

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Proposed Program Name: Graphic Design CIP: 500409**

National Standard: Career Clusters

Effective 8/11

<p>Competencies (statement that provides the overview and defines the instructional area) <b>Student will:</b></p>	<p><b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed)  <b>Student will:</b></p>	<p><u>NH Common Core State Standards</u> – Aligned</p> <ul style="list-style-type: none"> <li>• English/Language Arts/Literacy: E</li> <li>• Mathematics: M</li> <li>• Science: S</li> <li>• Art: A</li> </ul>	<p><b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)  <b>Student will:</b></p>				
<p><b>Understand the methods and practices necessary for success in the graphics communications industry.</b></p>	<p>1. Define graphic communications by identifying the major processes, discussing pros and cons of each and the products produced by each.</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>As a customer service representative, you need to create a marketing plan for a client that includes products such as a business cards, banners, plastic bags, t-shirts, etc. You will deliver this information through a poster or powerpoint presentation. Continues to #3</p>	1	2	3	4
	1	2	3	4			
	<p>2. Select and/or demonstrate the best means to communicate a message to a target audience.</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>	1	2	3	4
1	2	3	4				
<p>3. Discuss the relationships between illustrators, photographers, designers and others in the industry.</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>	1	2	3	4	
1	2	3	4				
<p><b>Understand the legal, ethical and social responsibility aspects of the graphic design industry to abide by its laws and regulations.</b></p>	<p>4. Explain the laws and regulations governing information gathering and media production (copyright, trademarks, intellectual property, etc)</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>As the project manager you are responsible for reviewing the design work by the interns in your company to determine if their designs comply with US legal/ethical laws and regulations and also the individual business’s policies and procedures. You will discuss your findings with the interns. Continues to #6</p>	1	2	3	4
	1	2	3	4			
<p>5. Identify the influence of media, arts and performances on society.</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>	1	2	3	4	
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## PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

