



**WEST VIRGINIA
SECRETARY OF STATE**

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

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OFFICE OF
WEST VIRGINIA SECRETARY OF STATE

**FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE
(Page 1)**

AGENCY **Education**
RULE TYPE **Legislative Exempt AMENDMENT TO EXISTING RULE Yes** TITLE-SERIES **126-**
RULE NAME **Common Core Content Standards for Career and Technical Education in West Virginia Schools (2520.13)** **044M**
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

COMMENTS LIMITED TO
Written

DATE OF PUBLIC HEARING

LOCATION OF PUBLIC HEARING

DATE WRITTEN COMMENT PERIOD ENDS
Monday, February 11, 2013 4:00 PM

WRITTEN COMMENTS MAY BE MAILED TO
**Dr. Kathy J. D'Antoni, Asst. State Superintendent
WVDE Division of Technical and Adult Education
Capitol Building 6, Room 221
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330**

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes
Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



Title-Series: 126-044M



Rule Id: 8945



Document: 24515



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PROVIDE A BRIEF SUMMARY OF YOUR PROPOSAL

The last formal revisions to the career and technical education content standards and objectives were approved by the WVBE in December 2005. In 2012, the National Association of State Directors of Career Technical Education Consortium and the National Career-Technical Foundation sponsored the development of the Common Career Technical Core. This effort was done concurrently with committees of educators and representatives from business and industry from across West Virginia and focused on revisions to the Content Skill Sets and Objectives for all state approved career and technical concentrations. The results of this work are incorporated into the revisions to Policy 2520.13, which encompasses broad Career Ready Practices that educators should seek to develop in all students; the Common Career Technical Core, organized around the 16 National Career Clusters and supporting Career Pathways; and, the guidelines for delivering the standards for each state approved CTE concentration and course as found on the WVDE-CTE website.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 1)

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SUMMARIZE IN A CLEAR AND CONCISE MANNER WHAT IMPACT THIS MEASURE WILL HAVE ON COSTS AND REVENUES OF STATE GOVERNMENT.

The proposed repeal and replacement of Policy 2520.13, Common Core Content Standards for Career and Technical Education in West Virginia Schools will not impact state costs or revenues.

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



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FISCAL NOTE DETAIL -- SHOW OVER-ALL EFFECT IN ITEM 1 AND 2 AND, IN ITEM 3, GIVE AN EXPLANATION OF BREAKDOWN BY FISCAL YEAR, INCLUDING LONG-RANGE EFFECT.

Effect Of Proposal	Current Increase/Decrease (use ' - ')	Next Increase/Decrease (use ' - ')	Fiscal Year (Upon Full Implementation)
ESTIMATED TOTAL COST	0	0	0
PERSONAL SERVICES	0	0	0
CURRENT EXPENSES	0	0	0
REPAIRS AND ALTERATIONS	0	0	0
ASSETS	0	0	0
OTHER	0	0	0
ESTIMATED TOTAL REVENUES	0	0	0

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3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT). PLEASE INCLUDE ANY INCREASE OR DECREASE IN FEES IN YOUR ESTIMATED TOTAL REVENUES.

The proposed repeal and replacement of Policy 2520.13, Common Core Content Standards for Career and Technical Education in West Virginia Schools will not impact state costs or revenues.

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



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PLEASE IDENTIFY ANY AREAS OF VAGUENESS, TECHNICAL DEFECTS, REASONS THE PROPOSED RULE WOULD NOT HAVE A FISCAL IMPACT, AND OR ANY SPECIAL ISSUES NOT CAPTURED ELSEWHERE ON THIS FORM.

Repeal of the career and technical education content standards and objectives (CSOs) approved by the WVBE in 2005 and to replace them with the National Common Career and Technical Core, Career Ready Practices, and the Content Skill Sets and Objectives defined for each of the State approved career and technical concentrations and courses will not have a fiscal impact at the state level.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



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EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2520.13, Common Core Content Standards for Career and Technical Education in West Virginia Schools.

Background: The last formal revisions to the career and technical education content standards and objectives were approved by the State Board of Education in December 2005. In 2012, the National Association of State Directors of Career Technical Education Consortium and the National Career-Technical Foundation sponsored the development of the Common Career Technical Core. This effort was done concurrently with committees of educators and representatives from business and industry from across West Virginia focused on revisions to the Content Skill Sets and Objectives for all state approved career and technical concentrations. The results of this work are incorporated into the revisions to Policy 2520.13, which encompasses broad Career Ready Practices that educators should seek to develop in all students; the Common Career Technical Core, organized around the 16 National Career Clusters and supporting Career Pathways; and, the guidelines for delivering the standards for each state approved CTE concentration and course as found on the WVDE-CTE website.

Proposals: Repeal the career and technical education content standards and objectives (CSOs) approved by the State Board of Education in 2005 and replace them with the National Common Career and Technical Core, Career Ready Practices, and the Content Skill Sets and Objectives defined for each of the State approved career and technical concentrations and courses.

Impact: Adoption of the Common Career and Technical Core, Career Ready Practices and the Content Skill Sets and Objectives will provide a comprehensive guide for delivering a rigorous and relevant career and technical education curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Stakeholders involved with *Policy 2520.13, Common Core Content Standards for Career and Technical Education in West Virginia Schools*

The last formal revisions to the career and technical education content standards and objectives were approved by the State Board of Education in December 2005. In 2012, the National Association of State Directors of Career Technical Education Consortium and the National Career-Technical Foundation sponsored the development of the Common Career Technical Core. **This effort was done concurrently with committees of educators and representatives from business and industry from across West Virginia focused on revisions to the Content Skill Sets and Objectives for all state approved career and technical concentrations.** The results of this work are incorporated into the revisions to Policy 2520.13, which encompasses broad Career Ready Practices that educators should seek to develop in all students; the Common Career Technical Core, organized around the 16 National Career Clusters and supporting Career Pathways; and, the guidelines for delivering the standards for each state approved CTE concentration and course as found on the WVDE-CTE website.

126CSR44M

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 44M
COMMON CORE CONTENT STANDARDS FOR CAREER AND TECHNICAL
EDUCATION IN WEST VIRGINIA SCHOOLS (2520.13)**

§126-44M-1. General.

1.1. Scope. – W. Va. §126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education, Regulations for Education Programs (hereafter Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. W. Va. 126CSR44M, West Virginia Board of Education Policy 2520.13, Common Core Content Standards for Career and Technical Education in West Virginia Schools (hereafter Policy 2520.13) defines the common core content skill standards for career and technical education as required by Policy 2510.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §§18-2-5, 18-6-1, et seq., and 18-9A-22.

1.3. Filing Date. -

1.4. Effective Date. -

1.5. Repeal of a Former Rule. This legislative rule repeals and replaces W. Va. 126CSR44M, West Virginia Board of Education Policy 2520.13, Career and Technical Education Content Standards and Objectives for West Virginia Schools, filed December 22, 2005 and effective July 1, 2006.

§126-44M-2. Purpose.

2.1. This policy defines the common core content standards (or instructional goals) for the program of study required by Policy 2510, including the specific content skill sets and objectives for each of the state approved career and technical education concentrations.

§126-44M-3. Incorporation by Reference.

3.1. A copy of the *Common Core Content Standards for Career and Technical Education in West Virginia Schools* is attached and incorporated by reference into this policy. Copies of Policy 2520.13 may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education's Division of Technical and Adult Education.

