

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
Understand procedures, methods, and concepts in using tools, equipment, and materials to establish a safe work environment	1. Identify and demonstrate the procedures and policies of safety of the trade. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	2. Demonstrate safe use of tools, power equipment and proper use of ladders and scaffolding.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
3. Demonstrate use of appropriate personal safety equipment and proper use of emergency equipment.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
4. Discuss and explain the dangers of chemical finishes.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
Understand the governmental regulations and applicable codes to assist with project planning	5. Recognize elements and symbols of blueprints and drawings and use two- and three-dimensional drawings to convey information. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	6. Discuss and recognize state and local residential building codes and statutory compliance issues, i.e., ADA, OSHA, etc. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
Understand concepts, procedures and methods in utilizing materials and fasteners for various applications	7. Explain the terms commonly used to describe wood/lumber and discuss and identify lumber materials such as dimensional lumber, plywood, building boards and engineered wood products.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
8. Demonstrate proper selection and use of a variety of fasteners and adhesives.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
Understand the concepts and procedures in utilizing hand and power tools	9. Demonstrate proper use of commonly used hand tools. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	10. Demonstrate proper use of commonly used power tools and stationary power equipment. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	<table border="1" data-bbox="1087 417 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
Understand the concepts related to building construction systems	11. Explain terms associated with footings and foundations and identify the use of footings, foundations and flatwork. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	<table border="1" data-bbox="1087 636 1318 667"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	12. Identify floor, sill framing, support members and demonstrate accurate cutting and installation of joists.	<table border="1" data-bbox="1087 886 1318 917"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
13. Describe how to install a subfloor.	<table border="1" data-bbox="1087 1010 1318 1040"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>14. Identify components of wall and ceiling layout and demonstrate how to cut studs, trimmers, cripples and headers to dimension in order to build wall sections including sheathing. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.</p>	<table border="1" data-bbox="1087 418 1318 451"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: Student will:</p>	0	1	2	3
0	1	2	3			
	<p>15. Identify roof framing members and demonstrate how to erect rafters and/or trusses and apply roof sheathing. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.</p>	<table border="1" data-bbox="1087 706 1318 738"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: Student will:</p>	0	1	2	3
0	1	2	3			
	<p>16. Identify various window types and state the requirements for proper window installation.</p>	<table border="1" data-bbox="1087 922 1318 954"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: Student will:</p>	0	1	2	3
0	1	2	3			
	<p>17. Identify various door types and common sizes and explain the correct installation procedure for doors.</p>	<table border="1" data-bbox="1087 1047 1318 1079"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: Student will:</p>	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	18. Explain the safety requirements for roof jobs, identify the materials and methods used in roofing, and demonstrate the techniques for installing roofing. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	<table border="1" data-bbox="1087 418 1318 451"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	19. Describe the types and applications of siding materials, demonstrate the installation of siding and describe the types and styles of gutters and downspouts. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	<table border="1" data-bbox="1087 669 1318 701"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
Understand the concepts, methods and techniques related to interior building systems	20. Describe the characteristics of various types of insulation materials, vapor barriers and building wraps.	<table border="1" data-bbox="1087 917 1318 950"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	21. Recognize types and uses of stair parts, and materials needed for a stair system.	<table border="1" data-bbox="1087 1047 1318 1079"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
22. Describe a variety of interior finishing products.	<table border="1" data-bbox="1087 1172 1318 1205"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	23. Demonstrate how to install drywall. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	24. Identify various types of doors and jamb options.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	25. Describe the process for placing and hanging a selected door. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	26. Identify the different types of standard moldings, describe their uses and recognize the proper techniques for installing interior trim.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	27. State typical base and wall kitchen cabinet sizes, describe the process for installing kitchen cabinet sizes and identify various countertop products and installation techniques.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	28. Discuss the application of different floor finishes and the suitability of each.	<table border="1" data-bbox="1087 418 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
Understand the fundamental concepts of Entrepreneurship	29. Discuss and assess venture creation possibilities and identify the steps in planning the venture. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company. AAI 2. Management: Discuss the different forms of management and ownership within this industry. AAI 3. Finance: Explain the key components of financial management of a company.	<table border="1" data-bbox="1087 548 1318 578"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	30. Identify the resources needed for venture startup and operation.	<table border="1" data-bbox="1087 862 1318 891"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	31. Discuss the options in planning the venture's future (growth, development, demise). AAI 6. Labor Issues: Explain the employees' and employers' rights and responsibilities in this industry. AAI 7. Community Issues: Discuss the ways a company can impact its community and the ways a community can impact a company.	<table border="1" data-bbox="1087 987 1318 1016"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	32. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).	<table border="1" data-bbox="1087 418 1318 451"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
Understand the importance of personal growth, leadership and career success	33. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.	<table border="1" data-bbox="1087 581 1318 613"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
Understand the key concepts associated with high performance/employability skills (SCANS)	34. Decision –Making & Problem-Solving Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.	<table border="1" data-bbox="1087 738 1318 771"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: For Example: Student will: <ul style="list-style-type: none"> - create an outline - create a troubleshooting log - make class presentation - develop and test strategies or options that work - provide examples of the strategies or options tested or tried - compare and analyze pros and cons of identified strategies or options - through teamwork, arrive at a decision or determine a solution that is well suited to the task - independently arrive at a decision or determine a solution that is well suited to the task - communicate in a clear format how the solution was formed - justify or describe how and why a particular solution option was chosen 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>35. Self –Management Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments. AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.</p>	<table border="1" data-bbox="1085 418 1316 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - have a written test on applicable policies and procedures - assess student orientation knowledge through instructor observations and written unit test - review student handbook - adhere to regulations in school, classroom, and everyday settings - build trust by being consistent, dependable, and verbally positive with others - ask questions and listen to others - keep track of assignments and/or responsibilities - have work done on time - respond positively to constructive feedback - show respect for others and their points of view - set individual goals and document progress toward achieving those goals - take initiative to pursue learning - adapt as necessary to create a positive outcome for self and others - advocate appropriately for himself/herself 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence
---------------	-----------------------------------------------------------------------------------------------------	--------------------------------------------

