



DEPARTMENT OF DEFENSE
OFFICE OF DEPENDENTS SCHOOLS
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EDUCATION DIVISION

DS REGULATION 2792.2
January 21, 1988

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
DRUG-FREE SCHOOL AND LEARNING ENVIRONMENT

- References:
- (a) Public Law 99-570, "Anti-Drug Abuse Act of 1986, Title IV, Subtitle B, Drug-Free Schools and Communities Act of 1986," October 27, 1986
 - (b) Public Law 91-513, "Controlled Substances Act," **Section 202, October 27, 1970 (21 USC §812)**
 - (c) DS Manual 2050.1, "Students' Rights and Responsibilities in the Department of Defense Dependents Schools System," October 20, 1976
 - (d) DS Manual 2720.3, "Drug Education Program," February 13, 1978
 - (e) DoD Instruction 1342.12, "Education of Handicapped Children in the DoD Dependents Schools," December 17, 1981
 - (f) through (i), see enclosure 1

A. PURPOSE

This Regulation establishes policies and procedures for ensuring drug-free schools and learning environments for students of the Department of Defense Dependents Schools (DoDDS) by instituting clear and specific rules regarding drug possession, use, and distribution that include strong corrective actions in the spirit of reference (a).

B. APPLICABILITY AND SCOPE

This Regulation applies to all students when under the jurisdiction-of DoDDS. The Regulation does not supersede other installation or command issuances regarding the possession, use, or distribution of illegal drugs which are applicable to all tenant units.

C. DEFINITIONS

1. Possession/Distribution of Illegal Drugs. The wrongful possession, sale, or transfer of illegal drugs.

DISTRIBUTION: X

2. Expulsion. Removal from school for an extended period or permanently following procedures in reference (c).

3. Illegal Drugs. Controlled substances included in Schedule I, II, or III (the latter when without prescription) of reference (b).

4. Reasonable Suspicion. A suspicion based upon articulable facts that a given student has possessed, used, or distributed illegal drugs. Reasonable suspicion may be based upon, among other things:

a. Direct observation of illegal drug use, possession or distribution, and/or physical symptoms of being under the influence of an illegal drug.

b. A pattern of abnormal conduct or erratic behavior.

c. Information satisfying criteria a., provided by a reliable and credible source or independently corroborated.

d. Evidence that the student has tampered with a previous drug test.

5. Suspension. Short-term removal from the school site, school programs, and/or school activities as a disciplinary action when there is a finding that a prohibited act has been committed or to protect the safety of others. The total period for suspension(s) may not exceed ten (10) days per year without permission from the regional director.

D. POLICIES AND PROCEDURES

1. Commitment. The harmful effects of drug abuse threaten achievement of the educational mission of DoDDS; therefore, it is the responsibility of DoDDS to combat this problem. Drug possession, use, and distribution will not be tolerated in schools operated by DoD. It is imperative that a major effort be made at this time in the area of drug education and substance abuse prevention within all schools operated by the DoD. This effort must address itself to students and staff. The support of all community members should be sought by school officials.

2. Students Are Prohibited From Possessing, Using, Or Being Under The Influence Of Drugs.

a. Students who possess or use illegal drugs at school will be disciplined in accordance with the Table of Discipline, paragraph D.7. below. suspensions and expulsions will follow normal disciplinary procedures.

b. Students who appear to be under the influence of drugs at school will be seen by the school administrator or school nurse immediately. If the school administrator has reasonable suspicion that a student is under the influence of illegal drugs, the administrator will (i) notify the student's parents; (ii) summon local medical officials to confirm the student's condition and, where necessary, provide medical help; and (iii). determine whether the student will be transferred to his or her home or to the local medical facility.