§126-44M-4. Summary of the Common Core Content Standards.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational programs (W. Va. Code §18-9A-22). The common core and content skill sets provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes Career Ready Practices; Common Core Content Standards by Career Cluster and Pathway; applicable career and technical concentrations, including performance measures; an explanation of terms; and, a Foreword, detailing the developmental process for both the Common Core and the specific course standards for Career and Technical Education, as found on the WVDE-CTE website.

§126-44M-5. Severability.

5.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

West Virginia Department of Education

West Virginia Board of Education
Policy 2520.13,
*Common Core Content Standards for
Career and Technical Education in
West Virginia Schools*

Dr. James B. Phares
State Superintendent of Schools

Foreword

The career and technical education curriculum is an increasingly important aspect of developing learners prepared for success in the workplace or continuing education. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.13, Common Core Content Standards for Career and Technical Education in West Virginia Schools. The Common Career Technical Core (CCTC) is an important step forward for the Career and Technical Education (CTE) community. For the first time in the history of CTE, states throughout the nation have a common benchmark for what students should know and be able to do after completing a program of study.

The Common Career Technical Core resulted from a state-led initiative, including 42 states and the District of Columbia, participating in the development stage. Business and industry representatives, educators and others helped guide the development of the CCTC from beginning to end to assure CTE students have the knowledge and skills to succeed in a global economy. The CCTC includes a set of standards for each of the 16 Career Clusters and their corresponding Career pathways that define the core of what students should know and be able to do after completing instruction in a CTE program of study.

The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready.

The National Association of State Directors of Career Technical Education Consortium/National Career-Technical Foundation sponsored the development of the CCTC and made them available for state adoption in 2012.

Committees of educators and representatives from business and industry from across West Virginia were also convened to revise the specific content skill standards and objectives for each CTE concentration to further support the core. The overarching goal was to build a rigorous, dynamic and challenging career and technical education curriculum that would prepare students for the 21st century. The committees focused their efforts in shaping the content skill standards to align with industry standards, industry-recognized credentials, research and best practice in the field of career and technical education. The contribution of these professionals was critical in creating content skill standards that further define the common core and are meaningful to classroom teachers.

Policy 2520.13 is organized around 12 Career Ready Practices that educators should seek to develop in all students; the Common Career Technical Core, organized around the 16 National Career Clusters and supporting Career Pathways.

The use of the Common Technical Core will assure the delivery of a rigorous and relevant career and technical education curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Dr. James B. Phares
State Superintendent of Schools

Explanation of Terms

Common Career Technical Core is a set of rigorous, high quality standards that define what students should know and be able to do after completing instruction in a related CTE concentration.

Career Ready Practices describe the career ready skills that educators should seek to develop in all students. These practices are not exclusive to a Career pathway, CTE concentration or course. Career ready practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Career Clusters are broad groupings of related careers as defined by the United States Department of Education.

Career Pathways are subcategories of closely related careers under each of the 16 Career Clusters.

CTE Concentrations are the West Virginia approved instructional offerings that align with the National Career Pathways.

Performance Measures are statements that describe what students must be able to do in order to be designated as achieving **Mastery or Above** in a CTE concentration area.

Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in all students. These practices are not exclusive to a Career Pathway, CTE Concentration or Course. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. Communicate clearly, effectively and with reason.

Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. Plan education and career path aligned to personal goals.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They

have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while using cultural/global competence.

Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Common Career Technical Core

The Common Career Technical Core includes a set of broad standards for each of the 16 Career Clusters and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a CTE program of study. All of the West Virginia, state approved CTE concentrations fall under one of the Career Pathways. Guidelines to assist teachers in designing instruction that leads to student proficiency in the technical core areas can be accessed on the WVDE/CTE website.

Agriculture, Food & Natural Resources Career Cluster™ (AG)

Agribusiness Systems Career Pathway (AG-BIZ)

1. Apply management planning principles in AFNR businesses.
2. Use record keeping to accomplish AFNR business objectives, manage budgets, and comply with laws and regulations.
3. Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.
4. Develop a business plan for an AFNR business.
5. Use sales and marketing principles to accomplish AFNR business objectives.

WV CTE Concentrations:

SN0120 Agribusiness Systems

Performance Measure: To achieve mastery, students will score 80% on the Global 21 Performance Assessment; Score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Pesticide Applicator credential.

Animal Systems Career Pathway (AG-ANI)

1. Analyze historic and current trends impacting the animal systems industry.
2. Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.
3. Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
4. Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
5. Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.
6. Classify, evaluate and select animals based on anatomical and physiological characteristics.
7. Apply principles of effective animal health care.

WV CTE Concentrations:

SN0220 Animal Systems

Performance Measure: To achieve mastery, students will score 80% on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Pesticide Applicator and American Association for Laboratory Animal credentials.

Environmental Service Systems Career Pathway (AG-ENV)

1. Use analytical procedures and instruments to manage environmental service systems.
2. Evaluate the impact of public policies and regulations on environmental service system operations.
Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.
3. Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).
4. Use tools, equipment, machinery and technology common to tasks in environmental service systems.

Food Products & Processing Systems Career Pathway (AG-FD)

1. Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
2. Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
3. Select and process food products for storage, distribution and consumption.
4. Explain the scope of the food industry and the historical and current developments of food products and processing.

WV CTE Concentrations:

SN0230 Animal Processing

Performance Measure: To achieve mastery, students will score 80% on the Global 21 Performance Assessment and score level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.

Natural Resources Systems Career Pathway (AG-NR)

1. Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.
2. Analyze the interrelationships between natural resources and humans.
3. Develop plans to ensure sustainable production and processing of natural resources.
4. Demonstrate responsible management procedures and techniques to protect or maintain natural resources.

WV CTE Concentrations:

ET2180 Mining Extraction

Performance Measure: To achieve mastery, students will score 80% on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the 40-hour Surface and 80-hour Underground Mine Safety credentials.

ET2185 Oil and Gas Extraction and Distribution

Performance Measure: To achieve mastery, students will score 80% on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the applicable NCCER, Rig Pass, and OSHA credentials.

HU1700 Parks and Recreation

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.

SN0181 Forestry

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Division of Forestry Chain Saw Safety credential.

Plant Systems Career Pathway (AG-PL)

1. Develop and implement a crop management plan for a given production goal that accounts for environmental factors.
2. Apply the principles of classification, plant anatomy and plant physiology to plant production and management.
3. Propagate, culture and harvest plants and plant products based on current industry standards.
4. Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).

WV CTE Concentrations:**SN0210 Plant Systems**

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Certified Floral Designer and Pesticide Applicator credentials.

SN0214 Turf and Landscape Systems

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Pesticide Applicator credential.

Power, Structural & Technical Systems Career Pathway (AG-PST)

1. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.
2. Operate and maintain AFNR mechanical equipment and power systems.
3. Service and repair AFNR mechanical equipment and power systems.
4. Plan, build and maintain AFNR structures.

5. Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

WV CTE Concentrations:

SN0110 Power, Structural and Technical Systems

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the NCCER Core credentials.

Architecture & Construction Career Cluster™ (AC)

Construction Career Pathway (AC-CST)

1. Describe contractual relationships between all parties involved in the building process.
2. Describe the approval procedures required for successful completion of a construction project.
3. Implement testing and inspection procedures to ensure successful completion of a construction project.
4. Apply scheduling practices to ensure the successful completion of a construction project.
5. Apply practices and procedures required to maintain jobsite safety.
6. Manage relationships with internal and external parties to successfully complete construction projects.
7. Compare and contrast the building systems and components required for a construction project.
8. Demonstrate the construction crafts required for each phase of a construction project.
9. Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.