	<p>36. Communication Skills: Demonstrate and apply effective communication skills: verbal, written, visual, and listening</p>	<table border="1" data-bbox="1081 414 1312 446"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - be given a work order that contains written instructions of a specific job and complete the work order - create a power point presentation - participate in a debate - perform mock interviews - develop a topic - include details to support a main point - use appropriate grammar and sentence structure - organize writing and/or presentation materials - use constructive feedback to improve skill - participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context - use varied vocabulary for clarity and effectiveness - support his/her ideas in a public forum using the appropriate visual/audio aides - select and use the appropriate media and method(s) to communicate the subject effectively - adapt writing, speaking, and/or visual presentations effectively to a particular audience - act on or respond appropriately to verbal and non-verbal cues from the audience 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>37. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others.</p>	<table border="1" style="margin-bottom: 5px; width: 100%; text-align: center;"> <tr> <td style="width: 25px;">0</td> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - role play a situation in which there is a conflict which must be resolved - compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards - conduct an interview with a manager and share report with classmates - demonstrate knowledge of individual strengths he/she brings to a group - demonstrate knowledge of and respect for cultural and individual differences - demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view - demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others - demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback - demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes - apply his/her individual strengths to enhance a group's performance - assume responsibilities within a group - demonstrate the use of group skills in a way that enhances a group's performance - demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>38. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology.</p> <p>AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.</p>	<table border="1" data-bbox="1087 415 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - do a research project and develop a presentation for the class - keep a daily notebook - show use of a plan for gathering information - gather information from a variety of sources, using a variety of technologies - use sources that are current and appropriate to the topic - evaluate sources for correct and trustworthy information - document sources of information appropriately - demonstrate and apply the skills in using software applications (MS Office) - use a filing/organization system for information, such as notebook, disk, etc. - justify the use of a particular organizational system for a particular product - demonstrate effective communication skills (written, oral, listening) - effectively present a thesis, supporting evidence, and a conclusion using a variety of media 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence
---------------	-----------------------------------------------------------------------------------------------------	--------------------------------------------

	<p>39. Mathematical Concepts: Demonstrate mathematical and computation skills as applied to real world situations.</p>	<table border="1" data-bbox="1081 414 1312 446"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals - collect, interpret, organize and display relevant data for solving a mathematics problem - translate real world problems into mathematical representations - express and present mathematical ideas clearly in everyday written and oral language - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom - use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information - approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Architecture & Construction

Program Name: Carpentry/Carpenter CIP: 460201

National Standard: National Center for Construction Education Research

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p>40. General Safety: Demonstrate and apply safe practices and procedures in the workplace.</p>	<table border="1" data-bbox="1087 418 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - develop scenarios of hazards and accidents using publications and the internet - be observed by teacher - take written quizzes/written tests - demonstrate knowledge of safety and sanitation practices and procedures - identify and report hazardous conditions and safe working procedures - use personal protective equipment and clothing 	0	1	2	3
0	1	2	3			
	<p>41. Career Development: Demonstrate personal/career development skills by completing a career plan.</p>	<table border="1" data-bbox="1087 738 1318 768"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: For Example: Student will:</p> <ul style="list-style-type: none"> - complete a self-awareness inventory - develop a career portfolio - use a career software, such as Choices, to measure their aptitudes and abilities for particular careers - use available resources (college catalogs and websites) to research information about postsecondary educational opportunities - select a career in the field and outline educational and skill requirements, expected job growth, and salaries - review with teacher software printout to assess their aptitudes and abilities - make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work - plan a senior experiential project to review and evaluate a variety of career choices 	0	1	2	3
0	1	2	3			

Key: Skill Level Rating Scale: 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered