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<td>Student will:</td>
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<td></td>
<td>Student will:</td>
</tr>
<tr>
<td>Understand and participate in the orientation process</td>
<td>1. Explain and discuss state licensing requirements.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Understand and use appropriate methods to ensure personal health and well-being</td>
<td>2. Explain and demonstrate personal hygiene and healthy living.</td>
<td>S:LS5:6:3.3/T</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>S:LS4:6:3.1/T</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Identify and discuss ethics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the importance of conducting services in a safe environment to prevent the spread of infectious and contagious diseases</td>
<td>4. Identify prevention and control procedures.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>5. Identify and demonstrate sanitization procedures.</td>
<td>S:LS4:2:2.1/R</td>
<td>1 2 3 4</td>
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Framework: Targeted = Framework aligns to competency Related = Framework supports competency * = NECAP Assessment Expectation
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**CIP:** 120401  
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</table>
| Student will: | **6. Explain and discuss OSHA regulations and the right-to-know law.**  
**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. |  | 1 2 3 4 |
| | **7. Identify and demonstrate disinfection practices.** |  | 1 2 3 4 |
| | **8. Identify and define bacteria types.**  
**S:LS4:8:2.2/R** |  | 1 2 3 4 |
| | **9. Explain growth and reproduction of bacteria.**  
**S:LS2:11:1.4/R** |  | 1 2 3 4 |
| | **10. Identify immunities and the appropriate action to take.** |  | 1 2 3 4 |
| **Understand concepts and techniques of hair and scalp care** | **11. Define the theory of hair care.** |  | 1 2 3 4 |
| | **12. Define hair and scalp conditions.** |  | 1 2 3 4 |

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| **Student will:** | 1. Demonstrate how to care for hair and scalps. | [www.ed.state.nh.us/frameworks](http://www.ed.state.nh.us/frameworks) **Science:** S  
**English Language Arts:** LA  
**Mathematics:** M | 1 2 3 4 |
| **Student will:** | 2. Problem solve and formulate a plan of treatment for hair and scalp care. **AAI 4. Technical and Production Skills:** Identify specific production and technical skills required for this industry. | | 1 2 3 4 |
| **Student will:** | 3. List and demonstrate the steps in performing proper dрапing procedure. | | 1 2 3 4 |
| **Student will:** | 4. List the types of shampoos, rinses, conditioners and their uses. | | 1 2 3 4 |
| **Student will:** | 5. Describe the pH scale and the values associated with water, acids and alkaline. **AAI 4. Technical and Production Skills:** Identify specific production and technical skills required for this industry. | **S:PS2:11:2.3/R**  
**S:PS1:11:1.6/T**  
**S:PS1:6:2.2/R** | 1 2 3 4 |
| **Student will:** | 6. Identify and perform proper shampooing procedures. **AAI 4. Technical and Production Skills:** Identify specific production and technical skills required for this industry. | | 1 2 3 4 |

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### PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

**Career Cluster:** Human Services  
**Program Name:** Cosmetology/Cosmetologist, General  
**CIP:** 120401  
**National Standard:** American Training Standards Institute; State Board of Cosmetology

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| Understanding the importance of cutting hair in accordance with a client's needs and expectations | 19. Define hair cutting theory.  
**AAI 4. Technical and Production Skills:** Identify specific production and technical skills required for this industry. | [www.ed.state.nh.us/frameworks](http://www.ed.state.nh.us/frameworks)  
Science: S  
English Language Arts: LA  
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<tr>
<td>20. Identify and demonstrate proper hair cutting procedures for solid form.</td>
<td></td>
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| Understanding the elements, and principles of design, and styling and finishing techniques in order to complete a hairstyle to the satisfaction of the client | 21. Recognize and demonstrate the elements and principles of design.  
**AAI 4. Technical and Production Skills:** Identify specific production and technical skills required for this industry. | | 1 2 3 4 |
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<tr>
<td>22. Perform design composition.</td>
<td></td>
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<td>1 2 3 4</td>
</tr>
<tr>
<td>23. Perform client consultations.</td>
<td></td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>24. Define and demonstrate wet hairstyling: finger waving, pin curls, rollers, comb out procedures, braiding and long hairstyling.</td>
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<td></td>
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**Program Competency Profile for Career Technical Education**  
*Career Cluster: Human Services*

