

Student's Name/Initials

/

Date

Teacher's Initials

Date

Geographical Information Systems I STUDENT PROFILE

DIRECTIONS:

Evaluate the student using the applicable rating scales below and check the appropriate box to indicate the degree of competency. The ratings 3, 2, 1, and N are not intended to represent the traditional school grading system of A, B, C, and D. The description associated with each of the ratings focuses on the level of student performance or cognition for each of the competencies listed below.

PERFORMANCE RATING

- 3 - Skilled--can perform task independently with no supervision
 2 - Moderately skilled--can perform task completely with limited supervision
 1 - Limitedly skilled--requires instruction and close supervision
 N - No exposure--has no experience or knowledge of this task

COGNITIVE RATING

- 3 - Knowledgeable--can apply the concept to solve problems
 2 - Moderately knowledgeable--understands the concept
 1 - Limitedly knowledgeable--requires additional instruction
 N - No exposure--has not received instruction in this area

A. Safety and Ethics

3 2 1 N

- ___ ___ ___ 1. Identify major causes of work-related accidents in the offices.
 ___ ___ ___ 2. Describe the threats to a computer network, methods of avoiding attacks, and options in dealing with virus attacks.
 ___ ___ ___ 3. Identify potential abuse and unethical uses of computers and networks.
 ___ ___ ___ 4. Explain the consequences of illegal, social, and unethical uses of information technologies, e.g., piracy; illegal downloading; licensing infringement; and inappropriate uses of software, hardware, and mobile devices.
 ___ ___ ___ 5. Differentiate between freeware, shareware, and public domain software copyrights.
 ___ ___ ___ 6. Discuss computer crimes, terms of use, and legal issues such as copyright laws, fair use laws, and ethics pertaining to scanned and downloaded clip art images, photographs, documents, video recorded sounds and music, trademarks, and other elements for use in Web publications.
 ___ ___ ___ 7. Identify netiquette including the use of email, social networking, blogs, texting, and chatting.

- ___ ___ ___ 8. Demonstrate positive interpersonal skills, e.g., communication, respect, and teamwork.

B. Employability Skills

3 2 1 N

- ___ ___ ___ 1. Identify positive work practices, e.g., appropriate dress code for the workplace, personal grooming, punctuality, time management, and organization.
 ___ ___ ___ 2. Demonstrate positive interpersonal skills, e.g., communication, respect, and teamwork.

C. Student Organizations

3 2 1 N

- ___ ___ ___ 1. Explain how related student organizations are integral parts of career and technology education courses.
 ___ ___ ___ 2. Explain the goals and objectives of related student organizations.
 ___ ___ ___ 3. List opportunities available to students through participation in related student organization conferences/competitions, community service, philanthropy, and other activities.

- ___ ___ ___ 4. Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.

D. Understand the History, Societal implications, Underlying Theories, and Industry Applications of GIS Technology.

3 2 1 N

- ___ ___ ___ 1. Discuss the history and societal implications of mapping, GIS, and remote sensing.
 ___ ___ ___ 2. Describe the underlying theories of GIS and remote sensing technologies.
 ___ ___ ___ 3. Identify industry applications for GIS technology.

E. Understand Map Types, Purposes, and Information They Depict

3 2 1 N

- ___ ___ ___ 1. Compare and contrast various forms of maps in terms of purpose, information, and application.
 ___ ___ ___ 2. Convert latitude and longitude information between DMS and DD forms.

- ___ ___ ___ 3. Identify sources of GIS information and their applicability to GIS projects.
- ___ ___ ___ 4. Demonstrate how to read a topographical map.

F. Demonstrate an Understanding of Coordinate Systems, Projections, Scale, Multi-spectral imagery, and Other Concepts Integral to Geographic Information Systems.

- | | | | |
|-----|-----|-----|-----|
| 3 | 2 | 1 | N |
| ___ | ___ | ___ | ___ |
- 1. Identify terminology associated with map coordinate systems and location
 - 2. Interpret location using the Geographic Coordinate system to identify absolute location.
 - 3. Identify terminology associated with maps, map scale, map projections, and orienteering.
 - 4. Explain the Universe Transverse Mercator (UTM) coordinate system.
 - 5. Interpret locations using the UTM coordinate system.
 - 6. Demonstrate an understanding of how maps are created using aerial photography.

G. Create, Change, and Manipulate Data Used to Create a Map.

- | | | | |
|-----|-----|-----|-----|
| 3 | 2 | 1 | N |
| ___ | ___ | ___ | ___ |
- 1. Identify the primary components of the GIS Project Management Model
 - 2. Utilize a GPS unit to collect waypoints, measure distance, and calculate area.
 - 3. Create and customize a localized satellite map scenario using an appropriate GIS software application.
 - 4. Demonstrate the use of zooming, identifying, bookmarks, selecting, and panning tools.
 - 5. Explain the components of the map display and the tools in the tool bars of common mapping software.

- ___ ___ ___ 6. Explain the need for and uses of metadata.
- ___ ___ ___ 7. Demonstrate geocoding addresses, heads-up digitizing, editing symbols, clipping data layers, and creating buffers.
- ___ ___ ___ 8. Demonstrate the ability to define page margins and parameters for printing a specific size.
- ___ ___ ___ 9. Demonstrate editing feature data.
- ___ ___ ___ 10. Explain spatial reference.
- ___ ___ ___ 11. Demonstrate how to georeference an Image Data layer and add Control Points.

H. Layout and Print Maps

- | | | | |
|-----|-----|-----|-----|
| 3 | 2 | 1 | N |
| ___ | ___ | ___ | ___ |
- 1. Demonstrate the ability to define page margins and parameters for printing a specific size.
 - 2. Demonstrate effective use of map elements that must be included in a map including title, author, data, legend, scale bar, north arrow.
 - 3. Demonstrate effective use of page space through map scale and frame size.
 - 4. Demonstrate process of creating digital archives of maps utilizing the export command.

I. Design an Individual Career Plan that Reflects the Transition from School to Work, Lifelong Learning, and Personal and Professional Goals

- | | | | |
|-----|-----|-----|-----|
| 3 | 2 | 1 | N |
| ___ | ___ | ___ | ___ |
- 1. Research, compare, and contrast GIS technology careers (e.g., characteristics needed, skills required, education required, industry certifications, advantages and disadvantages of GIS technology careers, the need for GIS technology workers, etc.)
 - 2. Describe the variety of occupations and professions within the world of GIS technology including those where

information technology is either in a primary focus or in a supportive role.

- ___ ___ ___ 3. Describe job requirements for the variety of occupations and professions within the global world of GIS technology.
- ___ ___ ___ 4. Analyze personal skills and aptitudes in comparison with GIS technology career opportunities.
- ___ ___ ___ 5. Refine and implement a plan to facilitate personal growth and skill development related to GIS technology career opportunities.
- ___ ___ ___ 6. Develop and maintain an electronic career portfolio, to include but not limited to the Resume and Letter of Application.

J. Interpret Technical Information

- | | | | |
|-----|-----|-----|-----|
| 3 | 2 | 1 | N |
| ___ | ___ | ___ | ___ |
- 1. Obtain technical information on a specified topic.
 - 2. Identify graphic support documents needed for a specified technical report.

K. Create Technical Reports

- | | | | |
|-----|-----|-----|-----|
| 3 | 2 | 1 | N |
| ___ | ___ | ___ | ___ |
- 1. Develop an informative report.
 - 2. Produce a progress report.
 - 3. Develop a summary report.
 - 4. Formulate technical instructions.
 - 5. Prepare a news release
 - 6. Generate a business proposal.