WV CTE Concentrations:

ET1760 Electrical Technician

Performance Measure: To achieve mastery, students will pass all applicable benchmark assessments; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Core and Level I Electrical NCCER credentials.

ET1820 Carpentry

Performance Measure: To achieve mastery, students will pass all applicable benchmark assessments; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Core and Level I Carpentry NCCER credentials.

ET1910 Masonry

Performance Measure: To achieve mastery, students will pass all applicable benchmark assessments; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKey assessments; and, the acquire the Core and Level I Masonry NCCER credentials.

ET2140 Plumbing

Performance Measure: To achieve mastery, students will pass all applicable benchmark assessments, score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Core and Level I Plumbing NCCER credentials.

Design/Pre-construction Career Pathway (AC-DES)

1. Justify design solutions through the use of research documentation and analysis of data.
2. Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
3. Describe the requirements of the integral systems that impact the design of buildings.
4. Apply building codes, laws and rules in the project design.
5. Identify the diversity of needs, values and social patterns in project design, including accessibility standards.
6. Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
7. Employ appropriate representational media to communicate concepts and project design.
8. Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design.

WV CTE Concentrations:

ET1720 Drafting

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance assessment; score a level 5 or higher on the Reading for Information and Applied Mathematics and a level 4 or higher on the Locating Information ACT WorkKeys® assessments; and, acquire applicable ADDA credentials.

Maintenance/Operations Career Pathway (AC-MO)

1. Recognize and employ universal construction signs and symbols to function safely in the workplace.
2. Use troubleshooting procedures when solving a maintenance problem in buildings.
3. Apply construction skills when repairing, restoring or renovating existing buildings.
4. Determine work required to repair or renovate an existing building.
5. Plan and practice preventative maintenance activities to service existing buildings.
6. Maintain and inspect building systems to achieve safe and efficient operation of buildings.

WV CTE Concentrations:

ET1600 HVAC Technician

Performance Measure: To achieve mastery, students will pass all applicable benchmark assessments; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Core and Level I HVAC NCCER; and, the EPA 608 Technician credentials.

ET1800 Building Maintenance and Operations

Performance Measure: *To achieve mastery, students will pass all applicable benchmark assessments; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Core and other applicable NCCER credentials.*

ET2130 Heavy Equipment Operations and Preventive Maintenance

Performance Measure: *To achieve mastery, students will score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

Arts, A/V Technology & Communications Career Cluster™ (AR)

A/V Technology & Film Career Pathway (AR-AV)

1. Describe the history, terminology, occupations and value of audio, video and film technology.
2. Demonstrate the use of basic tools and equipment used in audio, video and film production.
3. Demonstrate technical support skills for audio, video and/or film productions.
4. Design an audio, video and/or film production.

WV CTE Concentrations:

HU0970 Applied Design:

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the applicable AAFACS credential.*

Journalism & Broadcasting Career Pathway (AR-JB)

1. Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
2. Demonstrate writing processes used in journalism and broadcasting.
3. Plan and deliver a media production (e.g., broadcast, video, Internet, mobile).
4. Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

WV CTE Concentrations;

FH1469 Radio Broadcasting

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

FH1680 Broadcasting Technology

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

Performing Arts Career Pathway (AR-PRF)

1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
3. Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
4. Demonstrate knowledge of music theory.
5. Explain key issues affecting the creation of characters, acting skills and roles.
6. Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
7. Describe how technology and technical support enhance performing arts productions.
8. Analyze all facets of stage and performing arts production management.

WV CTE Concentrations:

FH2010 Performing Arts

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

Printing Technology Career Pathway (AR-PRT)

1. Manage the printing process, including customer service and sales, scheduling, production and quality control.
2. Demonstrate the production of various print, multimedia or digital media products.
3. Perform finishing and distribution operations related to the printing process.

WV CTE Concentrations:

FH1830 Graphic Communications

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the PrintED credential.*

Telecommunications Career Pathway (AR-TEL)

1. Demonstrate the use of telecommunications terminology, tools and test equipment.
2. Demonstrate telecommunication installation processes using appropriate tools, materials, schematics, diagrams, blueprints and industry specific codes and regulations.
3. Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.
4. Demonstrate the installation, repair and delivery of network systems.

Visual Arts Career Pathway (AR-VIS)

1. Describe the history and evolution of the visual arts and its role in and impact on society.
2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.
3. Analyze and create two and three-dimensional visual art forms using various media.

WV CTE Concentrations:

FH2015 Visual Arts

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

FH1850 Graphic Design

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

ET2100 Interior Design

Performance Measure: *To achieve mastery, students will score a level 4 or higher on Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the AAFACS Interior Design Fundamentals credential.*

Business Management & Administration Career Cluster™ (BM)

Administrative Support Career Pathway (BM-ADM)

1. Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
2. Access, evaluate and disseminate information for business decision making.
3. Plan, monitor and manage day-to-day business activities.

WV CTE Concentrations:

BM1465 Administrative Support

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment ;score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Administrative Assisting and/or Administrative Services NOCTI credentials.*

BM1482 Administrative and Business Support

Performance Measure: *To achieve mastery, students will score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

Management Career Pathway (BM-BIM)

1. Describe and follow laws and regulations affecting business operations and transactions.
2. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
3. Access, evaluate and disseminate information for business decision making.

4. Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
5. Plan, organize and manage an organization/department to achieve business goals.
6. Access, evaluate and disseminate information for business decision making.
7. Apply economic concepts fundamental to global business operations.
8. Employ management techniques, strategies and systems to enhance business relationships.
9. Create strategic plans used to manage business growth, profit and goals.

WV CTE Concentrations:

BM1500 High School of Business

*Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the A*S*K Business Institute credentials in Fundamental Business Concepts and/or Fundamental Marketing Concepts.*

BM1479 General Management

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and acquire the NOCTI credential.

Human Resources Management Career Pathway (BM-HR)

1. Describe and follow laws and regulations affecting human resource operations.
2. Access, evaluate and disseminate information for human resources management decision making.
3. Motivate and supervise personnel to achieve completion of projects and business goals.
4. Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.
5. Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
6. Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
7. Plan, organize and implement compensation, benefits, health and safety programs.

Business Finance and Accounting (BM-BFN-ACT)

1. Describe and follow laws and regulations to manage accounting operations, business operations and transactions.
2. Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
3. Process, evaluate and disseminate financial information to assist business decision making.
4. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting or finance career.
5. Manage the use of financial resources to ensure business stability.
6. Employ risk-management strategies and techniques in corporate finance to minimize business loss.

WV CTE Concentrations:

BM1410 Accounting

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT

*WorkKeys® assessments; and, acquire the A*S*K Business Institute Concepts of Finance credential.*

BM1481 Accounting

*Performance Measure: To achieve mastery, students will score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the A*S*K Business Institute Concepts of Finance credential.*

BM1430 Business Finance

*Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the A*S*K Business Institute Concepts of Finance credential.*

Operations Management Career Pathway (BM-OP)

1. Describe and follow laws and regulations affecting business operations and transactions.
2. Develop and maintain positive customer relationships.
3. Apply inventory tracking systems to facilitate operational controls.
4. Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

Education & Training Career Cluster™ (ED)

Administration & Administration Support Career Pathway (ED-ADM)

1. Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
2. Identify behaviors necessary for developing and sustaining a positive learning culture.
3. Create instructional programs to meet the learning organization's objectives.
4. Identify instructional practices that meet the learning organization's objectives.
5. Model leadership skills for personnel in order to improve the performance of the learning organization.
6. Identify operations to meet the learning organization's objectives.
7. Plan strategically to meet the learning organization's objectives.
8. Apply internal and external resources to meet the learning organization's objectives and learner needs.
9. Describe advocacy strategies to promote the learning organization's needs.

