

# ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS PATHWAY



*Success in the World of  
Arts and Communications*

## Career Pathway



## GUIDE

AMERICAN SAMOA  
DEPARTMENT OF EDUCATION

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# ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS CAREER PATHWAY GUIDE

## Contents

Philosophy, Vision, Mission, Goals.....	3
Career Plan Overview and Description.....	4
What is a Career Pathway? .....	4
Examples of Career Areas .....	7
Arts, Audio/Video Technology & Communications Career Pathway .....	14
Components of the Arts and Communications Career Pathway and Content.....	14
Vision and Mission and Goals.....	14
Core Academic Courses and Competencies .....	15
Foundation Skills/Core Competencies .....	26
Integrated Curriculum Development .....	27
Standards Tests & Certification .....	28
Work-based Learning Options .....	34
Guidance & Counseling .....	37
Career Pathway Advisory Committee Involvement .....	38
Business & Industry Involvement.....	39
Articulation and Tech Prep .....	39
Community College Connections .....	40
Employment Outlook .....	41
Summary .....	41
Acknowledgements.....	43

**American Samoa Department of Education  
Vocational Education Division  
ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS**

**Philosophy:**

The Arts, Audio/Video Technology and Communications (AAVTC) department(s) consisting of visual and performing arts believes.....

1. That knowledge and appreciation of the arts enriches the lives of students and enhances their lifelong learning experience. The arts are intrinsic to everyone's life and are a universal language.
2. The arts build self-esteem and confidence by making students aware of their abilities, creating opportunities for students to be successful.
3. The arts emphasize and develop the creative and intuitive nature of the whole child. The arts satisfy a human need to create, interpret, understand, enjoy, and express.
4. The arts allow students to develop skills in creative and analytical thought, as well as explore their own natural curiosity.
5. The arts have far reaching potential to help students achieve educational goals. Reading, writing and math skills are enhanced through the arts.
6. The arts help an individual to define who and where they are in the world culturally, socially, and environmentally.
7. The arts nurture an appreciation of cultural diversity as well as awareness of similarities between local and international societies.
8. The arts teach tolerance by giving opportunities to recognize and appreciate the views of others and by challenging our perceptions.
9. The arts give students opportunities for self directed learning, self critique and personal reflection in both individual and collaborative efforts.
10. The arts require students to practice skills that facilitate active, physical, and sequential manipulation of artistic tools.
11. Arts education should give students the information, exposure, and skills needed to pursue a career in the arts after graduation.
12. The arts are a form of communication from the past, for the present, and to the future including the areas of electronics and technological communications and entertaining.
13. Education in the arts encourages students to develop intelligences not exercised in other classes.
14. Education in the arts helps a society to develop informed audiences and consumers.
15. Arts education values both the process and the product.

**Mission Statement:**

In American Samoa the arts fulfill a mission to provide standards based curricula for students in making the career choice in a related field of preparedness for:

- Post-secondary education
- Personal entertainment and satisfaction
- Life skills
- Full-time employment

It is believed that the learner's plan should be individualized to meet his/her educational and career goals. This plan should also be customized with the educational institution's specific course titles and meet college ready/work ready requirements. Educational levels to be considered

## **What is the Career and Technology Education (CTE) Plan**

- It is a plan to motivate students to participate in activities that will lead to graduation with a high school diploma; an industry recognized credential and/or prepared to enter post-secondary education in a related degree program.
- It is a career-oriented system of programs with the direct involvement of local employers to provide students with a major step towards the skills employers need.
- It prepares students academically and vocationally for either entrance to college or careers in a selected field or both.
- It is a partnership among the high school, community college, local employers, and the American Samoa Department of Education.

## **The Plan ....**

- Involves a close working partnership between the high school and local businesses.
- Focuses on the concept that all students select a Career Pathway upon which to focus their studies while in high school
- All students are enrolled in classes with integrated curriculum from 1<sup>st</sup> through 12<sup>th</sup>
- Elementary teachers have resources and lessons to begin career awareness and career development through the career guidance and counseling programs.
- Orients students towards graduation and receiving a fully credited diploma.
- Develops workplace skills used and needed by local employers.
- Includes a mentor program, with each student matched to a volunteer from the local community who is committed to spending two to four hours a month with the student.
- Places students in summer jobs with local employers following the 11<sup>th</sup> grade, provided that summer school is not required to meet graduation requirements
- Includes workplace learning during the last half of the 12<sup>th</sup> grade.
- Provides additional motivational activities with local community and business involvement.

## **What is a Career Pathway?**

Career Pathways are used to indicate the careers and occupations that occur within a broadly defined area or "cluster" which helps to focus the curriculum and career-related learning experiences for the teachers and students.

## **What is a Career Cluster?**

A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools. The clusters and typical pathways in each are:

- **Agriculture, Food & Natural Resources**
  - **Pathways and Career Contents**

- Food Products and Processing Systems
  - Plant Systems
  - Animal Systems
  - Power, Structural & Technical Systems
  - Natural Resources Systems
  - Environmental Service Systems
  - Agribusiness Systems
- **Architecture & Construction**
  - **Pathways and Career Contents**
    - Design/Pre-Construction
    - Construction
    - Maintenance/Operations
- **Arts, Audio/Video Technology & Communications**
  - **Pathways and Career Contents**
    - Audio and Video Technology and Film
    - Printing Technology
    - Visual Arts
    - Performing Arts
    - Journalism/Broadcasting
    - Telecommunications
- **Business Management & Administration**
  - **Pathways and Career Contents**
    - General Management
    - Business Information Management
    - Human Resources Management
    - Operations Management
    - Administrative Support
- **Education and Training**
  - **Pathways and Career Contents**
    - Administration and Administrative Support
    - Professional Support Services
    - Teaching & Training
- **Finance**
  - **Pathways and Career Contents**
    - Banking and Related Services
    - Business Financial Management
    - Financial and Investment Planning
    - Insurance Services
- **Government & Public Administration**
  - **Pathways and Career Contents**
    - Governance
    - National Security
    - Foreign Service Planning
    - Revenue and Taxation Regulation
    - Public Management/Administration
- **Health Science**
  - **Pathways and Career Contents**
    - Therapeutic Services
    - Diagnostic Services
    - Health Informatics
    - Support Services
    - Biotechnology Research/Development

- **Hospitality & Tourism**
  - **Pathways and Career Contents**
    - Restaurants and Food/Beverage Services
    - Lodging
    - Travel & Tourism
    - Recreation, Amusements & Attractions
  
- **Human Services**
  - **Pathways and Career Contents**
    - Early Childhood Development & Services
    - Counseling & Mental Health Services
    - Family & Community Services
    - Personal Care Services
    - Consumer Services
  
- **Information Technology**
  - **Pathways and Career Contents**
    - Network Systems
    - Information Support and Services
    - Web and Digital Communications
    - Programming and Software Development
  
- **Law, Public Safety, Corrections & Security**
  - **Pathways and Career Contents**
    - Correction Services
    - Emergency/Fire Management Services
    - Security & Protective Services
    - Law Enforcement Services
    - Legal Services
  
- **Manufacturing**
  - **Pathways and Career Contents**
    - Production
    - Manufacturing Prod. Process Dev.
    - Maintenance, Installation & Repair
    - Quality Assurance
    - Logistics & Inventory Control
    - Health, Safety/Environmental Assurance
  
- **Marketing, Sales and Service**
  - **Pathways and Career Contents**
    - Marketing Management
    - Professional Sales
    - Merchandising
    - Marketing Communication
    - Marketing Research
  
- **Science, Math, Engineering & Technology**
  - **Pathways and Career Contents**
    - Engineering and Technology
    - Science and Math
  
- **Transportation, Distribution & Logistics**
  - **Pathways and Career Contents**
    - Transportation Operations
    - Logistics Planning/Management Services
    - Warehousing/Distribution Ctr. Operations
    - Facility/Mobile Equipment Maintenance
    - Transportation Systems/Infrastructure Plng., Mgmt. Regs.
    - Health, Safety/ Enviro. Mgmt.
    - Sales/Service

Pathways adopted by the Department of Education in American Samoa are:

1. Human Services
2. Health Sciences
3. Science, Technology, Engineering & Mathematics
4. Agriculture, Food & Natural Resources
5. Business Management, Administration & Information Technology
6. Arts, Audio/Video Technology & Communication
7. Education & Training
8. Architecture and Construction
9. Transportation, Distribution & Logistics

## Examples of Content within Career Pathways

Within each of the career pathways there may be two (2) or more career content areas that relate the student's learning to the knowledge and skills required to become successful in that field and to prepare them to continue their education in community college, college or university, or at the work-site. These areas are often organized into Career Pathways and below are the Pathways, Identification Code, and Occupations available. Some are just needing high school level while others require community college or university degrees.

	<b>Code</b>	<b>Occupation</b>
Audio and Video Technology and Film	27-4011.00	Audio and Video Equipment Technicians
Audio and Video Technology and Film	49-9061.00	Camera and Photographic Equipment Repairers
Audio and Video Technology and Film	27-1024.00	Graphic Designers (Bright Outlook)
Audio and Video Technology and Film	27-4014.00	Sound Engineering Technicians
Journalism and Broadcasting	27-3021.00	Broadcast News Analysts
Journalism and Broadcasting	27-4012.00	Broadcast Technicians
Journalism and Broadcasting	27-3043.04	Copy Writers
Journalism and Broadcasting	27-3041.00	Editors
Journalism and Broadcasting	27-3011.00	Radio and Television Announcers
Journalism and Broadcasting	27-4013.00	Radio Operators
Journalism and Broadcasting	27-3022.00	Reporters and Correspondents (Green)
Performing Arts	27-2011.00	Actors
Performing Arts	25-1121.00	Art, Drama, and Music Teachers, Postsecondary
Performing Arts	27-4031.00	Camera Operators, Television, Video, and Motion Picture
Performing Arts	27-2032.00	Choreographers
Performing Arts	27-2031.00	Dancers
Performing Arts	27-2012.02	Directors- Stage, Motion Pictures, Television, and Radio
Performing Arts	27-2099.00	Entertainers and Performers, Sports and Related Workers, All Other
Performing Arts	27-4032.00	Film and Video Editors
Performing Arts	39-5091.00	Makeup Artists, Theatrical and Performance
Performing Arts	27-2041.04	Music Composers and Arrangers
Performing Arts	27-2041.01	Music Directors
Performing Arts	27-2041.00	Music Directors and Composers
Performing Arts	27-2042.00	Musicians and Singers
Performing Arts	27-2042.02	Musicians, Instrumental
Performing Arts	27-3043.05	Poets, Lyricists and Creative Writers
Performing Arts	27-2012.01	Producers
Performing Arts	27-2012.00	Producers and Directors
Performing Arts	27-2012.03	Program Directors
Performing Arts	27-3012.00	Public Address System and Other Announcers
Performing Arts	27-2042.01	Singers
Performing Arts	27-2012.04	Talent Directors

