

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Agriculture, Food and Natural Resources

Program Name: Natural Resources/Conservation, General CIP: 030101

Effective 9/2015

National Standard: National Career Clusters

| 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) http://www.education.nh.gov/career/career/aaoi.htm http://www.careertech.org/career-ready-practices Student will: | NH Common Core State Standards – Aligned English/Language Arts/Literacy: E Mathematics: M | Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will: | | | | |
|--|--|--|---|---|---|---|---|
| Understand the interrelationships between Natural Resources and humans that are necessary to conduct management activities in natural environments. | 1. Identify natural resources, their role and impact on the economy at local, state, and global levels. CRP: Consider the environmental, social and economic impacts of decisions. | | <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: You are hired by a local firm as a forest technician and must provide oversight of all forestry jobs and regulatory guidance that meets best practices in accordance with all state and local laws. Given a sample plot, scenarios provided by your instructor, or description of said plot, develop a forestry plan that adheres to all regulatory agencies and best practices. Include #1-6, 38 | 1 | 2 | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | |
| | 2. Identify organizations, agencies, professions and related regulatory laws and practices involved in resource management. AAI 2. Management | ELA: 2, 3, 4, 6, 7, 9 | <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: | 1 | 2 | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | |
| | 3. Interpret laws related to natural resource management and protection. CRP: Communicate clearly, effectively and with reason | | <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: | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| 4. Recognize/retrieve NH based information services and related regulatory laws and practices in natural resource management. | | <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: | 1 | 2 | 3 | 4 | |
| 1 | 2 | 3 | 4 | | | | |
| 5. Identify the impacts by natural forces, and humans on natural resources ecology. CRP: Employ valid and reliable research strategies. | | <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: | 1 | 2 | 3 | 4 | |
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|--|--|--|---|---|---|---|---|
| | 6. Develop a natural resources management plan and assess the strengths and weakness of the plan. CRP: Utilize critical thinking to make sense of problems and persevere in solving them. | | <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: | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 7. Collect inventory data for use in a resource management plan. CRP: Apply appropriate academic and technical skills. | ELA: 2, 3, 4, 6, 7 M: 1,2, 16, 17, 18 | <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: You are the state entomologist, and a local landowner has requested your assistance in surveying their property in order to assess signs and symptoms of invasive species. Upon completion of your study, create a report that details possible plans of action including potential impacts of nonnative species and possible routes (including associated costs) to minimize or eradicate these species. Include # 7,8, 16,17, 34, 35, 36 | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 8. Collect data concerning resource inventory and health. CRP: Use technology to enhance productivity | | <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: | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 9. Demonstrate cartographic land navigation skills to aid in developing, implementing, and evaluating natural resource management plans. AAI 5. Underlying Principles of Technology | ELA: 4, 6,7,9 M: 1, 15, 17 | <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: Your FFA chapter is working with your community in order to design and construct a new trail for the local town forest. Identify the purpose of the trail based upon the objectives of the conservation committees governing body. Use topographic maps and GPS technology to design the trail, minimizing impact on the local resources. Include: #9, 22, 32 & 38 | 1 | 2 | 3 | 4 |
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|--|---|--|---|---|---|---|---|
| Student will: | Student will: | | Student will: | | | | |
| | 10. Describe the relationship of harvest levels to sustainability of resources. AAI 4. Technical and Production Skills | ELA: 2, 3, 6, 8, 9 M:1, 2, 16, 17, 18 | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example: You are an agent for the local WMU. You must begin to develop hunting and fishing policies for the coming year’s seasons. Choose a specific game species to study population and harvest trends over the past decade. Analyze this natural resource, and develop the coming year’s hunting or fishing policies based upon the population dynamics and predator/ prey relationships that impact this species. Be prepared to share and defend this policy. Include: #10, 18, 24, 26</p> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| Understand and apply safety regulations, procedures, and methods to have a safe environment | 11. Demonstrate proper use of the following things needed to work in areas related to natural resources: <ul style="list-style-type: none"> • tools • equipment • machinery • personal protective equipment (PPE) • technology AAI 8. Health, Safety & Environment | ELA: 1, 2, 4, 6, 8 | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example: You are leading a trail construction crew to build a new trail system in the town forest. As the crew leader, you are responsible for implementing all of the company’s safety rules and regulations. Select the appropriate tools, equipment, machinery, PPE, and technology necessary in order to build the trail system, and provide your crew with a demonstration in the proper, safe use of said equipment. Include #11- 15, 32, 33, 38</p> | 1 | 2 | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | |
| 12. Employ emergency procedures as necessary to provide aid in workplace accidents. AAI 8. Health, Safety & Environment | | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> | 1 | 2 | 3 | 4 | |
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|--|---|---|--|---|---|---|---|
| Student will: | Student will: | | Student will: | | | | |
| | 13. Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments. AAI 6. Labor Issues AAI 8. Health, Safety & Environment | | <table border="1" style="display: inline-table; border-collapse: collapse;"> <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: | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 14. Complete work tasks in accordance with employee rights and responsibilities and employers’ obligations to maintain workplace safety and health. AAI 6. Labor Issues AAI 8. Health, Safety & Environment | | <table border="1" style="display: inline-table; border-collapse: collapse;"> <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: | 1 | 2 | 3 | 4 |
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| | 15. Assess and control types and sources of workplace hazards common to this industry in order to demonstrate a working understanding of key health and safety concerns. AAI 8. Health, Safety, & Environment | | <table border="1" style="display: inline-table; border-collapse: collapse;"> <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: | 1 | 2 | 3 | 4 |
