



# Instructor's Guide

## Top Careers in Two Years

# COMMUNICATIONS AND THE ARTS

## Introduction

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This Instructor's Guide provides information to help you get the most out of *Top Careers in Two Years: Communications and the Arts*. The contents in this guide will allow you to prepare your students before they use the program, assist them as they navigate through the program, and present follow-up activities to reinforce the program's key learning points.

This program is targeted to students in grades 9-12. Its content is appropriate to such curriculum areas as Career and Technical Education, Trade and Industrial Education, and Career Development and Occupational Studies. In addition, the information presented in the program could also be presented in vocational/technical schools or adult education courses.

## Learning Objectives

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After watching this video program, students will be able to:

- Understand important concepts and skills related to careers in the fields of communications and the arts.
- Describe the particular personal skills, talents, and interests that are the keys to success in various jobs in communications and the arts.
- Describe what a typical work week encompasses for the various jobs in the fields of communications and the arts.
- List the duties, functions, and responsibilities of various jobs in the fields of communications and the arts.
- Understand how two years or less of appropriate education or experience can aid in job placement and career advancement, and explain what a typical career path is for various jobs in each field.

## Educational Standards

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This program correlates to all applicable National and State Educational Standards including the NCLB Act. Its content correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee, the National Standards for Life Work, and the National Communication Association's Speaking, Listening, and Media Literacy Standards. The content has also been aligned with the U.S. Department of Education's Career Cluster. On the state standards level, the program correlates to, among others, the Texas Essential Knowledge and Skills (TEKS) for Career Orientation Standards, and the North Dakota Career Development Content Standards.

### **National Career Standards from the National Occupational Information Coordinating Committee**

**COMPETENCY IV:** Understanding the relationship between educational achievement and career planning. The student will be able to demonstrate how to apply academic and vocational skills to achieve personal goals; describe the relationship of academic and vocational skills to personal interests; describe how education relates to the selection of college majors, further training, and/or entry into the job market; demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements; and describe how learning skills are required in the workplace.

**COMPETENCY VI:** Skills to locate, evaluate and interpret career information. The student will be able to describe the educational requirements of various occupations; demonstrate use of a range of resources (e.g. handbooks, career materials, labor market information, and computerized career information delivery systems); demonstrate knowledge of various classification systems that categorize occupations and industries (e.g. Dictionary of Occupational Titles); describe the concept of career ladders; describe the advantages and disadvantages of self employment as a career option; identify individuals in selected occupations as possible information resources, role models, or mentors; and describe the impact of population, climate, and geographic location on occupational opportunities.

**COMPETENCY VII:** Skills to prepare to seek, obtain, maintain, and change jobs. The student will be able to demonstrate skills to locate, interpret, and use information about job openings and opportunities; demonstrate academic or vocational skills required for a full- or part-time job; demonstrate skills and behaviors necessary for a successful job interview; demonstrate skills in preparing a resume and completing job applications; identify specific job openings; demonstrate employability skills necessary to obtain and maintain jobs; demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change); describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training; demonstrate an understanding that job opportunities often require relocation; and demonstrate skills necessary to function as a consumer and manager of financial resources.

**National Career Development Standards**

1. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with the academic preparation that is essential to choose from a wide variety of substantial postsecondary options, including college.
3. Students will understand the relationship of academics to the world of work, and to life at home and in the community.
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.
5. Students will employ strategies to achieve future career success and satisfaction.
6. Students will understand the relationship between personal qualities, education and training, and the world of work.

**National Communication Association's Speaking, Listening, and Media Literacy Standards**Fundamentals of Effective Communication

- Effective communicators can demonstrate knowledge and understanding of the relationships among the components of the communication process; the variables influencing the effectiveness of the components of the communication process; the various levels of the meanings of messages; the role of personal knowledge and the knowledge of others in the nature and quality of communication; the influence of the individual, the relationship, and the situation on communication choices; the role of communication in the development and maintenance of personal relationships; the role of communication in creating meaning, influencing thought, and making decisions; the role of communication in the democratic process; and the role of personal responsibility in making ethical communication decisions.
- Effective communicators can demonstrate the ability to identify and use communication strategies by taking into consideration individual differences; identify and use communication strategies to enhance relationships and resolve conflict; evaluate the aesthetic and functional value of all types of communication; and show sensitivity to the ethical issues associated with competent and effective communication in society.