c. Students who have been suspended from school in accordance with the Table of Discipline, paragraph D.7. below, will not be readmitted to school until parents and the student (i) meet with the school administrator; (ii) enter and participate in an appropriate substance abuse program; and (iii) certify in writing that they are fully aware of the consequences of subsequent violations. These consequences include expulsion from school and information about their actions being reported to local health services, law enforcement activities, and the installation commander. The systems notices for the affected systems of records shall reflect the requirement to make these disclosures, pursuant to DoD Directive 5400.11 (reference (f)) and DoD 5400.11-R (reference (g)).

d. Notwithstanding paragraph D.2.c., above, when local installations lack or are unable to provide adolescent alcohol and drug counseling services, schools shall establish an in-school suspension program and shall make every effort to furnish suspended students with counseling services through their pupil personnel services programs. Schools with approved in-school suspension programs will substitute alternative requirements for readmission to school. The disciplinary guidelines shall continue to be followed in all other respects.

e. A school administrator may, upon reasonable suspicion, request that a student undergo drug testing. Refusal to submit to drug testing, together with all other evidence, may be considered in reaching a finding that a student has engaged in conduct prohibited by this Regulation. School administrators are authorized to enter into memorandum of agreement with host installation commanders to obtain administrative and logistical support for reasonable suspicion drug testing. Such agreements will ensure that testing is conducted under the strict chain of custody and laboratory testing standards governing military and civilian employee drug testing programs established pursuant to DoD Directives 1010.1 (reference (h)) and 1010.9(reference (i)).

3. Students Are Prohibited From Distributing Drugs .

a. Students found to be distributing drugs on school grounds or at school-sponsored events will be suspended from school immediately and expulsion procedures will be initiated.

Appropriate law enforcement officials and parents will be notified. If law enforcement officials indicate their intention to question or arrest a student, the school administrator will request they do so in the presence of the parents. School administrators stand in loco parentis for students residing in residence halls.

b. The student and his or her parents will be informed in writing of the actions the school intends to take, the reasons for the school's actions, the procedures which will be followed, and the parents' and student's rights under these procedures. It is strongly suggested, but not required, that this same information be furnished orally.

4. Student Rights. Student rights under this Regulation are contained in reference (c).

5. Drug Education/Prevention and Related Activities. Regional directors and school administrators are to provide for the safety, health, and general welfare of students enrolled in their schools. The possession, use, or distribution of illegal drugs and the abuse of other drugs impair the general welfare of students, interfere with the schools' ability to achieve their mission, and undermine the public's confidence in the schools. School administrators will ensure that there is a drug education/prevention program which meets the objectives of reference (d) and such other requirements of the local school and community necessary to achieve a drug-free environment. School administrators must encourage and support student organizations and activities which will enhance the self-concept of students and develop positive peer influences. They must provide a climate within which students may seek counseling without fear of reprisal. They must be supportive of community efforts to cooperate with the schools in achieving drug-free environments. They must cooperate with the local installation health support services and private agencies offering services related to drug problems.

6. Self-referral. Students who voluntarily admit themselves to rehabilitative services or self-help programs, prior to being identified through other means, will not be disciplined on account of their initiative but will be supported in their personal effort. Self-referral may not be used to escape disciplinary measures when those measures are based on independent evidence.

7. Recommended Table of Discipline. In imposing discipline, the school administrator must confer with the installation commander and refer to the recommended 'Table of Discipline below. In those instances where an alternative penalty will be selected, the school administrator will prepare a memorandum for the case file furnishing an explanation of the extenuating circumstances and his/her reason for deviating from the Table of Discipline. This memorandum will be coordinated with the installation commander and a copy will be forwarded to the regional director where it shall be retained. (See paragraph D.2.d., above.)

Table of Discipline

<u>Nature of Offense</u>	<u>Instance</u>	<u>Action</u>
Possession and/or use; Under the Influence Of Illegal Drugs	First	Suspension, 10 Days Parent Conference School Work May Be Made Up and Credit Earned. Student Counseling Parent Counseling Exclusion from School Activities, Remainder of School Year
Possession and/or use; Under the Influence of Illegal Drugs	Second	Expulsion
Distribution/Sale of Illegal Drugs	First	Expulsion

8. Handicapped Students. Rules and procedures for disciplinary actions of handicapped students are detailed in reference (e), section H.

