# Scope & Sequence

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| **Course Name:** Practicum in Animation/Extended Practicum in Animation TSDS PEIMS Code: 13008455 (First Time Taken) 13008465 (Second Time Taken) | | **Course Credit:** 3.0  **Course Requirements:** Recommended for Grades 11-12.  **Prerequisites:** Animation II and Animation II Lab.  **Corequisites:** Practicum in Animation. |
| **Course Description:** Building upon the concepts taught in Animation II and Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. | | |
| **NOTE 1:** The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.  **NOTE 2:** Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).  **NOTE 3:** The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster. | | |
| **Practicum Plan** | **TEKS Covered**  **130.111. (c) Knowledge and skills.** | |

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| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety and emergency procedures, effective problem-solving strategies, positive interpersonal skills, the principles of group participation and teamwork, appropriate work habits, ethical conduct, and conflict-management skills. Students will also discuss appropriate etiquette, grooming, and attire as well as the technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.  Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including punctuality, time management, initiative, and cooperation, accept constructive criticism, make ethical decisions, complete tasks with the highest standards, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss professional communications strategies and practices for effective working relationships, such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parent/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in training, education, or certification for employment; and  (B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability.  (2) The student applies academic knowledge and skills in production projects. The student is expected to:  (A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents; and  (B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems.  (4) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills, including data gathering and interpretation independently and in groups; and  (B) employ interpersonal skills in groups to solve problems and make decisions.  (5) The student implements advanced technology applications and processes. The student is expected to:  (A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for animation projects; and  (B) use processes such as personal information management, file management, and file sharing.  (7) The student applies safety regulations. The student is expected to:  (A) consistently implement personal and workplace safety rules and regulations;  (B) recognize and resolve potential safety concerns; and  (C) follow emergency procedures.  (8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:  (B) employ teamwork and conflict-management skills to achieve collective goals; and  (C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions.  (9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:  (A) exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content;  (B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws and use digital information citing sources using established methods;  (C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound; and  (D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet.  (11) The student employs effective planning and time-management skills to enhance productivity. The student is expected to:  (A) employ effective planning and time-management skills to complete work tasks.  (14) The student engages in production activities for successful execution of the project. The student is expected to:  (D) demonstrate teamwork and knowledge of interpersonal skills with sensitivity to diversity.  (17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:  (B) use professional etiquette and protocol in situations such as making introductions, speaking on the phone, communicating via electronic devices, offering and receiving criticism, and making follow-up communications; and  (C) exhibit appropriate grooming and attire.  (18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:  (A) employ appropriate verbal, nonverbal, and listening skills;  (B) use clear and appropriate communications to convey skill set to others;  (C) understand and apply federal laws regarding lawful employment interviews; and  (D) identify and use appropriate strategies for dealing with diverse individuals. |
| **Section 2: TEKS Checklist Components: Practicum in Animation**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in training, education, or certification for employment; and  (B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability.  (2) The student applies academic knowledge and skills in production projects. The student is expected to:  (A) apply English language arts knowledge and skills by consistently demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents; and  (B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems.  (3) The student implements advanced professional communications strategies. The student is expected to:  (A) adapt language such as structure and style for audience, purpose, situation, and intent;  (B) formulate, analyze, and organize oral and written information;  (C) formulate, analyze, interpret, and communicate information, data, and observations;  (D) create and deliver formal and informal presentations;  (E) apply active listening skills to obtain and clarify information;  (F) listen to and speak with diverse individuals; and  (G) exhibit public relations skills to increase internal and external customer/client satisfaction.  (4) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills, including data gathering and interpretation independently and in groups; and  (B) employ interpersonal skills in groups to solve problems and make decisions.  (5) The student implements advanced technology applications and processes. The student is expected to:  (A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for animation projects; and  (B) use processes such as personal information management, file management, and file sharing.  (7) The student applies safety regulations. The student is expected to:  (A) consistently implement personal and workplace safety rules and regulations;  (B) recognize and resolve potential safety concerns; and  (C) follow emergency procedures.  (8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:  (A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;  (B) employ teamwork and conflict-management skills to achieve collective goals;  (C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;  (D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas; and  (E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed.  (9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:  (A) exhibit ethical conduct related to providing proper credit for ideas and privacy of sensitive content;  (B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws and use digital information citing sources using established methods;  (C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound; and  (D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet.  (11) The student employs effective planning and time-management skills to enhance productivity. The student is expected to:  (A) employ effective planning and time-management skills to complete work tasks; and  (B) use technology to enhance productivity.  (12) The student implements an advanced understanding of a client-based production in all stages of production. The student is expected to:  (A) determine and meet client needs by conducting client meetings to identify specific project requirements and target demographics; and  (B) develop a production proposal for client approval that includes a production schedule, research-based production costs, and appropriate delivery and distribution options.  (13) The student engages in pre-production activities for a successful execution of the project. The student is expected to:  (A) identify cast, crew, equipment, and location requirements;  (B) develop a budget with considerations for cast, crew, equipment, and location;  (C) analyze the script and storyboard processes; and  (D) assign team roles required for production.  (14) The student engages in production activities for successful execution of the project. The student is expected to:  (A) conduct a client meeting for presenting production strategies and implement client feedback;  (B) implement a coherent sequence of production events;  (C) use necessary equipment and crew for quality productions;  (D) demonstrate teamwork and knowledge of interpersonal skills with sensitivity to diversity;  (E) demonstrate appropriate use of editing systems; and  (F) make decisions appropriate for each element of production.  (15) The student engages in post-production activities for a successful output and distribution of the project. The student is expected to:  (A) make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;  (B) use various compression standards;  (C) research the appropriate delivery formats for the target audience;  (D) advise clients on optimal delivery options; and  (E) discuss distribution options with optimal project reach.  (16) The student practices business skills for freelance entrepreneurs. The student is expected to:  (A) implement standard freelance entrepreneur self-promotion techniques; and  (B) develop proposals and standard billing and collection practices.  (17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:  (A) identify types and requirements of potential employers;  (B) use professional etiquette and protocol in situations such as making introductions, speaking on the phone, communicating via electronic devices, offering and receiving criticism, and making follow-up communications; and  (C) exhibit appropriate grooming and attire.  (18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:  (A) employ appropriate verbal, nonverbal, and listening skills;  (B) use clear and appropriate communications to convey skill set to others;  (C) understand and apply federal laws regarding lawful employment interviews; and  (D) identify and use appropriate strategies for dealing with diverse individuals. |
| **Section 3: Critical Thinking and Problem-Solving: Practicum: Check-In 1**  Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter. Students will also be encouraged to discuss and predict what other critical-thinking and problem-solving skills will be necessary for a successful practicum experience as well as a successful career in an animation-related field. Students will also use appropriate technology to examine employment opportunities in entrepreneurship, identify types and requirements of potential employers, evaluate and compare employment opportunities, implement standard freelance entrepreneur self-promotion techniques, research freelance entrepreneur start-up practices, and discover and use technology applications common to freelance entrepreneurs. | (4) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills, including data gathering and interpretation independently and in groups; and  (B) employ interpersonal skills in groups to solve problems and make decisions.  (5) The student implements advanced technology applications and processes. The student is expected to:  (A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for animation projects.  (10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:  (B) demonstrate skills in evaluating and comparing employment opportunities;  (D) examine employment opportunities in entrepreneurship.  (16) The student practices business skills for freelance entrepreneurs. The student is expected to:  (A) implement standard freelance entrepreneur self-promotion techniques;  (C) research freelance entrepreneur start-up practices; and  (D) use technology applications common to freelance entrepreneurs.  (17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:  (A) identify types and requirements of potential employers. |
| **Unit 4: Check List Progress and Leadership Activities: Check-In 2**  During this check-in, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students will describe how they have applied or will apply critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter. Students will also use appropriate technology to research and discuss leadership skills, roles of leaders within organizations, effective leadership styles, and the benefits of participating in civic and community leadership and teamwork opportunities to enhance leadership and mentoring skills. Students will research leadership and networking opportunities and other benefits offered by CTSO and/or other extracurricular student activities, and prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in. | (3) The student implements advanced professional communications strategies. The student is expected to:  (B) formulate, analyze, and organize oral and written information;  (C) formulate, analyze, interpret, and communicate information, data, and observations; and  (D) create and deliver formal and informal presentations.  (4) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills, including data gathering and interpretation independently and in groups; and  (B) employ interpersonal skills in groups to solve problems and make decisions.  (5) The student implements advanced technology applications and processes. The student is expected to:  (A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for animation projects.  (8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:  (A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;  (F) employ mentoring skills to inspire and teach others.  (10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:  (C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, and industry professional organizations. |