Speaking

- The effective speaker can demonstrate knowledge and understanding of the relationships among the components of the speaking process across a variety of contexts; the ability to identify and use effective strategies for formal and informal speaking situations in public, group, work, and personal settings; the ability to use language that clarifies, persuades, and/or inspires while respecting the listeners' backgrounds, including their culture, gender, and individual differences; and the ability to identify and use methods to manage or overcome communication anxiety and apprehension.

### Listening

- The effective listener can demonstrate knowledge and understanding of relationships among the components of the listening process across a variety of contexts; the ability to identify and manage barriers to listening; the ability to identify and use different listening skills appropriate for diverse types and purposes of listening; and the ability to receive, interpret, and respond to messages.

### Media Literacy

- The effective media participant can demonstrate the effects of the various types of electronic audio and visual media, including television, radio, the telephone, the Internet, computers, electronic conferencing, and film, on media consumers; and the ability to identify and use skills necessary for competent participation in communication across various types of electronic audio and visual media.

### **AAVC Career Cluster from the U.S. Department of Education**

Jobs in the arts, audio/video technology, and communications career cluster involve designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

### **Texas Essential Knowledge and Skills for Career Orientation**

Standard 127.12. Analyzes the effect of personal interests and aptitudes upon educational and career planning. Knows how to locate, analyze, and apply career information. Knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. Knows the process used to locate and secure employment. Knows the process of career planning. Knows the importance of productive work habits and attitudes.

### **North Dakota Career Development Content Standards**

#### 1.0 PERSONAL SOCIAL DEVELOPMENT

Acquire the knowledge, attitudes, and interpersonal skills that encourage the understanding and respect of self and others, including: developing understanding of self to build and maintain a positive self concept; developing positive interpersonal skills including respect for diversity; integrating personal growth and change into one's career development; and balancing personal, leisure, community, learner, family, and work roles.

#### 2.0 EDUCATIONAL ACHIEVEMENT AND LIFE-LONG LEARNING

Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span, including: attaining educational achievement and performance levels needed to reach personal and career goals; and participating in ongoing, life-long learning experiences to enhance one's ability to function effectively in a diverse and changing economy.

#### 3.0 CAREER MANAGEMENT

Acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions, including: creating and managing a plan that focuses on career goals; using a process of decision-making as one component of career development; using accurate, current, and unbiased career information during career planning and management; and mastering academic, occupational, and general employability skills in order to obtain, create, maintain, and / or advance in employment.

## Program Overview

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Whether one considers today's job market as being in the "Digital Age" or in the "Information Age," two industries stand out — Communications and the Arts. Both fields provide a wide array of outlets in various media and technologies for people to communicate information, ideas, and designs. The goal of this program is to provide an insider's view into typical jobs within each field, highlighting not only the duties, responsibilities, and workweeks for various career paths, but also the "keys to success" that can prove to be most beneficial to achieving a successful career in today's digitized world. The two often-interrelated fields are explored with the help of six professionals who have used a program of two years or less to jumpstart their chosen careers.

## Main Topics

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### Topic 1: Introduction

The program begins by explaining how professions in Communications and professions in the Arts often overlap in today's Digital Age — an era in which "communications" and "the arts" mean more than just items on a newsstand or in a museum.

### Topic 2: Top Careers in Communications

Viewers learn the importance of effective communication and see how three professionals — an audio technician, a video editor, and a desktop publisher — have turned this skill into successful career choices.

### Topic 3: Top Careers in the Arts

Three somewhat unconventional career possibilities in the Arts are highlighted as an animator, a photographer, and a fashion designer give colorful interviews.