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| Understand the application of scientific principles and techniques to the management of natural resources as it relates to maintaining a healthy ecosystem. | 16. Examine biological and physical characteristics necessary to identify and classify natural resources. | | <table border="1" style="display: inline-table; border-collapse: collapse;"> <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: | 1 | 2 | 3 | 4 |
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|--|--|--|---|---|---|---|---|
| | 17. Identify native and non-native species common in New Hampshire. | | <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 | | | | |
| | 18. Apply ecological concepts and principles to natural resource systems. | | <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 | | | | |
| | 19. Describe and demonstrate water quality assessment techniques. | ELA: 1, 2, 4, 6, 9 M: 1, 16 | <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: You have volunteered your class to conduct the annual water quality monitoring of a local body of water. Identify the sites designated as testing locations on a map. Draw the watershed surrounding this body of water. Conduct the water quality assessments, and report the data to the NHDES. Include #19, 27, 28, 29 | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 20. Describe and demonstrate forest stand improvement techniques. | ELA: 4, 6, 7, 9 M: 1, 2, 15 | <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: You are a forester hired by a landowner that wants to improve the timber on their property while also enhancing the habitat for native wildlife. Conduct a study of the land in order to identify all of the species of trees and their quality. Develop a plan to improve the future of the stand from a wildlife and timber stand perspective. Include # 20, 21, 24, 34, 35 | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 21. Describe and demonstrate wildlife habitat enhancement techniques. | | <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: | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 22. Describe and demonstrate recreation area enhancement techniques. | | <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: | 1 | 2 | 3 | 4 |
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|--|---|--|---|---|---|---|---|
| Student will: | Student will: | | Student will: | | | | |
| | 23. Recognize weather systems, weather patterns and environmental changes, and their impacts on natural resources. | ELA: 2, 3, 4, 5, 6, 8, 9 M: 1, 2, 16, 17, 18 | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example: Based upon research and study of NH climate change models, determine the impact of climate change upon the state 50 years from now. Choose three resulting economic impacts of projected climate changes resulting from ecological changes in NH. Develop a public service announcement (print flyer, newsletter, brochure, radio announcement, etc.). Highlight the impacts of climate change on NH ecology and the economy, and develop recommendations regarding what individuals can do to minimize their environmental impacts. Include: #1, 36, 37</p> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| Understand natural cycles and related phenomena required to implement ecologic concepts and principals. | 24. Describe population dynamics and succession. | | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> | 1 | 2 | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | |
| | 25. Describe trophic levels. | ELA: 4, 7, 8, 9 M: 1, 2 | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example: You are part of a team of biologists participating in a BioBlitz at the local high school. Your team is gathering data on the local habitat and developing food webs that include local flora & fauna. Present your findings to your peer group. Include: #8, 16, 17, 18</p> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| 26. Describe predator-prey relationships. | | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> | 1 | 2 | 3 | 4 | |
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| | 27. Identify potential pollution sources. | | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> | 1 | 2 | 3 | 4 |
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| Student will: | Student will: | | Student will: | | | | |
| | 28. Define watershed boundaries and recognize their characteristics. | ELA: 2, 3, 4, 5, 6, 9 M: 1, 2, 15, 17 | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example: You are a private wetlands delineation company and have been hired to conduct a study of a mixed use watershed area. Develop a map of the watershed, and identify potential sources of pollution within the mixed use area. Outline potential impacts upon the nitrogen, carbon, hydrolic, and nutrient cycles resulting from these pollutants. Develop recommendations to alleviate negative impacts. Include # 28,29, 1-5, 7, 18, 19</p> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 29. Describe the nitrogen, carbon, hydrolic and nutrient cycles. | | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| Understand and apply the knowledge of natural resource management to production and processing industries. | 30. Describe natural resources harvest techniques and procedures. | ELA: 4, 5, 6, 7, 8, 9 M: 1, 2, 16 | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example: You are an entrepreneur starting your own maple sugaring production and distribution operation. Develop a business plan for your start-up, and include all aspects of industry in your plan. “Conduct” the first season of production and distribution, providing proper documentation of records necessary for your business. Include # 30,31, 39-42, 44</p> | 1 | 2 | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | |
| 31. Produce, harvest, process, and use natural resource products. AAI 4. Technical and Production Skills | | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> | 1 | 2 | 3 | 4 | |
| 1 | 2 | 3 | 4 | | | | |
| | 32. Describe recreational use in relation to natural resource management. | | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> | 1 | 2 | 3 | 4 |
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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) http://www.education.nh.gov/career/career/aaoi.htm http://www.careertech.org/career-ready-practices Student will: | NH Common Core State Standards – Aligned English/Language Arts/Literacy: E Mathematics: M | Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will: | | | | |
|--|--|---|---|---|---|---|---|
| Understand and practice responsible management techniques and procedures to protect our natural resources. | 33. Develop a safety plan for work with natural resources. AAI 8. Health, Safety, and Environment | | <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: | 1 | 2 | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | |
| | 34. Identify, diagnose, and report plant and wildlife diseases and follow protocol to prevent spread. | | <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: | 1 | 2 | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | |
| | 35. Identify, diagnose, and report plant and wildlife invasives and follow protocol. | | <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: | 1 | 2 | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | |
| 36. Identify ways to conserve natural resources. | | <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: | 1 | 2 | 3 | 4 | |
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| 37. Describe the role natural resources plays in providing energy and alternative energy sources. | | <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: | 1 | 2 | 3 | 4 | |
| 1 | 2 | 3 | 4 | | | | |
| 38. Describe and demonstrate Best Management Practices and “Leave No Trace” principles. | | <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: | 1 | 2 | 3 | 4 | |
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All Aspects of Industry (AAI) | Career Ready Practices (CRP)

