Approved Innovative Course

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(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected:

(A) employ advanced reading and writing skills;

(B) employ advanced verbal and nonverbal communication skills;

(C) demonstrate knowledge of how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site;

(D) cooperate, contribute, and collaborate as a member of a group to attain agreement and achieve a collective outcome;

(E) demonstrate effective use of time-management skills in prioritizing tasks, following schedules, and tending to goal relevant activities in a way that optimizes efficiency and results;

(F) consistently demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks with little or no direction; and

(G) identify and demonstrate appropriate actions and identify consequences related to discrimination, harassment, and inequality in the workplace.

(2) The student demonstrates knowledge of the GIS field and GIS-related careers. The student is expected to:

(A) identify employment and career opportunities in GIS-related fields, including spatial technology;

(B) explore or participate in career preparation learning experiences, including job shadowing, mentoring, apprenticeship training; and preparation programs;

(C) identify industry certifications for GIS related careers, including careers that use or benefit from spatial technology; and

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(D) evaluate ethical issues elated to spatial technology and remote sing and technology and incorporate proper ethics in submitted projects.

(3) The student applies basic GIS software knowledge and skills to explore the use of various geographic projections in GIS software. Ttudent is expected to:

(A) use and identify Mcator map projection;

(B) use and identify Albers conic map projection; and

(C) evaluate the evolution of and need for different map projections.

(4) The student applies the application of global positioning system (GPS) technology. The student is expected to:

(A) identify and use data terminology related to GPS;

(B) identify and use appropriately GPS receiver components;

(C) propose potential applications of GPS coordinates such as locating fire hydrants, extinguishers, lighting, and parking lots; and

(D) appraise the accuracy of GPS coordinates from different receivers such as smartphones, tablets, and GPS handheld devices.

(5) The student demonstrates knowledge and understanding of the types and components of unmanned remote sensing platforms. The student is expected to:

(A) identify major components of aerial, terrestrial, and submersible remote sensing platforms;

(B) evaluate conditions for using one type of platform over another;

(C) differentiate the types of sensing systems used by each type of platform, including active, passive, spectrometer, radar, LiDAR, scatterometer, and laser altimeter, and

(D) compare and contrast situations in which different platforms and sensing systems might be used.

(6) The student demonstrates skills related to GIS data analysis. The student is expected to:

(A) apply critical thinking skills to evaluate findings and potential problems using GIS data;

(B) create models that represent collected data

(C) create, query, map, and analyze cell-based raster data; and

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(D) analyze density, distance, (s)Tj -0.002 TS4s