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<td>25. Define and demonstrate thermal styling: blow drying, air waving, thermal ironing and specialty ironing.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Understand basic nail theory and provide basic nail care services to the satisfaction of the client</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>26. Describe and recognize nail structure and its growth.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>27. Select appropriate materials and demonstrate proper table set up.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>28. Recognize and demonstrate the procedures and services of manicuring and massage.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td><strong>AAI 4. Technical and Production Skills:</strong> Identify specific production and technical skills required for this industry.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>29. Recognize and demonstrate the procedures and services of pedicure and massage.</td>
<td>1 2 3 4</td>
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### Program Competency Profile for Career Technical Education

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#### Under Basic Skin Care Theory and Services Provided

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<th>30. Explain and discuss advanced nail techniques.</th>
<th></th>
<th>1 2 3 4</th>
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<tbody>
<tr>
<td>31. Recognize and demonstrate the techniques to perform facial treatments, massage, manipulations, packs and masks. <strong>AAI 4. Technical and Production Skills:</strong> Identify specific production and technical skills required for this industry. <strong>AAI 5. Underlying Principles of Technology:</strong> Explain through discussion the technological systems used within this industry.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>32. Identify and apply cosmetics for a basic make-up application.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>33. Identify hair removal techniques.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>34. Describe temporary hair removal techniques.</td>
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<td><strong>Student will:</strong></td>
</tr>
<tr>
<td>35. Describe and demonstrate basic waxing procedures.</td>
<td></td>
<td></td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>36. Explain permanent hair removal methods.</td>
<td></td>
<td></td>
<td>1  2  3  4</td>
</tr>
<tr>
<td><strong>Understand and be knowledgeable in the salon business industry</strong></td>
<td>37. Discuss what one needs to know regarding the beauty industry.  <strong>AAI 1. Planning:</strong> Explain the key elements of a long-term plan for a successful company.  <strong>AAI 2. Management:</strong> Discuss the different forms of management and ownership within this industry.  <strong>AAI 3. Finance:</strong> Explain the key components of financial management of a company.</td>
<td></td>
<td>1  2  3  4</td>
</tr>
<tr>
<td><strong>Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy</strong></td>
<td>38. Discuss and assess venture creation possibilities and identify the steps in planning the venture.</td>
<td></td>
<td>1  2  3  4</td>
</tr>
<tr>
<td></td>
<td>39. Identify the resources needed for venture startup and operation.</td>
<td></td>
<td>1  2  3  4</td>
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**Career Cluster:** Human Services  
**Program Name:** Cosmetology/Cosmetologist, General  
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| 40. 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. | | www.ed.state.nh.us/frameworks  
Science: S  
English Language Arts: LA  
Mathematics: M | | |
| 41. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management). | | | |
| Understand the importance of personal growth and leadership to enhance career success | 42. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations. | S:SPS4:4:8.2/T  
S:SPS4:12:8.1.2/R  
S:SPS4:12:9.1/R | |

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## Program Name: Cosmetology/Cosmetologist, General  
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National Standard: American Training Standards Institute; State Board of Cosmetology

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### Student will:

#### Understand the necessary employability skills in order to achieve success in today’s workplace

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| 43. 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. | 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 | 1 2 3 4 |

**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

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**Career Cluster:** Human Services

**Program Name:** Cosmetology/Cosmetologist, General  
**CIP:** 120401

**National Standard:** American Training Standards Institute; State Board of Cosmetology

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<td><strong>Student will:</strong></td>
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<tr>
<td><strong>44. Self-Management:</strong> Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.  <strong>AAI 9. Personal Work Habits:</strong> Explain the work habits an employer looks for in an employee in this industry.</td>
<td>S:SPS3:8:1.4/R S:SPS4:12:7.2/R S:SPS4:12:3.1/T</td>
<td>1 2 3 4</td>
<td><strong>For Example:</strong>  - 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</td>
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| **Student will:** 45. **Communication Skills:** Demonstrate and apply effective communication skills: verbal, written, visual, and listening. | **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 |  | 1 2 3 4 |

**For Example:**  
- 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

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# Program Competency Profile for Career Technical Education

## Career Cluster: Human Services

### Program Name: Cosmetology/Cosmetologist, General  
**CIP:** 120401

### National Standard: American Training Standards Institute; State Board of Cosmetology

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<th>Rating Scale - Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will:</td>
<td></td>
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</tr>
</tbody>
</table>

**Student will:**

46. **Ability to Work with Others:**
Demonstrate and apply the necessary skills in order to work effectively with others.

