Skills-to-Course Matrix

Multimedia Communications

Southridge High School **Portland Community College** Sep-19

CCTC* Code Number

AR01

AR02

AR04

AR05

ClusterTM.

AR 1

AR 2

AR 3

AR 4

AR 5

AR 6

Arts, AV Technology & Communications Cluster

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names--secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify t that trigger the TSA for this POS. 10) Finally, check those standards that a intent and purpose, and are assessed in each course. Note: The optional below are included for those POSs that have a very specific industry fociul skill sets for multiple options in a Progam of Study or if you want to use an industry validated standards.

e TSA f rpose, a luded fo nultiple	or this POS. 10) Finally, check those standards that are taught with and are assessed in each course. Note: The optional Focus Area tabs or those POSs that have a very specific industry fociusare using those options in a Progam of Study or if you want to use another set of industry.	Journalism	TV News Documenate	TY News Documents	ary Tearbook	Teatbook	[Course 6 Marie]	[Course 1 Warre)	(Course 8 Marie)	(Course 9 Marne)	(Course to Name)	
		L350X	A2351	A2352	A2061	A2062	[Course Number]					
		11101	11051	11051	11104	11104	[NCES Code]					
Clu	ster Knowledge and Skills (CTE standards)	0.5	0.5	0.5	0.5	0.5	[# of Credits]					
Number	KS Statement	Υ	Υ	Υ	N	N	[TSAY or N?]					
	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster		x	X								
R02	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.		х	х								
~ 114	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.	Х	Х	Х								
≺ 11/4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.	X	Х	Х								
	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.	X										
R06	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career											

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

CCTC* Code Number

ARFX01

ARFX02

ARFX03

ARFX04

ARFX05

ARFX06

Animation & Special Effects Focus Area

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10 standards that are taught with intent and purpose, and are Note: The optional Focus Area tabs below are included for specific industry fociusare using those skill sets for multipl or if you want to use another set of industry validated stan

Focus Area Knowledge and Skills (

special effects products.

es ti augi ocu usa	nat trigger the TSA for this POS. 10) Finally, check those nt with intent and purpose, and are assessed in each course. It is Area tabs below are included for those POSs that have a very are using those skill sets for multiple options in a Progam of Study other set of industry validated standards.	(Course 1 Marie)	Course 2 Marnel	(Course 3 Marie)	Course a Marnel	(Course 5 Marie)	(Course 6 Marine)	(Course 1 Name)	(Course & Marne)	(Course 9 Marie)	(Course 10 Marne)
		[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
		[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
s A	rea Knowledge and Skills (CTE standards)	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
er	KS Statement	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
	Understand the history and evolution of animation and special effects.										
	Understand the elements of two and three dimensional media as they relate to										
	animation and special effects.										
	Understand and use software for the purposes of digital animation and special										
	effects.										
	Gather and analyze customer requirements.										
	Demonstrate and apply knowledge of project management.										
	Perform maintenance and customer support functions for digital animation and										
	and a late of the state of the										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

Audio Production Focus Area

eci	fic industry foci	e another set of industry validated standards.	Contes	Cones	Contes	Course	Courses	Contes	Course	Courses	Course	(Course le
			[Course Number]									
			[NCES Code]									
	Focus Are	a Knowledge and Skills (CTE standards)	[# of Credits]									
*	Code Number	KS Statement	[TSAY or N?]									
	ARAP01	Apply knowledge of equipment, software, and technical skills related to audio production.										
	ARAP02	Exhibit ability to edit audio productions.										
	ARAP03	Demonstrate technical production support for audio presentations.										
	ARAP04	Exhibit the knowledge and skills required to design a production for audio presentation.										
	ARAP05	Understand aural examples from various repertoires of music representing diverse styles, genres, cultures, and historical periods.										
	ADADOG	Demonstrate knowledge of music theory appropriate for use in audio										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name]
[Date]

Code Number

ARTF01

ARTF02

ARTF03

ARTF04

ARTF05 ARTF06

CCTC*

AV & Film Technology Focus Area

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very specific industry fociusare using those skill sets for multiple options in a Progam of Study or if you want to use another set of industry validated standards.

Focus Area Knowledge and Skills (CTE standards)

Exhibit ability to edit film and video productions.

Demonstrate technical production support for film and video

film and video production.

video presentation.

KS Statement
Apply knowledge of equipment, software and technology skills related

Exhibit the knowledge and skills required to design a production for film or

Know the history and evolution of film and video, and their role within

Understand and use the elements and principles of film and video.

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ery tudy	Journalism	Thens Do	Thens boo	Tearbook	Learbook	(Course 6 M	(Course 1 th	(Course 9 Marie)	(Course 9 M	Conte vo
	L350X	A2351	A2352	A2061	A2062	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
	11101	11051	11051	11104	11104	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
	0.5	0.5	0.5	0.5	0.5	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
	Υ	Υ	Υ	N	N	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
d to		х	х							
		X	Х							
		V	V							

Skills-to-Course Matrix

[CTE Program of Study Name]
[High School Name]
[Community College Name]
[Date]

Design Focus Area

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Note:

		rse (secondary only). 8) Enter number of credits awarded. 9)											
•		hat trigger the TSA for this POS. 10) Finally, check those	, sì	.65	.65			à	હો		.s>	mei	
		ht with intent and purpose, and are <u>assessed</u> in each course.	Warne	Warne	Aal.								
	•	us Area tabs below are included for those POSs that have a very	a^\`	e2.	a ³	A	<i>(</i> 5)	86 ¹	21	88°	89,	, NO	
	•	are using those skill sets for multiple options in a Progam of	aurst	aurst	aurse	aurst	allist	aurse	aurse	aurse	aurse	diffe	
tudy or	if you want to	use another set of industry validated standards.	√C ₀	√C ₁	√C ₁	Ç	√C/C	Ç	₹ÇV	√Cι ⁰	√ C0	<i>√</i> Ç0	
			[Course Number]	[Course Number]	[Course Number]								
			[NCES Code]	[NCES Code]	[NCES Code]								
	Focus A	rea Knowledge and Skills (CTE standards)	[# of Credits]	[# of Credits]	[# of Credits]								
CCTC*	Code Number	KS Statement	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]								
	ARDS01	Use basic methods of data collection and analysis to provide											
	ANDOUT	information for projects.											
	ARDS02	Understand the role of clients in the design process.											
	ARDS03	Understand, plan for, and implement traditional project phases.											
		Appreciate and apply design requirements/elements for the diversity of											
	AND304	needs, values, and social patterns in project design.											
		Understand principles of fabrication/manufacturing and use of											
	ARDS05	materials, components, and assemblies, and incorporate them into											
		project design.											
	ARDS06	Analyze and use the elements and principles of design.											
	ARDS07	Understand and use appropriate software for the purposes of design.											
	ARDS08	Understand three-dimensiopnal art forms.											

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name]
[Date]

CCTC*

Film & Video Production Focus Area

ds t ne d ecifi	hat are <u>taugh</u> ptional Focus c industry foc	at trigger the TSA for this POS. 10) Finally, check those twith intent and purpose, and are assessed in each course. Area tabs below are included for those POSs that have a iusare using those skill sets for multiple options in a Progam use another set of industry validated standards.	Course 1 Martie 1	(Course 2 Marne)	(Course 3 Hame)	(Course a Marne)	(Course 5 Marre)	(Course 6 Name)	(Course Thame)	(Course & Hame)	(Course 9 Name)	Course to Marie 1
			[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
	Focus Area Knowledge and Skills (CTF standards)		[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
	Focus Are	a Knowledge and Skills (CTE standards)	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
:	Code Number	KS Statement	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
	ARTF01	Apply knowledge of equipment, software and technology skills related to film and video production.										
	ARTF02	Exhibit ability to edit film and video productions.										
	ARTF03	Demonstrate technical production support for film and video presentations.										
	A D.T.C. 4	Exhibit the knowledge and skills required to design a production for film or video presentation.										
	ARTF05	Know the history and evolution of film and video, and their role within society.										
	ARTF06	Understand and use the elements and principles of film and video.										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name] [Date]