## Fast Facts

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- The definition of "communication" as a field was developed by communications teachers and scholars in 1995 as: "The field of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The field promotes the effective and ethical practice of human communication."
- Initially called "rhetoric," the theory and practice of communication was a core element in Greek, Roman, medieval, Renaissance, and early modern education. Even as far back as 3000 B.C. Egyptians philosophized on the concept of "communication" in *The Precepts of Kagemni and Ptah-Hotep*.

- About 30% of broadcast engineers work in radio or television stations, while another 17% are employed in film, video, and sound recording.
- The study of communication today includes: interpersonal, small group, organizational, intercultural and international, and public and mass communication. As a field, it is as broad and diverse as communication itself. Areas of specialty can include: Applied Communication, Communication Education, Communication Theory, Family Communication, Gender Communication, Health Communication, International and Intercultural Communication, Interpersonal Communication, Language and Social Interaction, Legal Communication, Mass Communication and Media Literacy, Mediation and Dispute Resolution, Performance Studies, Political Communication, Public Address, Public Relations, Rhetorical Criticism, Semiotics, Small Group Communication, Speech Communication, Theatre and Drama, and Visual Communication.
- Job growth for desktop publishers is expected to increase over the next few years as more companies take care of prepress work internally. To prepare for a career in desktop publishing, students should take courses in typography, electronic page and graphics layout, and graphic design.
- There are more than 300,000 visual artists in the United States, including fine artists, commercial artists, curators, photographers, videographers, fashion designers, and art instructors.
- Interior designers tend to get their break through on-the-job internships, such as one through the National Council for Interior Design Qualification (NCIDQ) Interior Design Experience Program.
- Anyone interested in a profession as a dance instructor should take more than dance composition and teaching methods for dance. He or she should also incorporate courses in biomechanics and injury prevention, dance history, and performing arts design/production and directing.
- Applied arts includes the following fields: industrial design, graphic design, fashion design, interior design, decorative art, and functional art. Architecture and photography are also considered applied art.
- "Fashion design" is technically considered to have started in the 19th century when Charles Frederick Worth sewed his label into the garments he sold. In general, only clothing created after 1858 is considered to be fashion design.

## Vocabulary Terms

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**animator:** A job in which an artist or technician designs, develops, or produces a sequence of two- or three-dimensional images or model positions in order to create an illusion of movement.

**applied arts:** The application of design and aesthetics to objects of function and everyday use. Whereas fine arts stimulate the senses, applied arts “apply” design and creativity to objects of utility.

**(the) arts:** A broad subdivision of culture in which art is expressed as visual arts, performing arts, language arts, culinary arts, and physical arts.

**associate degree:** An academic degree awarded by community colleges, junior colleges, business colleges, and some bachelor’s degree-granting colleges and universities upon completion of a course of study usually lasting two years.

**audio engineering:** A part of audio science dealing with the recording and reproduction of sound through mechanical and electronic means.

**bachelor’s degree:** An undergraduate academic degree awarded for a course or major that generally lasts for three, four, or in some cases and countries, five or six years.

**commercial art:** Art created for commercial purposes, primarily advertising.

**communication:** The conveying of a message or idea from one person to another.

**content management:** Also known as CM, it is a set of processes and technologies that support the evolutionary life cycle of digital information, content, or digital content, in the form of documents, multimedia files, etc.

**desktop publishing:** A system for producing printed materials that consists of a computer, a high-resolution printer, and software that enables the user to produce professional-quality materials without the need for outside typesetting or printing facilities.

**fashion design:** An applied art field dedicated to designing clothing and accessories.

**fine art:** Arts concerned with visual and performing art forms, including painting, sculpture, dance, theater, architecture, and printmaking. More recently, fine art is being supplanted by visual art in order to include a wider variety of current art practices, as well as a variety of media formats.

**footage:** In film and video, the raw, unedited material as it had been originally recorded, which usually must be edited to create a motion picture, video clip, TV show, or similar completed work. It can refer to all sequences used in film and video editing, e.g., special effects and archive material.