Performing Arts	27-2012.05	Technical Directors/Managers
Performing Arts	27-3043.00	Writers and Authors
Printing Technology	51-5011.00	Bindery Workers
Printing Technology	51-5012.00	Bookbinders
Printing Technology	43-9031.00	Desktop Publishers
Printing Technology	51-5021.00	Job Printers
Printing Technology	51-5022.00	Prepress Technicians and Workers
Printing Technology	51-5023.00	Printing Machine Operators
Telecommunications	49-9052.00	Telecommunications Line Installers and Repairers
Visual Arts	27-1021.00	Commercial and Industrial Designers (Green)
Visual Arts	27-1012.00	Craft Artists
Visual Arts	27-1013.00	Fine Artists, Including Painters, Sculptors, and Illustrators
Visual Arts	27-1014.00	Multi-Media Artists and Animators
Visual Arts	27-4021.00	Photographers

## Clothing and Textiles

Career clusters associated with fashion design include interior design, manufacturing, pattern construction and art. Once trained for fashion design there is hope for transferring skills into manufacturing, illustration or interior design if necessary

19.0901 Apparel and Textiles, General  
25-9021.00 Farm and Home Management Advisors Green

19.0999 Apparel and Textiles, Other  
39-3092.00 Costume Attendants  
51-6011.00 Laundry and Dry-Cleaning Workers  
51-6052.00 Tailors, Dressmakers, and Custom Sewers

14.2801 Textile Sciences and Engineering  
11-9041.00 Engineering Managers  
17-2199.00 Engineers, All Other  
25-1032.00 Engineering Teachers, Postsecondary

19.0902 Apparel and Textile Manufacture  
27-1022.00 Fashion Designers  
51-6092.00 Fabric and Apparel Patternmakers  
51-6099.00 Textile, Apparel, and Furnishings Workers, All Other

19.0905 Apparel and Textile Marketing Management  
11-2021.00 Marketing Managers  
13-1022.00 Wholesale and Retail Buyers, Except Farm Products

50.0712 Fiber, Textile and Weaving Arts  
25-1121.00 Art, Drama, and Music Teachers, Postsecondary  
27-1012.00 Craft Artists

19.0904 Textile Science  
27-1022.00 Fashion Designers  
27-1025.00 Interior Designers

## GOING GREEN.....

Green occupations will likely change as a result of the green economy. Green economy activities and technologies are increasing the demand for occupations, shaping the work and worker



requirements needed for occupational performance, or generating new and emerging occupations. It is important to note that some areas cross over to related clusters.

Here, Reporters and Correspondents and Commercial and Industrial Designers are considered “green occupations.”

Within each content area required courses and electives are identified that must be completed prior to graduation from high school with specific skills that must be demonstrated for certification in that area or pathway. Career related learning experiences occur within each pathway that connects the student’s learning to the real world. By the senior year in high school, work experiences in the community related to the student’s career choice may take as much as one-half of the school day depending upon the student’s individual career goal plans. Preparation for entry into the next level of education or directly into the workplace is met within the framework of the career pathway and individualized for each student depending upon his or her aspirations and goals.



# Arts, Audio/Video Technology & Communications Pathways

Careers in this pathway fall into these subgroups:

- Performing Arts
  - Communications
  - Creative Arts
  - Applied Arts
- 

## Performing Arts

### Careers that require On-the-Job Training and/or Specialized Training

- Announcer
- Comedian
- Disc Jockey
- Magician
- Model
- Musician
- Professional Athlete
- Singer

### Careers that require Experience and/or Community College Training

- Actor/Actress
- Dancer
- Interpreter for Hearing Impaired
- Musician
- Radio/TV Announcer

### Careers that require Experience, Community College, or University Training

- Sign Language/Oral Interpreter
  - Translator/Interpreter
- 

## Communications

### Careers that require On-the-Job Training and/or Specialized Training

- Audio-Visual Specialist
- Camera Operator
- Classified Ad Writer
- Composing Room Worker
- Darkroom Technician
- Engraver
- Guide
- Job Printer
- Lighting Technician
- Merchandise Displayer
- Motion Picture Projectionist
- Movie/TV Camera Operator
- Music Copier
- Photo Journalist
- Photoengraving Machine Operator

- Radio Operator
- Sound Technician
- Stagehand
- Telephone Installer/Repairer
- Telephone Operator
- Telephone Technician
- Telegraph Repairer

**Careers that require Experience and/or Community College Training**

- Broadcast Technician
- Cable Television Technician
- Communications Manger
- Communications Technician
- Computer Artist
- Color Scanner Operator
- Data Communication Analyst
- Electronic Pagation System Worker
- Film Dubber
- Film Editor
- Graphic Artist
- Layout/Paste-up Artist
- Lighting Technician
- Make-up Artist
- Music Instrument Repair/Tuner
- Music Video Producer
- Newscaster
- Photographer
- Private Music Teacher
- Proofreader
- Recording Engineer
- Sound Technician

**Careers that require Experience, Community College, or University Training**

- Advertising Copywriter
- Art Restorer
- Cable Television Engineer
- Copy Writer
- Desktop Publisher
- Director
- Editor
- Journalist
- Producer
- Production Designer
- Publisher
- Recording Engineer
- Reporter
- Screenwriter
- Scriptwriter
- Speech Writer
- Technical Writer
- Translator

## Creative Arts

### Careers that require On-the-Job Training and/or Specialized Training

- Floral Designer
- Merchandise Displayer
- Photo Journalist
- Photographer
- Seamstress

### Careers that require Experience and/or Community College Training

- Artist
- Cartoonist
- Ceramist
- Commercial Artist
- Computer Artist
- Costumer
- Fabric Artist
- Fashion Designer
- Graphic Artist
- Interior Designer
- Textile Designer

### Careers that require Experience, Community College, or University Training

- Art Director
- Choreographer
- Composer
- Costumer
- Critic
- Desktop Publisher
- Director
- Fashion Designer
- Fiction Writer
- Graphics Designer
- Industrial Designer
- Landscape Architect
- Playwright
- Producer
- Production Designer
- Sculptor

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## Applied Arts

### Careers that require On-the-Job Training and/or Specialized Training

- Movie/TV Camera Operator
- Telemarketer
- Telephone Service Representative

### Careers that require Experience and/or Community College Training

- Dance Studio Manger
- Graphic/Commercial Artist
- Interior Designer
- Jeweler/Silversmith

### Careers that require Experience, Community College, or University Training

- Architect
- Choral/Instrumental Director
- Graphic Arts Management
- Literary/Theatrical Agent
- Music Director
- Public Relations Specialist

CATSKILL CONTRA DANCE



A fun weekend for the Catskill Community Center and what  
 is more...  
 The Project Trio  
 and CAROL KING HOFFMAN  
 and guests...  
 No Solutions / Jonathan Wexler  
 Good Youth / General Dean  
 ...



# Artistic Design

## **COMPONENTS OF THE ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS CAREER PATHWAY**

The **Arts, Audio/Video Technology & Communications (AAVTC)** Career Pathway System is a competency-based vocational program in which tasks with occupational similarity are grouped into a core, and where the student, after mastering the core tasks, moves into progressively more specific and/or advanced areas of instruction. A career pathway consists of two or more vocational education programs and interrelated learning experiences that prepare the individual to enter into employment in a number of occupations which have sufficient commonalities.

The clustering of vocational-technical education programs into career pathways provide the needed degree of flexibility and transferability required in a changing work environment. The needs of business, industry, students and education will best be served by programs that provide meaningful experiences at the secondary level and that provide the foundation for a broad range of employment or further education and training opportunities.

Educating students in American Samoa has primarily taken place through a traditional program delivery approach. However, education in American Samoa is experiencing rapid change. The emerging occupations and the technological advances dictate the need for change from this traditional program delivery approach to one that is more flexible and adaptable to the needs of business, industry, and students. Therefore, any school reform effort must encourage quality, excellence and accountability.

The AAVTC Career Pathway program provides a broad foundation of applied and transferable basic skills plus occupationally specific technical skills required to function in an increasingly complex and highly technological society and workplace.

The new program direction will require modification in the role of the content to include

- A balanced program that develops broad, transferable skills as well as job-specific skills,
- A flexible delivery system that is in a competency-based format with measurable outcomes,
- A career guidance system that provides an individualized training plan for students that is based upon an analysis of individual strengths and interests,
- A comprehensive certification system centered around job titles that is developed in order to ensure that minimum program standards are met, and
- Equipment, facilities and supplies used in the AAVTC programs that are representative of the current technology and application of the communities.

The following are the individual components that comprise a Career and Technology Plan. The Guide describes each component in detail as the AAVCT Career Pathway is implemented with the system components and structure. The components are:

- I. Vision, Mission and Goals of the Career Pathway System
- II. Core Academic Courses & Competencies
- III. Integrated Core Curriculum Development
- IV. Standards, Tests and Certification
- V. Work-Based Learning Options
- VI. Guidance and Counseling
- VII. Career Pathway Advisory Committee
- VIII. Business and Industry Involvement
- IX. Tech Prep
- X. Community College Connections

## I. VISION, MISSION AND GOALS

Career and Education Educational Systems thrive when the educators have a clear vision and focus on helping students reach their goals. The vision and goals should be developed with input from all educators, students, parents, and business partners.

### *The AAVTC Career Program's Goals*

The AAVTC Pathway System is designed to:

- provide skills, knowledge and attitudes that will enable the students to enter the labor force in the fields in Arts, Audio/Video Technology & Communications
- to prepare students to choose, based on their career interests, any of a wide range of career paths that exist in the Industry.

Graduates of the program should be ready to assume entry level positions at local businesses or attend higher education to pursue more specialized studies to arts and communications field.

#### **The Program Goals are:**

- Connect learning with earning—students who understand the relationship between learning and career skills are more likely to make a successful transition from school to career.
- Develop a common vision for all partners—both educators and business partners work together to provide the workforce needed for the future.
- Demand high expectations for all students—standards and the criteria to meet those standards are established for all students.

#### **The Student Goals are:**

- Make well-informed career choices.
- Understand and apply a career planning process
- Complete a logical sequence of core academic and appropriate vocational courses
- Perform relevant work-based learning experiences.
- Apply leadership and workplace readiness skills.
- Exit the Career Pathways System prepared for further education and employment

## II. CORE ACADEMIC COURSES AND COMPETENCIES

A logical sequence of relevant courses, both academic and vocational, is needed for the AAVTC Pathway System. High schools, community college and other higher education course offerings are being considered as the Career Pathways and content continue to develop.

Academic courses recommended in the AAVTC Career Pathway and content meet high schools and/or community college entrance requirements.

In the AAVTC Pathway System, students must be able to read and comprehend materials from a variety of sources such as journals, magazines and academic tests. Students should be able to present their ideas in clear and concise language. They should also be able to communicate clearly in English and support their viewpoints orally.

Math skills include adding, subtracting, multiplying, dividing, fractions, percentages, measurements and calculation of interest. Students should be able to utilize computers and be proficient in the use of word processing.