### Career Cluster: Arts, Audio-Video Technology & Communications

**Proposed Program Name: Graphic Design CIP: 50.0499**

Effective 8/11

National Standard: Career Clusters

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	6. Discuss and be aware of ethics and regulatory policies of businesses in the industry.		<table border="1" style="display: inline-table;"> <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>	1	2	3	4
1	2	3	4				
	7. Describe government regulations and codes – awareness of recycling, forest management and ecology related to the industry.		<table border="1" style="display: inline-table;"> <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>As the OSHA inspector, you are inspecting Company Z’s lab to make sure it meets OSHA, fire and environmental codes. You will convene a meeting to report your findings to the management team.</p>	1	2	3	4
1	2	3	4				
<b>Understand the concepts, tools, and processes of basic design, art and copy preparation required by the graphic communications industry.</b>	8. Employ the use of printer’s measurements to compute inches and fractions, points and picas, decimals, percentages, and proportions. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.		<table border="1" style="display: inline-table;"> <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>As a graphic designer, your supervisor has asked you to prepare thumbnail sketches, rough and comprehensive layouts, using page layout software adhering to printer’s measurements, points and picas. In your layout include copy-fitting markups; specify types, sizes and styles, etc. You will present your digital project and creative/planning materials to the client. Continues to #11</p>	1	2	3	4
	1	2	3	4			
9. Demonstrate how to prepare thumbnail sketches, rough layouts and comprehensive layouts.		<table border="1" style="display: inline-table;"> <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>	1	2	3	4	
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	<p>10. Demonstrate how to use copy fitting and mark up procedures to specify type sizes, type styles, etc. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry. <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table>	1	2	3	4
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	<p>11. Demonstrate basic use of industry standard software for digital media.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table>	1	2	3	4
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<p><b>Understand the elements of visual design to effectively deliver content.</b></p>	<p>12. Discuss the elements and principles of visual art forms and their ability to effectively communicate a message.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>You are part of a design team that is competing against a local company to gain the contract to design a new bottle shape and label for a beverage company. Because you are working as a team you need to collaborate with your co-designers and evaluate and discuss each other's designs for clarity of communication and aesthetic value. Continues to #s 13, 15, 16 and 19.</p>	1	2	3	4
1	2	3	4				
	<p>13. Critique various elements of design.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table>	1	2	3	4
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	<p>14. Explain color theory and its relationship to additive and subtractive color spaces.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table>	1	2	3	4
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	<p>15. Discuss art elements and principles of two- and three-dimensional forms.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table>	1	2	3	4
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	<p>16. Demonstrate basic art studio skills.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table>	1	2	3	4
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	<p>17. Analyze web page parameters and usage.</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>You are a designer who has been given the task of converting a print document to be utilized on various electronic media including but not limited to a standard web page. The document needs to be legible on various media including but not limited to tablets, cell phones, and computers. Care needs to be taken to the differences in color properties between various media. Continues to #s 14, 18, 20 and 21.</p>	1	2	3	4
1	2	3	4				
	<p>18. Discuss and demonstrate web page design</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>	1	2	3	4
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	<p>19. Create visual layouts.</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>	1	2	3	4
1	2	3	4				
	<p>20. Assess typographical elements.</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>	1	2	3	4
1	2	3	4				
	<p>21. Create a design that matches the medium (print, web, iPad, iPhone, etc)</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>	1	2	3	4
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<p><b>Understand the preparation of customer materials for imaging to deliver products that meet customer needs and expectations.</b></p>	<p>22. Demonstrate pre-flighting materials for imaging.</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>As a designer you have been selected to create a brochure for a local non-profit organization. The client requested that the brochure be rich in graphic elements. The original images have been commercially produced and printed using continuous tone photography. The document needs to be pre-flighted for production and client review via email. Continues to #24.</p>	1	2	3	4
1	2	3	4				
	<p>23. Demonstrate camera and scanner operations to produce images using digital imaging processes.</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>	1	2	3	4
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	<p>24. Demonstrate the ability to export images into appropriate printing format.</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>	1	2	3	4
1	2	3	4				
<p><b>Understand concepts and procedures of paper applications in order to select appropriate printing surfaces.</b></p>	<p>25. Identify properties of paper (paper grain, finish, flatness, brightness, basic weight, pick resistance, moisture absorbency and resistance, and opacity).</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>You are a production worker who has just come back from a week’s vacation. The paper storage facility needs to be organized and inventoried. The paper needs to be properly put away according to their paper properties. A report needs to be submitted to your supervisor. Continues to #29.</p>	1	2	3	4