**Information Age:** Like the Digital Age (or Wireless Age), it is a term used to refer to the end of the twentieth century, marked by the increased production, transmission, consumption of, and reliance on information.

**intern:** One who works in a temporary position within an organization, in order to gain on-the-job training and experience, help determine interest in a particular career, create a network of contacts, and/or gain school credit. Interns are usually college or university students, but they can also be other adults seeking skills for a new career.

**key frame:** Any video frame or still image in animation in which an aspect of an item (e.g., its size, location, color, etc.) is specifically defined.

**mentor:** Someone who guides, counsels, or teaches another, most often in an occupational setting.

**photojournalism:** A particular form of journalism (the collecting, editing, and presenting of news material for publication or broadcast) that creates images in order to tell a news story.

**post house:** A term used to refer to a post-production company, in which audio recordings, films/movies, photography and digital art, videos, and television programs are edited and polished for final production after the actual recording has been completed.

**rendering:** The process of generating an image from a model, by means of a computer program. The model is a description of three-dimensional objects in a strictly defined language or data structure, and contains geometry, viewpoint, texture, lighting, and shading information.

**roadie:** A term used to refer to someone on the "road crew" (e.g., technicians, etc.) who travel with a band on tour, usually in sleeper buses, and who handle certain aspects of the concert.

**shutterbug:** A photography enthusiast.

**sound bite:** In film and broadcasting, a very short piece of a speech taken from a longer speech or an interview considered to be the most important or relevant point.

**still life:** A painting or photographic composition of inanimate objects (e.g., fruit or flowers in a basket on a table).

**telecommunications:** Any transmission, emission, or reception of signals, writing, images, or other information by wire, radio, or any other electromagnetic system.



## Pre-Program Discussion Questions

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1. What is communication, and why is it important? How do we use it in our everyday lives? What communication tools do you use on a daily basis?
2. How are the fields of communications and the arts related? Why do you think this is so? Name some careers that could fall into both of these categories.
3. What do you think of when you think of "the arts"? How have the arts changed in the past century? How about in the last decade?
4. How do you think a two-year degree or program can help jumpstart a career in communications and the arts?
5. What personal qualities do you think would be considered assets in communications and the arts?

## Post-Program Discussion Questions

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1. What are some examples of various types of art, and what do they entail?
2. Why are the fields of communications and the arts booming today? Why are careers in these fields important in today's global workforce?
3. How do you think the two fields will change in the next 100 years? What factors could impact (either positively or negatively) job prospects in either communications or the arts?
4. What are telecommunications? What branches are available in sound engineering?
5. What is photojournalism?
6. What is the purpose of a collection, as it relates to fashion design?

## Individual Student Projects

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- Consider your strengths, weaknesses, and interests and list them all in a grid. For which specific profession(s) in communications and the arts would each characteristic be ideal? Which professions would be a poor match for the characteristic, and why? Be specific with detailed examples of each characteristic, presenting your opinions in a paper, multimedia presentation, or video. Then, assess which profession stands out as being the best match for your personality and personal characteristics.

- Making use of search engines and the Internet, create a plan for how you would go about obtaining and excelling in the profession you have chosen in the first Individual Activity (including activities, hobbies, internships, associations to join, etc.). What educational requirements would you need to succeed, and what classes would you take? Detail the steps that you envision in your career path and the timeline in which you think it would be feasible.
- Do you know someone personally who is a professional in communications or the arts? If possible, shadow the individual for the day to gain insight into his or her job responsibilities. Then interview the person to understand the full picture, including how the person got started in the field (and advanced in it, if applicable), what particular skills or talents were most essential to be effective in the job, what education the individual had or wished s/he had, and any interesting facts or stories about the job itself. Profile the professional in a paper, video interview, or presentation.