Students should have an understanding of human behaviors and cultures. Special studies in the areas of Psychology, History, Geography, Sociology and Anthropology will be helpful. Students preparing for careers in Arts, Audio/Video Technology and Communications would benefit from taking additional foreign language classes to be able to communicate with outsiders.

In developing a logical sequence of relevant academic and vocational courses for the system content, all courses contained in the high schools, community college and other higher education course offerings should be considered. The ASCC credits that are related to the Pathways are listed in the last section of this document. The American Samoa High Schools graduation requirements include:

English	4 credits
Math	3 credits
Science	3 credits
Vocational Education	1 credits
Social Studies	4 credits
Health and Physical Education	1 credit
Samoan Studies	1 credit
Elective Courses	

The following listing of courses may serve as a guide for the Pathways Committee in deciding which courses to offer within the system.

### **SAMPLE: Core Academic Courses and Competencies For The AAVTC Pathway \***

#### **9<sup>th</sup> Grade**

*English I*  
*Algebra I*  
*General Science*  
*World Geography*  
*Samoan Studies I*

#### **10<sup>th</sup> Grade**

*English II*  
*Geometry*  
*Biology*  
*World History*  
*Basic PE*



*Health/PE*  
*Career Development*  
*Guidance/Counseling*

*Career Development*  
*Samoan Studies II*  
*Pathway Elective*

**11<sup>th</sup> Grade**

*English III*  
*Algebra II*  
*Chemistry*  
*Speech*  
*Art*  
*Samoan History*  
 \*Japanese I  
 \*Computer Literacy

**12<sup>th</sup> Grade**

*English IV*  
 Pathway Electives  
 \*Cultural Research  
*Drama*  
*Art II*  
 \*Computer Applications

Required courses in italics

\*Recommended Electives

\*Note: Courses subject to change as system develops

**SAMPLE ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS ELECTIVES**

<b>*TECHNICAL 8 Pathway Electives</b>				<b>*PROFESSIONAL 4 Pathway Electives</b>			
<b>PATHWAY ELECTIVES:</b>				<b>PATHWAY ELECTIVES:</b>			
<i>Art I</i>	1/2	<i>Dramatic Lit.</i>	1/2	<i>Art I</i>	1/2	<i>Dramatic Lit.</i>	1/2
<i>Art II</i>	1/2	<i>Adv. Dramatic Lit.</i>	1/2	<i>Art II</i>	1/2	<i>Adv. Dramatic Lit.</i>	1/2
<i>Ceramics I</i>	1/2	<i>Yearbook</i>	1+	<i>Ceramics I</i>	1/2	<i>Interpersonal Comm.</i>	1/2
<i>Ceramics II</i>	1/2	<i>Newspaper</i>	1+	<i>Ceramics II</i>	1/2	<i>Yearbook</i>	1 1/2
<i>Art History</i>	1/2	<i>Drafting I</i>	1	<i>Art History</i>	1/2	<i>Newspaper</i>	1 1/2
<i>Band</i>	1	<i>Drafting II</i>	1	<i>Adv. Art Studies</i>	1/2	<i>Psychology</i>	1/2
<i>Beg. Woodworking</i>	1	<i>Spanish I</i>	1	<i>Band</i>	1	<i>Sociology</i>	1/2
<i>Adv. Woodworking</i>	1/2	<i>Spanish II</i>	1	<i>Spanish I, II, III</i>	1	<i>Eng. III</i>	1
<i>Dance</i>				<i>Drafting I</i>	1	<i>Eng. IV</i>	1
<i>Somoan Mus.</i>				<i>Drafting II</i>	1		
<b>CAREER CENTER ELECTIVE:</b>				<b>CAREER CENTER ELECTIVE:</b>			
<i>Graphic Arts Tech.</i>	3			<i>Graphic Arts Tech.</i>	3		
				* Professional student must complete Math through Algebra II, and 2 years of foreign language.			

\*TECHNICAL: students considering a community college, technical/trade school or other post secondary training for career level entry.

\*PROFESSIONAL: students considering a four-year college/university program as a requirement for career level entry.

**ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS PATHWAY: TELECOMMUNICATIONS** This plan of study can serve as a guide, along with other career planning materials, as learners work to achieve their career goals. Courses listed within this plan are recommended options for coursework. The learner's plan should be individualized to meet his/her educational and career goals. This plan should also be customized with the educational institution's specific course titles and meet college ready/work ready requirements. Educational levels to be considered (check all that apply):  On-the-job training  Apprenticeship  Military Training  Certificate/License  Associate Degree  Bachelor Degree  Professional Degree

**Arts, Audio/Video Technology and Communications – Telecommunications Pathway**

		NOTE: Interest Inventory Administered and Interpreted. Tentative Plan of Study Initiated for all learners.						SAMPLE OCCUPATIONS
Grade Level		English/ Language Arts	Math	Science	Social Studies/ Sciences	Career and Technology Education (CTE) Majors <i>*Italicized majors to additional course information</i>	Other Elective and Required Courses	<ul style="list-style-type: none"> <li>■ Customer Service Representative</li> <li>■ Network Designer</li> <li>■ Sales Representative</li> <li>■ Systems Designer</li> <li>■ Telecommunication</li> <li>■ Computer Programmer and Systems Analyst</li> <li>■ Telecommunication Equipment: Cable, Line Repairer and Installer</li> <li>■ Telecommunication Technician</li> </ul>
<b>HIGH SCHOOL / TECHNOLOGY CENTER</b>								
<b>S E C O N D A R Y</b>	9	English/LA I	Algebra I	Biology I	Samoan History	<i>*Telecommunication Technician</i> <i>*Telecommunications Workforce Transitions</i>  NOTE: Cooperative Alliance courses may be listed here.	Computer Technology or Foreign Language Fine Arts or Speech Financial Literacy Additional courses to support career goal: Technology Education TechConnect Accounting Entrepreneurship General Business Electronics	
	↓	English/LA II	Geometry	Chemistry	American History			
	10	English/LA III	Algebra II	Physics	U.S. Government			
	↓	English/LA IV	Trigonometry or other upper level math courses: Pre-Calculus Calculus Statistics	(Upper division lab sciences)	Economics Geography World History			
<b>COLLEGE/ UNIVERSITY</b>								
<b>P O S T S E C O N D A R Y</b>	13	-English Comp I -English Comp II	-Calculus	-Chemistry	-American Government -Psychology	-Telecommunications Schematics and Layout	<b>TECHNOLOGY CENTER</b> NOTE: Attainment of a CTE major at a technology center may be completed as a high school student or an adult. Career Major courses may count for college credit.	
	14	-Speech/Oral Communication	-Computer Applications	-Biological Science -Physics	-American History -Geography	-Network Applications and Installation		
	15	Continue Courses in the Area of Specialization						
	16	Complete Telecommunications Major (4-Year Degree Program)						
		Opportunities for experience/training for high school or postsecondary learner: <input type="checkbox"/> Career and Technology Education student organization <input type="checkbox"/> Internship/work study <input type="checkbox"/> Job shadowing <input type="checkbox"/> Mentorship <input type="checkbox"/> Part-time employment <input type="checkbox"/> Volunteer work in charitable/community organizations <input type="checkbox"/> Work based/work site learning						

\_\_\_\_\_  
(Learner Signature)

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(Parent/Guardian Signature)

\_\_\_\_\_  
(School Official Signature)

Dates: Freshman review \_\_\_\_\_ Sophomore review \_\_\_\_\_ Junior Review \_\_\_\_\_ Senior Review \_\_\_\_\_ Grade 13 review \_\_\_\_\_

Grade 14 review \_\_\_\_\_

Sample plan adapted from States' Career Clusters Initiatives Pathway Plans of Study

**ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS PATHWAY: AUDIO AND VIDEO TECHNOLOGY** This plan of study can serve as a guide, along with other career planning materials, as learners work to achieve their career goals. Courses listed within this plan are options for recommended coursework. The learner's plan should be individualized to meet his/her educational and career goals. This plan should also be customized with the educational institution's specific course titles and meet college ready/work ready requirements. Educational levels to be considered (check all that apply):  On-the-job training  Apprenticeship  Military Training  Certificate/License  Associate Degree  Bachelor Degree  Professional Degree

**Arts, Audio/Video Technology and Communications – Audio and Video Technology Pathway**

		NOTE: Interest Inventory Administered and Interpreted. Tentative Plan of Study Initiated for all learners.						SAMPLE OCCUPATIONS
Grade Level		English/ Language Arts	Math	Science	Social Studies/ Sciences	Career and Technology Education (CTE) Majors <i>*Italicized majors additional course information</i>	Other Elective and Required Courses	<ul style="list-style-type: none"> <li>■ Audio Systems Technician</li> <li>■ Audio-Video Designer and Engineer</li> <li>■ Audio-Video System Service Technician</li> <li>■ Technical Computer Support Technician: Film, Video, and DVD</li> <li>■ Videographer: Special Effects and Animation</li> <li>■ Video Systems Technician</li> </ul>
<b>HIGH SCHOOL / TECHNOLOGY CENTER</b>								
S E C O N D A R Y	9	English/LA I	Algebra I	Biology I	Samoan History	<i>*Audio/Video Technician</i>	Computer Technology or Foreign Language Fine Arts or Speech Financial Literacy Additional courses to support career goal: Technology Education Creative Writing Art/Drama/Band/Vocal/Orchestra Photography A/V Technology	
	↓	English/LA II	Geometry	Chemistry	American History	<i>*Audio &amp; Video Technology and Film Workforce</i>		
	10	English/LA III	Algebra II	Physics	U.S. Government	<i>Transition</i>		
	↓	English/LA IV	Trigonometry or other upper level math courses: Pre-Calculus Calculus Statistics	(Upper division lab sciences)	Economics Geography World History	<i>*Cinematography and Recording Arts Production Assistant</i>		
	11							
	↓							
	12					NOTE: Cooperative Alliance courses may be listed here.		
<b>COLLEGE/ UNIVERSITY</b>								
P O S T S E C O N D A R Y	13	-English Comp I -English Comp II	-Algebra	-Chemistry	-American Government -Psychology	-Ethics and Legal Issues -Video Production -Audio and Video Editing	<b>TECHNOLOGY CENTER</b> NOTE: Attainment of a CTE major at a technology center may be completed as a high school student or an adult. Career Major courses may count for college credit.	
	14	-Speech/Oral Communication	-Computer Applications	-Biological Science -Physical Science	-American History	-Technical Aspects of Audio-Video Systems -Audio-Video Production Design		
	15	Continue Courses in the Area of Specialization					NOTE: Use the postsecondary institution's degree plan to help customize the learner's plan with regard to degrees, licenses, certification, etc.	
	16	Complete Audio and Video Technology and Films Major (4-Year Degree Program)						
		Opportunities for experience/training for high school or postsecondary learner: <input type="checkbox"/> Career and Technology Education student organization <input type="checkbox"/> Internship/work study <input type="checkbox"/> Job shadowing <input type="checkbox"/> Mentorship <input type="checkbox"/> Part-time employment <input type="checkbox"/> Volunteer work in charitable/community organizations <input type="checkbox"/> Work based/work site learning						

