

COMMUNITY AND REGIONAL PLANNING
COURSE CODE: 6572
STUDENT PROFILE

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| STUDENT'S NAME: | TEACHER'S NAME: |
| School Year/Semester: | Date Began: |
| Grade: | Date Completed: |

Directions: Document student's progress using the applicable rating scales below: Enter date of completion under the appropriate column.

0 - Has not received instruction in this area / **no experience or knowledge of this task (N/A)**

1 - Can apply and perform **independently (80-100)**

2 - Can perform the task completely with **limited supervision (70-79)**

3 - Requires additional instruction and or **close supervision (60-69)**

| A. | SAFETY | 0 | 1 | 2 | 3 |
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| 1 | Review school safety policies and procedures. | | | | |
| 2 | Review classroom safety rules and procedures. | | | | |
| 3 | Review safety procedures for using equipment in the classroom. | | | | |
| 4 | Identify major causes of work-related accidents in office environments. | | | | |
| 5 | Demonstrate safety skills in an office/work environment | | | | |
| B. | STUDENT ORGANIZATIONS | 0 | 1 | 2 | 3 |
| 1 | Identify the purpose and goals of a Career and Technology Student Organization (CTSO). | | | | |
| 2 | Explain how CTSOs are integral parts of specific clusters, majors, and/or courses. | | | | |
| 3 | Explain the benefits and responsibilities of being a member of a CTSO. | | | | |
| 4 | List leadership opportunities that are available to students through participation in CTSO conferences, competitions, community service, philanthropy, and other activities. | | | | |
| 5 | Explain how participation in CTSOs can promote lifelong benefits in other professional and civic organizations. | | | | |
| C. | TECHNOLOGY KNOWLEDGE | 0 | 1 | 2 | 3 |
| 1 | Demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation. | | | | |
| 2 | Identify proper netiquette when using e-mail, social media, and other technologies for communication purposes. | | | | |
| 3 | Identify potential abuse and unethical uses of laptops, tablets, computers, and/or networks. | | | | |

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| 4 | Explain the consequences of social, illegal, and unethical uses of technology (e.g., piracy; illegal downloading; cyberbullying; licensing infringement; inappropriate uses of software, hardware, and mobile devices in the work environment). | | | | |
| 5 | Discuss legal issues and the terms of use related to copyright laws, Creative Commons, fair use laws, and ethics pertaining to downloading of images, photographs, Creative Commons, documents, video, sounds, music, trademarks, and other elements for personal use. | | | | |
| 6 | Describe ethical and legal practices of safeguarding the confidentiality of business-related information. | | | | |
| 7 | Describe possible threats to a laptop, tablet, computer, and/or network and methods of avoiding attacks. | | | | |
| D. | PERSONAL QUALITIES AND INTERPERSONAL SKILLS | 0 | 1 | 2 | 3 |
| 1 | Demonstrate creativity and innovation. | | | | |
| 2 | Demonstrate critical thinking and problem-solving skills. | | | | |
| 3 | Demonstrate initiative and self-direction. | | | | |
| 4 | Demonstrate integrity. | | | | |
| 5 | Demonstrate work ethic. | | | | |
| 6 | Demonstrate conflict resolution skills. | | | | |
| 7 | Demonstrate listening and speaking skills. | | | | |
| 8 | Demonstrate respect for diversity. | | | | |
| 9 | Demonstrate customer service orientation. | | | | |
| 10 | Demonstrate teamwork | | | | |
| E. | PROFESSIONAL KNOWLEDGE | 0 | 1 | 2 | 3 |
| 1 | Demonstrate global or “big picture” thinking. | | | | |
| 2 | Demonstrate career and life management skills and goal-making. | | | | |
| 3 | Demonstrate continuous learning and adaptability skills to changing job requirements. | | | | |
| 4 | Demonstrate time and resource management skills. | | | | |
| 5 | Demonstrates information literacy skills. | | | | |
| 6 | Demonstrates information security skills. | | | | |
| 7 | Demonstrates information technology skills. | | | | |
| 8 | Demonstrates knowledge and use of job-specific tools and technologies. | | | | |