E. RESPONSIBILITIES

1. The Director, DoDDS, has overall responsibility for maintenance of this Regulation and is the final authority for ensuring that the policies contained herein are implemented throughout DoDDS.

2. Regional Directors shall:

- a. Implement this policy;
- b. Make final determinations regarding the expulsion of students;
- c. Establish an In-School Suspension Program at all schools with any grades, seven through twelve;
- d. Take other actions necessary to achieve a drug-free environment for students.

3. School administrators shall:

- a. Implement this policy;
- b. Take disciplinary action in accordance with the Table of Discipline in this regulation and reference (c);

C. Implement a drug education/prevention program which meets the requirements of reference (d) and the needs of the school and community;

d. Under guidance provided by the regional director establish an In-School Suspension Program;

e. Coordinate school drug prevention and intervention activities with local host installations as required.

4. Teachers and other school staff shall:

a. Implement the DoDDS and school drug education programs;

b. Support the school disciplinary objectives)

c* Provide assistance to students as necessary and consistent with their role in the schools

d. Refer students for counseling and other essential services consistent with this Regulation.

F. EFFECTIVE DATE AND IMPLEMENTATION

This Regulation is effective 60 days following publication. Forward one copy of implementing documents to the Director, DoDDS, upon publication.



John L. Stremple
Director

Enclosures
As Stated

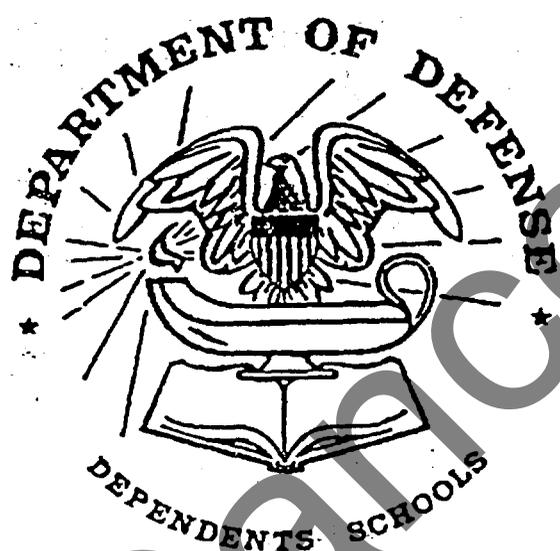
REFERENCES, continued

- (f) DoD Directive 5400.11, "DoD Privacy Program," June 9, 1982
- (g) DoD 5400.11-R, "DoD Privacy Program"
- (h) DoD Directive 1010.1, "Drug Abuse Testing Program," December 28, 1984
- (i) DoD Directive 1010.9, "DoD Civilian Employees Drug Abuse Testing Program," April 8, 1985

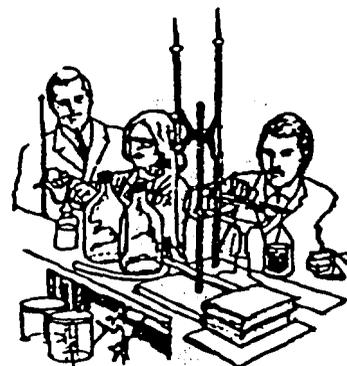
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CAREER EDUCATION K-12

Objectives Guide



DS Manual 2800.1
March 1991



FOREWORD

The attitudes, knowledge, and skills involved in career education begin developing before a child enters school and continue to change throughout-life. Career education may be defined as the development of one's self in relation to education and the world of work. Until recently, career education took place largely outside of school--through experiences within the family and community.

