

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Arts, Audio-Video Technology and Communications

Program Name: Film/Video and Photographic Arts, Other CIP: 500699

National Standard: Photographic Imaging Education Association (PIEA)

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 the functions and uses of cameras, computers, audio equipment, lights, and related equipment	1. Identify various types of cameras, their uses, and their advantages/disadvantages.	<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. Identify various types of lenses, their uses, and their advantages/disadvantages.	<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. Identify various types of lighting units, their uses, and their advantages/disadvantages.	<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. Identify various types of darkroom equipment and demonstrate their uses, including advantages/disadvantages.	<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			
5. Identify and practice the use and application of computerized editing equipment and software. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within 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			
6. Identify various types of audio equipment, their uses, and their advantages/disadvantages.	<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	
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	7. Identify various related equipment such as tripods, stands, cables, adapters, etc.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	8. Demonstrate and practice the use of various types of cameras, lenses and lighting units.	<table border="1"> <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			
	9. Practice the use of various types of audio equipment.	<table border="1"> <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			
	10. Demonstrate and utilize various related equipment such as tripods, stands, cables, adapters, etc.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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Understand techniques/methods of manipulating and controlling light for proper exposure	11. Identify light sources by type such as florescent, incandescent, natural, etc.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	12. Describe characteristics of light.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	13. Describe the effects of light sources on shadows.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	14. Use umbrellas and reflectors to modify intensity.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	15. Use additional lighting to modify natural environment.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	16. Identify methods of light control through camera and lens settings.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	17. Adjust light control based on film speed.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	18. Modify incoming light through filtration.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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Understand different media and how to select proper media depending on application	19. Identify different media advantages and disadvantages.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	20. Identify best media for specific application.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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21. Convert from one type of media to another.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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Understand and be knowledgeable in arranging the environment to create desired image or emotional response	22. Identify the six elements of composition.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	23. Arrange elements within the image to meet given criteria.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	24. Identify composition errors.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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Understand and be knowledgeable in using equipment and techniques to create desired image or emotional response	25. Brainstorm design concepts/theme.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	26. Organize necessary materials and personnel required for production.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	27. Implement preproduction plan.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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28. Demonstrate proper techniques in developing film and prints (if applicable).	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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29. Modify original source material to meet criteria for final product.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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	30. Produce final product on appropriate media. 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
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Understand assessment/ evaluation of a project and using that assessment to enhance future projects	31. Examine viability at various stages of production and modify accordingly.	<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
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32. Use class rubrics to critique oneself and others.	<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	
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Understand the importance of proper handling of equipment and materials	33. Practice safe procedures for oneself and others in the lab and on site. 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
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34. Practice safe procedures for equipment in the lab and on site. 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	
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Understand the basic concepts of Entrepreneurship	35. 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" 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
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	36. Identify the resources needed for venture startup and operation.	<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
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37. 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" 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	
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38. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).	<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	
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Understand the importance of personal growth, leadership and career success	39. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.	<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
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<p>Understand the key concepts associated with high performance/employability skills (SCANS)</p>	<p>40. 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.</p>	<table border="1" data-bbox="1087 412 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"> - 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
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	<p>41. 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="1087 412 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"> - 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
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	<p>42. Communication Skills: Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</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"> - 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
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	<p>43. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others.</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: 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
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	<p>44. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology.</p>	<table border="1" data-bbox="1087 417 1318 451"> <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: Arts, Audio-Video Technology and Communications

Program Name: Film/Video and Photographic Arts, Other CIP: 500699

National Standard: Photographic Imaging Education Association (PIEA)

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>45. Mathematical Concepts: Demonstrate mathematical and computation skills as applied to real world situations.</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: 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			

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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>46. General Safety: Demonstrate and apply safe practices and procedures in the workplace.</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: 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>47. Career Development: Demonstrate personal/career development skills by completing a career plan.</p>	<table border="1" data-bbox="1087 738 1318 771"> <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