Journalism & Broadcasting Focus Area

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter

NCES code Identify those standards th Note: The op- very specific	for the course e courses that at are <u>taught v</u> tional Focus <i>i</i> industry fociu	(secondary only). 8) Enter number of credits awarded. 9) trigger the TSA for this POS. 10) Finally, check those with intent and purpose, and are assessed in each course. Area tabs below are included for those POSs that have a sare using those skill sets for multiple options in a Progam of another set of industry validated standards.	Journalism	TV Wews Documenate	N NewsDocumenate	teatoook	Tearbook	(Course 6 Marie)	(Course 1 Marne)	(Course & Marne)	(Course 9 Marne)	(Course to Marne)
			L350X	A2351	A2352	A2061	A2062	[Course Number]				
			11101	11051	11051	11104	11104	[NCES Code]				
	Focus Area	Knowledge and Skills (CTE standards)	0.5	0.5	0.5	0.5	0.5	[# of Credits]				
сстс*	Code Number	KS Statement	Υ	Υ	Υ	N	N	[TSAY or N?]				
AV-JB 1	ARPROT	Describe the diversity and variety of functions within the Journalism & Broadcasting Career Pathway.	Х									
AV-JB 2	ARPB02	Demonstrate writing processes used in journalism and broadcasting media.	Х	х	Х	x	x					
AV-JB 3	ARPB03	Plan and deliver a media production (e.g., broadcast, video, web, mobile).		х	Х	x	х					
AV-JB 4	ARPOUA	Demonstrate technical support related to media production (e.g., broadcast, video, web, mobile).		Х	х							

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name]
[Date]

Performing Arts: General Focus Area

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_	Cor	Cor	Cor	Cor	Cor	Cor	Cor	Cor	Cor	Cor
	ro N 1 1	70 11 1	70 11 1	ro 11 1 1	70 11 1	70 11 1	70 11 1	70 11 1	ro N 1 1	70 N I

			[Course Number]									
			[NCES Code]									
	Focus Ar	<u>ea</u> Knowledge and Skills (CTE standards)	[# of Credits]									
CCTC*	Code Number	KS Statement	[TSAY or N?]									
AR-PRF 1	ARPF01	Describe the scope of the Performing Arts Career Pathway and the roles of various individuals and business principles.										
AR-PRF 2	ARPF02	Demonstrate the fundamental elements, techniques, principles, and processes for various dance styles and traditions in the pathway.										
AR-PRF 3	ARPF03	Demonstrate vocal and/or instrumental performances that include a varied repertoire of music representing diverse styles, cultures, and historical periods.										
AR-PRF 4	ARPF04	Demonstrate knowledge of music theory by including fundamental themes and patterns in the art form.										
AR-PRF 5	ARPF5	Explain key issues affecting the creation of characters, acting skills, and individual roles for the presentation of a performing arts production.										
AR-PRF 6	ARPF	Create stage, film, television, or electronic media scripts in a variety of traditional and current formats.										
AR-PRF 7	ARPF07	Describe how technology and technical support enhances productions.										
AR-PRF 8	ARPF08	Analyze all facets of stage and production management.										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name]
[Date]

CCTC* Code Number

ARDN01

ARDN02

ARDN03

Performing Arts: Dance Focus Area

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very specific industry fociusare using those skill sets for multiple options in a Progam of Study or if you want to use another set of industry validated standards.

Focus Area Knowledge and Skills (CTE standards)

and time periods.

KS Statement

Demonstrate an awareness of the movement arts in various cultures

Understand basic movement, content, and composition in dance.

Perform complex steps and patterns from various dance styles and

ry	(Course 1 Marne)	[Course 2 Name]	(Course 3 Marrel	(Course a Marre)	(Course 5 Marre)	(Course & Marie)	(Course 1 Marie)	(Course & Name)	(Course 9 Marre)	[Course to Marne]
	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
6										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

CCTC* Code Number

PAZB01

PAZB02

PAZB03 PAZB04

PAZB05

Performing Arts: Music Focus Area

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very specific industry fociusare using those skill sets for multiple options in a Progam of Study or if you want to use another set of industry validated standards.

Focus Area Knowledge and Skills (CTE standards)

costumes, and make up contributes to performance.