The concept of career education developed out of the feeling among leading educators that education should be concerned with all students and all careers. The college-bound, as well as the high school dropout, can benefit from a career education program that is aimed at assisting students toward increased self-awareness and successful social, educational, and career experiences. Career education relates the school program to real life by developing an understanding of the relationship between education and work.

Career education is committed to the development of academic skills. Research indicates that students achieve a higher level of academic skill when their learning experiences relate to things outside the school rather than being confined solely within the walls of the classroom. Schools have traditionally encouraged female or male enrollments only in certain courses, thus limiting the variety of career information available to both sexes. The career education concept, however, seeks to alter the attitudes, knowledge, and skills which lead to this practice. Career education fulfills its purpose if the individual child, youth, or adult can recognize the relationships between abilities, values and aptitudes and how they contribute to career selections.

This manual has been prepared primarily to guide the school principal and staff in the planning and implementation of career education. Career development of students in the Department of Defense Dependents Schools (DoDDS) is an important responsibility of every teacher, counselor, and administrator who seeks to bridge the gap between school and the outside world.

I urge all school personnel and other interested persons to consult this manual to obtain a better understanding of the career education concept.


JOHN L. STREMPLE
Director

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ACKNOWLEDGEMENTS

The Career Education K-12 Objectives Manual is a revised version of the 1982 document. We appreciate the efforts of the many DoDDS educators who helped prepare that original document.

During school year 1987-88 educators from two regions, Pacific and Panama, were tasked with reviewing and revising the Career Education K-12 objectives. DoDDS is indebted to the many persons from throughout the system who contributed to this document and particularly to the following educators:

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O'Dell, Barbara
Lowell, Kraft
Hibbs, Mary
Hill, Jerry
Bitting, Chuck
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AN EFFECTIVE CAREER EDUCATION PROGRAM

The Department of Defense Dependents Schools makes the following statements about an effective career education program:

1. Career education is a part of the total curriculum and must be articulated and integrated, laterally across school and community, and vertically from pre-school through adulthood.
2. Career education programs should be organized around a functional priority of life roles, with career, career-identity and self identity providing the central focus.
3. Career education programs should be based on a developmental concept.
4. Career education must focus on the interaction of academic education, vocational education, guidance, and work experience.
5. Career education programs should include the efforts and inputs of learner, school personnel, parents, community, labor industry, and business.
6. Career education programs must provide opportunities for experiences in learning and decision-making.
7. Career education programs to develop self, civic, social, and economic capabilities must provide career development activities according to the individuals developmental level and needs.
8. Career education programs should provide each learner the opportunity to clarify and refine knowledge about self and aspirations for the future through a planned process of self-assessment and evaluation.
9. Career education programs should articulate facets of particular jobs or careers and expand this knowledge to other facets or careers.
10. Career education programs must provide for discussion and growth of an internalized value. system which helps each person move toward self-fulfillment.
11. Career education program and guidance activities must provide assistance to the individual in learning the process necessary for job entry, advancement, and in developing the skills of job seeking and career placement.
12. Career education programs should foster the individualization of learning experiences and participation in group learning and guidance activities.

13. Career education programs must provide a systematic approach implemented jointly by school and community, with personnel from the world of work participating with educational and guidance personnel to design, implement, and evaluate the experiences supporting career development.

14. Career education programs must be implemented in learning experiences and activities focused on career--elementary and secondary programs structured around career opportunities, occupational information, attitude development and high school programs around career exploration and decision making.

15. Career education guidance programs must assist individuals to make sound life-decisions, help them prepare for work roles implementing their career choices, and prepare them for relating self developmental experiences to reality.