| **Section 5: Career Skills and Practicum Culminating Activities**  During their practicum experience, students will use appropriate technology and/or assigned materials to review and self-evaluate skills, personal qualities, technical competencies, training, education, and/or preparation for licensure, certification, or other relevant credentials. Students will demonstrate to their supervising instructor skills related to seeking and applying for employment, including creating a resume and cover letter, and exhibit public relations skills and effective communications skills as they present their portfolio, resume, and cover letter. Students will also demonstrate interview skills in a real or mock interview, and evaluate and compare employment opportunities as well as discuss employment opportunities in entrepreneurship.  As a culminating activity for the practicum, students will use appropriate technology and/or assigned materials to summarize the history and evolution of the animation industry, analyze the current trends of the animation industry as well as the impact of the animation industry on society in a brief presentation that meets course requirements as well as professional standards. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;  (C) demonstrate skills related to seeking and applying for employment; and  (D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples.  (3) The student implements advanced professional communications strategies. The student is expected to:  (A) adapt language such as structure and style for audience, purpose, situation, and intent;  (B) formulate, analyze, and organize oral and written information;  (C) formulate, analyze, interpret, and communicate information, data, and observations;  (D) create and deliver formal and informal presentations; and  (G) exhibit public relations skills to increase internal and external customer/client satisfaction.  (6) The student implements advanced knowledge of the evolution and current trends of the animation industry. The student is expected to:  (A) summarize the history and evolution of the animation industry; and  (B) analyze the current trends of the animation industry.  (9) The student implements ethical decision making and complies with laws regarding use of technology. The student is expected to:  (E) analyze the impact of the animation industry on society.  (10) The student demonstrates appropriate career-building characteristics and maintains a professional portfolio. The student is expected to:  (A) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples;  (B) demonstrate skills in evaluating and comparing employment opportunities; and  (D) examine employment opportunities in entrepreneurship.  (17) The student develops an understanding of professional employment strategies through practical experience in the arts, audio/video technology, and communications career field. The student is expected to:  (B) use professional etiquette and protocol in situations such as making introductions, speaking on the phone, communicating via electronic devices, offering and receiving criticism, and making follow-up communications.  (18) The student develops an understanding of appropriate interview strategies in professional contexts. The student is expected to:  (A) employ appropriate verbal, nonverbal, and listening skills; and  (B) use clear and appropriate communications to convey skill set to others. |

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| **Extended Practicum Plan** | **TEKS Covered**  **130.117. (c) Knowledge and skills.** |
| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety and emergency procedures, effective problem solving strategies, positive interpersonal skills, the principles of group participation and teamwork, appropriate work habits, ethical conduct, and conflict-management skills. Students will also discuss appropriate etiquette, grooming, and attire as well as the technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.  Prior to beginning their practicum experiences, students will also agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including punctuality, time management, initiative, and cooperation, accept constructive criticism, make ethical decisions, complete tasks with the highest standards, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss professional communications strategies and practices for effective working relationships, appreciation for diversity, and practicing safe, legal, and responsible use of information and technology.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences. | (1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to animation;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability with increased fluency;  (D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases for animation projects with increased fluency; and  (F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (2) The student implements advanced professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) analyze, interpret, and effectively communicate information, data, and observations; and  (D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication.  (3) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions; and  (B) analyze elements of a problem to develop creative and innovative solutions.  (4) The student understands and applies proper safety techniques in the workplace. The student is expected to demonstrate an understanding of and consistently follow workplace safety rules and regulations.  (5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:  (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (B) exhibit ethical conduct by providing proper credit for ideas and maintaining privacy of sensitive content;  (C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;  (D) practice safe, legal, and responsible use of information and technology; and  (E) comply with all applicable rules, laws, and regulations in a consistent manner. |
