

*Public Education Department's College and Career Readiness Bureau:*

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# Career Pathways Project Programs of Study

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The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study. In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career.



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# The Common Career Technical Core

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The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education. The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators and researchers.

The CCTC includes a set of standards for each of the 16 Career Clusters and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study.

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# National Career Cluster® Knowledge and Skills Statements

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- ❖ As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways.
- ❖ It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options.

*Note that the Next Step Plan State template is being updated with the work from this Project.*

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# Scope of Work

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- ❖ Map Programs of Study in all Career Pathways based Career Technical Education (CTE) and general education course sequencing and development of model programs
- ❖ Examine STARS Courses and suggest edits and additions as needed
- ❖ Identify and organize Industry Certifications or Credentials

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# Program of Study

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## Defining a Course Sequence:

- ❖ The POS models defined in this report in the are displayed in table format, shown from a student's entry into the POS (assumed as a freshman – ninth grader) and exiting as a senior taking the capstone course.
- ❖ The sequence shown in the “Career and Technical Courses” fields are the minimum course experiences necessary to complete the capstone and be responsibly considered a “completer” in that POS.
- ❖ Courses shown in the “Core Requirement 2” fields are complimentary courses holding high value to the POS's learning outcomes and containing Dual Credit or Advanced Placement opportunities where applicable.
- ❖ It is recommended that recorded completion of the POS is based upon successful completion of Career and Technical Courses, in sequence, culminating in the identified capstone course

## CAREER CLUSTER™: ARTS, A/V, TECHNOLOGY AND COMMUNICATIONS

*Pathways and related Programs of Study in this career cluster address designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.*

Program Learning Outcomes from the NASDCTE Common Career Technical Core:	
1.	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology and Communications Career Cluster.
2.	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
3.	Analyze the lifestyle implications and physical demands required in the arts, audio/video technology and communications workplace.
4.	Analyze the legal and ethical responsibilities required in the arts, audio/video technology and communications workplace.
5.	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology and Communications Career Pathways.
6.	Evaluate technology advancements and tools that are essential to occupations within the Arts, A/V Technology and Communications Career Cluster.

Workforce Certification:	

The Pathways for this Career Cluster™ are:

- Audio and Video Technology and Film
- Printing Technology
- Visual Arts
- Performing Arts
- Journalism and Broadcasting
- Telecommunications

# Performing Arts

## Program Learning Outcomes from the NASDCTE Common Career Technical Core:

1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
3. Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
4. Demonstrate knowledge of music theory.
5. Explain key issues affecting the creation of characters, acting skills and roles.
6. Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
7. Describe how technology and technical support enhance performing arts productions.
8. Analyze all facets of stage and performing arts production management.

# Performing Arts

POS Course Sequence: <i>Currently Suggested by STARS</i>				
	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	1150 Introduction to Arts, Audio/ Video Technology and Communications  0302 General Computer Applications  Introduction to the Performing Arts and Related Careers	Select from the following:  1113 Drama-Acting/ Performance  1101 Dance Technique  1141 Theory of Music  1116 Theater and Playwriting Basics	1195 Advanced Study in Field of Choice	1196 Advanced Study in Field of Choice - Visual Elements of Performance

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# Visual Arts

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## **Program Learning Outcomes from the NASDCTE Common Career Technical Core:**

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|----|---|
| 1. | Describe the history and evolution of the visual arts and its role in the impact on society.                |
| 2. | Analyze how the application of visual arts elements and principles of design communicate and express ideas. |
| 3. | Analyze and create two- and three-dimensional visual art forms using various media.                         |

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# Visual Arts

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Career and Technical Courses and/or Degree Major Courses as Dual Credit	1300 Communication Exploration  0302 General Computer Applications	*Introduction to Visual Arts and Related Careers	Select from the following:  1158 Two-Dimensional Art  1159 Three-Dimensional Art  1171 Photographic Art  1175 Computer Assisted Art	Advanced Study in Field of Choice



Student  
Teacher  
Accountability  
Reporting  
System

**1660 Principles of Biomedical Sciences – Grades 9 – 12** - Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.

**1661 Human body Systems – Grade 9 – 12** - Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (internal balance) and good health.

**1662 Medical Intervention – Grades 9 – 12** - Student projects investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care.

**1663 Biomedical Sciences – Grades 9 – 12** -- In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21<sup>st</sup> century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

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# Our Work

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Task One: What are the existing classes ready to go into this Program of Study?

Task Two: Are there gaps in the Program of Study?

Task Three: Are there courses missing that when added will form a complete POS Course Sequence Chart for your Pathway?

Task Four: What should students in the Career Pathway be able to do?

Task Five - What are the Industry Certifications that are available for students in the Pathway:

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# Education Technology Project

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**The Carl Perkins Act expects the effective education technology and distance learning approaches and strategies. What does the the research say and what are the national best practices while providing examples of best practices across the state of effective integration of technology.**

*Please send me an email with a brief description of Wow!  
examples of technology use in your Programs of Study*

Thank you for your participation!

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[http://www.stantonconsultingservices.com/Career\\_Pathways\\_POS\\_Project.html](http://www.stantonconsultingservices.com/Career_Pathways_POS_Project.html)