	1	2	3	4			
	<p>26. Describe how paper pulp is prepared and summarize the process of making printing paper.</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>You are a public relations person for a local paper manufacturing facility. You have been requested to develop an educational resource describing the paper-making process that includes the impacts of recycling and sustainability. Your presentation will be used for public tours and local environmental groups. Continues to # 27.</p>	1	2	3	4
	1	2	3	4			
<p>27. Identify and select the appropriate paper for various projects/processes.</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>A new customer who needs advice on producing a variety of products for their new business has entered your commercial print production shop. The products requested range from business forms to business cards. You select the appropriate types of stock that will best suit the customer’s needs and identify that they could be printed using offset operations. Continues to #28</p>	1	2	3	4	
1	2	3	4				
<p>28. Identify basic offset operations while adhering to safety regulations.</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>	1	2	3	4	
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	<p>29. Identify grain direction of paper and identify basic paper types, weights, grades and classifications used in the printing industry.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> <td style="width: 25px;">4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	<p>30. Identify equipment, tools and materials that are found in a bindery/finishing department.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> <td style="width: 25px;">4</td> </tr> </table> <p>You have just been hired in a local quick copy establishment. A client has come in with a variety of products that need to be finished including 8 ½ X 11 single sheets, a folded booklet, and raffle tickets that need to be finished. You need to select the appropriate finishing technique and return the completed job to the client. Continues to #31.</p>	1	2	3	4
1	2	3	4				
	<p>31. Demonstrate the use and safety of basic bindery operations.  <b>AAI 8. Health, Safety, and Environment:</b>            Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> <td style="width: 25px;">4</td> </tr> </table>	1	2	3	4
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<p><b>Understand other methods of image delivery used in the graphic communications industry</b></p>	<p>32. Identify various methods of medium (screen printing, large format, flexography, pad printing, digital press, etc) delivery.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> <td style="width: 25px;">4</td> </tr> </table> <p>You work in an advertising agency. A local company would like to roll out a new product. Their goal is to promote the product with a wide variety of media not limited to print production. You must present a wide variety of options available to them with samples regarding promoting their product. Continues to #33.</p>	1	2	3	4
1	2	3	4				
	<p>33. Discuss and demonstrate applications of other media such as web page design and digital imaging</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> <td style="width: 25px;">4</td> </tr> </table>	1	2	3	4
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<p><b>Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy.</b></p>	<p>34. Discuss and assess venture creation possibilities and identify the steps in planning the venture.  <b>AAI 1. Planning:</b> Explain the key elements of a long-term plan for a successful company.  <b>AAI 2. Management:</b> Discuss the different forms of management and ownership within this industry.  <b>AAI 3. Finance:</b> Explain the key components of financial management of a company.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> <td style="width: 25px;">4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
	<p>35. Identify the resources needed for venture startup and operation.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> <td style="width: 25px;">4</td> </tr> </table>	1	2	3	4
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<p>36. Discuss the options in planning the venture's future (growth, development, demise).  <b>AAI 6. Labor Issues:</b> Explain the employees' and employers' rights and responsibilities in this industry.  <b>AAI 7. Community Issues:</b> Discuss the ways a company can impact its community and the ways a community can impact a company.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> <td style="width: 25px;">4</td> </tr> </table>	1	2	3	4	
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	<p>37. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management). Not sure if they want to keep this one.</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>	1	2	3	4
1	2	3	4				
<p><b>Understand the importance of personal growth and leadership to enhance career success.</b></p>	<p>38. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.</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>	1	2	3	4
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<p><b>Understand the necessary employability skills in order to achieve success in today’s workplace.</b></p>	<p><b>39. Decision-Making &amp; Problem-Solving:</b> 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" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p><b>Instructional Activity Samples:</b></p> <ul style="list-style-type: none"> <li>- create an outline</li> <li>- create a troubleshooting log</li> <li>- make class presentation</li> <li>- develop and test strategies or options that work</li> <li>- provide examples of the strategies or options tested or tried</li> <li>- compare and analyze pros and cons of identified strategies or options</li> <li>- through teamwork, arrive at a decision or determine a solution that is well suited to the task</li> <li>- independently arrive at a decision or determine a solution that is well suited to the task</li> <li>- communicate in a clear format how the solution was formed</li> <li>- justify or describe how and why a particular solution option was chosen</li> </ul>	1	2	3	4
1	2	3	4				

