

Information Technology: Interactive Media Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Interactive Media Pathway of the Information Technology Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Interactive Media Pathway	SAMPLE Occupations Relating to This Pathway	
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>									
SECONDARY	9	English/ Language Arts I	Algebra I or Geometry	Earth or Life or Physical Science	World History	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> • Introduction to Information Technology • Information Technology Applications 	<ul style="list-style-type: none"> ▶ Animator ▶ Digital Media Designer ▶ Instructional Technologist ▶ Media Specialist ▶ Multimedia Author ▶ Multimedia Developer ▶ Multimedia Specialist ▶ Producer ▶ Production Assistant ▶ Streaming Media Specialist ▶ Virtual Reality Specialist ▶ Web Administrator ▶ Web Architect/Designer ▶ Web Designer ▶ Web Developer ▶ Web Producer ▶ Webmaster 	
	10	English/ Language Arts II	Geometry or Algebra II	Biology	U.S. History		<ul style="list-style-type: none"> • Fundamentals of Computer Systems 		
	11	English/ Language Arts III	Algebra II or Pre-Calculus or Trigonometry	Chemistry	Political Science Economics		<ul style="list-style-type: none"> • Fundamentals of Digital Communications 		
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>								
	12	English/ Language Arts IV Technical Reading	Pre-Calculus or Trigonometry AP Calculus or Advanced Math	Applied Physics			<ul style="list-style-type: none"> • Programming for Digital Media (Students are encouraged to have an internship/capstone experience to reinforce workplace skills.) 		
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>									
POSTSECONDARY	Year 13	English Composition English Literature	Calculus	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> • Applications in Digital Media • Advanced Applications in Digital Media 		
	Year 14	Speech/ Oral Communication Technical Writing	Computer Applications	Biological Science Physics	American History Geography		<ul style="list-style-type: none"> • Maintenance and Support of Digital Media 		
	Year 15	Continue courses in the area of specialization.					<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization 		
	Year 16						<ul style="list-style-type: none"> • Complete Interactive Media Major (4-Year Degree Program) 		

Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=92>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=53>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following courses are based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=92>. These skills are reinforced through participation in student organization activities.

#1

Introduction to Information Technology: This course introduces the student to the knowledge base and technical skills for all careers in the Information Technology Career Cluster. Learners will study the nature of business and demonstrate knowledge of the functions of information systems in business. Emphasis will be placed on maintaining a safe working environment and on building interpersonal skills needed for working in the IT environment. Students will demonstrate appropriate knowledge and behaviors of legal responsibilities by IT professionals. Students will explore a variety of IT career opportunities and develop a personal career plan to meet their career goals and objectives. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

Information Technology Applications: Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management and spreadsheet applications. Students will demonstrate knowledge of hardware components, classes of software, basic data communications components and trends, and technical knowledge of the Internet including Internet protocols. Students will demonstrate understanding of Internet security issues, how to use and troubleshoot Internet connections including Internet software, how to use virus protection techniques and how to use the Internet to communicate and collaborate. Students will install and configure software programs, demonstrate knowledge of Web page basics, apply knowledge of operating system principles, employ computer system interfaces and demonstrate a basic knowledge of quality assurance concepts.

#3

Fundamentals of Computer Systems: Students will demonstrate knowledge and problem-solving skills in the area of operating systems and computer hardware. This would include, but not be limited to, storage and drives, system boards, processors, memory, peripherals and networks. Emphasis will be placed on speech and client-oriented communication skills.

The following course is based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=53>. These skills are reinforced through participation in student organization activities.

#4

Fundamentals of Digital Communications: This course introduces students to the variety of careers related to digital media. Students will gather and analyze interactive media customer requirements, define the scope of digital media work in written form and demonstrate knowledge of how to manage information system project methodologies. Students will create interactive media product specifications and create a final project plan detailing time and activities required to achieve objectives. Emphasis will be placed on effective use of tools for interactive media production including storyboarding, development, project management and Web processes.

The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=53> and should include appropriate student activities.

#5

Programming for Digital Media: Students will demonstrate and apply knowledge of Web programming and hosting. Emphasis will be placed on Internet programming basics, basic Web programming and Web hosting. Students will identify strategies for keeping up-to-date with new and emerging trends related to Internet programming and demonstrate knowledge of how to use advanced communication protocols.

#6

Applications in Digital Media: This course requires students to create and implement an interactive media product. Students will work as a member of a development team to implement functional design criteria, create a product visual design, produce or acquire content and apply knowledge of Web programming. Students will integrate the use of multi-media elements including animation video, special effects and graphic images, and participate in client and team activities. Emphasis will be placed on quality assurance in all processes.

#7

Advanced Applications in Digital Media: Following the development of an interactive media product in the previous course, students will test their interactive media product. Students will develop and implement a test plan and resolve product problems. This course requires the students to deliver a quality interactive media product that meets quality assurance standards and requirements.

#8

Maintenance and Support of Digital Media: This course requires students to perform maintenance and customer support functions for interactive media products. Students will analyze software technical support needs, perform customer service and perform product maintenance activities.

Notes