(Learner Signature)

(Parent/Guardian Signature)

(School Official Signature)

Dates: Freshman review \_\_\_\_\_ Sophomore review \_\_\_\_\_ Junior Review \_\_\_\_\_ Senior Review \_\_\_\_\_ Grade 13 review \_\_\_\_\_ Grade 14 review \_\_\_\_\_

Sample plan adapted from States' Career Clusters Initiatives Pathway Plans of Study

**ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS PATHWAY: VISUAL ARTS** This plan of study can serve as a guide, along with other career planning materials, as learners work to achieve their career goals. Courses listed within this plan are recommended options for coursework. The learner's plan should be individualized to meet his/her educational and career goals. This plan should also be customized with the educational institution's specific course titles and meet college ready/work ready requirements. Educational levels to be considered (check all that apply): \_\_\_ On-the-job training \_\_\_ Apprenticeship \_\_\_ Military Training \_\_\_ Certificate/License \_\_\_ Associate Degree \_\_\_ Bachelor Degree \_\_\_ Professional Degree

**Arts, Audio/Video Technology and Communications – Visual Arts Pathway**

NOTE: Interest Inventory Administered and Interpreted. Tentative Plan of Study Initiated for all learners.							SAMPLE OCCUPATI ONS
Grade Level	English/ Language Arts	Math	Science	Social Studies/ Sciences	Career and Technology Education (CTE) Majors <i>*Italicized majors to additional course information</i>	Other Elective and Required Courses	<ul style="list-style-type: none"> <li>■ Art Director</li> <li>■ Artist</li> <li>■ Commercial Artist</li> <li>■ Commercial Photographer: Digital, Still, Video, Film</li> <li>■ Commercial/Residential and Home Furnishing Coordinator</li> <li>■ Computer Animator</li> <li>■ Curator/Gallery Manager</li> <li>■ Director and Coach</li> <li>■ Fashion Designer</li> <li>■ Fashion Illustrator</li> <li>■ Graphic Designer</li> <li>■ Illustrator</li> <li>■ Interior Designer</li> <li>■ Textile Designer</li> </ul>
<b>HIGH SCHOOL / TECHNOLOGY CENTER</b>							
<b>S E C O N D A R Y</b>	9 ↓	English/LA I	Algebra I	Biology I	Samoan	<i>*Web Development Specialist *Commercial Photographers Assistant *Boot Maker *Saddle Maker *Copy Center Technician *Visual Arts Production Artist *Advertising Designer *Illustrator *Web Design Technician *Upholstery Technician *Jewelry Maker Level I *Jewelry Maker Level II *Jewelry Maker Level III *Interior Design Technician *Apparel Design Technician *Visual Arts Workforce Transition *Residential and Commercial Design Assistant *Fashion Design Assistant *Commercial Photographer *Graphics Technician</i>	Computer Technology or Foreign Language Fine Arts or Speech Financial Literacy Additional courses to support career goal: Technology Education/TechConnect CAD Drafting and Design Art/Photography Accounting/General Business Entrepreneurship Marketing Desktop Publishing Housing and Home Furnishing Personal Clothing Management Entrepreneurship
	10 ↓	English/LA II	Geometry	Chemistry	History		
	11 ↓	English/LA III	Algebra II	Physics	American History		
	12	English/LA IV	Trigonometry or other upper level math courses: Pre-Calculus Calculus Statistics	(Upper division lab sciences)	U.S. Gov't Economics Geography World History Political Science Psychology		
<b>COLLEGE/ UNIVERSITY</b>							
<b>P O S T S E C O N D A R Y</b>	13	-English Comp I -English Comp II	-Algebra	-Chemistry	-American Gov't -Psychology	-History and Evolution of Visual Arts	<b>TECHNOLOGY CENTER</b> NOTE: Attainment of a CTE major at a technology center may be completed as a high school student or an adult. Career Major courses may count for college credit.
	14	-Speech/Oral Communication	-Computer Applications	-Biological Science -Physical Science	-American History	-Continue Courses in the Area of Specialization	
	15	Continue Courses in the Area of Specialization					NOTE: Use the post secondary institution's degree plan to help customize the learner's plan with regard to degrees, licenses, certification, etc.
	16	Complete Visual Arts Major (4-Year Degree Program)					
Opportunities for experience/training for high school or postsecondary learner: ___ Career and Technology Education student organization ___ Internship/work study ___ Job shadowing ___ Mentorship ___ Part-time employment ___ Volunteer work in charitable/community organizations ___ Work based/work site learning							

(Learner Signature) \_\_\_\_\_ (Parent/Guardian Signature) \_\_\_\_\_ (School Official Signature) \_\_\_\_\_

Dates: Freshman review \_\_\_\_\_ Sophomore review \_\_\_\_\_ Junior Review \_\_\_\_\_ Senior Review \_\_\_\_\_ Grade 13 review \_\_\_\_\_ Grade 14 review \_\_\_\_\_

Sample plan adapted from States' Career Clusters Initiatives Pathway Plans of Study

**ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS PATHWAY: PRINTING TECHNOLOGY** This plan of study can serve as a guide, along with other career planning materials, as learners work to achieve their career goals. Courses listed within this plan are options for recommended coursework. The learner's plan should be individualized to meet his/her educational and career goals. This plan should also be customized with the educational institution's specific course titles and meet college ready/work ready requirements.

Educational levels to be considered (check all that apply):  On-the-job training  Apprenticeship  Military Training  Certificate/License  
 Associate Degree  Bachelor Degree  Professional Degree

**Arts, Audio/Video Technology and Communications – Printing Technology Pathway**

		NOTE: Interest Inventory Administered and Interpreted. Tentative Plan of Study Initiated for all learners.						SAMPLE OCCUPATIONS
Grade Level	English/ Language Arts	Math	Science	Social Studies/ Sciences	Career and Technology Education (CTE) Majors <i>*Italicized majors to additional course information</i>	Other Elective and Required Courses	<ul style="list-style-type: none"> <li>■ Computer Typography and Composition Operator</li> <li>■ Desktop Publishing Specialist</li> <li>■ Graphics Equipment Operator</li> <li>■ Lithographer</li> <li>■ Paper Salesperson</li> <li>■ Plate Maker</li> <li>■ Pre-Production Technician</li> <li>■ Printing Equipment Operator</li> <li>■ Production Coordinator</li> <li>■ Production Manager</li> <li>■ Web Page Designer</li> </ul>	
								<b>HIGH SCHOOL / TECHNOLOGY CENTER</b>
<b>S E C O N D A R Y</b>	9 ↓	English/LA I English/LA II English/LA III English/LA IV	Algebra I Geometry Algebra II	Biology I Chemistry Physics (Upper division lab sciences)	Samoan History American History U.S. Government Economics Geography World History	<i>*Graphics Communication (Comm) Press Operator *Graphic Comm Tech *Digital Prepress Asst *Electronic Publishing Tech *Image Editor *Finishing Operator *Graphic Illustrator *Press Operator *Advanced Press Operator *Graphic Design-Production Tech *Production Artist for Print Technology *Print Tech *Printing Technology Workforce Transition *Electronic Imaging Artist *TC Arts, A/V Technology and Comm Experience *Printing Design Tech *Image Print Designer *Printing Production Flexographic Tech</i>	Computer Technology or Foreign Language Fine Arts or Speech Financial Literacy Additional courses to support career goal: Technology Education TechConnect Art Journalism Photography Accounting Entrepreneurship	
	10 ↓		Trigonometry or other upper level math courses: Pre-Calculus Calculus Statistics					
	11 ↓							
	12							
<b>COLLEGE/ UNIVERSITY</b>								
<b>P O S T S E C O N D A R Y</b>	13	-English Comp I -English Comp II	-Algebra	-Chemistry	-American Government -Psychology	-Printing Technology Management -Pre-Press Technology	<b>TECHNOLOGY CENTER</b> NOTE: Attainment of a CTE major at a technology center may be completed as a high school student or an adult. Career Major courses may count for college credit.	
	14	-Speech/Oral Communication	-Computer Applications	-Biological Science -Physical Science	-American History	-Printing Processes -Finishing and Distribution Operations in Printing		
	15	Continue Courses in the Area of Specialization					NOTE: Use the postsecondary institution's degree plan to help customize the learner's plan with regard to degrees, licenses, certification, etc.	
	16	Complete Printing Technology Major (4-Year Degree Program)						
		Opportunities for experience/training for high school or postsecondary learner: <input type="checkbox"/> Career and Technology Education student organization <input type="checkbox"/> Volunteer work in charitable/community organizations <input type="checkbox"/> Work based/work site learning <input type="checkbox"/> Internship/work study <input type="checkbox"/> Job shadowing <input type="checkbox"/> Part-time employment <input type="checkbox"/> Short-term training options <input type="checkbox"/> Mentorship						

(Learner Signature) \_\_\_\_\_

(Parent/Guardian Signature) \_\_\_\_\_

(School Official Signature) \_\_\_\_\_

Dates: Freshman review \_\_\_\_\_

Sophomore review \_\_\_\_\_

Junior Review \_\_\_\_\_

Senior Review \_\_\_\_\_

Grade 13 review \_\_\_\_\_

Grade 14 review \_\_\_\_\_

Sample plan adapted from States' Career Clusters Pathway Initiatives Plans of Study

**ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS PATHWAY: PERFORMING ARTS** This plan of study can serve as a guide, along with other career planning materials, as learners work to achieve their career goals. Courses listed within this plan are options for recommended coursework. The learner's plan should be individualized to meet each his/her educational and career goals. This plan should also be customized with the educational institution's specific course titles and meet college ready/work ready requirements.