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| 9 | Demonstrate job-specific mathematics skills. | | | | |
| 10 | Demonstrates professionalism in the workplace. | | | | |
| 11 | Demonstrates reading and writing skills. | | | | |
| 12 | Demonstrates workplace safety | | | | |
| F. | POLICY MAKING | 0 | 1 | 2 | 3 |
| 1 | Contrast how various societies have governed themselves. | | | | |
| 2 | Evaluate importance of individuals, public opinion, media, political parties, associations and groups in forming public policy. | | | | |
| 3 | Describe the significance of diversity in the American political system. | | | | |
| 4 | Compare and contrast constitutional ideals and realities of American political and social life. | | | | |
| 5 | Explain the various forms of state and local governments, agencies and commissions. | | | | |
| 6 | Compare the roles and relationships of federal, state and local government. | | | | |
| 7 | Analyze the effects of domestic politics on foreign policy. | | | | |
| 8 | Evaluate circumstances in which the U.S. has politically influenced other nations. | | | | |
| 9 | Evaluate circumstances in which other nations have influenced the politics and society of the U.S. | | | | |
| 10 | Examine the purpose and function of international governmental organizations. | | | | |
| G. | SYSTEMIC RELATIONSHIPS | 0 | 1 | 2 | 3 |
| 1 | Compare and contrast complex international, national, state and local governmental and public administrative systems to serve the public interest. | | | | |
| 2 | Delineate intergovernmental and private contractor relationships. | | | | |
| 3 | Educate the public about government systems and their functions | | | | |
| H. | HEALTH, SAFETY AND ENVIRONMENTAL MANAGEMENT SYSTEMS | 0 | 1 | 2 | 3 |
| 1 | Identify the types of risk of injury/illness at work. | | | | |
| 2 | Identify those who are susceptible to risk of injury/illness at work. | | | | |
| 3 | Describe ways to positively impact occupational safety and health. | | | | |

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| 4 | Develop and implement an emergency response plan for the workplace. | | | | |
| 5 | Assess workplace conditions with regard to safety and health. | | | | |
| 6 | Implement emergency preparedness training for stakeholders for a safe environment. | | | | |
| 7 | Evaluate the roles of organizations that impact the well-being of the public and the environment. | | | | |
| 8 | Explain how forming partnerships can ensure the best utilization of resources. | | | | |
| 9 | Identify programs to protect the public and the environment. | | | | |
| 10 | Explain the role compliance plays to maintain health and safety procedures. | | | | |
| I. | CAREER EXPLORATION | 0 | 1 | 2 | 3 |
| 1 | Locate and interpret career information the Governance program of study, including job, educational, and credentialing requirements. | | | | |
| 2 | Compare personal interests and aptitudes with job requirements and characteristics of career selected. | | | | |
| 3 | Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics. | | | | |
| 4 | Develop a career plan for advancement in government and public administration careers. | | | | |
| J. | INFORMATION RESOURCES | 0 | 1 | 2 | 3 |
| 1 | Prepare, justify and administer budgets. | | | | |
| 2 | Integrate cost-benefit analyses to set priorities. | | | | |
| 3 | Monitor expenditures in support of programs and policies. | | | | |
| 4 | Incorporate cost-effective approaches. | | | | |
| 5 | Assess current and future staffing needs based on goals and objectives. | | | | |
| 6 | Select and manage a multi-cultural workforce | | | | |
| K. | STATISTICAL ANALYSIS | 0 | 1 | 2 | 3 |
| 1 | Extract ideas and materials from research library resources. | | | | |
| 2 | Structure and conduct interviews with experts | | | | |
| 3 | Make objective and informed use of databases. | | | | |
| 4 | Use systematic thinking to identify and contain the scope of the issue or problem at hand. | | | | |
| 5 | Synthesize information from multiple sources. | | | | |

| L. | PUBLIC SPEAKING | 0 | 1 | 2 | 3 |
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| 1 | Prepare arguments using recognized patterns of discourse. | | | | |
| 2 | Apply logical reasoning skills and experience to anticipate counter arguments to include: a. Recognize differing political, social, ideological, philosophical and other perspectives. b. Subject supposed facts, statistical claims and other information to rigorously skeptical tests. | | | | |
| 3 | Use carefully selected images and figures of speech for reinforcing arguments to include: a. Employing vivid imagery. b. Using figures of speech imaginatively but coherently. c. Conforming to accepted ethical standards in use of the material. | | | | |
| M. | CONSENSUS BUILDING | 0 | 1 | 2 | 3 |
| 1 | Identify interests associated with various individuals and groups and their representatives. | | | | |
| 2 | Assess tolerance of individuals and groups for consideration of alternatives. | | | | |
| 3 | Employ mediation techniques. | | | | |
| 4 | Envision and offer alternative proposals that keep the discussion from collapsing. | | | | |
| 5 | Utilize consensus-building skills to promote respect for ethical principles. | | | | |
| 6 | Describe the roles of debate and negotiation in the political process. | | | | |
| 7 | Recognize negotiable and non-negotiable points. | | | | |
| N. | ADVOCACY AND DIPLOMACY | 0 | 1 | 2 | 3 |
| 1 | Apply persuasive techniques to convince individuals or groups to take desired actions or not take undesired actions. | | | | |
| 2 | Deliver compelling arguments regarding issues or proposals. | | | | |
| 3 | Make effective media presentations. | | | | |
| 4 | Employ kinesthetic sensitivity and emotional intelligence to process reactions and responses and adjust appeals accordingly. | | | | |
| 5 | Increase or reduce expectations of individuals or groups to coincide with desired timeliness of actions or inactions without losing support of individuals or groups. | | | | |
| 6 | Motivate staff. | | | | |
| 7 | Avoid ethical pitfalls. | | | | |

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| 8 | Speak publically to a broad constituency, handle media, make effective presentations and act in a diplomatic manner when dealing with people. | | | | |
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