* NH Frameworks:
  - Science: S
  - English Language Arts: LA
  - Mathematics: M

* Rating Scale:
  - 1 = not proficient: does not meet competency
  - 2 = not yet proficient: additional training required
  - 3 = proficient: able to demonstrate competency
  - 4 = surpasses proficiency

* For Example:
- 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

**Key: Rating Scale:**
- 1 = not proficient: does not meet competency
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- 4 = surpasses proficiency

**Framework:**
- Targeted = Framework aligns to competency
- Related = Framework supports competency

* = NECAP Assessment Expectation
### Program Name: Cosmetology/Cosmetologist, General  
CIP: 120401  
National Standard: American Training Standards Institute; State Board of Cosmetology

### Competencies  
(what a student needs to know and be able to do and upon which they will be assessed)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Knowledge, Content and Skills</th>
<th>NH Frameworks</th>
<th>Rating Scale - Sample Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. Information Use - Research, Analysis, Technology:</td>
<td>Demonstrate and apply the use of information through research, analysis, and technology.</td>
<td>S:LS5:12:1.1/R</td>
<td>Rating Scale: 1 = not proficient: does not meet competency; 2 = not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4 = surpasses proficiency</td>
</tr>
<tr>
<td>AAI 5. Underlying Principles of Technology:</td>
<td>Explain through discussion the technological systems used within this industry.</td>
<td>S:SPS4:8:1.1-3/R</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S:SPS4:8:3.1-3/R</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S:SPS4:8:4.1,2/R</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>S:SPS4:12:1.1-3/T</td>
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<tr>
<td></td>
<td></td>
<td>S:SPS4:12:9.1/T</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>S:SPS4:12.5.2,3/T</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science: S</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics: M</td>
<td></td>
</tr>
</tbody>
</table>

**For Example:**
- 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
### Program Name: Cosmetology/Cosmetologist, General   CIP: 120401
National Standard: American Training Standards Institute; State Board of Cosmetology

<table>
<thead>
<tr>
<th>Competencies (statement that provides the overview and defines the instructional area)</th>
<th>Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed)</th>
<th>NH Frameworks</th>
<th>Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)</th>
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<tr>
<td>Student will:</td>
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<td><a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a></td>
<td>1 = not proficient: does not meet competency; 2 = not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4 = surpasses proficiency</td>
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#### 48. Mathematical Concepts:
Demonstrate mathematical and computation skills as applied to real world situations.

- S:ESS4:8:1.2/R
- S:ESS4:8:2.2/R
- S:PS4:8:2.1/R
- S:PS4:8:7.1/R
- S:SPS4:11.4.1/T
- S:SPS4:12.1.3/R
- S:SPS4:12.4.2/T
- S:SPS4:12.8.2/T

For Example:
- 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

Key: Rating Scale: 1 = not proficient: does not meet competency; 2 = not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4 = surpasses proficiency

Framework:
- Targeted= Framework aligns to competency
- Related= Framework supports competency

* = NECAP Assessment Expectation
### Program Competency Profile for Career Technical Education

**Career Cluster: Human Services**

**Program Name:** Cosmetology/Cosmetologist, General  
**CIP:** 120401

**National Standard:** American Training Standards Institute; State Board of Cosmetology

#### Competencies

**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

- 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)

**Key: Rating Scale:** 1 = not proficient: does not meet competency; 2 = not yet proficient: additional training required; 3 = proficient: able to demonstrate competency; 4 = surpasses proficiency

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</tr>
</thead>
<tbody>
<tr>
<td><strong>49. General Safety:</strong> Demonstrate and apply safe practices and procedures in the workplace.</td>
<td>S:SPS4:12:4.2/T</td>
<td></td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
| **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 |
| **50. Career Development:** Demonstrate personal/career development skills by completing a career plan. | | | 0 1 2 3 |
| **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 |

**Targeted** = Framework aligns to competency  
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