Student Name: _____   **Date:** _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Arts, Audio/Video Technology & Communications

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

National Standard: National Association of Photoshop Professionals (NAPP) and the International Society for Technology Education (ISTE)

Effective   9/2012 (Revised 5/12)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Common Core State Standards – Aligned • English/Language Arts/Literacy: E • Mathematics: M • Science: S • Art: A	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
Understand design thinking (the process of envisioning, sketching and documenting ideas and messages) which is the foundation of all digital communications.	1. Demonstrate the ability to develop a clear message.		1 2 3 4 For Example: Management sends a memo asking you to put together a short presentation about a project that your department has been working on. Your task is to put together a power point presentation and written handouts. You will need to schedule and hold a brief session to present the information. Cont. to #3
	2. Break down complicated concepts into its most essential parts for effective communication.		1 2 3 4 For Example:
	3. Clearly present an idea.		1 2 3 4 For Example:
	4. Show the ability to collaborate on a common theme.		1 2 3 4 For Example: You and your team have been hired by an advertising agency to create a new brand of recyclable clothing. Your team is responsible for going on-line to research competitor's web sites so that you can develop a new interface design. Cont. to #9

Key: Rating Scale: 1 NO EXPOSURE;   2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill);   4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Program Name: Digital Communication and Media/Multimedia   CIP: 090702
National Standard: National Association of Photoshop Professionals (NAPP) and the International Society for Technology Education (ISTE)
Effective 9/2012 (Revised 5/12)

Competencies (statement that provides the overview and defines the instructional area) **Student will:**	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) **Student will:**	**NH Common Core State Standards** – Aligned • **English/Language Arts/Literacy: E** • **Mathematics: M** • **Science: S** • **Art: A**	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) **Student will:**
	5. Demonstrate the ability to design individually and as a team. **AAI 4. Technical and Production Skills:** Identify specific production and technical skills required for this industry.		1 2 3 4 For Example:
	6. Explain the general principles for user interface designs (navigation, user experience, etc.)		1 2 3 4 For Example:
	7. Navigate through on-line resources related directly related to media arts, design and communications.		1 2 3 4 For Example:
	8. Evaluate a variety of creative work through collaborative participation and engagement.		1 2 3 4 For Example:
	9. Demonstrate the use of work stations, networks, peripherals, storage and input/output devices.		
Understand the legal, ethical and social responsibility aspects of digital communications to abide by its laws and regulations.	10. Explain the laws and regulations governing information gathering and media production (copyright, fair use, trademarks, intellectual property and visual language).		1 2 3 4 For Example: As a graphic designer, you are responsible for creating a new logo. Your design incorporates downloaded fonts, brushes, patterns, audio and video clips. You must cite your sources to verify that you are within legal parameters. Cont. to #12

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

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

National Standard: National Association of Photoshop Professionals (NAPP) and the International Society for Technology Education (ISTE**)**

Effective 9/2012 (Revised 5/12)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	**NH Common Core State Standards – Aligned** • **English/Language Arts/Literacy: E** • **Mathematics: M** • **Science: S** • **Art: A**	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
	11. Identify the influence of digital communication on individuals and society. **AAI 7. Community Issues**: Discuss the ways a company can impact its community and the ways a community can impact a company.		1 2 3 4 For Example:
	12. Discuss and be aware of ethics and regulatory policies of businesses in the industry. **AAI 6. Labor Issues: Explain** the employees' and employers' rights and responsibilities in this industry.		1 2 3 4 For Example:
Understand the design principles and elements used in the development of design products.	13. Demonstrate the uses of design elements; shape, space, line, size, color, texture, and typography in a design composition.		1 2 3 4 For Example: You have been contacted by a non-profit organization to create a tee shirt design for an upcoming road race. You will be presenting your design to the committee at their next meeting. Cont. to #14
	14. Discuss and demonstrate how the primary and support principles of unity, variety, hierarchy, proportion, scale, balance, proximity, rhythm, and repetition affect the design composition and visual language as a whole.		1 2 3 4 For Example:

Key: Rating Scale: 1 NO EXPOSURE;   2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill);   4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Arts, Audio/Video Technology & Communications

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

National Standard: National Association of Photoshop Professionals (NAPP) and the International Society for Technology Education (ISTE)

Effective 9/2012 (Revised 5/12)