Professional Support Services Career Pathway (ED-PS)

1. Identify strategies, techniques and tools used to determine the needs of diverse learners.
2. Implement methods to enhance learner success.
3. Identify resources and support services to meet learners' needs.
4. Identify resources and support services available in the learning organization to enhance the learning environment.

Teaching/Training Career Pathway (ED-TT)

1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.

2. Employ knowledge of learning and developmental theory to describe individual learners.
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments.
4. Identify materials and resources needed to support instructional plans.
5. Establish a positive climate to promote learning.
6. Identify motivational, social and psychological practices that guide personal conduct.
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
8. Demonstrate flexibility and adaptability in instructional planning.
9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
11. Implement strategies to maintain relationships with others to increase support for the organization.

WV CTE Concentrations:

HU1300 Careers in Education

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the CERRA Professional Development credential.

Finance Career Cluster™ (FN)

Banking Services Career Pathway (FN-BNK)

1. Describe and follow laws and regulations to manage business operations and transactions in the banking services industry.
2. Create and maintain positive, ongoing relationships with banking customers.
3. Manage the use of financial resources to enhance banking performance.
4. Demonstrate the use of banking technology and equipment.
5. Plan, monitor and manage the day-to-day activities within a banking organization to ensure secure operations.
6. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in banking services.
7. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future business opportunities in banking services.

Insurance Career Pathway (FN-INS)

1. Describe and follow laws and regulations to manage business operations and transactions in the insurance industry.
2. Plan, monitor and manage day-to-day insurance organization activities.
3. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in insurance.
4. Demonstrate underwriting techniques and strategies to evaluate the risk posed by potential insurance clients.
5. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future insurance business opportunities.

Securities & Investments Career Pathway (FN-SEC)

1. Describe and follow laws and regulations to manage business operations and transactions in the securities and investments industry.
2. Manage the use of financial resources to perform key duties in the securities and investments industry.
3. Plan, monitor and manage day-to-day securities and investments operations.
4. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop in a securities and investments career.
5. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future securities and investments opportunities.

Government & Public Administration Career Cluster™ (GV)

Foreign Service Career Pathway (GV-FOR)

1. Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions.
2. Describe the laws, customs and current administrative practices of the United States and host countries used to manage administrative, social and policy matters.
3. Describe the application of United States and host country laws, regulations, policies and procedures used to manage consular administrative matters.
4. Describe the application of host country laws, customs and effective administrative practices used to manage the conduct of diplomatic operations.

Governance Career Pathway (GV-GOV)

1. Employ research skills to gather and document factual information, analyze data and interpret statistics applicable to matters of public policy.
2. Develop and articulate reasoned, persuasive arguments to support public policy options or positions.
3. Select and apply appropriate political processes to gain consensus for the resolution of differing opinions and positions.
4. Advocate to gain support for new laws, regulations, ordinances, programs or procedures; alternatively, advocate to gain support to reform or revoke existing laws, regulations, ordinances, programs or procedures.

National Security Career Pathway (GV-SEC)

1. Instruct persons who will perform tasks relating to national homeland security.
2. Describe the appropriate duties, responsibilities and authority of a national security agency's personnel at all levels.
3. Describe the leadership characteristics necessary to ensure compliance with rules of engagement and applicable ethical standards.
4. Collect and analyze information from within and outside the United States to assess threats and opportunities regarding national security.

5. Develop strategies to defend against and respond to the effects of chemical, biological, radiological, nuclear (CBRN) or other emergent events.

**WV CTE Concentrations;
HU1070 JROTC**

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

Planning Career Pathway (GV-PLN)

1. Explain the planning process used to support the development and implementation of new and updated plans, programs and regulations for government and public administration agencies.
2. Develop a comprehensive and focused strategic planning process for government and public administration agencies to manage change.
3. Formulate plans and policies that meet the social, economic and physical needs of the public.

Public Management & Administration Career Pathway (GV-MGT)

1. Describe the organization of a government or public administration department or agency.
2. Design strategies to maximize the potential of a government or public administration department or agency to meet its vision, mission and goals.
3. Utilize fiscal management skills to manage budget and allocation processes to ensure that resources are applied in a manner consistent with the department or agency's vision, mission and goals.
4. Facilitate the flow of ideas and information to keep the department or agency and its constituency informed of policies and operations.
5. Create plans that utilize department or agency expertise to help elected officials and others identify, implement, and achieve common goals and objectives.
6. Use analysis, planning and fiscal services to fund department or agency priorities.
7. Describe ethical and fiscally responsible procurement systems and procedures used to meet department or agency needs.
8. Prepare procurement requirements, procedures and solicitations for bids or proposals.
9. Evaluate bids and proposals consistent with the requirements of the procurement process.
10. Describe the oversight of awarded contracts to ensure the ethical and optimal use of public funds.
11. Describe laws and policies that are used to protect or disclose information.
12. Develop strategies that encourage a creative and innovative environment in a government or public administration department or agency.

Revenue & Taxation Career Pathway (GV-REV)

1. Examine evidence and ensure revenue compliance by interpreting applicable laws, applying appropriate investigative principles and following relevant procedures.
2. Acquire, analyze and disseminate information to facilitate clear and accurate communication with revenue and taxation stakeholders.

3. Design, develop, operate and review data analysis systems and procedures to minimize and eliminate revenue-related financial problems.

Health Science Career Cluster™ (HL)

Biotechnology Research & Development Career Pathway (HL-BRD)

1. Summarize the goals of biotechnology research and development within legal and ethical protocols.
2. Apply the fundamentals of biochemistry, cell biology, genetics, mathematical concepts, microbiology, molecular biology, organic chemistry and statistics to conduct effective biotechnology research and development of products.
3. Demonstrate basic knowledge of recombinant DNA, genetic engineering, bioprocessing, monoclonal antibody production, nanotechnology, bioinformatics, genomics, proteomics and transcriptomics to conduct biotechnology research and development.
4. Demonstrate the principles of solution preparation, sterile techniques, contamination control, and measurement and calibration of instruments used in biotechnology research.
5. Determine processes for product design and production and how that work contributes to an understanding of the biotechnology product development process.
6. Summarize and explain the larger ethical, moral and legal issues related to biotechnology research, product development and use in society.

WV CTE Concentrations:

HE0780 Biotechnology Research and Development

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Medical Laboratory Assistant (MLA or CMLA) credential and CPR/BLS certifications.

Diagnostic Services Career Pathway (HL-DIA)

1. Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.
2. Assess and report patient's/client's health status in order to monitor and document patient progress.
3. Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.
4. Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
5. Select, demonstrate and interpret diagnostic procedures.

WV CTE Concentrations:

HE0718 Diagnostic Services

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the applicable health care industry credentials based on the area of

of speciality (i.e., MLA, MLT, CPR, PBT, and/or CMLA).