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Agriculture, Food and Natural Resources

Program Name: Natural Resources/Conservation, General CIP: 030101

Effective 9/2015

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|--|--|--|---|---|---|---|---|
| Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy. | 39. Discuss and assess business creation possibilities and identify the steps in planning a business. AAI 1. Planning AAI 2. Management CRP: Attend to personal health and financial well-being. | | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 40. Identify the resources needed for business startup and operation. AAI 3. Finance CRP: Demonstrate creativity and innovation. | | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| | 41. Discuss the options in planning the business future (growth, development, demise). AAI 6. Labor Issues AAI 9. Personal Work Habits | | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: | 1 | 2 | 3 | 4 |
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|--|---|---|---|---|---|---|---|
| Student will: | Student will: | | Student will: | | | | |
| | 42. Discuss and identify the skills and behaviors of being a business owner/entrepreneur (passion, confidence, self-motivation, tenacity, leadership, management, etc.). AAI 7. Community Issues CRP: Model integrity, ethical leadership and effective management CRP: Act as a responsible and contributing citizen and employee | | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| Understand the necessary career readiness and employability skills in order to achieve success in today’s workplace | 43. Discuss and research career options and postsecondary programs within this industry to assist in developing a career plan CRP: Plan education and career paths aligned to personal goals. | ELA: 2, 3, 4, 5, 6, 9 M: 1, 2, 17 | <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> <p>For Example: Research, compare, and contrast the pros and cons of multiple career options related to your skills, abilities, and aptitudes. Include skills, abilities, education & training, labor projections, and wage information as well as a list of programs that offer the related education and training. Research three potential employers for your top three career areas of interest. Develop a resume, cover letter, and reference list. Reflect upon your outcomes. Collect all of these materials in a physical or online portfolio.</p> | 1 | 2 | 3 | 4 |
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|--|--|---|--|---|---|---|---|
| | 44. Demonstrate personal growth, community leadership, democratic principles, and social responsibility by participating in activities/events offered through student and professional organizations. AAI 7. Community Issues AAI 9. Personal Work Behavior CRP: Work productively in teams while using cultural global awareness. | ELA: 2-9 depending upon targeted service learning (SL) project M: Dependent upon targeted SL project | <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: Students will organize and complete a service learning project that benefits both the youth and their local community. I.e. Trail maintenance, highway clean up, plan and build a community garden, raise and harvest crops to donate to a local food pantry. | 1 | 2 | 3 | 4 |
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