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

**Proposed Program Name: Graphic Design CIP: 50.0499**

Effective 8/11

National Standard: Career Clusters

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	<p><b>40. Self –Management:</b> Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments. <b>AAI 9. Personal Work Habits:</b> Explain the work habits an employer looks for in an employee in this industry.</p>		<table border="1" style="margin-left: auto; margin-right: auto;"> <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><b>Instructional Activity Samples:</b></p> <ul style="list-style-type: none"> <li>- have a written test on applicable policies and procedures</li> <li>- assess student orientation knowledge through instructor observations and written unit test</li> <li>- review student handbook-</li> <li>- adhere to regulations in school, classroom, and everyday settings</li> <li>- build trust by being consistent, dependable, and verbally positive with others</li> <li>- ask questions and listen to others</li> <li>- keep track of assignments and/or responsibilities</li> <li>- have work done on time</li> <li>- respond positively to constructive feedback</li> <li>- show respect for others and their points of view</li> <li>- set individual goals and document progress toward achieving those goals</li> <li>- take initiative to pursue learning</li> <li>- adapt as necessary to create a positive outcome for self and others</li> <li>- advocate appropriately for himself/herself</li> </ul>	1	2	3	4
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	<p><b>41. Communication Skills:</b> Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</p>		<table border="1" style="width: 100px; margin-bottom: 5px;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p><b>Instructional Activity Samples:</b></p> <ul style="list-style-type: none"> <li>- be given a work order that contains written instructions of a specific job and complete the work order</li> <li>- create a power point presentation</li> <li>- participate in a debate</li> <li>- perform mock interviews</li> <li>- develop a topic</li> <li>- include details to support a main point</li> <li>- use appropriate grammar and sentence structure</li> <li>- organize writing and/or presentation materials</li> <li>- use constructive feedback to improve skill</li> <li>- 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</li> <li>- use varied vocabulary for clarity and effectiveness</li> <li>- support his/her ideas in a public forum using the appropriate visual/audio aides</li> <li>- select and use the appropriate media and method(s) to communicate the subject effectively</li> <li>- adapt writing, speaking, and/or visual presentations effectively to a particular audience</li> <li>- act on or respond appropriately to verbal and non-verbal cues from the audience</li> </ul>	1	2	3	4
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	<p><b>42. Ability to Work with Others:</b> Demonstrate and apply the necessary skills in order to work effectively with others.</p>		<table border="1" style="margin-left: auto; margin-right: auto;"> <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><b>Instructional Activity Samples:</b></p> <ul style="list-style-type: none"> <li>- role play a situation in which there is a conflict which must be resolved</li> <li>- compose a list of what she/he believes to be the most common problems within this profession after reviewing appropriate work ethics standards</li> <li>- conduct an interview with a manager and share report with classmates</li> <li>- demonstrate knowledge of individual strengths he/she brings to a group</li> <li>- demonstrate knowledge of and respect for cultural and individual differences</li> <li>- demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view</li> <li>- demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others</li> <li>- demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback</li> <li>- demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes</li> <li>- apply his/her individual strengths to enhance a group's performance</li> <li>- assume responsibilities within a group</li> <li>- demonstrate the use of group skills in a way that enhances a group's performance</li> <li>- demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome</li> </ul>	1	2	3	4
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	<p><b>43. Information Use - Research, Analysis, Technology:</b> Demonstrate and apply the use of information through research, analysis, and technology.</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><b>Instructional Activity Samples:</b></p> <ul style="list-style-type: none"> <li>- do a research project and develop a presentation for the class</li> <li>- keep a daily notebook</li> <li>- show use of a plan for gathering information</li> <li>- gather information from a variety of sources, using a variety of technologies</li> <li>- use sources that are current and appropriate to the topic</li> <li>- evaluate sources for correct and trustworthy information</li> <li>- document sources of information appropriately</li> <li>- demonstrate and apply the skills in using software applications (MS Office)</li> <li>- use a filing/organization system for information, such as notebook, disk, etc.</li> <li>- justify the use of a particular organizational system for a particular product</li> <li>- demonstrate effective communication skills (written, oral, listening)</li> <li>- effectively present a thesis, supporting evidence, and a conclusion using a variety of media</li> </ul>	1	2	3	4
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	<p><b>44. Mathematical Concepts:</b> Demonstrate mathematical and computation skills as applied to real world situations.</p>		<table border="1" style="width: 100px; 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><b>Instructional Activity Samples:</b></p> <ul style="list-style-type: none"> <li>- keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite</li> <li>- compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals</li> <li>- solve inches to picas, picas to inches, inches to points, and points to inches, points to picas and picas to points</li> <li>- collect, interpret, organize and display relevant data for solving a mathematics problem</li> <li>- translate real world problems into mathematical representations</li> <li>- express and present mathematical ideas clearly in everyday written and oral language</li> <li>- express in written and oral language how mathematics connects to other contexts outside the mathematics classroom</li> <li>- 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</li> <li>- 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</li> </ul>	1	2	3	4
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	<p><b>45. General Safety:</b> Demonstrate and apply safe practices and procedures in the workplace.</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><b>Instructional Activity Samples:</b></p> <ul style="list-style-type: none"> <li>- develop scenarios of hazards and accidents using publications and the Internet</li> <li>- be observed by teacher</li> <li>- take written quizzes/written tests</li> <li>- demonstrate knowledge of safety and sanitation practices and procedures</li> <li>- identify and report hazardous conditions and safe working procedures</li> <li>- use personal protective equipment and clothing</li> </ul>	1	2	3	4
1	2	3	4				
	<p><b>46. Career Development:</b> Demonstrate personal/career development skills by completing a career plan.</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><b>Instructional Activity Samples:</b></p> <ul style="list-style-type: none"> <li>- complete a self-awareness inventory</li> <li>- develop a career portfolio</li> <li>- use a career software, such as Choices, to measure their aptitudes and abilities for particular careers</li> <li>- use available resources (college catalogs and websites) to research information about postsecondary educational opportunities</li> <li>- select a career in the field and outline educational and skill requirements, expected job growth, and salaries</li> <li>- review with teacher software printout to assess their aptitudes and abilities</li> <li>- make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work</li> <li>- plan a senior experiential project to review and evaluate a variety of career choices</li> </ul>	1	2	3	4
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