HE0773 Phlebotomist

Performance Measure: *To achieve mastery, students will score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the CPR and the PBT credential.*

Health Informatics Career Pathway (HL-HI)

1. Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.
2. Describe the content and diverse uses of health information.
3. Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.

WV CTE Concentrations:

BM1485 Medical Office

Performance Measure: *To achieve mastery, students will score a 5 on the Reading for Information; a 4 on Applied Mathematics; and, a 5 on the Locating Information ACT WorkKeys® assessments.*

HE0740 Health Informatics

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the CPR and applicable health informatics credential (i.e. CEHRS, Medical Administrative Specialist, Insurance and Coding Specialist).*

HE0768 Medical Transcription and Information Specialist

Performance Measure: *To achieve mastery, students will score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the CPR/BLS, the Registered Medical Transcriptionist (RMT) or other applicable credential.*

Support Services Career Pathway (HL-SUP)

1. Describe, differentiate and safely perform the responsibilities of healthcare support services roles.
2. Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.
3. Follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility.
4. Maximize available resources for proper care and use of healthcare equipment and materials.
5. Implement healthcare facility standards in order to maintain high-quality healthcare facilities.

WV CTE Concentrations:

HE0728 Support Services

Performance Measure: *To achieve mastery, students will score 80 % or higher on the Global 21 Performance Assessment; score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the CPR/BLS credential.*

HU1095 Personal Fitness and Wellness

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Certified Personal Trainer (CPT) credential.*

HU1215 Food Science and Nutrition

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessment; and, acquire the ASFACS Nutrition, Food and Wellness or the Food Science Fundamentals credential.*

Therapeutic Services Career Pathway (HL-THR)

1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
3. Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

WV CTE Concentrations:

HE0723 Therapeutic Services

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the applicable credentials (i.e. CPR/BLS, CNA, Medical Office Assistant, Patient Care Technician, ECG Technician, EKG Technician, Phlebotomy, Family Caregiver, etc.).*

HE0715 Allied Health Services

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the CPR/BLS and Medical Assistant (MA, NCMA, or CMA) credentials.*

HE0700 Dental Assisting

Performance Measure: *To achieve mastery, students will score a 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the CPR/BLS and Certified Dental Assistant (CDA) credentials.*

HE0730 Medical Assisting

Performance Measure: To achieve mastery, students will score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the CPR/BLS and the MA, NCMOA or CMA credential.

HE0761 Certified Nursing Assistant

Performance Measure: To achieve mastery, students will score a 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the CPR/BLS and CNA credentials.

HE0764 Dental Laboratory Technology

Performance Measure: To achieve mastery, students will score a 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the CPR/BLS and RDA or CDT credential.

HE0770 Pharmacy Technician

Performance Measure: To achieve mastery, students will score 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the CPR/BLS and the applicable Pharmacy Technician (CPhT or RPT) credential.

HE0775 Licensed Practical Nursing

Performance Measure: To achieve mastery, students will score level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the CPR/BLS, CNA and LPN credentials.

HE0779 Respiratory Therapy Technician

Performance Measure: To achieve mastery, students will score level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the CPR/BLS and the CRT or RPT credential.

HE0782 Surgical Technician

Performance Measure: To achieve mastery, students will score a level 5 or higher on the Reading for Information, and a level 4 or higher on the Applied Mathematics and Locating Information ACT WorkKeys® assessments, and acquire the CPR/BLS, Certified Surgical Technician or other applicable credential.

HE0795 Massage Therapy

Performance Measure: To achieve mastery, students will score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the Licensed or Certified Massage Therapist credential.

AG0226 Veterinary Technology

Performance Measure: *To achieve mastery, students will score a level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the ALAT, LAT or LATG credential.*

Hospitality & Tourism Career Cluster™ (HT)

Lodging Career Pathway (HT-LOD)

1. Use various communication technologies to accomplish work tasks in lodging facilities.
2. Explain the role and importance of housekeeping operations to lodging facility.
3. Allocate staff positions to meet the needs of various lodging departments.
4. Describe the role and responsibilities of lodging managers.
5. Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities.
6. Analyze the departmental interrelationships of a lodging facility.
7. Explain various check-in and check-out procedures used in the lodging industry.
8. Understand reservation procedures used in the lodging industry.
9. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility.
10. Explain how cash control procedures are used in the lodging industry.
11. Explain how guests and property are protected to minimize losses or liabilities in the lodging facility.
12. Explain the basic legal issues in lodging management.

WV CTE Concentrations:

HU1200 Lodging Management

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Certified Front Desk Supervisor (CFDS) credential.*

Recreation, Amusements & Attractions Career Pathway (HT-REC)

1. Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.
2. Explain admission and traffic control procedures used to manage and control individuals, groups and vehicles in recreation, amusement and attraction venues.
3. Determine the maintenance and technology needs for various recreation, amusement and attraction venues.
4. Describe safety and security issues unique to the Recreation, Amusements & Attractions Career Pathway.
5. Compile a resource base to manage emergency situations in recreation, amusement and attraction venues.
6. Identify safety and security issues for recreation, amusement and attraction venues that might require customer education.
7. Compare different ticket sales options to maximize revenue for recreation, amusement and attraction venues.
8. Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.
9. Develop marketing strategies for recreation, amusement and attractions venues.

10. Analyze the merchandising, program and product potential for different recreation, amusement and attraction venues.
11. Compare and contrast various types of recreation, amusement and attraction venues.

WV CTE Concentrations:

HU1205 Event Planning and Design

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

Restaurants & Food/ Beverage Services Career Pathway (HT-RFB)

1. Describe ethical and legal responsibilities in food and beverage service facilities.
2. Demonstrate safety and sanitation procedures in food and beverage service facilities.
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
4. Demonstrate leadership qualities and collaboration with others.
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service.
7. Utilize technical resources for food services and beverage operations to update or enhance present practice.
8. Implement standard operating procedures related to food and beverage production and guest service.
9. Describe career opportunities and qualifications in the restaurant and food service industry.
10. Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

WV CTE Concentrations:

HU1010 Pro-Start Restaurant Management

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the SERVSAFE, Junior Culinarian and/or the ProStart Certificate of Achievement credentials.*

HU2050 Culinary Arts

Performance Measure: *To achieve mastery, students will a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

Travel & Tourism Career Pathway (HT-TT)

1. Apply information about time zones, seasons and domestic and international maps to create or enhance travel.
2. Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors.
3. Analyze cultural diversity factors to enhance travel planning.

4. Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health and security measures for travelers.
5. Develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff.
6. Use common travel and tourism terminology used to communicate within the industry.
7. Customize travel with diverse transportation, lodging, cruise and food options.
8. Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.
9. Identify the community elements necessary to maintain cooperative tourism development efforts.
10. Develop a travel product that matches customer needs, wants and expectations.
11. Design promotional packages to effectively market travel and tourism.
12. Select the most effective communication technique and media venue to convey travel marketing information to a target audience.

WV CTE Concentrations:

HU1210 Travel and Tourism Management

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessment; and, acquire applicable guest services credentials from the American Hotel and Lodging Association Educational Foundation.

HU1213 Hospitality Skill Certification

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire applicable guest services credentials from the American Hotel and Lodging Association Educational Foundation.

HU1218 Hospitality Entrepreneurship

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.