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A PHILOSOPHY FOR CAREER EDUCATION

'The primary purpose of education is to develop informed, responsible individuals capable of making decisions and creating meaningful involvement with others in the content of a free society. Career Education is based on the premise that the relationship between the best interests of the individual and those of society are synergistic! The career education concept functions within the educational structure and process to create a learning environment where creativity, individual expression and personal worth, and social awareness are valued. Emphasis on self-concept development and understanding of work, interpreted in its broadest sense, contributes to (1) making one's life creative and productive, (2) developing humaneness in individuals toward themselves and mankind, and (3) developing in the individual a capacity to love, appreciate, and respond emotionally to the world about him/her.

Career education contributes to adventures and creative use of the learner's talents in satisfying personal goals and the goals of others and in discovering new talents which contribute to the learner's self perception. It also contributes to learner understanding of the social, economic, and occupational demands of a local, national, and world" society. Society and the world around the learner provide the parameters within which the learner develops an understanding of the nature and scope of these attributes.

Self-identity development is fundamental to wise career decision-making. As learners establish and understand their own identity, the role self-identity plays in the career decision-making process, and the subsequent development of a personally satisfying life style, the learner will be able to establish an orderly approach to career planning. This understanding enhances the ability to master those developmental tasks confronting each individual as he/she matures to adulthood and becomes established in a functional and' satisfying career in the contemporary world.

Career education is to help all students become confident users of the mind in the determination of their destiny. At the same time it needs to underline the interrelatedness and dependency of self to the whole - to underline the need for responsibility and cooperativeness - and to see competitiveness as a motivator rather than a 'winning at all cost" attitude. A goal of career education is to educate all students in citizenship, to educate students to the need for--responsibility and how to gain satisfaction and fulfillment in occupations. This requires understanding. This requires" education that goes beyond training and instilling. This is the-challenge of the new age of sophisticated technology and information. This is what career education is all about."

INTRODUCTION

"Career education is the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual." **

DoDDS concurs with this widely accepted definition of career education as a total effort, not a separate course or system, but an emphasis in all courses - academic, vocational, and technical and at all levels of learning. Further, the "work" of an individual is not merely his/her job, but comprises all of one's efforts, paid or unpaid, vocational or avocational, to provide goods or services to benefit one's self or society.

Career education, thus defined, is primarily concerned not with the acquisition of specific job skills, but with the development of the general skills necessary for successful functioning within our work-oriented society. These skills include effective self-evaluation, career planning and exploration, attitudes toward work, employment seeking, and work habits.

Broadly defined, then, career education embraces all elements of the DoDDS EDUCATIONAL PHILOSOPHY STATEMENT AND GOALS. These goals stress the individual's acquisition of sound physical and mental health habits and of basic skills and basic learning skills, the ability to adapt to the changing human-made and natural environment, the gaining of responsible social behavior, the development of a coherent system of values and ethical behavior, creative and aesthetic competency, and the gaining of occupational skills.

The various segments of career education generally separate into two broad categories, those being Career Development (the ends) and Career Preparation (the means) (figure 1).

Career Development is that part of career education which includes self- and career awareness, career exploration and decision-making, and career preparation and placement.

Career Preparation is the acquiring of academic and vocational knowledge and skills necessary to implement career decision, plans, and UNDERSTANDING OF CONSUMER AND ECONOMIC AWARENESS.

Establishing a career education program requires an analysis of the career development concept. The results of this analysis are statements of student outcomes for career development.

These student outcomes and an organizing framework for them are presented in this manual.

It should be noted that specific vocational or occupational skills are not included in this manual. Objectives which are stated relate to those "generally useful skills" which are required through education and work experiences and not through specific skills acquired by training in a particular vocation.

● "Mangum, Garth L., et al. Career Education in the Academic Classroom. Salt Lake City: Olympus Publishing Co., 1975.

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INFUSION PROCESS, FOR TEACHERS AND COUNSELORS

One important use of this document is to develop career education strategies which infuse career development concepts into existing curricula.

The infusion process is a series of steps a teacher *or* counselor follows to identify where in existing instructional and guidance programs, they can assist students in reaching career development outcomes.