Understand how technical design including sound reinforcement, lighting,

es auc oc us	that trigger the TSA for this POS. 10) Finally, check those ght with intent and purpose, and are assessed in each course. Sus Area tabs below are included for those POSs that have a very are using those skill sets for multiple options in a Progam of use another set of industry validated standards.	(Course 1 Marne)	(Course 2 Marne)	(Course 3 Marne)	Course A Marnel	(Course & Name)	(Course 6 Marne)	(Course 1 Name)	(Course & Marne)	(Course 9 Marne)	(Course to Name)
		[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
		[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
s A	Area Knowledge and Skills (CTE standards)	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
er	KS Statement	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
	Perform, both alone and with others, vocally or instrumentally, a varied										
	repertoire of music.										
	Demonstrate an understanding of various repertoires of music representing										
	diverse styles, genres, cultures and historical periods.										
	Demonstrate knowledge of music theory appropriate to music performance.										
	Demonstrate knowledge of musical styles, genres and repertoire.										
	Understand how technical design including sound reinforcement, lighting										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

CCTC* Code Number

ARTD01

ARTD03

ARTD04 ARTD05

Performing Arts: Technical Design & Production Focus Area

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names--secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very specific industry fociusare using those skill sets for multiple opti in a Progam of Study or if you want to use another set of industry validated standards.

Understand, interpret, and implement blocking and technical movement as part of technical design.

P	se, and are <u>assessed</u> in each course. Note: The optional Focus Area tabs below are DSs that have a very specific industry fociusare using those skill sets for multiple options or if you want to use another set of industry validated standards.	COURSE NABILI	Course 2 Harri	COUISE 3 Marin	COUISE A NAM	COURSE 5 Nam.	Course 6 Harri	Course T Nam	Course 8 Harr	Colife 9 Mari	course to Man
		[Course Number]	[Course Number]	Course Number							
		[NCES Code]		[NCES Code]		[NCES Code]	[NCES Code]	[NCES Code]		T	[NCES Code]
	Focus Area Knowledge and Skills (CTE standards)	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
er	KS Statement	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
	Understand how technical design including lighting, sound, costumes, and make-up contributes to performance.										
	Demonstrate knowledge of past and present production stage sets, costumes, lighting, and other elements that support a performance.										
	Demonstrate how technology reinforces, enhances, or alters performances.										
	Synthesize and use the technical aspects of theatre, film, television, and/or electronic media into a										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name]
[Date]

Performing Arts: Theatre & Playwriting Focus Area

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	Contes,	Contes 2.	(Course 3.	Contee w.	Contes 5.	Contra 6,	Course 1,	Contre 8,	Contre 9,	(Course 10
	[Course Number]									

want to use another set of industry variation standards.		\	•	•	•	\	•	\	\	\	•	
			[Course Number]									
			[NCES Code]									
	Focus	Area Knowledge and Skills (CTE standards)	[# of Credits]									
сстс*	Code Number	KS Statement	[TSAY or N?]									
	ARTP01	Analyze and employ the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.										
		Recognize and utilize the technical aspects of theatre from the perspective of the playwright and/or actor (e.g., lighting, sound, properties, costumes, make-up)										
	ARTP03	Demonstrate an acting technique and/or demonstrate the ability to write theatre, film, television, radio, or electronic media scripts in a variety of traditional and current formats.										
	ARTP04	Understand, interpret, and implement blocking and technical movement in a performance.										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

CCTC* Code Number

ARPH01

ARPH02

ARPH03

ARPH04

ARPH05

ARPH06

Photography Focus Area

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits award Identify those courses that trigger the TSA for this POS. 10) Finally, check the standards that are taught with intent and purpose, and are assessed in each Note: The optional Focus Area tabs below are included for those POSs that I specific industry fociusare using those skill sets for multiple options in a Prog Study or if you want to use another set of industry validated standards.

