

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

Program Name: Computer Software and Media Applications, Other CIP: 110899

Effective 8/09

National Standard: Microsoft Office/Adobe/International Society for Technology in Education (ISTE)

| 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: | <u>NH Common Core State Standards</u> – Aligned <ul style="list-style-type: none"> • English/Language Arts/Literacy: E • Mathematics: M • Science: S • Art: A | 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 terminology/lingo related information technology concepts frequently used to insure effective communications regarding technology | 1. Recognize and define common terms related to computer hardware (<i>ex., RAM, NIC card, Chipset, etc.</i>). | | <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 |
| 1 | 2 | 3 | 4 | | | | |
| | 2. Recognize, define, and be able to explain current and future issues related to the IT industry including ethics, privacy issues (both at home and in the workplace), online safety, and the impact developing technologies will have on society. 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%;">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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|--|---|---|---|---|---|---|---|
| Understand the word processing techniques and concepts related to the critical application of the software’s functions including the use of enhanced features to insure understanding as often utilized in today’s workplace (Software: Microsoft Word) | 3. Identify, explain, and apply the components of basic word processing (<i>ex., page setup options, page and character formatting, etc.</i>). | | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | |
| | 4. Identify, explain, and apply the intermediate word processing features (<i>ex., table use including formatting and features, mail merge, multi-page formatting, etc.</i>). | | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
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| 5. Identify, explain, and apply advanced word processing features (<i>ex., outlining features, menu customization, graphic objects, forms, etc.</i>). | | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> </tr> </table> | 1 | 2 | 3 | 4 | |
| 1 | 2 | 3 | 4 | | | | |
| Understand the basic features of a computer operating system required to effectively use a computer (Software: Microsoft Windows) | 6. Identify, interpret, and manipulate the basic operating system functions of a computer (<i>ex., file management, software installation and configuration, setting desktop and application attributes, etc.</i>). | | <table border="1" style="display: inline-table;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> </tr> </table> | 1 | 2 | 3 | 4 |
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| Understand and employ spreadsheet principles and techniques required in today’s workplace including the advanced concepts that are critical to business operations (Software: Microsoft Excel) | 7. Identify, explain, and apply the basic components and features of spreadsheets including the composition of basic formula (<i>ex., number formatting, formulas, mathematical principles of a formula including the order of operations, page formatting, etc.</i>). 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 | | | |
| | 8. Identify, interpret, explain, and apply intermediate components and features of spreadsheets (<i>ex., custom views, custom formatting of charts/graphs, etc.</i>). | | <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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| 9. Identify, explain, and apply advanced spreadsheet components and features (<i>ex., lookup functions, customizing toolbars and macros, linking data, etc.</i>). | | <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. Interpret data, and then apply basic through advanced spreadsheet skills in order to design a functional, accurate, and attractive spreadsheet that illustrates data efficiently and that allows the end-user to easily interpret and manipulate data for decision making purposes. | | <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 basic principles to assist in the application of database technology and the concepts that are critical to enhance data management and reporting (Software: Microsoft Access) | 11. Identify, explain, and apply basic database design functions including the classification of data types in order to establish a basic record keeping system (<i>ex., creating fields, entering data, creating basic queries, etc.</i>). | | <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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| | 12. Identify, explain, and apply intermediate database functions in order to more effectively collect and summarize data (<i>ex., creating/formatting customized forms, reports, and queries including functions, control properties, etc.</i>). | | <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. Identify, explain, and apply advanced database functions in order to efficiently collect and summarize data (<i>ex., creating and using relational databases including the use of combo boxes, macros, and customized “buttons,” etc.</i>). | | <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 techniques required to create electronic presentations, including the related principles needed to insure a powerful and impressive presentation (Software: primarily Microsoft PowerPoint) | 14. Identify, explain, and utilize computer peripherals and multimedia applications (<i>ex., recording and editing audio, capturing video, using scanners and digital cameras to acquire images, etc.</i>). | | <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. Identify, explain, and utilize appropriate functions in order to integrate different software applications (<i>ex., Word, Excel, PowerPoint, and Access, etc.</i>). | | <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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| | 16. Identify, explain, and apply appropriate application functions in order to design and conduct effective presentations (<i>ex., PowerPoint features, etc.</i>). | | <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 Desktop Publishing methods and procedures required to create effective visual resources to insure a comprehensive presentation (Software: Adobe Illustrator, PhotoShop, and In-Design) | 17. Identify, explain, and develop vector illustrations by applying appropriate functions. | | <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. Identify, explain, and apply basic image editing functions in order to modify simple images. | | <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. Identify, explain, and demonstrate advanced image editing functions. | | <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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| 20. Identify, explain, and apply page layout functions in order to compose effective and powerful page designs. 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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| Understand the methods and procedures required in order to employ and edit video based materials to create viable presentations <i>(Software: primarily Adobe Premiere)</i> | 21. Identify, explain, and apply basic video editing functions. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry. | | <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 | | | |
| 22. Identify, explain, and utilize authoring functions to create video based media systems. | | <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 the principles and concepts that are critical to designing web pages for customer and personal use | 23. Identify, explain, and utilize web-page design functions to create static and interactive web pages. | | <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 fundamental concepts of entrepreneurship and how entrepreneurship influences the economy | 24. Identify the steps and resources needed for venture startup and operation and options in planning the venture’s future (growth, development, demise). 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. | | <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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| | 25. 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%;">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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| Understand the importance of personal growth and leadership to enhance career success | 26. 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%;">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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| Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy | 27. Decision-Making & Problem-Solving: Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution. | | <table border="1" 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> 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 | 1 | 2 | 3 | 4 |
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| | <p>28. Self –Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.</p> <p>AAI 9. Personal Work Habits: 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>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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|--|--|--|---|---|---|---|---|
| | 29. Communication Skills: Demonstrate and apply effective communication skills: verbal, written, visual, and listening. | | <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> 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 | 1 | 2 | 3 | 4 |
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| | 30. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others. | | <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>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 |
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|--|--|--|---|---|---|---|---|
| | 31. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology. | | <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> 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 | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Information Technology

Program Name: Computer Software and Media Applications, Other CIP: 110899

Effective 8/09

National Standard: Microsoft Office/Adobe/International Society for Technology in Education (ISTE)

| 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: | <u>NH Common Core State Standards</u> – Aligned • English/Language Arts/Literacy: E • Mathematics: M • Science: S • Art: A | Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will: | | | | |
|--|--|--|--|---|---|---|---|
| | 32. Mathematical Concepts: Demonstrate mathematical and computation skills as applied to real world situations. | | <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>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 | | | | |

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Information Technology

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| 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: | <u>NH Common Core State Standards</u> – Aligned • English/Language Arts/Literacy: E • Mathematics: M • Science: S • Art: A | Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will: | | | | |
|--|--|--|---|---|---|---|---|
| | 33. General Safety: Demonstrate and apply safe practices and procedures in the workplace. 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>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </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 | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 34. Career Development: Demonstrate personal/career development skills by completing a career plan. | | <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> 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 | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)