Competencies (statement that provides the overview and defines the instructional area) **Student will:**	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) **Student will:**	**NH Common Core State Standards – Aligned** • **English/Language Arts/Literacy: E** • **Mathematics: M** • **Science: S** • **Art: A**	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) **Student will:**
Understand the fundamentals of computer graphics and how graphics workstations, hardware, and software are used to aid the graphic artist in the creation and modification of production quality computer graphics.	15. Demonstrate the use of vector drawing tools including; selections, color and gradients, and complex path operations. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.		1 2 3 4 For Example: You have been contacted by a local author. You have been asked to illustrate the cover of the book. Additionally you have been asked to create a poster that can be used at book signings that the author will be attending to promote the book. Cont. to #16
	16. Demonstrate the ability to work with bitmapped image editing tools including; layers, selection, channels, and filters. **AAI 5. Underlying Principles of Technology**: Explain through discussion the technological systems used within this industry.		1 2 3 4 For Example:
Understand the methods and dynamics involved in developing both 2D and 3D computer animation in order to create comprehensive and dynamic animations	17. Discuss/explain the effective planning and sequencing of object movement along the animation timeline to effectively tell a story. **AAI 5. Underlying Principles of Technology**: Explain through discussion the technological systems used within this industry.		1 2 3 4 For Example: You are an animator that has been asked to create a splash page to be viewed on the Internet. You will present your design to the team to verify that it meets the client's requirements. Cont. to #18
	18. Demonstrate the fundamentals of positioning 3D objects in time and space contexts.		1 2 3 4 For Example:

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Arts, Audio/Video Technology & Communications

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

National Standard: National Association of Photoshop Professionals (NAPP) and the International Society for Technology Education (ISTE)

Effective 9/2012 (Revised 5/12)

Competencies (statement that provides the overview and defines the instructional area) **Student will:**	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) **Student will:**	**NH Common Core State Standards – Aligned** • **English/Language Arts/Literacy: E** • **Mathematics: M** • **Science: S** • **Art: A**	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) **Student will:**
Understand the methods and dynamics involved in 3D environments in order to create realistic 3D worlds.	19. Demonstrate creating 3D objects from simple primitives, the use of textures and their properties as applied to a 3D surface, Boolean operations and transformations (scaling and rotation) of 3D objects.		1 2 3 4 For Example: Your team has entered a video contest sponsored by the National Library Association to create a video promoting summer reading programs for children. Your video will be viewed on the Internet and voted on. Cont. to #22
	20. Demonstrate the ability to complete the following in a 3D space: place, import & transform 3D objects, manipulation of camera properties and positioning.		1 2 3 4 For Example:
	21. Demonstrate the ability to apply digital lighting systems.		1 2 3 4 For Example:
	22. Demonstrate the ability to render a scene to desired output.		1 2 3 4 For Example:
Understand the methods and dynamics critical to the production of a website.	23. Demonstrate the use of a variety of elements (text, typography, still images and motion graphics) to compose one or more web pages.		1 2 3 4 For Example: The Humane Society has hired your company to design a new web site to increase animal adoptions. Your site will be evaluated by members of the review board. Cont. to #27
	24. Demonstrate and explain interaction design and placement, sequence of movement and storytelling.		1 2 3 4 For Example:

Key: Rating Scale: 1 NO EXPOSURE;   2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill);   4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Arts, Audio/Video Technology & Communications

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

National Standard: National Association of Photoshop Professionals (NAPP) and the International Society for Technology Education (ISTE)

Effective 9/2012 (Revised 5/12)

Competencies (statement that provides the overview and defines the instructional area) **Student will:**	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) **Student will:**	**NH Common Core State Standards – Aligned** • **English/Language Arts/Literacy: E** • **Mathematics: M** • **Science: S** • **Art: A**	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) **Student will:**
	25. Demonstrate and explain the principles of using current Cascading Style Sheets (CSS).		1 2 3 4 For Example:
	26. Demonstrate and explain the use of the principles behind web content management tools to control and manage a web property.		1 2 3 4 For Example:
	27. Demonstrate the effective use of industry-standard mark-up and other coding languages.		1 2 3 4 For Example:
Understand the methods and dynamics critical to video production.	28. Discuss, explain and demonstrate the use of storyboarding and other pre-visualization process of pre-production.		1 2 3 4 For Example: You have been asked to create a documentary on the impacts of texting while driving. Your documentary will be viewed by high school students throughout the state. Cont. to #35
	29. Discuss and demonstrate basic camera techniques.		1 2 3 4 For Example:
	30. Discuss and demonstrate the concept of continuity through the utilization of A Roll and B Roll and other methods of timeline editing.		1 2 3 4 For Example:
	31. Discuss and demonstrate the use of natural and studio lighting in video production.		1 2 3 4 For Example:
	32. Discuss and demonstrate the effective use of a digital and still video camera.		1 2 3 4 For Example:

Key: Rating Scale: 1 NO EXPOSURE;   2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill);   4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Program Name: Digital Communication and Media/Multimedia   CIP: 090702
National Standard: National Association of Photoshop Professionals (NAPP) and the International Society for Technology Education (ISTE**)**
Effective 9/2012 (Revised 5/12)