Human Services Career Cluster™ (HU)

Consumer Services Career Pathway (HU-CSM)

1. Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.
2. Communicate product or equipment features that meet the needs of clients and consumers.
3. Make consumer services recommendations meeting the needs of clients or customers.
4. Analyze financial/economic situations when making recommendations about consumer services.
5. Use standard business processes or procedures to create consumer service information and facilitate client interactions.

6. Use a variety of methods to educate audiences about consumer services.
7. Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.
8. Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.

Counseling & Mental Health Services Career Pathway (HU-CMH)

1. Use clear written, spoken and nonverbal messages when communicating with clients about mental health services and the counseling process.
2. Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.
3. Evaluate client motivation, strengths and weaknesses to develop a client treatment program.
4. Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.
5. Demonstrate the ethical and legal responsibilities of counseling and mental health services.
6. Choose appropriate counseling and therapy techniques to serve identified needs.

WV CTE Concentrations:

HU1015 Prevention Support Specialist

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.

Early Childhood Development & Services Career Pathway (HU-EC)

1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
2. Communicate effectively with fellow staff members to facilitate child development activities.
3. Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.
4. Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.
5. Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.
6. Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.
7. Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.
8. Evaluate curriculum for inclusiveness of children with special needs.

WV CTE Concentrations:

HU1000 Early Childhood Education

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score 4 or higher on the Reading for Information, Applied Mathematics and Locating information ACT WorkKeys® assessments; and, acquire the ACDS, CDS or Pre-professional Certification in Early Childhood

Education.

Family & Community Services Career Pathway (HU-FAM)

1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.
2. Identify community resources to provide family and community services.
3. Communicate effectively to gain support from the client's family and other support groups.
4. Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.
5. Evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.

WV CTE Concentrations:

HU1025 Social Services Assistant

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Pre-Professional Certification in Family and Community Services.*

Personal Care Services Career Pathway (HU-PC)

1. Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.
2. Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.
3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.
4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
5. Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.
6. Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.
7. Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

WV CTE Concentrations:

HU1080 Direct Support Professional

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the DOL Direct Support Professional Apprenticeship credential.*

HU1090 Personal Organizer

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information*

ACT WorkKeys® assessments; and, acquire the Certified Personal Organizer (CPO) credential.

HU1730 Cosmetology

Performance Measure: *To achieve mastery, students will score a level 5 or higher on the Reading for Information; a level 4 or higher on the Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the WV State Board of Barbers and Cosmetologists License.*

HU2055 Nail Technician

Performance Measure: *To achieve mastery, students will score a level 5 or higher on the Reading for Information; a level 4 or higher on the Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the WV State Board of Barbers and Cosmetologists Nail Technician License.*

Information Technology Career Cluster™ (IT)

Information Support & Services Career Pathway (IT-SUP)

1. Provide technology support to maintain service.
2. Manage operating systems and software applications, including maintenance of upgrades, patches and service packs.
3. Apply appropriate troubleshooting techniques in resolving computer hardware, software and configuration problems.
4. Perform installation, configuration and maintenance of operating systems.
5. Demonstrate the use of networking concepts to develop a network.
6. Evaluate the effectiveness of an information system.
7. Employ system installation and maintenance skills to setup and maintain an information system.
8. Employ system administration and control skills to monitor the performance of an information system.
9. Employ technical writing and documentation skills in support of an information system.
10. Apply quality assurance processes to maximize information system operation.

WV CTE Concentrations:

BM1930 Oracle Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Oracle Certified Associate credential.*

Network Systems Career Pathway (IT-NET)

1. Analyze customer or organizational network system needs and requirements.
2. Analyze wired and wireless network systems to determine if they meet specifications (e.g., IEEE, power, security).
3. Design a network system using technologies, tools and standards.
4. Perform network system installation and configuration.
5. Perform network administration, monitoring and support to maintain a network system.

WV CTE Concentrations

ET1640 CISCO Networking Academies

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score level 5 or higher on the Reading for Information and Applied Mathematics and level 4 or higher on the Locating Information ACT WorkKeys® assessment; and, acquire the CISCO Certified Network Associate (CCNA) or the CISCO Certified Entry Level Technician (CCENT) credential.*

ET1680 Computer Systems Repair Technology

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 5 or higher on the Reading for Information and Applied Mathematics and a level 4 on the Locating Information ACT WorkKeys® assessments; and, acquire the applicable Computing Technology Industry Association (Comp TIA) credentials.*

Programming & Software Development Career Pathway (IT-PRG)

1. Analyze customer software needs and requirements.
2. Demonstrate the use of industry standard strategies and project planning to meet customer specifications.
3. Analyze system and software requirements to ensure maximum operating efficiency.
4. Demonstrate the effective use of software development tools to develop software applications.
5. Apply an appropriate software development process to design a software application.
6. Program a computer application using the appropriate programming language.
7. Demonstrate software testing procedures to ensure quality products.
8. Perform quality assurance tasks as part of the software development cycle.
9. Perform software maintenance and customer support functions.
10. Design, create and maintain a database.

Interactive Media Career Pathway (IT-WD)

1. Analyze customer requirements to design and develop a Web or digital communication product.
2. Apply the design and development process to produce user-focused Web and digital communications solutions.
3. Write product specifications that define the scope of work aligned to customer requirements.
4. Demonstrate the effective use of tools for digital communication production, development and project management.
5. Develop, administer and maintain Web applications.
6. Design, create and publish a digital communication product based on customer needs.
7. Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
8. Implement quality assurance processes to deliver quality digital communication products and services.
9. Perform maintenance and customer support functions for digital communication products.
10. Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

WV CTE Concentrations:

BM1440 Microsoft Computer Applications Specialist

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the Microsoft Computer Application Specialist credential.*

BM1445 Simulation and Game Design

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire Adobe Certified Associate credential.*

BM1480 Certified Internet Webmaster (CIW)

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 5 or higher on the Reading for Information and Applied Mathematics and a level 4 or higher on the Locating Information ACT WorkKeys® assessments; and, acquire applicable Certified Internet Web Professional credentials.*

Law, Public Safety, Corrections & Security Career Cluster™ (LW)

Correction Services Career Pathway (LW-CS)

1. Assess and implement measures to maintain safe and healthful working conditions in a corrections environment.
2. Analyze and summarize the legal responsibilities associated with different roles within corrections organizations in order to demonstrate a commitment to professional, ethical behavior.
3. Analyze and synthesize information related to the various laws, ordinances, regulations and organizational rules that apply to careers in corrections in order to demonstrate an understanding of expectations for employees in the field.
4. Analyze hostile situations and execute anger/conflict management strategies in order to take charge of problems that arise in correctional settings.
5. Observe and evaluate the surrounding environment for signs of potential problems and/or danger in order to proactively address potential issues before they occur in correctional settings.
6. Analyze, interpret and execute standard operational procedures used in the criminal justice system in order to maintain security in a correctional environment.
7. Summarize and apply knowledge of technical skill procedures typical of correctional staff.

Emergency and Fire Management Services Career Pathway (LW-EFMS)

1. Compare and contrast relevant aspects of different career fields available for professionals in fire and emergency management,
2. Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents to demonstrate the application and enhancement of key skills used to respond effectively in such instances.
3. Execute operational and repair requirements when using equipment in order to maintain functional equipment ready for use in fire and medical emergency situations.
4. Examine equipment and summarize the various applications for equipment commonly used in emergency and fire management services.