Focus Area Knowledge and Skills (CTE standards)

Demonstrate the use of photography equipment.

oc oc us	that trigger the TSA for this POS. 10) Finally, check those that with intent and purpose, and are assessed in each course. The sus Area tabs below are included for those POSs that have a very are using those skill sets for multiple options in a Progam of use another set of industry validated standards.	(Course 1 Marne)	(Course 2 Marre)	(Course 3 Marre)	Course a Marnel	Course 5 Mariel	(Course 6 Martie)	Course 1 Name	[Course 8 Name]	(Course 9 Martie)	[Course to Marne]
		[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
		[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
s A	Area Knowledge and Skills (CTE standards)	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
er	KS Statement	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
	Understand the history and evolution of photography.										
	Understand and use the elements and principles of photography.										
	Understand and demonstrate the use of printing processes.										
	Understand and demonstrate the use of photographic processes.										
	Understand and use software that supports photography.					_					

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name]
[Date]

Printing Technology Focus Area

ry idy	(Course 1 Marine)	(Course 2 Marne)	(Course 3 Name)	(Course & Marne)	(Course 5 Marne)	(Course 6 Marne)	(Course T Name)	(Course & Name)	(Course 9 Marine)	Course to Marnes
	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
Ī	[# of Crodite]	[# of Cradite]	[# of Crodite]	[# of Crodite]	[# of Crodite]	[# of Crodite]	[# of Crodite]	[# of Crodite]	[# of Cradite]	[# of Crodite]

			[Course Humber]	[coarso rambor]		[Codioc Hamber]	[Codioc Hamber]		[Course Humber]		[Coarse Harriser]	[Occurse Hamber]
			[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
Focus Area Knowledge and Skills (CTE standards)			[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
CCTC*	Code Number	KS Statement	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
AR-PRT 1	ARPT01	Manage the printing process including customer service and sales, scheduling, production, and quality control to deliver products that meet customer needs and expectations.										
AR-PRT 2	ARPT02	Demonstrate the production of various print, multimedia, or digital media products.										
AR-PRT 3	ARPT03	Perform finishing and distribution operations related to the printing process.										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

CCTC* Code Number

AR-TEL 1

AR-TEL 2

AR-TEL 3

AR-TEL 4

ARTL04

Telecommunications Focus Area

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are <u>taught with intent and purpose</u>, and are <u>assessed</u> in each course. Note: The optional Focus Area tabs below are included for those POSs specific industry fociusare using those skill sets for multiple options in a or if you want to use another set of industry validated standards.

Demonstrate the installation, repair, and delivery of network systems.

optional Foculustry focius	us Area tabs below are included for those POSs that have a very are using those skill sets for multiple options in a Progam of Study other set of industry validated standards.	Course 1 Man	(Course 2 Mar.	(Course 3 Man	Course a Mar.	Course 5 Mair	Contro e Mai	Course 7 Mai.	(Course 8 Mar.	(Course 9 Mail	Course to Me	
		[Course Number]										
		[NCES Code]										
Focus A	Area Knowledge and Skills (CTE standards)	[# of Credits]										
Code Number	KS Statement	[TSAY or N?]										
ARTL01	Demonstrate the use of industry specific terminology, tools, and test equipment related to telecommunications.											
ARTL02	Demonstrate installation techniques and processes using appropriate telecommunication tools, materials, schematics diagrams, blueprints, and industry specific codes and regulations.											
ARTL03	Demonstrate decision-making, problem-solving techniques, and communication skills when providing services for customers.											

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name]
[Date]

Visual Arts Focus Area

	y	(Course 1 Marne)	Course 2 Name 1	(Course 3 Name)	(Course a Marie)	(Course 5 Name)	[Course 6 Name]	(Course T Warne)	(Course & Warne)	(Course 9 Marke)	(Course to Marie)
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			[Course Number]									
			[NCES Code]									
	Focus Ar	ea Knowledge and Skills (CTE standards)	[# of Credits]									
CCTC*	Code Number	KS Statement	[TSAY or N?]									
AR-VIS 1	ARVZ01	Describe the history and evolution of the visual arts and its role in and impact										
7111-710-1		on society.										
AR-VIS 2	ARVZ02	Analyze how the application of visual arts elements and principles of design										
AR-VIS Z	AITVZUZ	communicate and express ideas.										
AR-VIS 3	ARVZ03	Analyze and create two- and three-dimensional art forms using various										
AR-VIS 3	ARVZU3	media.										