This document crosswalks the definition of global competence, as defined by the Asia Society (http://asiasociety.org/files/book-globalcompetence.pdf) to the Common Career Technical Core (CCTC), a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education, managed by Advance CTE (https://www.careertech.org/cctc). The definition of global competence and the CCTC were developed separately by state education leaders as well as diverse groups of teachers, business and industry experts, administrators, and researchers.

* Please note, if the URL links do not work, copy and paste them into your browser.

Arts, A/V Technology, & Communications Career Cluster© (AR)

Cluster Element		Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology, & Communications Career Cluster™.	X					
2	Analyze the importance of health, safety, and environmental management systems, policies and procedures common in arts, audio/video technology, and communications activities and facilities.	X	X			Students review environmental health concerns and how to keep themselves safe. Discuss environmental safety considerations for working in the arts and why such laws and policies exist to protect the artist and the environment.	https://sis.nlm.nih.gov/enviro/arthazards.html
3	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology, and communications workplace.	X		X		Google "What is it like to be a journalist?" Students can select two websites from the list and read what it is like to be a journalist. When students complete their online research, discuss what they read. Pose questions about the travel involved and the types of stories journalists write.	https://www.google.com/?ion=1&espv=2#q=what%20is%20it%20like%20to%20be%20a%20journalist
4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.	X				Choose an international art legal issue as presented on the website. Ask students to read the situation and have a class discussion on international legal issues in the arts.	http://www.artlawgallery.com/
5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology, & Communications Career Pathways.	X		X		Research international arts career opportunities.	Possible websites: http://jobs.goabroad.com/search/art-fine-arts/jobs-abroad-1; http://artjobs.eu/; http://culture360.asef.org/category/opportunities/jobs-opportunities/; http://www.ispa.org/networking/

| 6 | Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology, & Communications Career Cluster™. | X | X | | | Research international arts, A/V Technology, and Communications organizations. Report on their mission, membership, and services. | Possible websites: http://www.itu.int/en/Pages/default.aspx; http://www.artsandartists.org/; http://www.inaea.org/; http://www.ispa.org/; http://www.ispa.org/ |

A/V Technology & Film Career Pathway (AR-AV)

	Cluster Element	Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Describe the history, terminology, occupations, and value of audio, video, and film technology.			X		Explore the global history of film technology.	https://en.wikipedia.org/wiki/History_of_film_technology
2	Demonstrate the use of basic tools and equipment used in audio, video, and film production.			X	X	What equipment would best fit your needs if you were traveling abroad to shoot a documentary?	http://www.desktop-documentaries.com/video-production-equipment.html
3	Demonstrate technical support skills for audio, video, and/or film productions.						
4	Design an audio, video, and/or film production.			X	X	Choose a video or film set in the United States. Now you are asked to re-make it for another country's audience. How would you need to change the production design to set the piece in that country?	http://www.premiumbeat.com/blog/how-to-create-great-production-design-for-film-video-production/

Journalism & Broadcasting Career Pathway (AR-JB)

	Cluster Element	Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.	X					
2	Demonstrate writing processes used in journalism and broadcasting.	X	X	X	X	Students can watch a *NY Times* student documentary and then plan, write, and deliver their own documentary. Students demonstrate the use of appropriate technical support as needed in the production and publishing process.	http://learning.blogs.nytimes.com/tag/film-club/
3	Plan and deliver a media production (e.g., broadcast, video, Internet, mobile).	X	X	X	X		
4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).	X	X	X	X		

Performing Arts Career Pathway (AR-PRF)

	Cluster Element	Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.			X			
2	Demonstrate the fundamental elements, techniques, principles, and processes of various dance styles and traditions.	X			X	Give students an opportunity to review dances from around the world. Students use the interactive website to select regions of the world and watch those areas' videos of regional dances. Students could choose one dance to re-create.	http://fitforafeast.com/dance_cultural.htm
3	Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures, and historical periods.		X	X	X		
4	Demonstrate knowledge of music theory.		X	X		Teacher reads Global Music Theory. Use concepts to engage students in a discussion of the concepts.	http://samples.sainsburysebooks.co.uk/9781409423379_sample_948884.pdf
5	Explain key issues affecting the creation of characters, acting skills, and roles.		X			Should you create a character from a cultural background different from yours? If so, what are some of the parameters to follow?	http://www.mitaliblog.com/2008/10/ten-tips-about-writing-race-in-novels.html
6	Create stage, film, television, or electronic media scripts in a variety of traditional and current formats.		X	X		Have students read online article and discuss when they would include a foreign character in a script.	http://www.filmscriptwriting.com/formatting-dialogue-in-a-foreign-language/
7	Describe how technology and technical support enhance performing arts productions.						
8	Analyze all facets of stage and performing arts production management.						

Printing Technology Career Pathway (AR-PRT)

	Cluster Element	Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Manage the printing process, including customer service and sales, scheduling, production, and quality control.	X	X	X		Students research and then compare and contrast the benefits of printing services in the U.S. and going abroad for printing services.	Possible websites: http://www.artfuldragon.com/printing-overseas/; http://info.universalprinting.com/blog/bid/56582/Is-Printing-Offshore-a-Good-Idea-or-Just-Plain-Lame; http://smallbusiness.chron.com/advantages-disadvantages-opening-production-facility-foreign-country-42750.html; https://www.americanprogress.org/issues/labor/news/2012/07/09/11898/5-facts-about-overseas-outsourcing/
2	Demonstrate the production of various print, multimedia, or digital media products.						
3	Perform finishing and distribution operations related to the printing process.						

Telecommunications Career Pathway (AR-TEL)

	Cluster Element	Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Demonstrate the use of telecommunications terminology, tools, and test equipment.						
2	Demonstrate telecommunication installation processes using appropriate tools, materials, schematics, diagrams, blueprints, and industry-specific codes and regulations.						
3	Demonstrate decision making, problem-solving techniques, and communication skills when providing services for customers.		X	X		What are some of the key skills needed when dealing with diverse clients?	http://www.providesupport.com/blog/customer-diversity/
4	Demonstrate the installation, repair, and delivery of network systems.						

Visual Arts Career Pathway (AR-VIS)

Cluster Element		Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Describe the history and evolution of the visual arts and its role in and impact on society.	X	X	X		Read the "History of Art" on Wikipedia. Students select one time period/part of the world and research the evolution of art in that region, including the art in that region of the world today. Students write a research paper on their findings.	https://en.wikipedia.org/wiki/History_of_art
2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.	X	X	X		Have students visit the Artsy website and explore shows currently on view in the contemporary art world—explore these as a basis for writing an art review. Or students can consider how such art exhibitions would be received in another country.	https://www.artsy.net
3	Analyze and create two- and three-dimensional visual art forms using various media.						