5. Design and implement an appropriate Incident Command System to assure the effective management of logistical procedures at an incident scene.
6. Recognize materials as hazardous using common codes and icons used in the fire and emergency management environment.
7. Analyze and summarize hazardous materials transportation modes in order to assure the safe transport of substances from fire and emergency scenes.
8. Implement public relations plans involving key community audiences and the local fire and emergency management facilities in order to enhance public awareness and safety in fire and emergency situations.
9. Examine and summarize the various elements and issues involved in using Preparedness and Response Systems during disaster situations in order to demonstrate understanding of the systems available for managing large scale disasters.
10. Examine and summarize the key functions and techniques of critical infrastructure protection to assure protection of potential targets for terrorism and/or natural disasters.

WV CTE Concentrations:

HU2200 Emergency and Fire Management Services

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information and Applied Mathematics and a level 5 or higher on the Locating Information ACT WorkKeys® assessments; and, acquire CPR/BLS, EMT and/or NFA credentials.

HU2300 Industrial Fire Safety

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information and the Applied Mathematics and a level 5 or higher on the Locating Information ACT WorkKeys® assessments; and, acquire CPR/BLS, NFA and/or National Incident Management System (NIMS) credentials.

Security and Protective Services Career Pathway (LW-SPS)

1. Examine crime prevention concepts to understand how they can be applied and how they relate to security and protective services functions.
2. Explain how “risk management” principles can apply to security functions for the protection of assets in various settings.
3. Describe the importance of good public relations techniques as they relate to security and crisis situations.
4. Demonstrate a basic understanding of security systems and their role in an overall security strategy.
5. Demonstrate an understanding of terrorism as it relates to the duties of a security officer and a security specialist for the protection of persons, property and information.
6. Examine, summarize and execute the procedures for basic incident responses in order to demonstrate an understanding of the security officer’s role and responsibility in handling various types of incidents.
7. Demonstrate proficiency in the performance of selected tasks related to the roles and responsibilities of a security officer.

Law Enforcement Services Career Pathway (LW-LES)

1. Demonstrate knowledge of appropriate techniques for managing crisis situations in order to maintain public safety.

2. Demonstrate knowledge of protocols and procedures designed for handling and managing domestic violence, motor vehicle traffic stops, explosive and hazardous materials incidents, crime scenes, and evidence collection.
3. Describe and perform protocols and procedures designed to safely transport a person in custody.
4. Understand and demonstrate techniques and protocols for effectively and safely responding to crimes in progress in order to ensure individual and public safety.
5. Execute protocols and procedures involved with juvenile victims and offenders in order to protect their rights.
6. Investigate and document a motor vehicle accident in compliance with prescribed procedures.
7. Evaluate situations that require the use of force and demonstrate the appropriate level of force necessary.
8. Demonstrate the ability to recognize the signs and symptoms of possible child abuse and neglect.
9. Examine and summarize the various law enforcement issues involved in Preparedness and Response Systems for disaster and potential terrorist situations.
10. Demonstrate knowledge of Victims Rights and procedures for protecting them.

WV CTE Concentrations:

HU1020 Law and Public Safety:

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

Legal Services Career Pathway (LW-LS)

1. Execute techniques for effective listening in order to manage receipt of orally communicated information delivered in a legal services environment.
2. Write accomplished materials to demonstrate specific academic writing skills desired from professionals in the legal services environment.
3. Model skills associated with the effective application of information technology tools used to perform daily tasks assigned to legal services professionals.
4. Execute the use of legal terminology in order to effectively communicate within the legal services community of practice.
5. Model the technical knowledge and skills required of legal services professionals in order to pursue the full range of careers in the legal services pathway.

WV CTE Concentrations:

BM1483 Legal Office Performance Measure: *To achieve mastery, students will score a level 5 or higher on the Reading for Information and Locating Information and a level 4 or higher on the Applied Mathematics ACT WorkKeys® assessments.*

Manufacturing Career Cluster™ (MN)

Health, Safety, & Environmental Assurance Career Pathway (MN-HSE)

1. Demonstrate the safe use of manufacturing equipment.
2. Develop safety plans for production processes that meet health, safety and environmental standards.
3. Demonstrate a safety inspection process to assure a healthy and safe manufacturing environment.
4. Evaluate a system of health, safety and/or environmental programs, projects, policies or procedures to determine compliance.
5. Evaluate continuous improvement protocols and techniques in health, safety and/or environmental practices.
6. Conduct job safety and health analysis for manufacturing jobs, equipment and processes.
7. Develop the components of a training program based on environmental health and safety regulations.

Logistics & Inventory Control Career Pathway (MN-LOG)

1. Demonstrate positive customer service skills in regard to logistics and inventory control issues.
2. Demonstrate proper handling of products and materials in a manufacturing facility.
3. Develop a safety inspection process to assure a healthy and safe manufacturing facility.
4. Manage inventory using logistics and control processes and procedures.

Maintenance, Installation, & Repair Career Pathway (MN-MIR)

1. Demonstrate maintenance skills and proficient operation of equipment to maximize manufacturing performance.
2. Demonstrate the safe use of manufacturing equipment to ensure a safe and healthy environment.
3. Diagnose equipment problems and effectively repair manufacturing equipment.
4. Investigate and employ techniques to maximize manufacturing equipment performance.
5. Implement a preventative maintenance schedule to maintain manufacturing equipment, tools and workstations.
6. Implement an effective, predictive and preventive manufacturing equipment maintenance program.

WV CTE Concentrations:

ET1630 Robotics

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and acquire the National Robotics Training Center (NRTC) CPT and/or CRPT credential.*

ET1730 Manufacturing Technology

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and acquire the applicable National Association of Manufacturers credential.*

ET1780 Electronics Technician

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the applicable Electronics Technicians Association credential.*

ET1810 Hydraulic and Pneumatic Troubleshooting

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information; Applied Mathematics and Locating Information ACT WorkKeys® assessment; and, acquire the applicable International Fluid Power Society credential.*

ET1870 Industrial Equipment Maintenance

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

ET1880 Industrial Technology

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

ET1895 Industrial Electrical Control Systems

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

ET2030 Computer Integrated Manufacturing

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.*

ET2060 Electromechanical Technology

Performance Measure: *To achieve mastery, students will score a level 5 or higher on the Reading for Information and Applied Mathematics and a level 4 or higher on the Locating Information ACT WorkKeys® assessments.*

ET2110 Metals Technology

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the NIMS Machining Level I, National Industry Metal Skills-NIMS Level I and the WV SMAW-plate and pipe credentials.*

ET2165 C-Tech Cabling

Performance Measure: *To achieve mastery, students will score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the Network Cabling Specialist credential.*

Manufacturing Production Process Development Career Pathway (MN-PPD)

1. Produce quality products that meet manufacturing standards and exceed customer satisfaction.
2. Research, design and implement alternative manufacturing processes to manage production of new and/or improved products.
3. Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products.
4. Implement continuous improvement processes in order to maintain quality within manufacturing production.
5. Develop procedures to create products that meet customer needs.

Production Career Pathway (MN-PRO)

1. Diagnose production process problems and take corrective action to meet production quality standards.
2. Manage safe and healthy production working conditions and environmental risks.
3. Make continuous improvement recommendations based on results of production process audits and inspections.
4. Coordinate work teams when producing products to enhance production process and performance.
5. Demonstrate the safe use of manufacturing equipment.

