Terminal Performance Objective:**
Demonstrate basic technical art skills/traditional & electronic (P)

Competency Builders/Pupil Performance Objectives:

- 19.1.1 Make computations for centering, spacing, and scaling drawings (M)
- 19.1.2 Use various types of drawing media
- 19.1.3 Use various mechanical drawing equipment (M)
- 19.1.4 Interpret information from drawings, prints, and sketches
- 19.1.5 Draw freehand sketches
- 19.1.6 Draw auxiliary views
- 19.1.7 Draw a one and two point perspective
- 19.1.8 Alter a drawing
- 19.1.9 Draw with various media on a variety of surfaces
- 19.1.10 Create charts, graphs, and diagrams (M)
- 19.1.11 Evaluate a drawing
- 19.1.12 Make a collage

19.2 **Competency/Terminal Performance Objective:**
Demonstrate knowledge of principles of design (P)

Competency Builders/Pupil Performance Objectives:

- 19.2.1 Explain the two-dimensional picture plan
- 19.2.2 Describe the principles and elements of design and their relationships to each other
- 19.2.3 Describe the nature of color
- 19.2.4 Describe the various color harmonies
- 19.2.5 Explain how the use of various color harmonies affects the two-dimensional picture plan
- 19.2.6 Explain how the element of color affects the principles of line, value, shape and form

19.3 **Competency/Terminal Performance Objective:**
Demonstrate design skills(P)

Competency Builders/Pupil Performance Objectives:

- 19.3.1 Apply elements of design (e.g., line, shape, color)
- 19.3.2 Apply principles of design (e.g., proportion, balance, harmony, rhythm, unity)
- 19.3.3 Apply color theory
- 19.3.4 Use tones, hues, and values
- 19.3.5 Develop thumbnail concepts
- 19.3.6 Develop rough and comprehensive layouts

- 19.3.7 Paint freehand or within sketched designs using mixed colors
- 19.3.8 Apply color for impact
- 19.3.9 Determine appropriate uses of halftone, duotone, and multi-color process
- 19.3.10 Create symmetric and asymmetric designs
- 19.3.11 Create various mockups and dummies
- 19.3.12 Match appropriate style to desired impact
- 19.3.13 Make a collage

19.4 Competency/Terminal Performance Objective: Develop project concept/theory(I)

Competency Builders/Pupil Performance Objectives:

- 19.4.1 Develop a design brief
- 19.4.2 Demonstrate collaborative skills (C)
- 19.4.3 Investigate design solutions
- 19.4.4 Apply design solutions
- 19.4.5 Apply advertising marketing psychology (C)

19.5 Competency/Terminal Performance Objective: Demonstrate use of typography (I)

Competency Builders/Pupil Performance Objectives:

- 19.5.1 Identify typography materials
- 19.5.2 Define typographic terms
- 19.5.3 Describe typographic methods
- 19.5.4 Use proofreaders' marks (C)
- 19.5.6 Explain picas, points, and their conversion to inches (M)
- 19.5.7 Explain specification of type and copy fitting
- 19.5.8 Identify typographic styles
- 19.5.9 Define basic letter structures
- 19.5.10 Demonstrate mixing of families of type
- 19.5.11 Interpret typographical specifications
- 19.5.12 Use proper letter and line spacing
- 19.5.13 Select appropriate typeface
- 19.5.14 Prepare type formats (style sheets)
- 19.5.15 Create templates

Unit 20: Photography

Competency/Terminal Performance Objective:

20.1 Operate photographic equipment(I)

Competency Builders/Pupil Performance Objectives:

- 20.1.1 Differentiate between various camera formats
- 20.1.2 Prepare to operate cameras
- 20.1.3 Demonstrate use of apertures
- 20.1.4 Demonstrate use of shutter speeds
- 20.1.5 Demonstrate use of film speed sequencing
- 20.1.6 Calculate equivalent exposures
- 20.1.7 Take 35mm photographs
- 20.1.8 Identify desired exposure using a hand-held meter
- 20.1.9 Correct distortion using camera movements
- 20.1.10 Use shutter speed to stop and show motion
- 20.1.11 Use different lenses
- 20.1.12 Use various lens filters
- 20.1.13 Use different types of film
- 20.1.14 Use hand-held electronic flash units
- 20.1.15 Identify light sources
- 20.1.16 Create photographs using varied films, lighting, and formats

Competency/Terminal Performance Objective:

20.2 Demonstrate an understanding of the photographic language (I)

Competency Builders/Pupil Performance Objectives:

- 20.2.1 Explain the role of the following elements: composition, formal qualities, scale, use of space, use of light
- 20.2.2 Explain how the following elements affect the meaning of a photograph: composition, formal qualities, scale, use of space, use of light
- 20.2.3 Explain the use and meaning of symbolism (C)
- 20.2.4 Explain the use and meaning of metaphor (C)

Unit 21: Computer Graphics/Digital Imaging/ Animation

Competency/Terminal Performance Objective:

21.1 Demonstrate knowledge of computer graphics software packages (P)

Competency Builders/Pupil Performance Objectives:

21.1.1 Identify computer graphics software packages

21.1.2 List advantages and disadvantages of various computer graphics software packages

21.1.3 Explain compatibility issues

Competency/Terminal Performance Objective:

21.2 Create computer graphics (I)

Competency Builders/Pupil Performance Objectives:

21.2.1 Define purpose and types of graphics

21.2.2 Use appropriate reference materials

21.2.3 Create graphics

21.2.4 Edit graphics

21.2.5 Import text

21.2.6 Create text blocks

21.2.7 Make adjustments to text placement (tracking, kerning, anchoring, wrapping, sizing, etc.)

21.2.8 Rotate text

21.2.9 Save graphics

21.2.10 Retrieve graphics

21.2.11 Print graphics to various output devices

21.2.12 Verify accuracy of output

21.2.13 Use graphic functions to create files, input data, process data, and produce output

21.2.14 Use graphics files with other application software

21.2.15 Create paint images

21.2.16 Create drawing images

21.2.17 Create postscript based illustrations

21.2.18 Differentiate between raster and vector images

21.2.19 Convert raster to vector images

21.2.20 Explain file format structures for graphic images

21.2.21 Store images in appropriate formats and resolutions for end usage

21.2.22 Convert graphic files to appropriate formats & resolutions for specific applications

Competency/Terminal Performance Objective:

21.3 Demonstrate knowledge of digital imaging equipment (I)

Competency Builders/Pupil Performance Objectives:

21.3.1 Identify hardware platform (i.e. UNIX, IBM, Mac) components and configurations

21.3.2 Identify memory and storage requirements

- 21.3.3 Identify digital imaging software
- 21.3.4 Explain how a graphics board works
- 21.3.5 Identify digital camera systems
- 21.3.6 Identify digital scanners
- 21.3.7 Identify area arrays vs. linear
- 21.3.8 Identify exposure vs. multiexposure systems
- 21.3.9 Identify resolution issues
- 21.3.10 Perform resolution calculations (i.e., number of pixels, number of colors)
- 21.3.11 Contrast addressable resolution vs. displayable resolution
- 21.3.12 Identify graphics tablets
- 21.3.13 Compare image acquisition hardware

Competency/Terminal Performance Objective:

- 21.4 Demonstrate knowledge of digital photography (I)

Competency Builders/Pupil Performance Objectives:

- 21.4.1 Explain digital photography
- 21.4.2 Identify scanner, digital camera, video input devices, printer, film recorder, and output devices
- 21.4.3 Define computer architecture (e.g., open/closed)
- 21.4.4 Explain parallel/serial transmission
- 21.4.5 Explain how image is generated
- 21.4.6 Explain function of graphics expansion board
- 21.4.7 Capture images with a digital camera

Competency/Terminal Performance Objective:

- 21.5 Demonstrate knowledge of scanners (P)

Competency Builders/Pupil Performance Objectives:

- 21.5.1 Explain how scanners work
- 21.5.2 Differentiate among OCR, graphics scanners, gray scale scanners, and color scanners
- 21.5.3 Contrast dithering vs. true gray scale
- 21.5.4 Contrast scanner quality vs. video quality
- 21.5.5 Explain operational procedures for scanner
- 21.5.6 Identify copyright issues

Competency/Terminal Performance Objective:

- 21.6 Scan images (P)

Competency Builders/Pupil Performance Objectives:

- 21.6.1 Evaluate original and job requirements to determine appropriate scanner settings
- 21.6.2 Identify key variables to be adjusted (e.g., percentage of enlargement/ reduction, input resolution)
- 21.6.3 Crop images as required

- 21.6.4 Adjust images as required
- 21.6.5 Mount images as required
- 21.6.6 Scan originals
- 21.6.7 Evaluate resultant images
- 21.6.8 Make necessary adjustments for final application
- 21.6.9 Use appropriate software to retrieve digital images
- 21.6.10 Complete appropriate documentation
- 21.6.11 Follow manufacturer's instructions for cleaning/maintenance of equipment
- 21.6.12 Establish and maintain process control and calibration
- 21.6.13 Create digital and analog proofs of images
- 21.6.14 Evaluate digital and analog proofs of images

Competency/Terminal Performance Objective:

- 21.7 Archive images (P)

Competency Builders/Pupil Performance Objectives:

- 21.7.1 Explain how to find and re-use images
- 21.7.2 Explain how to create a searchable database for images
- 21.7.3 Use a searchable database
- 21.7.4 Use naming conventions
- 21.7.5 Use compression techniques
- 21.7.6 Compare file formats
- 21.7.7 Explain file format uses

Competency/Terminal Performance Objective:

- 21.8 Manipulate images (I)

Competency Builders/Pupil Performance Objectives:

- 21.8.1 Identify file formats
- 21.8.2 Manipulate levels
- 21.8.3 Convert file formats
- 21.8.4 Manipulate curves
- 21.8.5 Manipulate contrast
- 21.8.6 Crop images
- 21.8.7 Scale images
- 21.8.8 Use various filtration methods
- 21.8.9 Use selection tools
- 21.8.10 Use painting and editing tools
- 21.8.11 Manipulate multiple image layers
- 21.8.12 Use masking techniques
- 21.8.13 Optimize images for specific uses

Competency/Terminal Performance Objective:

- 21.9 Perform visual problem solving (I)

Competency Builders/Pupil Performance Objectives:

- 21.9.1 Integrate paint illustration program techniques with digital photographic imagery
- 21.9.2 Explain relationship of form and content
- 21.9.3 Identify visual characteristics of medium
- 21.9.4 Describe effect of technical limitations of the medium on content and style
- 21.9.5 Identify legal and ethical issues in digital photography
- 21.9.6 Explain image appropriation and copyright laws
- 21.9.7 Explain journalistic veracity
- 21.9.8 Refine techniques for image manipulation
- 21.9.9 Refine color editing capabilities
- 21.9.10 Combine software utilities in screening for translucency and for layering of multiple images

Competency/Terminal Performance Objective:

- 21.10 Explain the basic principles of 3-D modeling (I)

Competency Builders/Pupil Performance Objectives:

- 21.10.1 Explain how to work with three-dimensional objects from two-dimensional representations
- 21.10.2 Explain how the computer deals with geometry
- 21.10.3 Identify the software available for 3-D modeling
- 21.10.4 Explain how to build a 3-D model
- 21.10.5 Explain how to build a wireframe model

Competency/Terminal Performance Objective:

- 21.11 Create 3-D models (I)

Competency Builders/Pupil Performance Objectives:

- 21.11.1 Use 3-D modeling software to create a model
- 21.11.2 Determine camera angle
- 21.11.3 Add lighting with angle, focus, and color adjustments to achieve desired effect
- 21.11.4 Add surfaces adjusting the color, texture, transparency and reflectivity to achieve desired effect
- 21.11.5 Compare flat shading, curved shading, and ray tracing
- 21.11.6 Render the object using flat shading
- 21.11.7 Render the object using curved shading
- 21.11.8 Render the object using ray tracing
- 21.11.9 Combine models to create a scene
- 21.11.10 Render the completed scene

Competency/Terminal Performance Objective:

- 21.12 Demonstrate a knowledge of the basic principles of animation (I)

Competency Builders/Pupil Performance Objectives:

- 21.12.1 Explain the principles of continuity

- 21.12.2 Explain the principles of key frames and motion paths
- 21.12.3 Explain the principles of motion
- 21.12.4 Explain the principles of special effects
- 21.12.5 Explain the principles of virtual navigation
- 21.12.6 Identify the various software programs/tools available to create animation
- 21.12.7 Explain 2-D sprite animation
- 21.12.8 Explain the principles of cell animation
- 21.12.9 Explain prerendered 3-D animation
- 21.12.10 Explain real-time 3-D animation

Competency/Terminal Performance Objective:

- 21.13 Design basic characters (I)

Competency Builders/Pupil Performance Objectives:

- 21.13.1 Explain how to design a character based on a narrative context (C)
- 21.13.2 Explain how to animate a character to express its nature
- 21.13.3 Develop a 2-D character
- 21.13.4 Develop a 3-D model of a character (M)
- 21.13.5 Explain how to capture motion
- 21.13.6 Animate characters

Competency/Terminal Performance Objective:

- 21.14 Create 3-D environments (I)

Competency Builders/Pupil Performance Objectives:

- 21.14.1 Create buildings and rooms
- 21.14.2 Import buildings and rooms
- 21.14.3 Create land forms
- 21.14.4 Import land forms
- 21.14.5 Create bodies of water (lakes, rivers, oceans, waterfalls, etc.)
- 21.14.6 Create basic water textures, reflections, refractions, and splashing (S)
- 21.14.7 Use fog and background images
- 21.14.8 Manipulate particle systems such as rain and snow
- 21.14.9 Apply lighting effects
- 21.14.10 Add special effects

Competency/Terminal Performance Objective: *Demonstrate virtual reality*

Competency Builders/Pupil Performance Objectives:

Explain the basic principles of virtual reality

Explain the principles of geometry as it relates to virtual reality

Manage polygon resources

Create a basic virtual world

Code object intelligence into a virtual world

Explain virtual reality file formats (SVR, VRML, etc.)

Unit 22: Video Production

Competency/Terminal Performance Objective:

- 22.1 Interpret the relationship between the creative and craft skills required for film/video production (P)

Competency Builders/Pupil Performance Objectives:

- 22.1.1 Differentiate the working relationships which exist between the various participants involved in the film making process given production crew job descriptions so that students identify worker who would perform specific tasks on a production with 85% accuracy.
- 22.1.2 Demonstrate the proper use of standard film making forms
- 22.1.3 Analyze a film script for its technical requirements
- 22.1.4 Define the specific technical processes used by the camera, grip, lighting, sound, art, costume, special effects, make up, and editing departments given access to reference materials with 85% accuracy.
- 22.1.5 Propose strategies for meeting the technical requirements of a film production crew
- 22.1.6 Compare the techniques used in film and video production
- 22.1.7 Compare the differences between studio production and field production

Competency/Terminal Performance Objective:

- 22.2 Execute pre-production, production, and post-production tasks for the area of gripping (P)

Competency Builders/Pupil Performance Objectives:

- 22.2.1 Formulate strategies to properly utilize grip equipment during film/video production
- 22.2.2 Originate solutions to unique shooting problems
- 22.2.3 Organize pre and post-production routines
- 22.2.4 Analyze production requirements to determine grip equipment needs
- 22.2.5 Create required effects for lighting set-ups
- 22.2.6 Demonstrate safe work habits
- 22.2.7 Work as a member of a film production team

Competency/Terminal Performance Objective:

- 22.3 Execute pre-production, production, and post-production tasks for the area of camera (P)

Competency Builders/Pupil Performance Objectives:

- 22.3.1 Analyze the aesthetic needs of a shot and accomplish them
- 22.3.2 Organize the proper care and handling of camera and camera assist equipment
- 22.3.3 Analyze the script for camera lens and shot requirements
- 22.3.4 Organize pre and post-production routines for film camera operation
- 22.3.5 Analyze production requirements to determine camera equipment needs

Competency/Terminal Performance Objective:

22.4 Perform lighting activities for a video production (P)

Competency Builders/Pupil Performance Objectives:

- 22.4.1 Describe types of lighting fixtures
- 22.4.2 Identify parts of lighting fixtures
- 22.4.3 Distinguish various applications of stage lighting equipment
- 22.4.4 Design a standard lighting plot
- 22.4.5 Analyze and document lighting requirements for production
- 22.4.6 Set up appropriate lighting for a production
- 22.4.7 Describe functions of master lighting panel and dimmer board
- 22.4.8 Operate master lighting panel to dimmer board
- 22.4.9 Appraise maintenance needs for lighting equipment
- 22.4.10 Design special effects lighting

Competency/Terminal Performance Objective:

22.5 Design scenery to the specifications required in a video production (I)

Competency Builders/Pupil Performance Objectives:

- 22.5.1 Design scenic plans to scale
- 22.5.2 Interpret scenic plans for the appropriate use of materials and hardware for scenic construction
- 22.5.3 Formulate design strategies for the construction of scenery
- 22.5.4 Create special effects scenery
- 22.5.5 Organize transportation of scenery to remote locations
- 22.5.6 Inspect and repair scenery as needed
- 22.5.7 Select and arrange stage props

Competency/Terminal Performance Objective:

22.6 Operate video camera (P)

Competency Builders/Pupil Performance Objectives:

- 22.6.1 Tape under tungsten conditions (studio conditions) given a video camera according to quality standards on video production checklist.
- 22.6.2 Tape under daylight conditions given a video camera according to quality standards on video production checklist.
- 22.6.3 Tape under backlight conditions
- 22.6.4 Tape while panning
- 22.6.5 Tape while zooming
- 22.6.6 Tape while tilting
- 22.6.7 Tape while simultaneously panning, tilting, and zooming with camera mounted on a tripod
- 22.6.8 Tape while simultaneously panning, tilting, and zooming using a hand-held camera
- 22.6.9 Play back tape on monitor

22.6.10 Identify the effect on a video camera of changing of setting in low light levels

Competency/Terminal Performance Objective:

22.7 Identify video formats (P)

Competency Builders/Pupil Performance Objectives:

22.7.1 Differentiate among consumer, industrial, and broadcast grade video cameras

22.7.2 Describe camera formats

22.7.3 Differentiate among Betacam, VHS, 8mm, super VHS, and DV-Cam

22.7.4 Differentiate frame vs field modes

22.7.5 Identify image characteristics affected by camera choice

22.7.6 Differentiate among NTSC, PAL, and RGB video signals

22.7.7 Explain relationship of chip size to image size on film

22.7.8 Explain frame synchronization and time base correction

Competency/Terminal Performance Objective:

22.8 Perform editing operations (P)

Competency Builders/Pupil Performance Objectives:

22.8.1 Describe operational parts of a video cassette editor

22.8.2 Explain linear vs nonlinear editing systems

22.8.3 Set up video cassette editor

22.8.4 Perform assemble edits

22.8.5 Perform insert edits

22.8.6 Edit using dissolves (A-B roll)

22.8.7 Add sound track

22.8.8 Add narration/voice over

22.8.9 Explain edit decision lists

22.8.10 Use edit decision lists

Competency/Terminal Performance Objective:

22.9 Digitize video (I)

Competency Builders/Pupil Performance Objectives:

22.9.1 Explain the concept of digitized video

22.9.2 Explain digital video bandwidths and their implications

22.9.3 Use a video capture card and appropriate software to digitize video tapes

22.9.4 Edit digitized video (including transitions, special effects, computerized backgrounds)

22.9.5 Explain the compression of video files

22.9.6 Explain batch capture process

22.9.7 Use batch capture process

Unit 23: Audio Production

Competency/Terminal Performance Objective:

23.1 Demonstrate a knowledge of audio recording and sound reinforcement (I)

Competency Builders/Pupil Performance Objectives:

- 23.1.1 Identify generally used instruments in modern pop-related recording
- 23.1.2 Describe basic acoustic principles and formulae
- 23.1.3 Explain the function and design of microphones
- 23.1.4 Use microphones effectively
- 23.1.5 Diagram signal flow throughout the recording chain
- 23.1.6 Use a mixing console with solid understanding of its input and output functions
- 23.1.7 Explain the properties of magnetic tape and the tape recorder
- 23.1.8 Edit tape recordings
- 23.1.9 Explain properties of analog and digital tape recording
- 23.1.10 Explain methods of analog and digital editing
- 23.1.11 Use editors effectively
- 23.1.12 Explain sound reinforcement techniques for live programs
- 23.1.13 Explain methods for mastering audio recordings
- 23.1.14 Produce master product as an audio tape product
- 23.1.15 Produce master product as a compact disc or DVD
- 23.1.16 Explain future technologies for audio recording
- 23.1.17 Explain analog signal processing and its applications
- 23.1.18 Explain digital signal processing and its applications
- 23.1.19 Explain digital audio bandwidths and their implications
- 23.1.13 Explain various computer hardware and software used in studio recording
- 23.1.21 Critique recordings

Competency/Terminal Performance Objective:

23.2 Demonstrate a basic knowledge of digital audio production (P)

Competency Builders/Pupil Performance Objectives:

- 23.2.1 Identify current trends in electronic music
- 23.2.2 Explain MIDI
- 23.2.3 Explain digital synthesis
- 23.2.4 Identify computer music applications
- 23.2.5 Explain compression of sound files
- 23.2.6 Explain digital sampling
- 23.2.7 Identify potential markets for use of electronic music

Competency/Terminal Performance Objective:

23.3 Create a sound track (I)

Competency Builders/Pupil Performance Objectives:

- 23.3.1 Evaluate performance needs

- 23.3.2 Evaluate technical resources
- 23.3.3 Interpret script information relative to film sound
- 23.3.4 Design sound score appropriate to production and post-production needs
- 23.3.5 Select sound material
- 23.3.6 Hire talent, if necessary
- 23.3.7 Work with talent
- 23.3.8 Determine proper microphone and speaker placement
- 23.3.9 Compose, by recording and editing, a sound tape for production
- 23.3.10 Use mechanical and electrical sound effects for productions
- 23.3.11 Describe audio-for-video recording devices (analog, digital)
- 23.3.12 Set up audio-for-video recording devices (analog, digital)
- 23.3.13 Operate audio-for-video recording devices (analog, digital)
- 23.3.14 Describe time-code system for audio-video synchronization
- 23.3.15 Set up time-code system for audio-video synchronization
- 23.3.16 Operate time-code system for audio-video synchronization
- 23.3.17 Describe parts of an audio mixing console
- 23.3.18 Operate audio mixing console
- 23.3.19 Create a MIDI sound score

Unit 24: Web Page Design

Competency 24.1: Demonstrate knowledge of web page basics (P)

Competency Builders:

- 24.1.1 Differentiate between a client and a server given hardware/software reference with 90% accuracy
- 24.1.2 Demonstrate knowledge of the role of browsers in reading files on the World Wide Web (text-only, hypertext) given hardware/software reference with 90% accuracy
- 24.1.3 Identify how different browsers affect the look of a web page given hardware/software reference with 90% accuracy
- 24.1.4 Compare/contrast the features and functions of software editors available for designing web pages given hardware/software reference with 90% accuracy
- 24.1.5 Demonstrate knowledge of how bandwidths affect data transmission and on-screen image given hardware/software reference with 90% accuracy
- 24.1.6 Demonstrate knowledge of the characteristics and uses of plug-ins given hardware/software reference with 90% accuracy
- 24.1.7 Compare the advantages and disadvantages of running your own server vs. using a server provider given hardware/software reference with 90% accuracy

Competency 24.2: Demonstrate knowledge of Internet programming basics (P)

Competency Builders:

- 24.2.1 Recognize the importance of Internet programming standards given access to the Internet according to the instructor's checklist
- 24.2.2 Demonstrate knowledge of standard Internet programming coding given access to the Internet according to the instructor's checklist
- 24.2.3 Demonstrate knowledge of special Internet programming feature codes (tags) given access to the Internet according to the instructor's checklist
- 24.2.4 Differentiate between various versions of Internet programming given access to the Internet according to the instructor's checklist
- 24.2.5 Demonstrate knowledge of how to use standard word processing and page layout programs to produce an Internet application given access to the Internet according to the instructor's checklist
- 24.2.6 Identify authoring programs specifically designed for Internet programming production (e.g., Adobe PageMill, Corel Xara, Microsoft FrontPage) given access to the Internet according to the instructor's checklist
- 24.2.7 Locate free Internet programming authoring programs on the Internet given access to the Internet according to the instructor's checklist
- 24.2.8 Compare/contrast features, strengths, and weaknesses of different authoring programs given access to the Internet according to the instructor's checklist
- 24.2.9 Identify cross-platform issues given access to the Internet according to the

- instructor's checklist
- 24.2.10 Keep up-to-date with new and emerging trends related to Internet programming given access to the Internet according to the instructor's checklist

Competency 24.3: Apply knowledge of basic web programming (P)

Competency Builders:

- 24.3.1 Demonstrate knowledge of the purpose of web content delivery enablers (e.g., CGI, API, SSI) given reference material with 90% accuracy
- 24.3.2 Demonstrate knowledge of how to interface client/server given reference material with 90% accuracy
- 24.3.3 Demonstrate knowledge of client-side processing and its given reference material with 90% accuracy advantages/disadvantages
- 24.3.4 Identify security issues related to client-side processing given reference material with 90% accuracy
- 24.3.5 Identify standard scripting languages (e.g., JavaScript, Visual Basic Script, ActiveX) given reference material with 90% accuracy
- 24.3.6 Demonstrate knowledge of the uses and advantages/disadvantages of various scripting languages given reference material with 90% accuracy
- 24.3.7 Demonstrate knowledge of how to use a scripting language to program a site given reference material with 90% accuracy
- 24.3.8 Demonstrate knowledge of how to use advanced communication protocols given reference material with 90% accuracy

Competency 24.4: Apply knowledge of web hosting (P)

Competency Builders:

- 24.4.1 Compare the advantages and disadvantages of running your own server vs. using a server provider given reference material with 90% accuracy
- 24.4.2 Identify hardware requirements for a server given reference material with 90% accuracy
- 24.4.3 Identify server software options given reference material with 90% accuracy
- 24.4.4 Evaluate server providers given reference material with 90% accuracy
- 24.4.5 Establish a domain name given reference material with 90% accuracy
- 24.4.6 Comply with TCP/IP (Transfer Control Protocol/Internet Protocol) given reference material with 90% accuracy
- 24.4.7 Upload files to the server given reference material with 90% accuracy
- 24.4.8 Publicize the site (e.g., submit announcements to major search engines) given reference material with 90% accuracy
- 24.4.9 Collect/analyze usage statistics given reference material with 90% accuracy

Competency 24.5: Create/maintain a basic Internet programming document (P)

Competency Builders:

- 24.5.1 Open up a workspace to create a new Internet programming document given access to web software programs with 90% accuracy
- 24.5.2 Create the basic Internet programming structure for a web page using a text editor given access to web software programs with 90% accuracy
- 24.5.3 Demonstrate knowledge of the advantages of creating short multiple web pages rather than a single, long web page given access to web software programs with 90% accuracy
- 24.5.4 Determine logical points to split information into multiple web pages given access to web software programs with 90% accuracy
- 24.5.5 Create a template file using a text editor given access to web software programs with 90% accuracy
- 24.5.6 Make appropriate changes to template file to create individual pages given access to web software programs with 90% accuracy
- 24.5.7 Insert nondisplayed comments into Internet programming files given access to web software programs with 90% accuracy
- 24.5.8 Display document within a web browser given access to web software programs with 90% accuracy
- 24.5.9 Make text modifications using a text editor given access to web software programs with 90% accuracy
- 24.5.10 Place different-level headings within document using appropriate Internet programming tags given access to web software programs with 90% accuracy
- 24.5.11 Insert paragraph breaks into the text of document using appropriate Internet programming tag given access to web software programs with 90% accuracy
- 24.5.12 Manipulate text cut and paste functions given access to web software programs with 90% accuracy
- 24.5.13 Insert a stylized footer at the bottom of a page given access to web software programs with 90% accuracy
- 24.5.14 Format text given access to web software programs with 90% accuracy
- 24.5.15 Create lists given access to web software programs with 90% accuracy
- 24.5.16 Add graphics/images given access to web software programs with 90% accuracy
- 24.5.17 Add animation given access to web software programs with 90% accuracy

Competency 24.6: Format page layout (P)

Competency Builders:

- 24.6.1 Demonstrate knowledge of Internet programming codes for formatting page layout given access to web software programs with 90% accuracy
- 24.6.2 Create a solid color background given access to web software programs with 90% accuracy

- 24.6.3 Calculate the hexadecimal code for a color value given access to web software programs with 90% accuracy
- 24.6.4 Change the color of text and hypertext link items given access to web software programs with 90% accuracy
- 24.6.5 Create a textured background using a graphic file given access to web software programs with 90% accuracy
- 24.6.6 Create various types of hard rule lines for page dividers (e.g., different thicknesses and widths, with and without 3-D shading) given access to web software programs with 90% accuracy
- 24.6.7 Create a table with rows and columns of text in a gridded display given access to web software programs with 90% accuracy
- 24.6.8 Create a layout scheme integrating text and pictures given access to web software programs with 90% accuracy
- 24.6.9 Create an invisible table with side-by-side columns given access to web software programs with 90% accuracy
- 24.6.10 Create a table that has different colored cells given access to web software programs with 90% accuracy
- 24.6.11 Demonstrate knowledge of interface design given access to web software programs with 90% accuracy
- 24.6.12 Display interlaced images given access to web software programs with 90% accuracy
- 24.6.13 Organize information using frames given access to web software programs with 90% accuracy

Competency 24.7: Add audio and video to a web page (I)

Competency Builders:

- 24.7.1 Demonstrate knowledge of how to deliver audio and video signals in real time (streaming) given access to web software programs with 90% accuracy (PSD, IM)
- 24.7.2 Demonstrate knowledge of audio sweetening techniques given access to web software programs with 90% accuracy (PSD, IM)
- 24.7.3 Demonstrate knowledge of audio and video compression techniques given access to web software programs with 90% accuracy (PSD, IM)
- 24.7.4 Add audio and video to a web page using Internet programming codes given access to web software programs with 90% accuracy
- 24.7.5 Establish network administration procedures for audio and video given access to web software programs with 90% accuracy

Competency 24.8: Link documents (P)

Competency Builders:

- 24.8.1 Identify the function of URLs (Uniform Resource Locators) given access to web software programs with 90% accuracy
- 24.8.2 Recognize the structure of a URL given access to web software programs with 90% accuracy
- 24.8.3 Copy URLs from a web browser to an Internet programming text document given access to web software programs with 90% accuracy
- 24.8.4 Write an Internet programming anchor to link to another document in the same directory as the first document given access to web software programs with 90% accuracy
- 24.8.5 Write an Internet programming anchor to link to another document in a different directory from the first document given access to web software programs with 90% accuracy
- 24.8.6 Write an Internet programming anchor to link to another web document on the Internet given access to web software programs with 90% accuracy
- 24.8.7 Write an Internet programming anchor to link to files given access to web software programs with 90% accuracy
- 24.8.8 Write an Internet programming anchor that links to another section of the same document given access to web software programs with 90% accuracy
- 24.8.9 Incorporate a graphic that acts as a hyperlink to another document given access to web software programs with 90% accuracy
- 24.8.10 Identify the significance of a file called *index.html* on a web server given access to web software programs with 90% accuracy
- 24.8.11 Create a hypertext link that will send an e-mail message given access to web software programs with 90% accuracy
- 24.8.12 Differentiate between client-side image mapping and server-side image mapping given access to web software programs with 90% accuracy
- 24.8.13 Create an inline image that has different portions hyperlinked to other given access to web software programs with 90% accuracy web pages, pictures, and other sites on the Internet given access to web software programs with 90% accuracy
- 24.8.14 Create hyperlinks for the use of plug-ins given access to web software programs with 90% accuracy

Unit 25: Interactive Multimedia Production

Competency/Terminal Performance Objectives:

25.1 Demonstrate knowledge of interactive media (P)

Competency Builders/PPO:

25.1.1 Demonstrate knowledge of interactive media components given various components with 100% accuracy

25.1.2 Identify the major characteristics of interactive media presentations given various presentations with 100% accuracy

25.1.3 Identify the important historical developments leading to contemporary interactive media according to class handout(s) and discussion with 90% accuracy