## Group Activities

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- Divide the class into six groups and assign each group one of the following fields:
  - Telecommunications Technologies
  - Audio and Video Technologies
  - Printing Technologies
  - Journalism and Broadcasting
  - Performing Arts
  - Visual Arts

Ask each group to research the significance of their assigned field, and typical careers that might be included in each. Then, ask the group to create a poster or multimedia presentation of its findings, including job duties, relevant organizations and Web sites, and personal skills and interests needed to succeed.

- Practice interviewing for various careers in communications, and take turns trying to stump the interviewee or impress the interviewer. As a class, provide constructive criticism on ways the "communication" between interviewer and interviewee could have been improved.
- Divide into groups and research the ways in which the Digital Revolution has impacted communications and the arts. Then have each group create a multimedia presentation that depicts their findings using photos, graphics, or video.

## Internet Activities

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- Group the communications areas of concentration into one or more of these categories, and create a separate spreadsheet for each group: interpersonal, small group, organizational, intercultural, international, public, and mass communication. Research and insert the data for estimated growth, salaries, typical duties, etc., to create a comprehensive outlook. Then, create a presentation for the class that explains the reasons why you believe growth will occur in specific areas or decrease in others.
- Consider the main areas of the arts: fine art, applied art, and commercial art. Research careers in these three main areas. Then continue your research by investigating career options in the visual arts, performing arts, language arts, culinary arts, physical arts, etc. Create a presentation or write a report that explains the differences and similarities of all the various areas, how they interrelate, and how careers in this field will change over the course of the next century.
- Make a thirty-second video resume of yourself, to advertise your qualifications for your favorite job in either communications or the arts. Upload the video to a repository, server, or Internet site such as YouTube, ensuring that you highlight your strengths and make the video — and you! — stand out from those of other applicants.

## Assessment Questions

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- Q1.** What does communication allow a person to do? (Select all that apply.)
- a) Inform, influence, and entertain through words
  - b) Inform, influence, and entertain through sounds
  - c) Inform, influence, and entertain through images
  - d) Inform, influence, and entertain through pictures
  - e) Build relationships
- Q2.** What is live sound engineering? (Select all that apply.)
- a) Creating mechanical or engineered sounds on-the-fly for a movie soundtrack.
  - b) Mixing sound live at shows, concerts, or band performances.
  - c) Mixing in background music and real-world sounds in post-production.
  - d) None of these.
- Q3.** Match each possible characteristic with the career for which it would be terribly unsuited.
- If I...*
- a) am tone-deaf...
  - b) have terrible grammar skills...
  - c) couldn't care less about the latest trends and styles in clothes...
  - d) have an unsteady hand...
- ...then I should NOT apply to be a(n):*
- 1. fashion designer
  - 2. professional photographer
  - 3. audio technician
  - 4. desktop publisher
- Q4.** Match each of the following terms with its corresponding definition.
- a) telecommunications
  - b) content management
  - c) desktop publishing
  - d) photojournalism
- 1. A set of processes and technologies that support the evolutionary life cycle of digital information, content, or digital content, in the form of documents, multimedia files, etc.
  - 2. A system for producing printed materials that consists of a computer, a high-resolution printer, and software that enables the user to produce professional-quality materials without the need for outside typesetting or printing facilities.
  - 3. The collecting, editing, and presenting of news material for publication or broadcast that creates images in order to tell a news story.
  - 4. Any transmission, emission, or reception of signals, writing, images, or other information by wire, radio, or any other electromagnetic system.

- Q5.** According to the program, which of the following characteristics is (are) important in a career as a video editor? (Select all that apply.)
- a) Ability to collaborate
  - b) Creativity
  - c) Organization
  - d) Patience
- Q6.** True or False? The work day of an audio engineer is typically 9 to 5.
- Q7.** Match each of the following terms with its corresponding definition/description.
- a) footage
  - b) key frame
  - c) shutterbug
  - d) sound bite
  - e) still life
1. Any video frame or still image in animation in which an aspect of an item (e.g., its size, location, color, etc.) is specifically defined.
  2. A painting or photographic composition of inanimate objects (e.g., fruit or flowers in a basket on a table).
  3. A photography enthusiast.
  4. A very short piece of a speech taken from a longer speech or an interview considered to be the most important or relevant point.
  5. Raw, unedited material as it had been originally recorded, which usually must be edited to create a motion picture, video clip, television show, or similar completed work.
- Q8.** True or False? Double-checking a one-second motion in an animation before rendering it can save hours of rework.
- Q9.** A fashion designer showcases his or her work with which of the following? (Select all that apply.)
- a) An abstract idea
  - b) A collection
  - c) A runway show
  - d) A shadow
- Q10.** True or False? A photographer usually spends more time working on his or her business than actually taking pictures.