The first major step in the process is to identify the desired outcomes of a lesson or guidance activity being developed. This manual is the resource guide for DoDDS career development outcomes.

By combining selected career development outcomes with selected subject matter outcomes, teachers establish the basis for planning a career education curriculum; likewise counselors may infuse selected career development outcomes into existing counseling and guidance programs.

The second major step of the infusion process involves identifying the activities and resources a counselor or teacher may utilize to reach the desired outcomes. Additional resources such as a collection of ideas for activities, a guide of commercially produced materials, or a guide of community resources will aid in planning career education lessons or guidance activities.

Generally speaking career awareness for grades K-6 is infused within the classroom. Both career exploration and preparation courses can be found in most secondary schools.

Since it is understood that career education is infused in all other disciplines, such as mathematics, science, social studies, language arts, etc., it is the responsibility of the educators to acquire the appropriate materials which supports career education in their curricular area.

THE CAREER DEVELOPMENT CONCEPT

The DoDDS model of career development incorporates three basic interrelated components : Self and Career Awareness, Career Exploration and Decisionmaking, and Career Preparation and Placement.

The components of the model are shown diagrammatically above.

As indicated, these components are totally interrelated as individuals throughout their lives.

SCOPE AND SEQUENCE OF CAREER DEVELOPMENT

"The individual grows and develops into a fully functioning person as he/she progresses through a sequence of awareness, exploration, preparation and skill development in relation to the four areas of individual growth and development. The individual must first become aware of self and the environment; then must explore career opportunities and develop goal-setting capabilities; prepare for job entry, achieve technological competencies, and learn skills of job placement. These career development dimensions are related sequentially, with career and self-awareness being prerequisite to career exploration, which, in turn, precedes preparation and placement. Awareness of self and career is achieved as the individual acquires an understanding of self and the lifestyles related to different kinds of careers. Exploration of careers is accomplished through hands-on or simulation experiences as the individual develops the knowledge, attitudes, interests, and abilities required for different kinds of occupations, develops the capabilities of goal-setting, understands risk-taking and value structuring, and acquires the skills of decision-making.. Preparation involves the development of entry level job skills and capability of planning for continuing career development. Placement involves learning the job-seeking techniques necessary for placement and upgrading.

The career development continuum is seen as a lifelong process in which each individual achieves full potential as a fully functioning person. This is accomplished through a systematic sequence of experiences and decisions resulting in the individual becoming a person capable of being economically efficient, able to be civically responsible, capable of achieving self-realization, and capable of establishing and maintaining healthy social relationships."

SELF-AWARENESS AND CAREER AWARENESS

Self-awareness and Career Awareness continues throughout a person's life, but receives major emphasis in grades K-6. Grades K-6 curriculum will emphasize career awareness through use of resource persons, field trips, and 'hands-on' classroom activities. Familiarity with the sights, smells, and sounds of the working world, recognition of how different jobs contribute to the economy, and how people are dependent on each other. "Hands-on" activities, interwoven into all areas of the curriculum, provide students with opportunities to actually perform tasks, developing standards of excellence and the meaning of good workmanship. As children work, the importance of "people" and "things" become apparent. They learn about

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**CAREER EXPLORATION
AND
DECISION-MAKING**

Career Exploration, like awareness, continues throughout a person's life. In DoDDS it receives major emphasis in middle, and high schools. Opportunities to explore a variety of occupational clusters are provided through direct 'on-the-job' experiences and/or through "hands-on" occupationally oriented teaching methods that enhance the learning of academic content.

Using school and community facilities as laboratories for learning, teachers in all subject areas help students explore the occupations that are related to the subjects they are teaching.