25.1.4 Demonstrate knowledge of various interactive media industry genres given class handout(s) with 90% accuracy

25.1.5 Perform critical review of various interactive media end products given the products with 90% accuracy

25.1.6 Identify rights, responsibilities, and controls related to various interactive media according to class handout(s) and discussion with 90% accuracy

25.1.7 Interpret intellectual property laws relative to interactive media according to class handout(s) and discussion with 90% accuracy

25.1.8 Analyze the social and cultural implications of interactive media according to class handout(s) and discussion with 90% accuracy

25.1.9 Identify key criticisms of interactive media according to class handout(s) and discussion with 90% accuracy

25.1.10 Identify possible markets for interactive media (e.g., sales and marketing, interactive advertising, K-12 education, corporate training, corporate communications, distance learning, news, entertainment) according to class handout(s) and discussion with 90% accuracy

25.1.11 Identify specific uses of interactive media in each potential market according to class handout(s) and discussion with 90% accuracy

25.1.12 Identify future trends in interactive media according to class handout(s) and discussion with 90% accuracy

Competency 25.2: Produce interactive media as a member of a development team (P)

Competency Builders:

25.2.1 Define the role of individual team members given a team project with 100% accuracy

25.2.2 Develop a conceptual model for the interactive media project given the project requirements with 100% accuracy

25.2.3 Select appropriate hardware tools given the project requirements with 100% accuracy

25.2.4 Select appropriate software tools given the project requirements with 100% accuracy

25.2.5 Select the media elements (e.g., sound, video, graphics, text, animation) to be used given the project requirements with 100% accuracy

25.2.6 Integrate media elements given the project requirements with 100% accuracy

25.2.7 Select the publication process to be used given the project requirements with 100% accuracy

25.2.8 Select the distribution method to be used given the project requirements with 100% accuracy

25.2.9 Justify decisions made given the project requirements with 100% accuracy

Competency 25.3: Pursue interactive media career opportunities (P)

Competency Builders:

25.3.1 Identify potential career areas in interactive media given access to research materials with 90% accuracy

25.3.2 Identify components of portfolio according to handout(s) with 100% accuracy

25.3.3 Establish criteria for portfolio components given the components with 95% accuracy

25.3.4 Select appropriate materials/projects for inclusion in portfolio given a portfolio requirement with 100% accuracy

Competency 25.4: Develop project concept proposal (I)

Competency Builders:

25.4.1 Determine purpose of the interactive media project given specific project outcome requirements with 95% accuracy

25.4.2 Determine the target audience given the project and outcome requirements with 95% accuracy

25.4.3 Determine objectives audience given the project and outcome requirements with 95% accuracy

25.4.4 Research the content audience given the project and outcome requirements with 95% accuracy

25.4.5 Develop a design brief audience given the project and outcome requirements with 95% accuracy

25.4.6 Select appropriate message design (e.g., instructional, informational, entertainment) audience given the project and outcome requirements with 95% accuracy

25.4.7 Determine the setting where the message will be used audience given the project and outcome requirements with 95% accuracy

25.4.8 Determine the interactive media elements to be used audience given the project and outcome requirements with 95% accuracy

25.4.9 Determine degree of interactivity desired audience given the project and outcome requirements with 95% accuracy

25.4.10 Identify available media and content sources audience given the project and outcome requirements with 100% accuracy

25.4.11 Decide whether to produce or acquire content (graphics, animation, audio, video, simulations, virtual environments) audience given the project and outcome requirements with 100% accuracy

25.4.12 Develop time line for completion audience given the project and outcome requirements with 100% accuracy

25.4.13 Develop project budget audience given the project and outcome requirements with 100% accuracy

25.4.14 Write proposal based on the project requirements with 100% accuracy

Competency 25.5: Meet client needs (I)

Competency Builders:

25.5.1 Determine client's needs and expected outcomes given the clients requests with 90% accuracy

25.5.2 Prepare cost estimate for client given the clients requests and expectation with 95% accuracy

25.5.3 Obtain client approvals throughout project given the project and expected outcomes with 100% accuracy

Competency 25.6: Develop storyboards to communicate ideas (P)

Competency Builders:

25.6.1 Make preliminary sketches showing placement of images and text on screen given a topic to communicate with 100% accuracy

25.6.2 Show placement of buttons/navigational graphics given a topic to communicate with 100% accuracy

25.6.3 Provide information on color schemes given a topic to communicate with 100% accuracy

25.6.4 Provide information on lighting given a topic to communicate with 100% accuracy

25.6.5 Provide a sample screen given a topic to communicate with 100% accuracy

Competency 25.7: Develop flowchart/navigational blueprints (I)

Competency Builders:

25.7.1 Develop flowcharts with radial branching given a topic/project with 100% accuracy

25.7.2 Develop flowcharts with linear branching given a topic/project with 100% accuracy

25.7.3 Develop flowcharts with linking/nonlinear branching given a topic/project with 100% accuracy

Competency 25.8: Write scripts (P)

Competency Builders:

25.8.1 Describe music to be used given a topic/project with 100% accuracy

- 25.8.2 Describe video (still and motion) given a topic/project with 100% accuracy
- 25.8.3 Describe special effects (video and audio) given a topic/project with 100% accuracy
- 25.8.4 Write narration and actor lines given a topic/project with 100% accuracy
- 25.8.5 Describe scenes given a topic/project with 100% accuracy

Competency 25.9: Combine media elements to produce an interactive multimedia project (I)

Competency Builders:

- 25.9.1 Apply visual design skills given a project and instructions with 90% accuracy
- 25.9.2 Generate text for multi-image presentations (e.g., title slides, charts, graphs) given a project and instructions with 90% accuracy
- 25.9.3 Create 2-D computer graphics given a project and instructions with 90% accuracy
- 25.9.4 Create 3-D computer graphics given a project and instructions with 90% accuracy
- 25.9.5 Create computer animation given a project and instructions with 90% accuracy
- 25.9.6 Enhance interactive media presentation using a photographic process given a project and instructions with 90% accuracy
- 25.9.7 Integrate the use of photographic special effects into interactive media given a project and instructions with 90% accuracy presentations
- 25.9.8 Digitize photographic images for interactive media given a project and instructions with 90% accuracy
- 25.9.9 Alter digitized images using an image manipulation program given a project and instructions with 90% accuracy
- 25.9.10 Integrate photographically derived images with hand-drawn graphic images given a project and instructions with 90% accuracy
- 25.9.11 Acquire talent, if necessary given a project and instructions with 100% accuracy
- 25.9.12 Coordinate work with the acquired talent given a project and instructions with 90% accuracy
- 25.9.13 Create video footage given a project and instructions with 90% accuracy
- 25.9.14 Digitize/edit video footage using computer video-editing software given a project and instructions with 90% accuracy
- 25.9.15 Record sound track, including narration, voice-overs, sound effects, and music given a project and instructions with 90% accuracy
- 25.9.16 Integrate sound with visuals given a project and instructions with 90% accuracy
- 25.9.17 Build in hotspots and interactive links given a project and instructions with 90% accuracy
- 25.9.18 Synthesize available interactive media technologies into a unified presentation using appropriate authoring software given a project and instructions with 90% accuracy

Competency 25.10: Create interactive media applications (I)

Competency Builders:

- 25.10.1 Produce an interactive media presentation (e.g., web-based, local) given instructions with 85% accuracy
- 25.10.2 Produce computer-generated video) given instructions with 85% accuracy
- 25.10.3 Produce a kiosk) given instructions with 85% accuracy
- 25.10.4 Utilize video conferencing) given instructions with 85% accuracy
- 25.10.5 Demonstrate computer-to-computer collaboration) given instructions with 85% accuracy

Competency 25.11: Maintain interactive media equipment (I)

Competency Builders:

- 25.11.1 Demonstrate knowledge of proper care and handling procedures for interactive media equipment given equipment and instructions with 100% accuracy
- 25.11.2 Perform pre-and post-production routines for presentations given equipment and instructions with 100% accuracy
- 25.11.3 Analyze equipment performance against industry standards given equipment and standards with 100% accuracy
- 25.11.4 Troubleshoot simple equipment problems given equipment and instructions with 100% accuracy

Competency 25.12: Test/evaluate the functionality and content of the project (I)

Competency Builders:

- 25.12.1 Test product given product and instructions with 85% accuracy
- 25.12.2 Debug product given product and instructions with 85% accuracy

Unit 26: Career Exploration

Competency/Terminal Performance Objective

26.1 Skills to locate, evaluate and interpret career information

Competency Builders/Pupil Performance Objectives

- 26.1.1 Given the library catalog, describe three school resources to explore educational choices.
- 26.1.2 Given the library catalog, describe three school resources to explore occupational choices.
- 26.1.3 Given the area telephone book, describe three community resources to explore educational choices.
- 26.1.4 Given the area telephone book, describe three community resources to explore occupational choices.
- 26.1.5 Given IDEAS (Interest Determination, Exploration, and Assessment System) assessment, identify three careers you have interest in within the Interactive Media Career Cluster.
- 26.1.6 Using the DOT (Dictionary of Occupational Titles), identify worker skills related to three interactive media careers.
- 26.1.7 Given the Ohio Career Information System (OCIS), identify worker conditions related to five interactive media careers.
- 26.1.8 Given the Ohio Career Information System (OCIS), identify education required related to five interactive media careers.
- 26.1.9 Given the Ohio Career Information System (OCIS), identify training related to five interactive media careers.
- 26.1.10 Given the Ohio Career Information System (OCIS), identify employment opportunities in Ohio related to five interactive media careers.
- 26.1.11 Given the local newspaper demonstrate skill to locate, interpret, and use information about five job openings.

Competency/Terminal Performance Objective

26.2 Understand the process of career preparation, career exploration, reflection, and reevaluation.

Competency Builders/Pupil Performance Objectives

- 26.2.1 Using an interest inventory describe and compare traits, skills, and characteristics required for three career choices with individual's traits, skills and characteristics.
- 26.2.2 Using a comparison of individual and career traits, skills and characteristics, tentatively resolve potential conflicts between personal characteristics and three career choice areas.
- 26.2.3 Given a Job-Shadowing Packet identify an employer and a date to job shadow two different business occupations.
- 26.2.4 Using the evaluations from the Job-Shadowing Packet describe the impact of two job-shadowing activities on current career choices.
- 26.2.5 Using a worker interview sheet interview three different workers in your career

- interest area.
- 26.2.6 Using a self assessment identify five occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
 - 26.2.7 Using the Individual Career Plan review and revise career information from earlier plans and include two tentative decisions to be implemented after high school.
 - 26.2.8 Given direction on contents develop a Career Passport containing three formal documents that identify and describe your skills.
 - 26.2.9 Given decision-making situations, identify two alternatives for each scenario.
 - 26.2.10 Using resources in the guidance department identify steps to apply for and secure financial assistance for postsecondary education and training. Give two examples.
 - 26.2.11 Using local resources describe three placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.