## Assessment Questions Answer Key

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**Q1.** What does communication allow a person to do? (Select all that apply.)

- a) Inform, influence, and entertain through words
- b) Inform, influence, and entertain through sounds
- c) Inform, influence, and entertain through images
- d) Inform, influence, and entertain through pictures
- e) Build relationships

**A1.** *These are all correct answers.*

**Q2.** What is live sound engineering? (Select all that apply.)

- a) Creating mechanical or engineered sounds on-the-fly for a movie soundtrack.
- b) Mixing sound live at shows, concerts, or band performances.
- c) Mixing in background music and real-world sounds in post-production.
- d) None of these.

**A2.** *The correct answer is b.*

**Q3.** Match each possible characteristic with the career for which it would be terribly unsuited.

*If I...*

- a) am tone-deaf...
- b) have terrible grammar skills...
- c) couldn't care less about the latest trends and styles in clothes...
- d) have an unsteady hand...

*...then I should NOT apply to be a(n):*

- 1. fashion designer
- 2. professional photographer
- 3. audio technician
- 4. desktop publisher

**A3.** *The correct answers are: 1c; 2d; 3a; 4b.*

**Q4.** Match each of the following terms with its corresponding definition.

- a) telecommunications
  - b) content management
  - c) desktop publishing
  - d) A photojournalism
- 1. A set of processes and technologies that support the evolutionary life cycle of digital information, content, or digital content, in the form of documents, multimedia files, etc.
  - 2. A system for producing printed materials that consists of a computer, a high-resolution printer, and software that enables the user to produce professional-quality materials without the need for outside typesetting or printing facilities.

3. The collecting, editing, and presenting of news material for publication or broadcast that creates images in order to tell a news story.
4. Any transmission, emission, or reception of signals, writing, images, or other information by wire, radio, or any other electromagnetic system.

**A4.** *The correct answers are: 1b; 2c; 3d; 4a.*

**Q5.** According to the program, which of the following characteristics is (are) important in a career as a video editor? (Select all that apply.)

- a) Ability to collaborate
- b) Creativity
- c) Organization
- d) Patience

**Q5.** *All of these answers are correct.*

**Q6.** True or False? The work day of an audio engineer is typically 9 to 5.

**A6.** *This statement is false.*

**Q7.** Match each of the following terms with its corresponding definition/description.

- a) footage
  - b) key frame
  - c) shutterbug
  - d) A sound bite
  - e) still life
1. Any video frame or still image in animation in which an aspect of an item (e.g., its size, location, color, etc.) is specifically defined.
  2. A painting or photographic composition of inanimate objects (e.g., fruit or flowers in a basket on a table).
  3. A photography enthusiast.
  4. A very short piece of a speech taken from a longer speech or an interview considered to be the most important or relevant point.
  5. Raw, unedited material as it had been originally recorded, which usually must be edited to create a motion picture, video clip, television show, or similar completed work.

**A7.** *The correct answers are: 1b; 2e; 3c; 4d; 5a.*

**Q8.** True or False? Double-checking a one-second motion in an animation before rendering it can save hours of rework.

**A8.** *This statement is true.*

**Q9.** A fashion designer showcases his or her work with which of the following? (Select all that apply.)

- a) An abstract idea
- b) A collection
- c) A runway show
- d) A shadow

**A9.** *The correct answers are b and c.*

**Q10.** True or False? A photographer usually spends more time working on his or her business than actually taking pictures.

