**Student Name:**_____ **Date:**_____

## PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
### Career Cluster: Science, Technology, Engineering and Mathematics

**Program Name: Computer Engineering Technology/Technician    CIP: 151201**                     Effective 8/09
National Standard: International Technology Education Association (ITEA)

| 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 Common Core State Standards – 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:** |
|---|---|---|---|
| **Understand the functions and uses of computer and electronics technology to better utilize their theoretical and real world applications.** | 1. Describe the basics of an energy system including the source, transmission method and destination. **AAI 4. Technical and Production Skills**: Identify specific production and technical skills required for this industry. | | 1  2  3  4 |
| | 2. Read basic schematic diagrams. | | 1  2  3  4 |
| | 3. Construct simple circuits from basic schematic diagrams. | | 1  2  3  4 |
| | 4. Construct a simple user interface using Visual Basic (or similar programming application). | | 1  2  3  4 |
| | 5. Program simple robotic actions using supplied parameters. | | 1  2  3  4 |

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|---|---|---|---|
| | 6. Design and build a bridge (or other similar structure) using basic functions of AutoCAD. **AAI 5.  Underlying Principles of Technology**: Explain through discussion the technological systems used within this industry. | | ☐1 ☐2 ☐3 ☐4 |
| **Understand OSHA Safety Requirements, and their need in providing safe Industrial Work Environments.** | 7. Describe and demonstrate the applicable rules of safety. **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 |
| **Understand the electrical characteristics of components, and their uses in the creation of electronic circuits, and other applications.** | 8. Identify basic electronic components. | | ☐1 ☐2 ☐3 ☐4 |
| | 9. Evaluate how electronic components work together in a circuit. | | ☐1 ☐2 ☐3 ☐4 |

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Page 2 of 14

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|---|---|---|---|
| | 10. Describe and use basic mathematical concepts common to electrical circuits including Ohm's Law, etc. | | 1  2  3  4 |
| | 11. Calculate voltage, resistance, amperage in a simple circuit. | | 1  2  3  4 |
| | 12. Construct simple examples of series, parallel and series-parallel circuits. | | 1  2  3  4 |
| | 13. Describe characteristics and differences between direct and alternating current. | | 1  2  3  4 |
| | 14. Measure actual circuit parameters and compare with calculated parameters. | | 1  2  3  4 |

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Page 3 of 14

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|---|---|---|---|
| **Understand the engineering design process and the integration of software and hardware in order to create new technological applications, or redesign existing ones.** | 15. Interpret schematics to develop appropriate hardware circuitry. | | 1  2  3  4 |
| | 16. Develop instruction set for programming a micro-controller. | | 1  2  3  4 |
| | 17. Integrate hardware and software to perform specific tasks. | | 1  2  3  4 |
| **Understand the characteristics of individual computer components in order to understand their uses and applications in operating systems.** | 18. Test individual components used in computers. | | 1  2  3  4 |
| | 19. Assemble individual components into a working computer system. | | 1  2  3  4 |

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|---|---|---|---|
| | 20. Examine and modify BIOS based on specified hardware configuration. | | 1  2  3  4 |
| | 21. Test and de-bug computer systems | | 1  2  3  4 |
| | 22. Install operating system. | | 1  2  3  4 |
| | 23. Install specified software programs. | | 1  2  3  4 |
| **Understand the principles and theory of robotics in order to increase their uses and potential applications in technology.** | 24. Identify elements of problem(s) and select appropriate hardware and software solutions. **AAI 5.  Underlying Principles of Technology**: Explain through discussion the technological systems used within this industry. | | 1  2  3  4 |
| | 25. Construct robot to perform specified tasks. | | 1  2  3  4 |
| | 26. Test and modify individual components as required to meet specifications. | | 1  2  3  4 |