Educational levels to be considered (check all that apply):  On-the-job training  Apprenticeship  Military Training  Certificate/License  
 Associate Degree  Bachelor Degree  Professional Degree

**Arts, Audio/Video Technology and Communications – Performing Arts Pathway**

		NOTE: Interest Inventory Administered and Interpreted. Tentative Plan of Study Initiated for all learners.						SAMPLE OCCUPATIONS
Academic/Career Advisement Provided	Grade Level	English/ Language Arts	Math	Science	Social Studies/ Sciences	Career and Technology Education (CTE) Majors <i>*Italicized majors additional course information</i>	Other Elective and Required Courses	<ul style="list-style-type: none"> <li>■ Actor</li> <li>■ Composer</li> <li>■ Conductor</li> <li>■ Costume Designer</li> <li>■ Dancer</li> <li>■ Director and Coach</li> <li>■ Film/Video Editor</li> <li>■ Lighting Designer</li> <li>■ Makeup Artist</li> <li>■ Music Instructor</li> <li>■ Musician</li> <li>■ Performer</li> <li>■ Performing Arts Educator</li> <li>■ Playwright</li> <li>■ Production Manager: Digital, Video, and Stage</li> <li>■ Scenic Designer</li> <li>■ Scenic Painter</li> <li>■ Sound Designer</li> </ul>
	<b>HIGH SCHOOL / TECHNOLOGY CENTER</b>							
S E C O N D A R Y	9	English/LA I	Algebra I	Biology I	Samoan History	<i>*Performance A/V Technician</i>	Computer Technology or Foreign Language	
	↓	English/LA II	Geometry	Chemistry	American History	<i>*Performance Graphics Designer</i>	Fine Arts or Speech	
	10	English/LA III	Algebra II	Physics	U.S. Government	<i>*Performing Arts Workforce Transition</i>	Financial Literacy	
	↓	English/LA IV	Trigonometry or other upper level math courses:	(Upper division lab sciences)	Economics		Additional courses to support career goal:	
P O S T S E C O N D A R Y	11		Pre-Calculus		Geography		Tech Connect	Accounting/General Business Entrepreneurship Art/Drama/Band/Vocal/ Orchestra Photography Stagecraft
	↓		Calculus		World History		Creative Writing	
P O S T S E C O N D A R Y	<b>COLLEGE/ UNIVERSITY</b>							
	13	-English Comp I -English Comp II	-Algebra	-Chemistry	-American Government -Psychology	-Technical Design and Production	<b>TECHNOLOGY CENTER</b> NOTE: Attainment of a CTE major at a technology center may be completed as a high school student or an adult. Career Major courses may count for college credit.	
	14	-Speech/Oral Communication	-Computer Applications	-Biological Science -Physical Science	-American History	-Dance -Music -Theater -Stage and Production Mgt.		
	15	Continue Courses in the Area of Specialization						NOTE: Use the postsecondary institution's degree plan to help customize the learner's plan with regard to degrees, licenses, certification, etc.
16	Complete Performing Arts Major (4-Year Degree Program)							
		<b>Opportunities for experience/training for high school or postsecondary learner:</b> <input type="checkbox"/> Career and Technology Education student organization <input type="checkbox"/> Volunteer work in charitable/community organizations <input type="checkbox"/> Work based/work site learning <input type="checkbox"/> Internship/work study <input type="checkbox"/> Job shadowing <input type="checkbox"/> Part-time employment <input type="checkbox"/> Short-term training options <input type="checkbox"/> Mentorship						

(Learner Signature) \_\_\_\_\_

(Parent/Guardian Signature) \_\_\_\_\_

(School Official Signature) \_\_\_\_\_

Dates: Freshman review \_\_\_\_\_ Sophomore review \_\_\_\_\_ Junior Review \_\_\_\_\_ Senior Review \_\_\_\_\_ Grade 13 review \_\_\_\_\_ Grade 14 review \_\_\_\_\_

Sample plan adapted from States' Career Clusters Initiatives Pathway Plans of Study



**ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS PATHWAY : JOURNALISM AND BROADCASTING** This plan of study can serve as a guide, along with other career planning materials, as learners work to achieve their career goals. Courses listed within this plan are options for recommended coursework. The learner's plan should be individualized to meet his/her educational and career goals. This plan should also be customized with the educational institution's specific course titles and meet college ready/work ready requirements.

Educational levels to be considered (check all that apply):  On-the-job training  Apprenticeship  Military Training  Certificate/License  
 Associate Degree  Bachelor Degree  Professional Degree

Arts, Audio/Video Technology and Communications – Journalism and Broadcasting Pathway							SAMPLE OCCUPATIONS	
NOTE: Interest Inventory Administered and Interpreted. Tentative Plan of Study Initiated for all learners.								
Grade Level	English/ Language Arts	Math	Science	Social Studies/ Sciences	Career and Technology Education (CTE) Majors <i>*Italicized majors to additional course information</i>	Other Elective and Required Courses	<ul style="list-style-type: none"> <li>■ Art Director</li> <li>■ Audio-Video Operator</li> <li>■ Broadcast Technician</li> <li>■ Control Room Technician</li> <li>■ Design Director</li> <li>■ Editor</li> <li>■ Journalist</li> <li>■ Light Director</li> <li>■ Producer</li> <li>■ Radio and Television Announcer</li> <li>■ Reporter</li> <li>■ Researcher</li> <li>■ Station Manager</li> <li>■ Writer</li> </ul>	
<b>HIGH SCHOOL / TECHNOLOGY CENTER</b>								
<b>S E C O N D A R Y</b>	9	English/LA I	Algebra I	Biology I	Samoan History	* <i>Basic A/V Technician</i>		Computer Technology or Foreign Language Fine Arts or Speech Financial Literacy Additional courses to support career goal: Technology Education/TechConnect Creative Writing/Journalism Art/Drama/Band/Vocal/Orchestra Photography A/V Technology Stagecraft
	↓	English/LA II	Geometry	Chemistry	American History	* <i>Broadcast and Sound Engineer</i>		
	10	English/LA III	Algebra II	Physics	U.S. Government	* <i>Journalism and Broadcasting Workforce Transition</i>		
	↓	English/LA IV	Trigonometry or other upper level math courses: Pre-Calculus Calculus Statistics	(Upper division lab sciences)	Economics Geography World History	* <i>Audio &amp; Video Production Assistant</i>		
<b>COLLEGE/ UNIVERSITY</b>								
<b>P O S T S E C O N D A R Y</b>	13	-English Comp I -English Comp II	-Algebra	-Chemistry	-American Government -Psychology	-Ethics and Legal Issues -Electronic Media Production		<b>TECHNOLOGY CENTER</b> NOTE: Attainment of a CTE major at a technology center may be completed as a high school student or an adult. Career Major courses may count for college credit.
	14	-Speech/Oral Communication	-Computer Applications	-Biological Science -Physical Science	-American History	-Technical and Design Aspects of Broadcast Production -Journalism and Broadcasting Business Issues		
	15	Continue Courses in the Area of Specialization						NOTE: Use the postsecondary institution's degree plan to help customize the learner's plan with regard to degrees, licenses, certification, etc.
	16	Complete Journalism an Broadcasting Major (4-Year Degree Program)						
<b>Opportunities for experience/training for high school or postsecondary learner:</b> <input type="checkbox"/> Career and Technology Education student organization <input type="checkbox"/> Volunteer work in charitable/community organizations <input type="checkbox"/> Work based/work site learning <input type="checkbox"/> Internship/work study <input type="checkbox"/> Job shadowing <input type="checkbox"/> Part-time employment <input type="checkbox"/> Short-term training options <input type="checkbox"/> Mentorship								

(Learner Signature)

(Parent/Guardian Signature)

(School Official Signature)

Dates: Freshman review \_\_\_\_\_ Sophomore review \_\_\_\_\_ Junior Review \_\_\_\_\_ Senior Review \_\_\_\_\_ Grade 13 review \_\_\_\_\_ Grade 14 review \_\_\_\_\_

Sample plan adapted from States' Career Clusters Initiatives Pathway Plans of Study

**Cluster: Arts, Audio/Video Technology & Communications      Pathway: Visual Arts – (Interior Design)**

*This Career Pathway Plan of Study 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	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses	SAMPLE – Occupations Relating to This Pathway:	
<b>Graduation Requirements:</b>									
<b>MIDDLE</b>	7						<b>NOTE: Use state course titles</b> FACS Exploratory I: managing individual, family, career, and community roles and responsibilities	<ul style="list-style-type: none"> <li>- Commercial Photographers</li> <li>- Interior Designers</li> <li>- Graphic Designers</li> <li>- Fashion Illustrators</li> <li>- Textile Designers</li> <li>- Commercial Artists &amp; Illustrators</li> <li>- Fashion Designers</li> </ul>	
	8						FACS Exploratory II: Individual development/family Resource Management		
<b>Career Assessment:</b> Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school.									
<b>SECONDARY</b>	9	English	Algebra I	Earth Sciences	World History/ Geography	Economics and Personal Finance Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):	Exploring Entrepreneurship Life Planning Resource Management Work and Family Mgmt		
	10	English	Geometry	Biology	World History/ Geography		Introduction to Interior Design I & 2 Intro. Marketing		
	11	English	Algebra II	Chemistry	Samoan History		Interior Design I Advanced Marketing		
	12	English	Trigonometry/ Advanced Algebra	Physics (or Principles of Technology I and II)	US Government		Interior Design II Adv. Entrepreneurship		
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>									
<b>List related certifications/credentials approved by DOE and offered locally:</b> Workplace Readiness Assessments						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input checked="" type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA			
						<b>Work-Based Learning:</b> <input type="checkbox"/> Career Research <input checked="" type="checkbox"/> Cooperative Education <input checked="" type="checkbox"/> Internship <input type="checkbox"/> Mentorship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship			
<b>Postsecondary:</b> Placement Assessments such as COMPASS & SAT II						College Entrance Exams such as ACT & SAT			
<b>POSTSECONDARY</b>	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)								
	<b>Pathway</b>		<b>Associate Degree, College Certificate, or Apprenticeship</b>			<b>Bachelors Degree</b>		<b>Postgraduate Degree</b>	
	Visual Arts – (Interior Design)		Interior Design AAS			(Determined Locally)		(Determined Locally – Optional)	



**Cluster: Arts, Audio/Video Technology & Communications      Pathway: Visual Arts – (Fashion Design)**

*This Career Pathway Plan of Study 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	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses	SAMPLE – Occupations Relating to This Pathway:	
<b>Graduation Requirements:</b>									
<b>MIDDLE</b>	7						<b>NOTE: Use state course titles</b> FACS Exploratory I: managing individual, family, career, and community roles and responsibilities	<ul style="list-style-type: none"> <li>- Commercial Photographers</li> <li>- Interior Designers</li> <li>- Graphic Designers</li> <li>- Fashion Illustrators</li> <li>- Textile Designers</li> <li>- Commercial Artists &amp; Illustrators</li> <li>- Fashion Designers</li> </ul>	
	8						FACS Exploratory II: Individual development/family Resource Management		
<b>Career Assessment:</b> Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school.									
<b>SECONDARY</b>	9	English	Algebra I	Earth Sciences	World History/ Geography	Economics and Personal Finance Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):	Exploring Entrepreneurship Life Planning Resource Management Work and Family Mgmt		
	10	English	Geometry	Biology	World History/ Geography		Introduction to Fashion Design I & 2 Int. Marketing		
	11	English	Algebra II	Chemistry	Samoa History		Fashion Design I /Marketing		
	12	English	Trigonometry/ Advanced Algebra	Physics (or Principles of Technology I and II)	US Government		Fashion Design II /Advanced Entrepreneurship		
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>									
<b>List related certifications/credentials approved by DOE and offered locally:</b> Workplace Readiness Assessments						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input checked="" type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA			
						<b>Work-Based Learning:</b> <input type="checkbox"/> Career Research <input checked="" type="checkbox"/> Cooperative Education <input checked="" type="checkbox"/> Internship <input type="checkbox"/> Mentorship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship			
<b>Postsecondary:</b> Placement Assessments such as COMPASS & SAT II					College Entrance Exams such as ACT & SAT				
<b>POSTSECONDARY</b>	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)								
	<b>Pathway</b>		<b>Associate Degree, College Certificate, or Apprenticeship</b>			<b>Bachelors Degree</b>		<b>Postgraduate Degree</b>	
	Visual Arts – (Interior Design)		Interior Design AAS			(Determined Locally)		(Determined Locally – Optional)	

## Personal Qualifications

To be successful and happy in a tourism and hospitality career, the student must have an interest, desire, and personable attitudes necessary to work in the field. He or she must have good personal management and interpersonal skills. Good reading comprehension, basic math, writing and oral communication skills are prerequisite to success in a career in the tourism and hospitality industry.

The academic courses also support industries need for skills and competencies. The Core of all American Samoa's High School Career Contents is comprised of Foundation Skills and Competencies taken from SCANS (*Secretary's Commission on Achieving Necessary Skills*) which identified the necessary skills all workers need to possess regardless of their career choice. These skills and competencies are:

### FOUNDATION SKILLS

- *Basic Skills* – reading, writing, performing arithmetic and mathematical operations, listening and speaking
- *Thinking Skills* – thinking creatively, making decisions, solving problems, visualizing, knowing how to learn, reasoning; and
- *Personal Qualities* – displaying responsibility, self-esteem, sociability, self-management, integrity and honesty.

In addition to the Foundation Skills listed above, the SCANS Core Competencies will be incorporated into the content courses guides. There are five SCANS competencies that comprise the core competencies all students within the American Samoa Instructional Pathways must acquire during their progress through the high schools' Career Pathway curriculum. They are as follows:

### CORE COMPETENCIES

- *Planning Skills* - Allocating financial, temporal, spatial, and human resources; preparing a budget, schedule, space layout, and staffing plan.
- *Information Skills* - Acquiring, evaluating, organizing, and communicating information.
- *Technology Skills* - Using, choosing, and maintaining equipment.
- *Interpersonal Skills* - Working with others, negotiating, teaching, working with diversity.
- *System Skills* - Understanding, monitoring, improving, and designing systems of all kinds. This most complex and important of the competencies is the most difficult to define. Most basically, workers need to work with processes that operate over time. The process can be farming, health care, constructing or installing. One can understand systems built by others or by nature. Systems will be biological, physical, social, or economic in nature. At a higher level, one can design or build a system and find a larger system to improve it as experience is gained and reflected upon.

The Arts and Communications Pathway and the content must integrate these core competencies within the curriculum. Each student will experience these skills within the two-year Career Content curriculum. All students completing the system will be required to meet the Core Foundation Skill Standards and the Core Competencies. Those students wishing to be certified must also pass the Certification tests for entry level employment.

### **III. INTEGRATED CORE CURRICULUM DEVELOPMENT**

Workforce or skill standards, academic standards, and general employability standards provide the basis for a truly integrated curriculum framework. Therefore, it is recommended that foundation skills be integrated into projects designed to link work and education in a meaningful and systematic approach. One of the goals of any curriculum reform process must be that students learn to apply academic skills to their occupational choice. By integrating academic and vocational education, as well as employability skills, in a curriculum framework, a more solid academic foundation can be made available to students..

The greater flexibility created from clustering vocational delivery system into career pathways, can provide opportunities for more relevant academic curriculum based on the interests of academic teachers, vocational teachers, and the business and industries represented in each pathway.

In the process of developing the vocational course curriculum, committees of teachers both academic and vocational will need to work cooperatively to identify a range of occupations in each vocational course.

They will also collaboratively identify the knowledge and skills that apply to the occupations in each course and meet with business and industry to verify or change the identified knowledge and skills.

They must then develop an effective course syllabus for each vocational course containing, but not limited to, the following components:

- course title
- description
- prerequisite courses
- amount of credit for the course
- the performance objectives
- course outline
- materials and equipment
- texts and references
- methods of instruction
- methods of evaluation
- student skills profile
- certification exams

The next step is to provide in-service training for the instructors on the new course guides and methods to implement these new requirements. This is critical in order to be able to successfully teach the knowledge and skills related to several occupational contexts. It may be necessary to restructure the environment, reschedule classes, and learn to teach in new ways that integrate academics and vocational skills in a setting that makes the subject meaningful.

## IV. STANDARDS, TESTS & CERTIFICATION

*The following certification information was written by Dr. Katherine Manley of NOCTI, a nationally recognized leader in employment skills testing and certification in the United States. Dr. Manley worked with a group of employers and educators to develop certification tests for American Samoa. (Dec. 2000) This is a first draft and will be developed further with pilot testing of the competencies. Additional standards will be added.*

### **Career Pathway Framework and Certification Tests Overview**

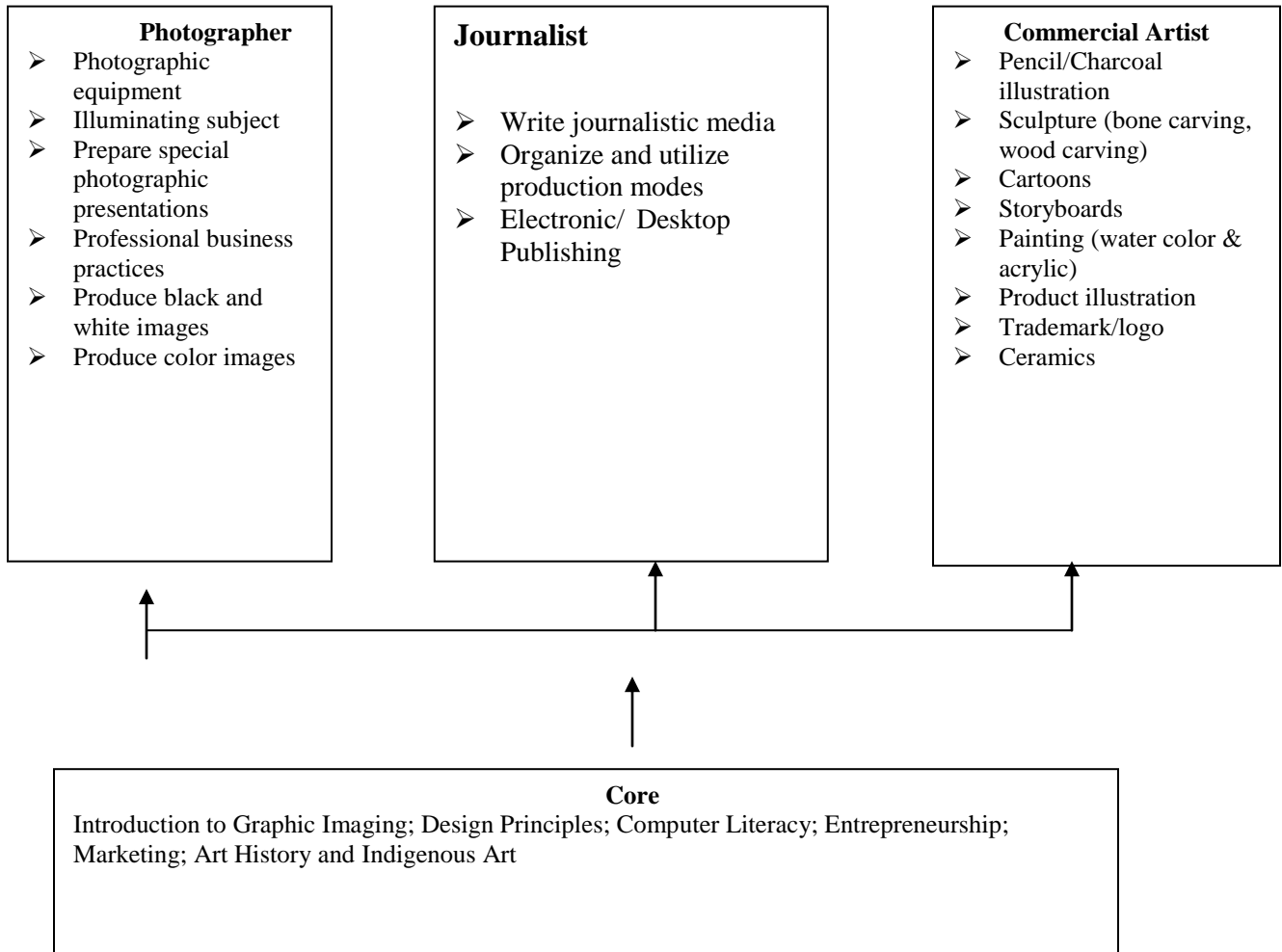
The Career Pathway chart for the AAVTC Career Pathway is displayed on the next page of this document. As the chart displays, the overall design of the AAVTC Career Pathway is a coordinated curriculum that requires (1) a core consisting of general skills that are generic to all art and communication occupations and (2) specific job titles in a career ladder format that include journalism, commercial artist, and photographer. All students entering the AAVTC Career Pathway must initially complete the Core Test before selecting one of the three job specific titles to begin specialization.

There are four written, multiple-choice certification tests in the AAVTC Career Pathway. They are displayed in each of the four boxes on the chart. These four certification tests include:

#### **Arts, Audio/Video Technology & Communication Career Pathway—(needs to be completed)**

- (1) Core
- (2) Journalism Certification Area  
*Prerequisite—must pass the AAVTC Core test prior to taking this test*
- (3) Commercial Artist Certification Area  
*Prerequisite—must pass the AAVTC Core test prior to taking this test*
- (4) Photographer Certification Area  
*Prerequisite—must pass the AAVTC Core test prior to taking this test*

# Career Pathway Chart



## AAVTC Career Pathway Curriculum Standards by Certification Test Area

This section of the report provides teachers and students with the list of curriculum and student learning standards by job title. The standards represent specific knowledge and skills that must be mastered if the student is to be employable in that job title. The certification test aligned to these standards will be the measure that is used to evaluate both the student's level of mastery and instructional quality of the school.

### Curriculum Standards with Table of Test Specifications

The following tables provide a detailed list of the curriculum standards in the form of tasks along with the number of test items that appear on the written multiple choice certification tests. In addition, if a hands-on performance test was developed for the certification area, the job(s) are described following the test specification description along with an estimation of the amount of time it will take for a student to complete that job.