| **Section 2: TEKS Checklist Components: Extended Practicum in Animation**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS must be addressed. | (1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to animation;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability with increased fluency;  (D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases for animation projects with increased fluency;    (E) use appropriate vocabulary and correct grammar and punctuation to compose and edit copy for a variety of written documents such as scripts, captions, schedules, reports, manuals, proposals, and other client-based documents; and  (F) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (2) The student implements advanced professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) analyze, interpret, and effectively communicate information, data, and observations;  (D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication; and  (E) exhibit public relations skills to maintain internal and external customer/client satisfaction.  (4) The student understands and applies proper safety techniques in the workplace. The student is expected to demonstrate an understanding of and consistently follow workplace safety rules and regulations.  (5) The student understands the professional, ethical, and legal responsibilities in animation. The student is expected to:  (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (B) exhibit ethical conduct by providing proper credit for ideas and maintaining privacy of sensitive content;  (C) model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;  (D) practice safe, legal, and responsible use of information and technology; and  (E) comply with all applicable rules, laws, and regulations in a consistent manner.  (6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised animation experience;  (B) develop advanced technical knowledge and skills related to the student's occupational objective;  (C) implement an appropriate coherent sequence of production events;  (D) demonstrate appropriate use of necessary equipment and crew for quality productions;  (E) demonstrate appropriate use of editing systems;  (F) monitor production schedule, research-based production costs, and delivery and distribution to ensure alignment with client needs and expectations;  (G) make necessary adjustments regarding compatibility issues, including digital file formats and cross-platform connectivity;  (H) implement the appropriate delivery formats for the target audience;  (I) analyze distribution options to achieve optimal project reach;  (J) demonstrate growth of technical skill competencies; and  (L) collect representative work samples. |
| **Section 3: Critical-Thinking and Problem-Solving: Practicum Check-In 1**  Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter. Students will also be encouraged to discuss and predict what other critical-thinking and problem-solving skills will be necessary for a successful practicum experience as well as a successful career in an animation-related field. Students will also use appropriate technology to identify and present creative and innovative ways to demonstrate the transfer and adaptation of knowledge through the creation of original work. | (1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to animation;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases for animation projects with increased fluency;  (2) The student implements advanced professional communications strategies. The student is expected to:  (B) analyze, interpret, and effectively communicate information, data, and observations; and  (C) create and deliver formal and informal presentations.  (3) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;  (B) analyze elements of a problem to develop creative and innovative solutions; and  (C) demonstrate the transfer and adaptation of knowledge through the creation of original work. |
| **Section 4: Check List Progress and Leadership Activities: Check-In 2**  During this check-in, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students will describe how they have applied or will apply critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter. Students will also use appropriate technology to research and discuss leadership skills as well as the benefits of participating in civic and community leadership and teamwork opportunities. Students will use appropriate technology and/or assigned materials to research leadership and networking opportunities and other benefits offered by CTSO and/or other extracurricular student/civic/community activities, and prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in. | (1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to animation;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability with increased fluency;  (D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases for animation projects with increased fluency;  (2) The student implements advanced professional communications strategies. The student is expected to:  (B) analyze, interpret, and effectively communicate information, data, and observations; and  (C) create and deliver formal and informal presentations.  (3) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions; and  (B) analyze elements of a problem to develop creative and innovative solutions. |
| **Section 5: Career Skills and Practicum Culminating Activities**  Students will use appropriate technology and/or assigned materials to review and self-evaluate skills, personal qualities, technical competencies, training, education, and/or preparation for licensure, certification, or other relevant credentials. Students will implement advanced professional communications strategies as they present representative work samples and evaluate their strengths and weaknesses in technical skill proficiency.  As a course culminating activity, students will use appropriate technology and/or assigned materials to demonstrate growth of technical skill competencies, advanced technical knowledge and skills, and the transfer and adaptation of knowledge through the creation of an original work in a brief presentation that meets course requirements as well as professional standards. | (2) The student implements advanced professional communications strategies. The student is expected to:  (B) analyze, interpret, and effectively communicate information, data, and observations; and  (C) create and deliver formal and informal presentations.  (3) The student implements advanced problem-solving methods. The student is expected to:  (C) demonstrate the transfer and adaptation of knowledge through the creation of original work.  (6) The student engages in production activities for successful execution of an animation experience or project. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised animation experience;  (B) develop advanced technical knowledge and skills related to the student's occupational objective;  (J) demonstrate growth of technical skill competencies;  (K) evaluate strengths and weaknesses in technical skill proficiency; and  (L) collect representative work samples. |