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|---|---|---|---|
| | 27. Test features of robot to assure that specified tasks can be accomplished. | | 1  2  3  4 |
| **Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy.** | 28. Discuss and assess venture creation possibilities and identify the steps in planning the venture.<br>**AAI 1.  Planning**:  Explain the key elements of a long-term plan for a successful company.<br>**AAI 2.  Management**:  Discuss the different forms of management and ownership within this industry.<br>**AAI 3.  Finance**:  Explain the key components of financial management of a company. | | 1  2  3  4 |
| | 29. Identify the resources needed for venture startup and operation. | | 1  2  3  4 |

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|---|---|---|---|
| | 30. Discuss the options in planning the venture's future (growth, development, demise). <br> **AAI 6.  Labor Issues**: Explain the employees' and employers' rights and responsibilities in this industry. <br> **AAI 7.  Community Issues**: Discuss the ways a company can impact its community and the ways a community can impact a company. | | 1  2  3  4 |
| | 31. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management). | | 1  2  3  4 |
| **Understand the importance of personal growth and leadership to enhance career success.** | 32. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations. | | 1  2  3  4 |

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|---|---|---|---|
| **Understand the necessary employability skills in order to achieve success in today's workplace.** | 33. **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. | | 1  2  3  4 <br>**For Example:** <br>- create an outline <br>- create a troubleshooting log <br>- make class presentation <br>- develop and test strategies or options that work <br>- provide examples of the strategies or options tested or tried <br>- compare and analyze pros and cons of identified strategies or options <br>- through teamwork, arrive at a decision or determine a solution that is well suited to the task <br>- independently arrive at a decision or determine a solution that is well suited to the task <br>- communicate in a clear format how the solution was formed <br>- justify or describe how and why a particular solution option was chosen |

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Page 8 of 14

# PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
## Career Cluster: Science, Technology, Engineering and Mathematics

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|---|---|---|---|
|  | 34. **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. |  | \| 1 \| 2 \| 3 \| 4 \| **For Example:** - 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 |

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Page 9 of 14

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## Career Cluster: Science, Technology, Engineering and Mathematics

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|---|---|---|---|
| | 35. **Communication Skills:** Demonstrate and apply effective communication skills: verbal, written, visual, and listening. | | <table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> **For Example:** : <br>- be given a work order that contains written instructions of a specific job and complete the work order <br>- create a power point presentation <br>- participate in a debate <br>- perform mock interviews <br>- develop a topic <br>- include details to support a main point <br>- use appropriate grammar and sentence structure <br>- organize writing and/or presentation materials <br>- use constructive feedback to improve skill <br>- 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 <br>- use varied vocabulary for clarity and effectiveness <br>- support his/her ideas in a public forum using the appropriate visual/audio aides <br>- select and use the appropriate media and method(s) to communicate the subject effectively <br>- adapt writing, speaking, and/or visual presentations effectively to a particular audience <br>- act on or respond appropriately to verbal and non-verbal cues from the audience |

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Page 10 of 14

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|---|---|---|---|
| | 36. **Ability to Work with Others:** Demonstrate and apply the necessary skills in order to work effectively with others. | | 1   2   3   4 **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 |

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|---|---|---|---|
| | 37. **Information Use - Research, Analysis, Technology:** Demonstrate and apply the use of information through research, analysis, and technology. | | <table><tr><td>1</td><td>2</td><td>3</td><td>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 |

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|---|---|---|---|
| | 38. **Mathematical Concepts:** Demonstrate mathematical and computation skills as applied to real world situations. | | 1    2    3    4 <br> **For Example:** <br> - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite <br> - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals <br> - collect, interpret, organize and display relevant data for solving a mathematics problem <br> - translate real world problems into mathematical representations <br> - express and present mathematical ideas clearly in everyday written and oral language <br> - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom <br> - 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 <br> - 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 |

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|---|---|---|---|
| | 39. **General Safety:** Demonstrate and apply safe practices and procedures in the workplace. | | \| 1 \| 2 \| 3 \| 4 \| **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 |
| | 40. **Career Development:** Demonstrate personal/career development skills by completing a career plan. | | \| 1 \| 2 \| 3 \| 4 \| **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 |