**A10.** *This statement is true.*

## Web Sites

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### General

- [www.bls.gov](http://www.bls.gov): U.S. Department of Labor, Bureau of Labor Statistics
- [www.careeroverview.com](http://www.careeroverview.com): Career Overview and Research Guide
- [www.dol.gov](http://www.dol.gov): U.S. Department of Labor
- [www.salary.com](http://www.salary.com): Salary.com
- [www.nationalbusiness.org](http://www.nationalbusiness.org): National Business Association
- [www.talentzoo.com](http://www.talentzoo.com): Talent Zoo

### Animator

- [www.animationarena.com](http://www.animationarena.com): Animation Arena
- [www.awn.com](http://www.awn.com): Animation World Network
- [www.animationschoolreview.com](http://www.animationschoolreview.com): Animation School Review

### Library Technician

- [www.ala.org](http://www.ala.org): American Library Association
- [www.sla.org](http://www.sla.org): Special Libraries Association
- [librarysupportstaff.com](http://librarysupportstaff.com): LibrarySupportStaff.com

### Fashion Designer

- [www.fashion.net](http://www.fashion.net): Fashion Net: The Guide to All Things Chic
- [www surfacedesign.org](http://www surfacedesign.org): Surface Design Association
- [www.aatcc.org](http://www.aatcc.org): American Association of Textile Chemists and Colorists

### Photographer

- [www.ppa.com](http://www.ppa.com): Professional Photographers of America
- [www.nppa.org](http://www.nppa.org): National Press Photographers Association, Inc.
- [www.asmp.org](http://www.asmp.org): American Society of Media Photographers, Inc.



**Dance Instructor**

- [www.deadance.com](http://www.deadance.com): Dance Educators of America
- [www.dance-teacher.com](http://www.dance-teacher.com): Dance Teacher
- [nasd.arts-accredit.org](http://nasd.arts-accredit.org): National Association of Schools of Dance

**Musician**

- [nasm.arts-accredit.org](http://nasm.arts-accredit.org): National Association of Schools of Music
- [www.musicalartists.org](http://www.musicalartists.org): American Guild of Musical Artists
- [www.music-careers.com](http://www.music-careers.com): Music Industry Career Center

**Broadcast Engineering Technician**

- [www.sbe.org](http://www.sbe.org): Society of Broadcast Engineers
- [www.nab.org](http://www.nab.org): National Association of Broadcasters
- [www.nabetcwa.org](http://www.nabetcwa.org): National Association of Broadcast Employees and Technicians

**Interior Designer**

- [www.asid.org](http://www.asid.org): American Society of Interior Designers
- [www.ifdaef.org](http://www.ifdaef.org): International Furnishings and Design Association
- [www.accredit-id.org](http://www.accredit-id.org): Council for Interior Design Accreditation

**Audio Technician**

- [www.nab.org](http://www.nab.org): National Association of Broadcasters
- [www.sbe.org](http://www.sbe.org): Society of Broadcast Engineers
- [www.aes.org](http://www.aes.org): Audio Engineering Society

**Lighting Technician**

- [www.iatse-intl.org](http://www.iatse-intl.org): International Alliance of Theatrical Stage Employees
- [www.usitt.org](http://www.usitt.org): United States Institute for Theatre Technology
- [www.nalmco.org](http://www.nalmco.org): International Association of Lighting Management Companies

**Desktop Publishers**

- [www.aiga.org](http://www.aiga.org): American Institute of Graphic Arts
- [www.ami.org](http://www.ami.org): Association of Medical Illustrators
- [www.gain.org](http://www.gain.org): Graphic Arts Information Network

**Video Editor**

- [www.namac.org](http://www.namac.org): National Alliance for Media Arts and Culture
- [www.dvpa.org](http://www.dvpa.org): Digital Video Professionals Association
- [www.nab.org](http://www.nab.org): National Association of Broadcasters

## Additional Resources from [www.films.com](http://www.films.com)

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### A Second Look at Careers

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor's guide online
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Order #: 24604

