

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

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

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Human Services**

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

**CIP: 120401**

Effective 08/13

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

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<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>	<u>NH Common Core State Standards – Aligned</u> <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>	<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>Understand the licensing requirements by participating in the orientation process</b>	1. Explain and discuss state licensing requirements.	E : 2,6,7,8,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> Example: You are a new graduate from a Career and Technical Education Cosmetology program applying to a post-secondary program. You must transfer your high school hours. Once you have researched the requirements, create a portfolio that satisfies the NH Board of Cosmetology requirements. Present to the new school.	1	2	3	4
1	2	3	4				
<b>Understand and use appropriate methods to ensure personal health and well-being for the protection of the consumer.</b>	2. Explain and demonstrate personal hygiene and healthy living.	E : 2,6,7,8,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> Example: You have just been promoted to manager of JP Cenny salon. You have been asked to create an employee handbook that discusses what it takes to be a successful employee. Once created, share with your staff.  Cont. to #3	1	2	3	4
1	2	3	4				
	3. Identify and discuss ethics.	E : 2,6,7,8,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				

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<b>Understand the importance of conducting services in a safe and sanitary environment to prevent the spread of infectious and contagious diseases.</b>	4. Identify prevention and control procedures.	E: 2,6,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> <p>Example: You have been just been hired by the state board of cosmetology as an inspector. You must now create a safety protocol and inspection criteria checklist to insure the safety of the consumer. It must include infection control and OSHA procedures. Once completed, present to the entire board for approval.</p> <p>Cont. to # 5</p>	1	2	3	4
	1	2	3	4			
	5. Identify and demonstrate infection control procedures.	E : 2,6,7,8,9 M: 2	<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			
6. Explain and discuss OSHA regulations and the right-to-know law. <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.	E : 2,6,7,8,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> <p>Example: You have been hired by OSHA for a new cosmetology department. You are asked to develop a curriculum to educate the new future professionals for conducting services in a safe and sanitary environment to prevent the spread of infectious and contagious diseases. Once completed you must present the curriculum to the OSHA board for approval.</p> <p>Cont. to # 7-10</p>	1	2	3	4	
1	2	3	4				
7. Identify and demonstrate disinfection practices.	E : 2,6,7,8,9 M: 2	<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				
	8. Identify and define bacteria types.	E : 2,6,7,8,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	9. Explain growth and reproduction of bacteria.	E: 2,4,6,7,8,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	10. Identify immunities and the appropriate action to take.	E: 2,4,6,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand concepts and techniques of hair and scalp care to ensure consumer safety and quality service.</b>	11. Define the theory of hair care.	E: 2,4,6,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> Example: You have been hired by Procter and Sable to develop and create a new hair and scalp care line. The product line must include a range of ph values in order to meet the needs of all hair and scalp conditions. Demonstrate the proper use of the products at the area trade show incorporating proper procedures.  Cont. to #12-17	1	2	3	4
	1	2	3	4			
	12. Recognize, define and demonstrate how to care for hair and scalp conditions.	E: 2,3,4,6,7,8,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
13. Problem solves and formulates a plan of treatment for hair and scalp care. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry/	E: 2,6,7,8,9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
	14. List and demonstrate the steps in performing proper draping procedures.ie: chemical service, wet service, different dries	E: 2,4,7,8	<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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	15. List the types of shampoos, rinses, conditioners and their uses.	E: 2,4,6,9	<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				
	16. Describe the pH scale and the values associated with water, acids and alkaline.	E: 2,6,8,9 M: 2	<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				
	17. Identify and perform proper shampooing, rinsing and conditioning procedures. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.	E: 8	<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				
<b>Understand the theory of hair cutting techniques to provide a basic solid form.</b>	18. Define haircutting theory. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.	E: 2,4,6,7,8,9 M: 15	<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>Example: You are competing in a job skill demonstration/competition. Define and demonstrate a solid form haircut to a non-industry judge.</p> <p>Cont. to#19</p>	1	2	3	4
	1	2	3	4			
19. Identify and demonstrate proper haircutting procedures for solid form.	E: 2,6,9 M: 15	<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				
<b>Understand the elements, and principles of design, and styling and finishing techniques in order to complete a hairstyle to the satisfaction of the client.</b>	20. Recognize and demonstrate the elements and principles of design. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.	E: 2,3,4,6,7,8,9 M: 15	<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>Example: You are hired as a hair stylist for the Extreme Makeover photo shoots. Consult with your client while taking into account the elements and principals of design as you create their new looks. Demonstrate and define the wet or thermal hairstyling techniques that will be used.</p> <p>Cont. to # 21-24</p>	1	2	3	4
1	2	3	4				