### Core Test Tests to be developed

#### AAVTC Core

<b>A.</b>	<b>INTRODUCTION TO GRAPHIC IMAGING/PRINTING</b>
	1 Identify visual communication resources
	2 Identify legal restrictions and copyright laws
	3 Apply measurement systems; calculate ratios and proportions
	5 Demonstrate use of image generation systems
	6 Investigate video applications
	7 Demonstrate use of cameras/accessories
	8 Process print film
<b>C</b>	<b>DESIGN PRINCIPLES</b>
	10 Apply design elements
	11 Apply color theory
<b>D</b>	<b>COMPUTER LITERACY</b>
	13 Demonstrate use of computer hardware
	14 Demonstrate use of computer graphic software
<b>E</b>	<b>ENTREPRENEURSHIP</b>
	10 Identify types of business ownership
	11 Identify legal issues relative to business ownership
<b>F</b>	<b>MARKETING</b>
	10 Identify methods of effective marketing of products and services
	11 Create effective advertising campaigns
<b>G</b>	<b>ART HISTORY AND INDIGENOUS ART</b>
	10 Identify history of art relative to the islands
	11 Identify indigenous art for the island

## Job Specific—Commercial Artist

### Certification Area: Commercial Artist

<b>A</b>		<b>PENCIL/CHARCOAL ILLUSTRATION</b>
	1	Draw 15 second gesture
	2	Illustrate full set drawing
	3	Illustrate different hatch techniques
<b>B</b>		<b>SCULPTURE</b>
	4	Perform bone carving
	5	Perform wood carving
	6	Perform sculpture with other media
<b>C</b>		<b>CARTOONS</b>
	7	Develop character for illustration
	8	Demonstrate graphic over illustration
	9	Demonstrate graphic over illustration
	10	Demonstrate and illustrate proper color technique
<b>D</b>		<b>STORYBOARDS</b>
	11	Prepare script and story flow
	12	Create thumbnails, rough draft composition
	13	Demonstrate script by means of illustration
	14	Complete final presentation
<b>E</b>		<b>PAINTING</b>
	15	Create paintings with water color
	16	Create paintings with acrylic
	17	Perform paintings with other media
<b>F</b>		<b>PRODUCT ILLUSTRATION</b>
	18	Explain function and theories of product illustration
	19	Create illustration from existing appliance
	20	Illustrate new subject to create new form
	21	Render an interior to create an illustration
	22	Construct model to create miniature display
<b>G</b>		<b>CERAMICS</b>
	23	Create ceramic objects
<b>H</b>		<b>TRADEMARK/LOGO</b>
	24	Design simple black and white graph logo to illustrate a company name
	25	Design a full color graphic

**Certification Area: Photographer**

<b>A</b>	<b>PHOTOGRAPHIC EQUIPMENT</b>
1	Use 35 mm camera to produce image
2	Use 21/4 camera to produce image
3	Operate view camera to produce image
4	Operate electronic digital camera
5	Operate Polaroid camera
6	Operate lens to control light
7	Operate light meter to determine proper exposure
8	Operate flash meter to determine proper exposure
9	Use filters to enhance image
10	Select stabilizing device to hold equipment
<b>B</b>	<b>ILLUMINATING SUBJECT TO PHOTOGRAPH</b>
11	Illuminate subject using flash unit to light subject
12	Illuminate subject using strobe unit to light subject
13	Illuminate subject using studio lights to light subject
14	Illuminate subject using available light to light subject
15	Illuminate subject using natural light to light subject
<b>C</b>	<b>SPECIAL PHOTOGRAPHIC PRESENTATIONS</b>
16	Produce portraits to satisfy client
17	Photograph wedding to satisfy client
18	Photograph advertising to enhance product
19	Photograph interior architecture using perspective
20	Photograph exterior architecture using perspective
21	Photograph fashion to enhance clothing
22	Produce slide presentation to illustrate a theme
23	Photograph copywork to duplicate copy
24	Produce journalistic photographs to document the event
<b>D</b>	<b>PROFESSIONAL BUSINESS PRACTICES</b>
25	Maintain photographic equipment to manufacturer's specifications
26	Maintain negative file to work order
27	Maintain portfolio to represent work
28	Maintain photographic records for work orders
<b>E</b>	<b>PRODUCE BLACK AND WHITE PHOTOGRAPHIC IMAGES</b>
25	Prepare chemical for printing
26	Process prints using printer/processor
27	Produce contact sheets to determine enlargements; enlarge and reduce photos
28	Control contracts to product prints
29	Produce test prints/strips to determine exposure
<b>D</b>	<b>PRODUCE COLOR PHOTOGRAPHIC IMAGES</b>
30	Use color enlarger for printing
31	Set up color darkroom for printing
32	Prepare and mix color chemistry for printing
33	Use color filters to produce color balance
34	Use color analyzer to produce color balance
35	Process color negatives to produce prints



**Certification Area: Journalist**

<b>A</b>		<b>WRITE JOURNALISTIC MEDIA</b>
	1	Write headlines and captions for journalistic activities
	2	Identify the “who, what, when, where and how” components of news story
	3	Write a news story in acceptable journalistic style
	4	Write a sports article using news style and appropriate jargon
	5	Write an editorial of commendation, condemnation, or both, offering observations and/or criticism
	6	Write a feature story that adheres to acceptable column style
	7	Describe how copyright law pertains to professional and educational use
	8	Write copy for a variety of journalist media (TV, radio, magazine, etc.)
<b>B</b>		<b>ORGANIZE AND UTILIZE PRODUCTION MODES</b>
	9	Identify principles of layout design
	10	Identify basic elements necessary to produce good photograph
	11	Identify principles of advertising
	12	Identify proofreading symbols
<b>C.</b>		<b>ELECTRONIC/DESKTOP PUBLISHING</b>
	13	Prepare scripts using desktop publishing software
	14	Use computer printer and scanner

## **V. WORK-BASED LEARNING OPTIONS**

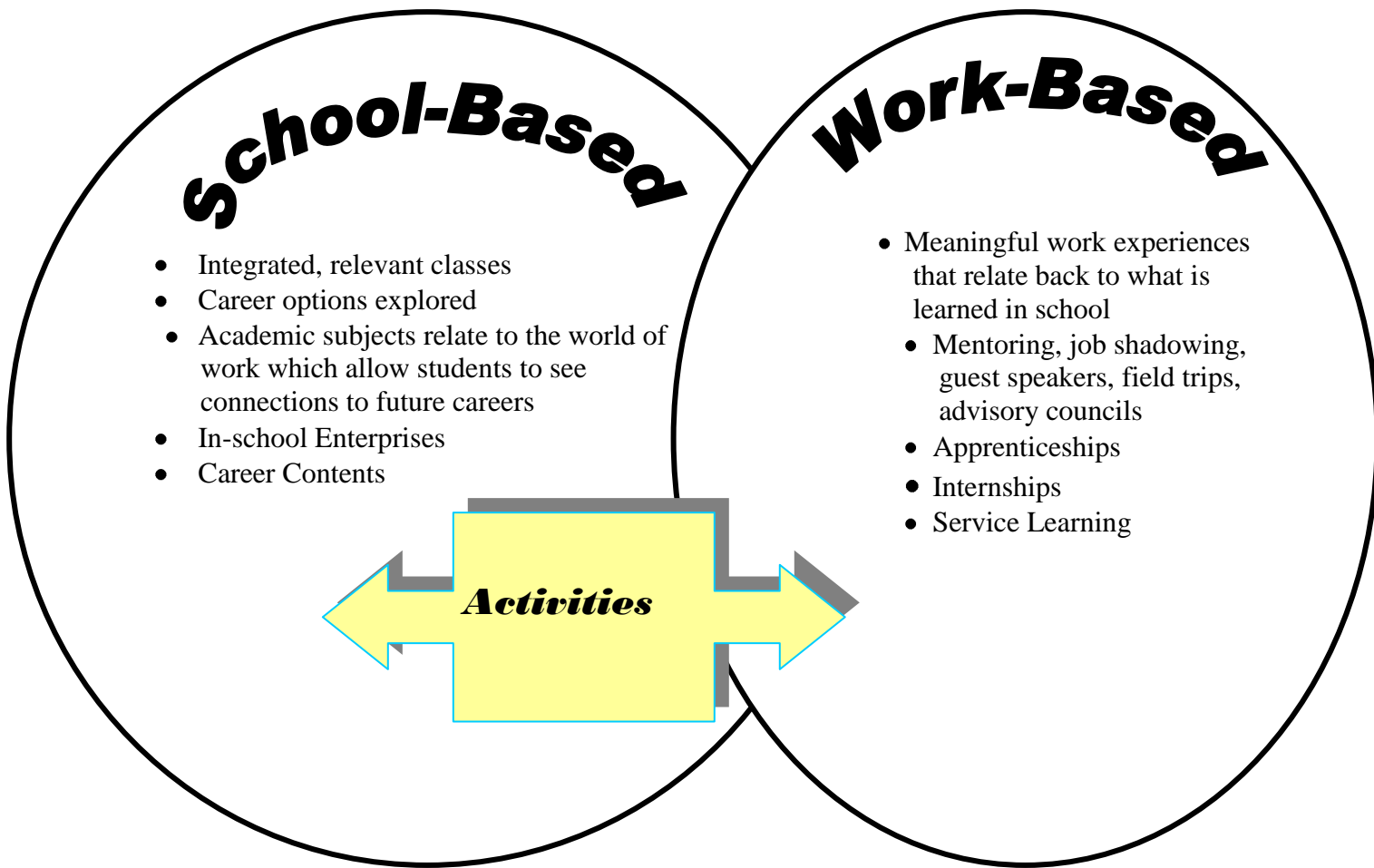
One of the most critical components of a Career Pathway System, making it a unique approach to relevant, integrated education, is work-based learning. This is applied learning taken outside the classroom walls. For many students, this is the crucial element of the Career Pathway experience. Here is the application of all they have learned and is actually a component of their educational experience.

### ***Connection of School with Community and the World of Work***

To prepare students for the workplace and future careers, activities must occur at the school site and the work site that complement each other and extend the learning environment outside of the school building. Employers, community members, and parents must become partners with teachers in this effort.

Mentoring in the 11<sup>th</sup> grade, internships in the 12<sup>th</sup> grade as well as volunteering/community service opportunities and some school-based enterprises are being developed to continue to cultivate students' career plans and to provide increasingly more complex work-based experiences for students.

The following diagram illustrates some of the activities that may occur which connect what is learned at school with what is needed in the workplace.



The following is an example of how some high schools are structuring their curriculum to allow for both school and work-based experiences to occur simultaneously with each supportive of the other. There are different way to structure the school day and the delivery of instruction to connect ‘learning to know with learning to do’. Each high school and community needs to work together to find a system that fits the interests and needs of the students, assuring that ALL students are given the opportunity to participate not just those in vocational programs.

## **The Work-based Learning Component for the Arts and Communications Pathway System: *An Example***

*(The following is one example of how work-based learning is being implemented in one Pacific island. )*

Career exploration and experiences in work-based learning begin in 9<sup>th</sup> grade with the recommended course Career Development I. Students are introduced to career interests and explore each Career Content area. Students rotate approximately every 7 weeks through the four Career Pathway orientations (Business Information, Health and Human Resources, Industrial/Engineering, Arts and Communications, and Natural Resources).

9<sup>th</sup> grade students are also provided instruction in completing job applications, how to conduct oneself during a job interview, letters of application and developing resumes. Students also are introduced to proper processes for securing and changing employment. During the course of Career Development I class, students are given instruction on labor laws, termination processes and entrepreneurial skills. Opportunities in non-traditional jobs are explored and discussed along with the relationship of work, family, society and leisure. Guest speakers from the Chamber of Commerce and other businesses are utilized to assist in teaching these skills and concepts. Employers are first engaged through these classroom activities and through job shadowing to hopefully build future relationships between the students who have an interest in Business Information and the local employers.

