

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Education and Training

Program Name: Early Childhood Education and Teaching CIP: 131210

Effective 8/10

National Standard: National Association for the Education of Young Children (NAEYC)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
Understand the foundations of early childhood education to facilitate the connection between theory and practice.	1. Respond sensitively to the interests, requests, and needs of individual children.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
	2. Describe the historical and philosophical foundations of early care and education.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
3. Identify current issues, trends, research, and opportunities in the field.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
Understand child growth and development to meet the needs of each individual child.	4. Interact with children in a developmentally appropriate way.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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5. Describe child development theories, methods of research, and effects on early care and education.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

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	6. Identify environmental, biological, social, and cultural influences on growth and development.	S:LS4:6:3.1/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	7. Distinguish domains of development, stages of development from birth to eight, and the interconnectedness of the domains.	S:LS1:4:3.2/R *S:LS1:4:3.4/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	8. Explain the roles and responsibilities of parents, educators, and caregivers.	S:LS4:6:3.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand curriculum for early care and education to plan, implement and evaluate developmentally appropriate learning experiences.	9. Discuss, design, implement, evaluate and reflect on curricular activities. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	10. Defend the importance of play and emergent curriculum in learning and development.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand hygiene, safety, and nutrition to provide a healthy , safe learning environment.	11. Demonstrate developmentally appropriate practices.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
	12. Design learning experiences that help children develop emerging intellectual curiosity, problem-solving, decision- making skills, and critical thinking skills and integrate learning experiences with curriculum theories and current research.	S:LS4:8:1.3/R S:LS4:6:1.1/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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13. Promote and enhance early literacy and language.	S:LS4:11:3.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
14. Promote, model, support, and implement good hygiene, nutrition, and safe practices with children.	S:LS4:4:1.3/R S:LS4:4:2.1/R S:LS4:4:2.2,3/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	15. Follow approved health, safety, and nutritional policies and practices. 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.	S:LS4:4:2.3/T S:LS4:4:3.3/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand child observation, record keeping, and assessment to maintain appropriate records and documentation.	16. Produce required documentation and keep records through the use of technology. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems being used within this industry. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	17. Demonstrate skills of observing children.	S:SPS4:12:2.2/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	18. Document and assess growth and development.	S:SPS4:12:3.1/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	19. Recognize signs of child abuse and/or neglect and explain reporting procedures.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand how to create environments for children to foster their development.	20. Demonstrate the skills to maintain an organized, clean and developmentally appropriate environment.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
	21. Design environments for young children which nurture, educate, and facilitate development in all domains.	S:SPS4:12:6.1/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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22. Select appropriate materials and equipment for indoor and outdoor play.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
Understand child guidance and discipline to promote a safe and positive learning environment.	23. Explain theories of guidance and discipline.	S:LS4:8:1.3/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
24. Use a variety of positive guidance strategies to respond to individual needs and situations.	S:LS4:8:1.2/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand cultural diversity to foster children’s own cultural identity and respect for others.	25. Show respect for all children and families.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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26. Define diversity and multi-cultural education.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
	27. Design a culturally rich environment including materials and equipment.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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28. Identify ways to include families in developing cultural learning experiences.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand exceptional children and the implications for practice in order to advocate for and support children and families.	29. Demonstrate the skills to implement adaptive activities and/or environments for children with special needs.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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30. Describe the theoretical and legal foundations for inclusion.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	31. Identify atypical development.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand family and community relationships to create positive partnerships.	32. Explain the roles of family and community in a child’s life.	S:LS4:6:1.2/T S:LS4:8:1.3/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	33. Demonstrate supportive and effective communication skills.	S:SPS4:8:2.1/R S:SPS4:12:6.2/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	34. Explain ways to encourage family participation.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	35. Identify community programs and referral resources that support children and families. 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"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand ethics and the importance of lifelong learning to develop professional behavior.	36. Identify personal qualities needed for ECE professionals. AAI 6. Labor Issues: Explain the employees' and employers' rights and responsibilities in this industry.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	37. Compile a professional portfolio.	S:SPS4:8:7.1/R S:SPS4:8:8.1/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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38. Adhere to the NAEYC Code of Ethical Conduct.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4	
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39. Discuss and be aware of child care policies, licensing regulations, and national standards.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4	
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Understand the importance of personal growth and leadership to enhance career success	40. Demonstrate personal growth, community leadership, democratic principles, and social responsibility by participating in activities/events offered through student organizations.	S:SPS4:4:8:8.2/T S:SPS4:12:8.1,2/R S:SPS4:12:9:9.1/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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<p>Understand the necessary employability skills in order to achieve success in today's workplace</p>	<p>41. 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. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company.</p>	<p>S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1-2/R S:SPS4:8:7.1/R S:SPS4:8:8.1/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:7.1,2/T</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example: - 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</p>	1	2	3	4
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	<p>42. 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>	<p>S:SPS3:8:1,4/R S:SPS4:12:7.2/R S:SPS4:12:3.1/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example:</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 	1	2	3	4
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	<p>43. Communication Skills: Demonstrate and apply effective communication skills: verbal, written, visual and listening.</p>	<p>S:SPS3:8:1,4/R S:SPS4:8:2.1/T S:SPS4:8:5.1/T S:SPS4:12:2.1-3/T S:SPS4:12:5.1,2/T S:SPS4:12:6.2/T</p>	<table border="1" style="float: right; margin-bottom: 10px;"> <tr> <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> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</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 	1	2	3	4
1	2	3	4				

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Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Education and Training

Program Name: Early Childhood Education and Teaching CIP: 131210

Effective 8/10

National Standard: National Association for the Education of Young Children (NAEYC)

<p>Competencies (statement that provides the overview and defines the instructional area) Student will:</p>	<p>Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:</p>	<p>NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M</p>	<p>Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:</p>
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	<p>44. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others. AAI 2. Management: Discuss the different forms of management and ownership within this industry.</p>	<p>S:SPS4:8:6.1-3/R S:SPS4:8:9.1/R S:SPS3:8:1.1-4/T S:SPS4:12:6.1,2/T S:SPS4:12:8.1/T S:SPS4:12:9.1/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example:</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 	1	2	3	4
1	2	3	4				

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Career Cluster: Education and Training

Program Name: Early Childhood Education and Teaching CIP: 131210

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	<p>45. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology.</p>	<p>S:LS5:12:1.1/R S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1,2/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:9.1/T S:SPS4:12.5.2,3/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example:</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 	1	2	3	4
1	2	3	4				

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PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Education and Training

Program Name: Early Childhood Education and Teaching CIP: 131210

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	<p>46. Mathematical Concepts: Demonstrate mathematical and computation skills as applied to real world situations.</p>	<p>S:ESS4:8:1.2/R S:ESS4:8:2.2/R S:PS4:8:2.1/R S:SPS4:8.7.1/R S:SPS1:11.4.1/T S:SPS4:12.1.3/R S:SPS4:12.4.2/T S:SPS4:12.8.2/T</p>	<table border="1" style="float: right; margin-bottom: 5px;"> <tr> <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> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</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 	1	2	3	4
1	2	3	4				

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	<p>47. General Safety: Demonstrate and apply safe practices and procedures in the workplace.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example: - 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</p>	1	2	3	4
1	2	3	4				
	<p>48. Career Development: Demonstrate personal/career development skills by completing a career plan.</p>	<p>S:SPS4:12:4.2/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example: - 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</p>	1	2	3	4
1	2	3	4				

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