

Career and Technical Education Adapted CTE Course Blueprint of Essential Standards and Indicators

Trade and Industrial Education

7936 Digital Media II

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Academic Services and Instructional Support
Division of Career and Technical Education
David Barbour, Project Director

Raleigh, North Carolina

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Contact T&leducation@dpi.state.nc.us for more information

Special thanks to the following educators who contributed to this Adopted Course Blueprint document

Deborah Westbrook	Middle Creek High School	Michael Kearney	Franklinton High School
Luis Maldonado	Middle Creek High School	Michael Luther	Ashville High School
Wes Petty	Middle Creek High School	Ellen Sheehan	Swansboro High School
Tammie Pearson	Lincolnton School of Technology	Robin Fred	Explornet/QTL
Tommy Hodges	Middle Creek High School		

This Adapted Course Blueprint document has been reviewed by business and industry representatives for technical content and appropriateness for the industry.

Adapted CTE Course Blueprint

Essential standards are big, powerful ideas that are necessary and essential for students to know to be successful in a course. Essential standards identify the appropriate verb and cognitive process intended for the student to accomplish. Essential standards provide value throughout a student's career, in other courses, and translate to the next level of education or world of work.

This document lays out the essential standards for a specific course that can lead to industry recognition in the field of Digital Media. The essential standards use Revised Bloom's Taxonomy (RBT) category verbs (remember, understand, apply, analyze, evaluate, create) that reflect the overall intended cognitive outcome of the indicators written by Explornet. Each essential standard and indicator reflects the intended level of learning through two dimensions; The Knowledge Dimension is represented with letters A-C, and the Cognitive Process Dimension by numbers 1-6.

The Adapted CTE Course Blueprint includes units of instruction, essential standard(s) for each unit, and the specific indicators aligned with the digital media field as written by Explornet. Also included are the relative weights of the units and essential standards within the course.

This document will help teachers plan for curriculum delivery for the year, prepare daily lesson plans, and construct valid formative, benchmark, and summative assessments. Curriculum for this course is not provided by NCDPI. Industry curriculum providers reviewed and approved for this course collaborated with the North Carolina Department of Public Instruction (NCDPI) to develop a valid and reliable test item bank used to produce a secure postassessment administered by NCDPI. Assessment for this course is written at the level of the **ESSENTIAL STANDARD** and assesses the intended outcome of the sum of its indicators. After thoroughly reviewing a variety of industry curriculum providers, Explornet was selected to provide the state course blueprint and the state postassessment test. See appendix A for additional information.

Currently, only Explornet/The Center for Quality Teaching and Learning (QTL) has been approved to provide a curriculum that meets the desired essential standards of this course. It is believed that other providers may be developed to provide similar resources in the near future. Since Explornet is currently the sole approved curriculum provider, it will provide the secure test for this course to NCDPI for distribution until other providers can be identified. To assure alignment with the postassessment, only approved curriculum providers should be selected by an LEA to provide curriculum materials for this course.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6361 Mail Service Center, Raleigh, North Carolina 27699-6361.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on the NCDPI Adapted CTE Course Blueprint

No.	1	2	3	4
Heading	Essential Std #	Unit Titles, Essential Standards, and Indicators	Course Weight	RBT Designation
Column information	Unique course identifier and essential standard number.	Statements of unit titles, essential standards per unit, and specific indicators per essential standard. If applicable, includes % for each indicator.	Shows the relative importance of each unit and essential standard. Course weight is used to help determine the percentage of total class time to be spent on each essential standard.	Classification of outcome behavior in essential standards and indicators in Dimensions according to the Revised Bloom's Taxonomy. Cognitive Process Dimension: 1 Remember 2 Understand 3 Apply 4 Analyze 5 Evaluate 6 Create Knowledge Dimension: A Factual Knowledge B Conceptual Knowledge C Procedural Knowledge

Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTSOs are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

Adapted CTE Course Blueprint for 7936 Digital Media II

(Recommended hours of instruction: 135 or 180 minimum)

Essential Std #	Units, Essential Standards, and Indicators (The Learner will be able to:)	Course Weight	RBT Designation
1	2	3	4
	Total Course Weight	100%	
A	GOAL SETTING, CAREER PLANNING, & PORTFOLIOS	15%	
DM201.00	Apply personal goal setting and career planning	6%	C3
	1.01 Understand personal goal setting and career planning (3%) 1.02 Apply procedures for personal goals setting and career planning (3%)		
DM202.00	Apply procedures to create digital media portfolios	9%	C3
	2.01 Understand concepts of portfolios in the digital media environment (5%) 2.02 Apply procedures to create portfolios in the digital media environment (4%)		
B	PORTFOLIO DEVELOPMENT FOR DIGITAL MEDIA	85%	
DM203.00	Apply procedures to plan, evaluate, and create digital media graphics projects	16%	C3
	3.01 Understand evaluation in digital media graphics (4%) 3.02 Apply procedures to create digital media graphics projects (12%)		
DM204.00	Apply procedures to evaluate and create digital media animation projects	20%	C3
	4.01 Understand evaluation in digital media animations (4%) 4.02 Apply procedures to create digital media animations projects (16%)		
DM205.00	Apply procedures to evaluate and create digital media audio projects	10%	C3
	5.01 Understand evaluation in digital media audios (4%) 5.02 Apply procedures to create digital media audios projects (6%)		
DM206.00	Apply procedures to evaluate and create digital media video projects	17%	C3
	6.01 Understand evaluation in digital media videos (4%) 6.02 Apply procedures to create digital media videos projects (13%)		
DM207.00	Apply procedures to evaluate and create digital media web design projects	22%	C3
	7.01 Understand evaluation in digital media web designs (4%) 7.02 Apply procedures to create digital media web designs projects (18%)		

Appendix A Credential Information

I. Credential name

NA

II. Vendor(s) name and contact information

Explornet/The Center for Quality Teaching and Learning -
<http://www.gtlcenters.org/>

III. Use (desirability) of credential in industry

The digital media field has many application specific certifications, but currently none that address specific skill sets. This course is based upon the development of a specific set of skills that would be required of a generalist in the field of Digital media. This skill set can be broken down into five specific competencies or skills areas: 1) Graphic design; 2) Animation; 3) Audio; 4) Video; and 5) Web design. This skill set is needed by all digital media specialist in today's job market. Once these skills are mastered, certifications in specific software applications would be desired depending area of concentration. Digital Media II has the students develop an e-portfolio containing their projects related to personal career goals developed in this course through guided practice and independent practices.

IV. Impact on future employment opportunities

The field of Digital Media is among the fastest growth areas with increase in employment growth of approximately 20% for the next 5 years according to the Department of Labor 2006 report. Most workers in this area are contract workers or self-employed and are hired based upon their skill set and evidence of work through an e-portfolio.

V. Cost of credential

No credential is required nor available for this course.

VI. Description of how to obtain assessment test from vendor

NA

II. Description of state or national cut score standard AND reportable to state in data timeline

All students will take the NCDPI post-assessment exam that will be created by a consortium of vendor curriculum providers. Each member of the vendor curriculum consortium will provide test items for inclusion into a Secured Test Item bank. Each item will be reviewed, and if necessary re-written for the Essential Standard RBT defined competency, or deleted. This item bank will be validated and then used by NCDPI to generate the Course Post-assessment that will be distributed in the same manner as all NCDPI CTE Post-assessment tests.

The information from the NCDPI generated exam will be handled in accordance with all other NCDPI generated exams.

Since for 2009-2010 there is only one vendor curriculum provider, Explornet, they will create the post-assessment test to be used by NCDPI and will not require additional validation seeing it is a 3rd party assessment.