In addition, students in the course develop a career pathway plan, set goals, and begin to develop the Career Portfolio for use during high schools.

Students are provided instruction in the workplace through guest speakers, field trips to businesses, teacher lectures and hands-on activities specific to each Career Pathway program during the rotations.

Students also are provided an opportunity to use the ERISS computerized career information delivery system to identify sources of employment, salaries, education levels and other vital information concerning career areas within each Career Pathway and related content.

In the Career Development II course, students explore 15 different career clusters. In this course particular attention is given to human relation skills in the context of career development. Each student develops a career plan to assist them in making career choices. A technology component is included to provide students the opportunity for hands-on integrated technology applications useful in the workplace. Students will be expected to apply these technology skills to the various career systems.

Interest inventories such as the Career Game and the Group Interest Sort are used to investigate career interests before the students select an area in which to job shadow for a day. It is recommended that the Career Pathway students experience more than one day of job shadowing. In many schools with a block schedule, a course called Career Practicum has been implemented. In this structure, the students are in a classroom with the teacher two days per week and on a work-site

observing three days per week. The class continues for one semester. The students are given a structure set of assignments that can only be completed by working with a sponsor or mentor at the work site. The students journal their experiences each day and must identify other issues in the workplace such as safety, continued education, salary and benefits, impact of the economy on the business, inventory, accounting and other components that may be unique to the industry. The days in the classroom are spent in investigating the career cluster and occupations within the cluster as well as making presentations and reports concerning their work experience. This option provides the student with a more complex experience to offer more information as students are making decisions about entering a selected Career Pathway. In the Career Practicum students are encouraged to engage in diverse experiences so that a compare and contrast method of data analysis can take place as part of the decision-making process to enter a Career Pathway System or select an occupational focus.

At the end of the year, students will rotate through each of the Career Pathway areas and visit vocational departments at the community college. Students are expected to make a pathway choice by the end of their sophomore year.

## **VI. GUIDANCE AND COUNSELING**

The Guidance and Counseling program is a comprehensive K-12 program that is based on competencies. These competencies for Grades 9-12 are:

### **AREA I--Career Planning and Exploration**

- Category A—Planning and Developing Careers
- Category C—Understanding How Being Male or Female Relates to Jobs and Careers
- Category D—Making Decisions About College
- Category L—Planning High School Classes
- Category N—Learning How to Use Leisure Time

### **AREA II—Knowledge of Self and Others**

- Category B—Understanding and Accepting Self
- Category F—Making Decisions
- Category H—Understanding and Getting Along With Others
- Category K—Knowing How Alcohol and Other Drugs Affect Me and My Friends
- Category P—Learning About Marriage and Family Responsibilities
- Category Q—Understanding and Appreciation for Cultural Values and Traditions

### **AREA III—Educational and Occupational Exploration**

- Category J—Improving Basic Skills and Study Learning Skills
- Category M--Learning From Friends and Others Who Have Graduated
- Category D—Vocational Selection and Training
- Category E—Preparation for Finding Jobs
- Category I----Finding Jobs
- Category F—Making Decisions

The competencies are taught through increasingly more complex activities throughout the learning process.

In 9<sup>th</sup> grade students are provided activities which teach the competencies through the Career Investigation course. The Career Investigation course provides opportunities for students to work on an Individual Career Planner and develop a Career Portfolio. The students take a number of career assessments to determine interests and to assess life experiences that provide them with glimpses into possible future life work. It is within the Career Investigation course that students will first be able to rotate through a 7-week introduction to each of the Career Pathways for exploration.

As students develop their educational plan to meet their own individual career goals, a conversation among parents, counselors, and teachers should be taking place to assure students have access to many sources of advice and information. Parents meet with the school and students to help develop the plan.

The career plan is periodically reviewed and revised to make the needed adjustments to accommodate the student's goals as they change and grow. Student advisement is considered the job of everyone in the school setting not just counselors or career development teachers. Parental involvement is very important - they hold the most powerful position to convince students of the importance of education.

## **VII. CAREER PATHWAY ADVISORY COMMITTEE**

Each Career Pathway is to have an Advisory Committee in place. The Advisory Committee's role is to provide input into the structure of the Career Pathway and content of the curriculum and business connections.

The Steering/Advisory Committee is an adjunct, voluntary group of community members who are qualified in a specific area or areas. The committee is formed annually. The committee is strictly advisory in capacity and had no administrative or legislative authority.

This committee also consists of individuals involved in Career Pathway System operations including Department and school administrators, coordinating/lead teachers, and counselors. The committee reviews policies and procedures and makes recommendations to ensure the Career Pathway program meets both educational and career goals. Business and Industry representatives should be individuals who are able to obtain the needed support (e.g. job shadowing, summer work experience jobs, mentors, equipment) to make the program a success. The committee should be large enough that a different task force can be formed to work on particular issues or solve specific problems without overburdening individuals (e.g. task force for curriculum development, job development, and recruitment of mentors and other volunteers, student support services, public relations).

## **VIII. BUSINESS AND INDUSTRY INVOLVEMENT**

In developing the Arts and Communications Career Pathway System and content, the business partners will be representative of the arts and communications related business presence in the community. They will partner in all aspects of the development and progress, especially the relevancy of the curriculum. They may in the future provide equipment and materials. Currently the business partners are providing guest speakers for the Career Investigation courses and are hosting field trips. They are providing a work site for job shadowing.

Business and education partners have and will continue to work toward consensus in developing and affirming the Arts and Communications curriculum within the Career Pathway at the high school level. The standards and certification requirements were developed through consultation with business partners.

## **IX. ARTICULATION AND TECH PREP**

The purpose of the articulation component of Tech Prep is to provide linkages among the high schools in American Samoa and American Samoa Community College (ASCC) which assist all students in making a smooth transition from one level to another.

Articulation focuses on creating a smooth transition from the secondary school to a post-secondary setting or the work force. It also facilitates lateral transfer of students between high schools. This component involves identification of articulation linkage points, establishment of teams to link secondary and post-secondary component of the Tech Prep program, and the creation of sequential courses of study for all students.

The development of the Vocational Course Guides is the first step in articulating high school and community college curriculum. The Memorandum of Understanding (MOU) has been signed signifying the intent to articulate vocational high school courses with correlating technical community college courses. It is the intent for high school vocational students mastering the competencies and standards equal to those in certain courses at the community college through testing, portfolios or competency certificates to be awarded credit upon successful admission and performance at the community college. In this way, the standards for high school vocational programs will be improved, students will be rewarded for their work and students will have an improved method for transitioning from high school, to community college, to work.. The outcome will be:

- coordination of instructional content between secondary and postsecondary courses and among high school courses
- sequential courses of high school study which better prepare student for postsecondary programs or employment after high school
- dual enrollment in vocational/technical and academic courses

## X. COMMUNITY COLLEGE CONNECTIONS

American Samoa Community College (ASCC) was founded in 1970 to provide post-secondary education opportunities in the liberal arts, teacher training, vocational-technical education and general education to the residents of American Samoa. As a Land Grant Institution, the American Samoa Community College provides two-year transferable programs in general education, vocational-technical training as well as programs in Samoan and Pacific Studies, Adult Education and literacy.

ASCC is granted full accreditation by the Western Association of Schools and Colleges and the Accrediting Commission of Community and Junior Colleges.

Connections will be built from American Samoa High schools to ASCC through vertical integration of the academic courses as the Tourism & Hospitality Pathway System is developed. Other Human Service Pathways such as Education will be aligned with the 2 year program on teacher preparation already in place at ASCC.

### ***ENTRANCE REQUIREMENTS***

Admission is open to all that can profit from instruction at ASCC provided they meet the following conditions:

- The student is a legal resident of American Samoa.
- The student is a high school graduate, General Education Diploma recipient, bears an U.S. Military Form 214 or is at least 18 years of age.
- The student is admitted under the special admission policy for high school seniors.

### ***DEGREES AND CERTIFICATES***

ASCC offers the Associate of Science Degree (AS) and the Associate of Arts Degree (AA) and Certificates of Proficiency.

- **The Associate of Science (AS) degree** is awarded to students successfully completing a program of occupational, technical, professional and general education courses. The purpose of the Associate of Science degree program is to prepare students for employment and/or to continue education in their prospective field of interest. Students graduating with an Associate of Science degree must meet the following requirements:
  1. Complete general graduation requirements.
  2. Complete general education requirements.
  3. Complete program requirements.
  4. Meet the residency requirements of 15 credits toward program be completed at ASCC.A minimum of 60 credit hours is required for the Associate of Science degree.
  
- **The Associate of Arts (AA) degree** provides developing and understanding in the content and methodology of the major genres of study, awareness of the traditional cultural aspects of Samoa and the Pacific region and preparation for students planning on continuing their studies by transferring to a four-year college or university. Students graduating with an Associate of Arts degree must meet the following requirements:
  1. Complete general graduation requirements.
  2. Complete general education requirements



3. Complete program requirements.
4. Meet residency requirements of 15 credits toward program be completed at ASCC. A minimum of 60 credit hours is required for the Associate of Arts degree.

- The **Certificate of Proficiency** is offered by a number of programs of study and is intended for the student seeking immediate employment, or students currently working and are seeking a career upgrade. The general education requirements are comprised of one English and one Math course specified by the selected program of study. The remaining course requirements are specified by individual Certificate programs.
- A minimum of 30 credit hours is required for a Certificate of Proficiency.

## EMPLOYMENT OUTLOOK

There will always be a need for creative and communications specialty workers. The range of careers that high school graduates may pursue includes graphic design, acting, artists, guides, musicians, etc. Most will need training required at a two-year, four-year or graduate institution. Employers will be looking for employees who are responsible, reliable, who are genuinely dedicated to help people, and are able to relate to colleagues and visitors.

### Characteristics of Successful Arts and Communications Students

**People who are successful in Arts & Communication occupations possess some of the following traits:**

- Work well with people
- Have artistic and creative abilities
- Enjoy using computers and technology
- Possess the art of persuasion
- Have effective communication skills
- Want to be part of a team
- Take on a leadership role on projects
- Have good hand/eye coordination

## SUMMARY

The Arts and Communications Pathway combines high-level academics and career skills with a real-life context for learning that maximizes students' present and future academic and career success.

Career content instruction strengthens—

- Vocational and academic integration and teamwork among teachers and students
- Partnerships between education, the family, community and business and industry
- Acquisition of career goals and skills for both additional education and the workplace

Everyone benefits:

- Students are more motivated, learn more, are able to apply what they learn and feel connected to the world around them
- Parents become part of the process as a contributing member of the team that helps their students make good career choices based on academic and field experiences
- Teachers learn new teaching strategies and work collaboratively developing curriculum and projects with employers, parents and other colleagues
- Employers become contributors to the curriculum, provide meaningful work experiences related to that curriculum, and will be able to reap the benefits of an improved work force of the future.

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