Competencies (statement that provides the overview and defines the instructional area) **Student will:**	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) **Student will:**	**NH Common Core State Standards** – Aligned • **English/Language Arts/Literacy: E** • **Mathematics: M** • **Science: S** • **Art: A**	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) **Student will:**
	33. Discuss and demonstrate the post-production process. (Editing, input and output, clip management, storage, etc.).		1 2 3 4 For Example
	34. Demonstrate the ability to input scene transitions and motion graphics to a video production.		1 2 3 4 For Example:
	35. Discuss and demonstrate the effective use of video delivery methods including compression and output options (YouTube, Facebook, etc.).		1 2 3 4 For Example:
Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy	36. Discuss and assess venture creation possibilities and identify the steps in planning the venture. **AAI 1. Planning**: Explain the key elements of a long-term plan for a successful company. **AAI 2. Management**: Discuss the different forms of management and ownership within this industry. **AAI 3. Finance**: Explain the key components of financial management of a company.		1 2 3 4 For Example: You have decided to start your own advertising firm. You contact your local bank and are connected to a loan officer whom directs you to the online forms to get a start-up loan. You are informed the proper forms need to be completed before you can schedule an appointment. Cont. to #38
	37. Identify the resources needed for venture startup and operation.		1 2 3 4 For Example:

Key: Rating Scale: 1 NO EXPOSURE;   2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill);   4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

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

National Standard: National Association of Photoshop Professionals (NAPP) and the International Society for Technology Education (ISTE)

Effective 9/2012 (Revised 5/12)

Competencies (statement that provides the overview and defines the instructional area) **Student will:**	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) **Student will:**	**NH Common Core State Standards** – Aligned • English/Language Arts/Literacy: E • Mathematics: M • Science: S • Art: A	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) **Student will:**
	38. Discuss the options in planning the venture's future (growth, development, demise). **AAI 6. Labor Issues**: Explain the employees' and employers' rights and responsibilities in this industry. **AAI 7. Community Issues**: Discuss the ways a company can impact its community and the ways a community can impact a company.		1 2 3 4 For Example:
	39. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).		1 2 3 4 For Example: You have decided you want to be your own boss and want to start an adverting firm. You have contacted a SCORE representative who has asked you to conduct a self-assessment to determine if you have the attributes to have a good chance at success (i.e.; planning, organizing, financing, team building, delegating, creativity, risk taking, technology, etc.). You will meet with person to review your self-assessment.
Understand the importance of personal growth and leadership to enhance career success	40. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.		1 2 3 4 For Example: You have been tasked to create a video promoting involvement with a student organization. This video will be presented to incoming freshman.

Key: **Rating Scale:**   1 NO EXPOSURE;   2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill);   4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

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

National Standard: National Association of Photoshop Professionals (NAPP) and the International Society for Technology Education (ISTE**)**
Effective 9/2012 (Revised 5/12)

Competencies (statement that provides the overview and defines the instructional area) **Student will:**	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) **Student will:**	**NH Common Core State Standards** – Aligned • **English/Language Arts/Literacy: E** • **Mathematics: M** • **Science: S** • **Art: A**	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) **Student will:**
Understand the necessary employability skills in order to achieve success in today's workplace	41. **Decision-Making & Problem-Solving:** Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.		1 2 3 4 For Example: You are a recent college graduate that is applying for a highly competitive position as a multimedia designer. How will you stand out from other applicants? You will need to create a cover letter, resume, and electronic portfolio that highlight your strengths. Cont. to #48
	42. **Self –Management:** Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.		1 2 3 4 For Example:
	43. **Communication Skills:** Demonstrate and apply effective communication skills: verbal, written, visual, and listening.		1 2 3 4 For Example:
	44. **Ability to Work with Others:** Demonstrate and apply the necessary skills in order to work effectively with others. **AAI 9. Personal Work Habits**: Explain the work habits an employer looks for in an employee in this industry.		1 2 3 4 For Example:
	45. **Information Use - Research, Analysis, and Technology:** Demonstrate and apply the use of information through research, analysis, and technology.		1 2 3 4 For Example:

Key: Rating Scale: 1 NO EXPOSURE;   2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill);   4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision).

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Arts, Audio/Video Technology & Communications

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

National Standard: National Association of Photoshop Professionals (NAPP) and the International Society for Technology Education (ISTE**)**

Effective 9/2012 (Revised 5/12)

Competencies (statement that provides the overview and defines the instructional area) **Student will:**	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) **Student will:**	NH Common Core State Standards – Aligned • English/Language Arts/Literacy: E • Mathematics: M • Science: S • Art: A	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) **Student will:**
	46. **Mathematical Concepts:** Demonstrate mathematical and computation skills as applied to real world situations.		1 2 3 4 For Example:
	47. **General Safety:** Demonstrate and apply safe practices and procedures in the workplace. **AAI 8. Health, Safety, and Environment**: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.		1 2 3 4 For Example:
	48. **Career Development:** Demonstrate personal/career development skills by completing a career plan.		1 2 3 4 For Example:

Key: Rating Scale: 1 NO EXPOSURE;   2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill);   4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Page 10 of 10