WV CTE Concentrations:**ET1900 Machine Tool Technology**

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the NIMS-Machining Level I credential.*

ET1980 Welding

Performance Measure: *To achieve mastery, students will pass all applicable formative assessments; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; acquire the AWS or WV SMAW and GMAW certifications; and, the NCCER core and Level I Welding credentials.*

ET2120 Millwork and Cabinetmaking

Performance Measure: *To achieve mastery, students will pass all applicable formative assessments; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the NCCER Core and Level I Cabinetmaking credentials.*

Quality Assurance Career Pathway (MN-QA)

1. Evaluate production operations for product and process quality.
2. Recommend and implement continuous improvement in manufacturing processes.
3. Coordinate work teams to create a product that meets quality assurance standards.
4. Employ project management processes using data and tools to deliver quality, value-added products.
5. Perform safety inspections and training to ensure a safe and healthy workplace.
6. Implement continuous improvement processes to maintain quality products.
7. Identify inspection processes that ensure products meet quality specifications.

Marketing Career Cluster™ (MK)

Marketing Communications Career Pathway (MK-COM)

1. Apply techniques and strategies to convey ideas and information through marketing communications.
2. Plan, manage and monitor day-to-day activities of marketing communications operations.
3. Access, evaluate and disseminate information to enhance marketing decision-making processes.
4. Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
5. Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Marketing Management Career Pathway (MK-MGT)

1. Plan, organize and lead marketing staff to achieve business goals.
2. Plan, manage and monitor day-to-day marketing management operations.
3. Plan, manage and organize to meet the requirements of the marketing plan.
4. Access, evaluate and disseminate information to aid in making marketing management decisions.
5. Determine and adjust prices to maximize return and meet customers' perceptions of value.
6. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
7. Communicate information about products, services, images and/or ideas.

Marketing Research Career Pathway (MK-RES)

1. Plan, organize and manage day-to-day marketing research activities.
2. Design and conduct research activities to facilitate marketing business decisions.
3. Use information systems and tools to make marketing research decisions.

WV CTE Concentrations:

BM0420 Marketing Management

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the A*S*K Business Institute, Fundamental Marketing Concepts and/or*

the National Retail Federation, Customer Sales and Service credential.

BM0510 Careers and Work Skills Training

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment and score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.

BM1450 Information Management

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the NOCTI Interactive Media and/or Web Design credentials.

Merchandising Career Pathway (MK-MER)

1. Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
2. Plan, manage and monitor day-to-day merchandising activities.
3. Move, store, locate and/or transfer ownership of retail goods and services.
4. Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
5. Determine and adjust prices to maximize return and meet customers' perceptions of value.
6. Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
7. Communicate information about retail products, services, images and/or ideas.
8. Create and manage merchandising activities that provide for client needs and wants.

Professional Sales Career Pathway (MK-SAL)

1. Access, evaluate and disseminate sales information
2. Apply sales techniques to meet client needs and wants.
3. Plan, organize and lead sales staff to enhance sales goals.

Science, Technology, Engineering & Mathematics Career Cluster™ (ST)

Engineering & Technology Career Pathway (ST-ET)

1. Use STEM concepts and processes to solve problems involving design and/or production.
2. Display and communicate STEM information.
3. Apply processes and concepts for the use of technological tools in STEM.
4. Apply the elements of the design process.
5. Apply the knowledge learned in STEM to solve problems.
6. Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.

WV CTE Concentrations:

ET1790 STEM

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire the NCCER Core credential.

ET2175 Energy, Power and Engineered Systems

Performance Measure: To achieve mastery, students will pass all applicable formative assessments and score a level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments.

ET2460 Pre-Engineering-Project Lead The Way

Performance Measure: To achieve mastery, students will pass all applicable formative assessments; score a level 5 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and acquire the applicable credentials from the PLTW National Engineering Affiliate.

Science & Mathematics Career Pathway (ST-SM)

1. Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities. Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
2. Analyze the impact that science and mathematics has on society.
3. Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Transportation, Distribution & Logistics Career Cluster™ (TD)

Facility & Mobile Equipment Maintenance Career Pathway (TD-MTN)

1. Develop preventative maintenance plans and systems to keep facility and mobile equipment inventory in operation.
2. Design ways to improve facility and equipment system performance.

WV CTE Concentrations:

ET1620 Automotive Technology

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire applicable National Institute for Automotive Service Excellence (ASE) Credentials.

ET1670 Collision Repair Technology

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and acquire applicable National Institute for Automotive Service Excellence (ASE) credentials.

ET1740 Diesel Equipment Technology

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire applicable National Institute for Automotive Service Excellence (ASE) credentials.

ET1960 Power Equipment Technology

Performance Measure: To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessment; and acquire the Equipment and Engine Training Council (EETC) Small Engine credential.

Health, Safety, & Environmental Management Career Pathway (TD-HSE)

1. Describe the health, safety and environmental rules and regulations in transportation, distribution and logistics workplaces.
2. Develop solutions to improve performance of health, safety and environmental management services.

Logistics Planning & Management Services Career Pathway (TD-LOG)

1. Develop solutions to provide and manage logistics services for the company and customers.
2. Analyze and improve performance of logistics systems to provide logistics planning and management services.

Sales & Service Career Pathway (TD-SAL)

1. Analyze the ongoing performance of transportation, logistics and distribution-related sales and service operations.
2. Demonstrate the use of sales and ongoing service of products and services that are transportation related to promote the development of existing and future clients and customers.

Transportation Operations Career Pathway (TD-OPS)

1. Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.
2. Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.
3. Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.

WV CTE Concentrations:

ET2170 Truck Driving

Performance Measure: *To achieve mastery, students will score a level 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments and acquire the CDL with applicable endorsements.*

Transportation Systems / Infrastructure Planning, Management & Regulation Career Pathway (TD-SYS)

1. Develop plans to maintain and/or improve the transportation infrastructure.
2. Assess, plan and manage the implementation of transportation services.
3. Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.

Warehousing & Distribution Center Operations Career Pathway (TD-WAR)

1. Demonstrate efficient and effective warehouse and distribution center operations.
2. Describe ways to improve the performance of warehouse and distribution operations.
3. Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations

WV CTE Concentrations:

ET1920 Materials Distribution

Performance Measure: *To achieve mastery, students will score 80% or higher on the Global 21 Performance Assessment; score a 4 or higher on the Reading for Information, Applied Mathematics and Locating Information ACT WorkKeys® assessments; and, acquire Forklift and other applicable industry credentials.*

126CSR44M

POLICY 2520.13, Common Core Content Standards for Career and Technical Education in West Virginia Schools

COMMENT PERIOD ENDS: February 11, 2013

COMMENT RESPONSE FORM

NOTICE: Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.

The following form is provided to assist those who choose to comment on **Policy 2520.13, Common Core Content Standards for Career and Technical Education in West Virginia Schools**. Additional sheets may be attached, if necessary.

Name: _____ Organization: _____

Title: _____

City: _____ State: _____

Please check the box below that best describes your role.

- | | | |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Community Member |

COMMENTS/SUGGESTIONS

§126-44M-1. General.

126CSR44M

§126-44M-2. Purpose.

§126-44M-3. Incorporation by Reference.

§126-44M-4. Summary of the Common Core Content Standards.

§126-44M-5. Severability.

Common Core Content Standards for Career and Technical Education in West Virginia Schools.

Please direct all comments to:

Kathy J. D'Antoni, Ed.D., Assistant State Superintendent
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