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	21. Perform design composition.		<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. Perform client consultations.	E: 7,8	<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				
	23. Define and demonstrate wet hairstyling: finger waving, pin curls, rollers, and comb out procedures.	E: 2,6 M: 15	<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				
	24. Define and demonstrate thermal styling: blow drying, air waving, thermal ironing, specialty ironing, braiding and long hairstyling.	E: 2,6 M: 15	<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				
<b>Understand basic nail theory and provide basic nail care services to ensure consumer safety and quality service.</b>	25. Recognize nail structure and its growth.	E: 2,6	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> Example: You are starting work in the new nail salon in the mall as their new apprentice. Prepare a two part interview, verbal and practical, to present to the owner that demonstrates basic manicure and pedicure services to insure customer safety and quality service.  Cont. to # 26-28	1	2	3	4
1	2	3	4				
	26. Select appropriate materials and demonstrate proper table set up.		<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				

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	27. Recognize and demonstrate the procedures and services of manicuring and massage. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.	E: 2,6	<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				
	28. Recognize and demonstrate the procedures and services of pedicure and massage.	E: 2,6	<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				
<b>Understand basic skin care theory and services to provide consumer safety and quality service.</b>	29. Recognize and demonstrate the techniques to perform a basic facial treatment.  <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.	E: 2,6	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> Examples:  You have been asked to develop a skin care competition for Skills USA. It needs to include practical demonstration of basic facial technique, make-up application, and hair removal. Include a verbal presentation of products, tools and procedures of basic skin care. Show the competition outline to the Skills advisory board.  Cont. to #30-34	1	2	3	4
1	2	3	4				
	30. Identify and apply cosmetics for a basic make-up application.	E: 2,6	<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				
	31. Identify, Describe and demonstrate basic hair removal procedures and techniques.	E: 2,6,7,8	<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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	32. Explain permanent hair removal methods.	E: 2,6,7,8	<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>	1	2	3	4
1	2	3	4				
<b>Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy.</b>	33. Discuss what one needs to know regarding the beauty industry.  <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.		<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> <p>Example: You have decided that you want to open your own salon. You have made an appointment to meet with a small business representative to discuss a business plan. Prepare the plan for your salon for the meeting.</p> <p>Cont. to #34</p>	1	2	3	4
	1	2	3	4			
34. 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.		<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>	1	2	3	4	
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	35. 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>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> Example: You are contemplating starting your own business and have scheduled to meet with a business owner to discuss and assess if you possess the personal traits that are typical characteristics of an entrepreneur. Prepare a list of what attributes you possess.	1	2	3	4
1	2	3	4				
<b>Understand the importance of personal growth and leadership to enhance career success.</b>	36. 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>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> Example: As the student president, the local chamber of commerce has asked you and your team members to speak at their annual event. You have decided a power point will be the visual aid.	1	2	3	4
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>37. 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 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><b>For Example:</b> You are a recent college graduate that is applying for a highly competitive position as stylist in an upscale salon. How will you stand out from other applicants? You will need to create a cover letter, resume, and electronic portfolio that highlight your strengths.</p> <p>OR:</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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	<p><b>38. Self –Management:</b> Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.</p> <p><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="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><b>For Example:</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>39. Communication Skills:</b> Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</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><b>For Example:</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
1	2	3	4				

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	<p><b>40. Ability to Work with Others:</b> Demonstrate and apply the necessary skills in order to work effectively with others.</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><b>For Example:</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 that 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>41. Information Use - Research, Analysis, Technology:</b> Demonstrate and apply the use of information through research, analysis, and technology.</p> <p><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> <p><b>For Example:</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>42. Mathematical Concepts:</b> Demonstrate mathematical and computation skills as applied to real world situations.</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><b>For Example:</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>- 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>43. 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>For Example:</b>                      - 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</p>	1	2	3	4
1	2	3	4				
	<p><b>44. 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>For Example:</b>                      - 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</p>	1	2	3	4
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