We've taken 40 occupations from the *Children's Dictionary of Occupations* and brought them to life using real people at work. Students learn about the tools of the trade and the tasks performed on the job. They hear from workers who will tell them how to prepare for each job, including the education and training needed. Best of all, this fast-paced video set encourages students to begin thinking about the future world of work and is an excellent introduction to career days, job fairs, or classroom units on careers. *Careers include* • Aircraft Mechanic • Accountant • Broadcast Technician • Butcher • Carpenter • Chemist • Chiropractor • Dancer • Dentist • EMT • Economist • Farmer • Flight Attendant • Glazier • Home Appliance Repairer • Home Health Aide • Industrial Designer • Information Clerk • Janitor • Judge • Kitchen Worker • Landscape Architect • Lawyer • Mail Carrier • Manicurist • Musician • Nuclear Medicine Technologist • Optometrist • Physical Therapist • Quality Assurance Inspector • Real Estate Agent • Respiratory Therapist • Secretary • Telephone Line Installer • Urban Planner • Vehicle Washer/ Equipment Cleaner • Writer • X-Ray Technologist • Yeoman (Armed Services) • Zoologist. (Two videos, 33 minutes total) © 2000

### The Complete Career Clusters

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to all applicable standards
- Order #: 36947

Covering 16 broad occupational categories, the Career Clusters system offers information on practically every job there is! Each and every Cluster is represented in this outstanding 16-part series—a perfect companion to the Career Clusters Poster Set. Correlates to all applicable standards. A Cambridge Educational Production. The 16-part series includes *Education & Training; Health Services; Information Technology Services; Scientific, Engineering & Technical Services; Transportation, Distribution & Logistics; Law, Public Safety & Security; Agriculture, Food & Natural Resources; Manufacturing; The Arts, Audio Visual Technology & Communications; Hospitality & Tourism; Architecture & Construction; Human Services; Marketing, Sales & Service; Government & Public Administration; Business, Management & Administration; Finance*. (16-24 minutes each) © 2007

### Career Clusters Poster Set

- Sixteen 17" x 22" posters
- Correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee
- Order #: 36989

Set includes: Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Business, Management & Administration; Architecture & Construction; Education & Training; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing; Government & Public Administration; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics. © 2003

### Cambridge Career Center

- CD-ROM (Windows and Macintosh)
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to the Life Work standards published in "What Work Requires of Schools" from the Secretary's Commission on Achieving Necessary Skills (SCANS) and The National Career Development Standards.
- Order #: 32736

From aerospace engineer to umpire, the Cambridge Career Center introduces students to more than 1,100 different careers and helps them discover which ones might be right for them. This interactive CD-ROM uses version 5.0 of the U.S. Department of Labor's Occupational Information Network (successor to the time-honored Dictionary of Occupational Titles) — America's primary source of career information. © 2004

### The Road to Success: Stories of Career Satisfaction in Popular Fields

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to all applicable educational standards
- Recommended by *Booklist*, *Video Librarian*, and *Educational Media Reviews Online*.
- Order #: 36911

What does Virginia Jose, an art educator at South Bronx Preparatory School, have in common with Paul Orfalea, founder of Kinko's? Or Michele Speer, Nurse Coordinator for the Women's Breast Center at Stamford Hospital, with Brightcove cofounder Bob Mason? Each has created her or his own personal road to career success, overcoming challenges and uncertainties along the way. Use this ten-part series to introduce your students to 22 real people who in following their hearts have found lasting satisfaction in their work. The series includes *Spotlight on Careers in the Arts*; *Spotlight on Careers in Travel and Hospitality*; *Spotlight on Careers in Education*; *Spotlight on Careers in Medicine*; *Spotlight on Careers in Housing and Real Estate*; *Spotlight on Careers in Science*; *Spotlight on Careers in Entrepreneurship*; *Spotlight on Careers in Food*; *Spotlight on Careers in Fitness and Sports*; *Spotlight on Careers in Technology*. (16-21 minutes each) © 2007