A sample list of occupations related to specific subject areas follows:

- | | | |
|---|--|--|
| <p>1. ART</p> <p>Cabinetmaker
Commercial Artist
Designer
Engineer</p> | <p>5. ENGLISH</p> <p>A c t o r
Editor
Receptionist
Teacher
Telephone Operator</p> | <p>9. HISTORY</p> <p>Lawyer
Librarian
Police Officer
Researcher</p> |
| <p>2. BIOLOGY</p> <p>Dental Hygienist
Dietitian
Game Warden
Physician</p> | <p>6. FOREIGN LANGUAGE</p> <p>Flight Attendant
Buyer
Interpreter
Journalist
Lawyer</p> | <p>10. MUSIC</p> <p>Composer
Dancer
Musician
Singer</p> |
| <p>3. CHEMISTRY</p> <p>Dietitian
Pharmacist
Surgeon
X-ray Technician</p> | <p>7. GEOGRAPHY</p> <p>Cartographer
Guide
Mapmaker
Travel Agent</p> | <p>11. SPEECH</p> <p>Announcer
Flight Attendant
Minister
Salesperson</p> |
| <p>4. HOME ECONOMIC</p> <p>Chef
Decorator
Fashion Designer
Research Communicator</p> | <p>8. HEALTH</p> <p>Environmentalist
Athletic Trainer
Nurse's Aide
Occupational Therapist</p> | <p>12. MATHEMATICS</p> <p>Accountant
Carpenter
Cashier
Engineer
Machinist</p> |

Individuals begin to develop career" education skills by identifying the elements of the decision-making process. These

elements include gathering information from relevant sources, and learning to utilize the information in making informed, reasonable decisions.

Individuals begin to engage in planning activities and to understand that they can influence their future by applying such skills.

They begin to accept responsibility for making their own choices, for managing their own resources, and for directing the future course of their own lives.

Other dimensions in this component included the concept of change, space, and time as they affect life-career planning.

Individuals learn of the potential impact of change in modern society and of the necessity of being able to project themselves into the future.

In this way, students begin to predict the future, foresee alternatives which they may choose, and plan to meet the requirements of preferred life-career alternatives.

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CAREER PREPARATION AND PLACEMENT

For many students, career preparation is scheduled during the 10-12 grades through vocational, technical, JROTC, and business education programs. This training may provide students with entry-level skills or precision skills for jobs related to many career fields.

Career preparation courses may satisfy a variety of needs for all DoDDS students. Some students pursue entry-level job-skill career preparation courses with the goal of full-time employment upon high school graduation while others may want to acquire only those skills which will benefit them in the use of their leisure time or hobby activities. Other students may be interested in gaining entry level job skills that enable them to find part-time employment while pursuing higher education or functioning as homemakers. For still others, a Purpose may be an in-depth exploration of a particular career as a basis for further study in a technical school, junior college, or university after high school .

Some students in grades 10-12 begin to narrow their choices, but require intensive guidance and counseling regarding these choices. In career guidance, counselors must take into consideration a wide variety of factors including the following: Student interest, abilities and aptitudes; present needs, possible alternatives; educational planning; manpower projections; life styles; career objectives. Some examples of programs and delivery systems in DoDDS are:

College Placement
Cooperative Work Experience
Automotive Technology
Cosmetology
Electronic/Electricity
Business Lab
Home Economics
Audiovisual Media
Career Days
Resource Speakers
Volunteers Groups
Photography

Career Information
Journalism
Computer Science
Graphic Arts
Typing
Industrial Arts
Drafting
Performing Arts
Athletics
Clubs
JROTC

THE ORGANIZATIONAL CHART

An organizational chart describing the three components of career development is shown below.

The figure indicates that the three components of career development are divided into six general objectives (1.0.00 through 6.0.00). These objectives represent very broad areas of career development knowledge, intellectual processes, attitudes, and psychomotor skills.

Each of the 6 general objectives is further divided such that there are 28 programs objectives (1.1.00 - 6.6.00).

Both the general and the program objectives are meant to be used by all teachers and counselors.

CAREER DEVELOPMENT

SELF AND CAREER AWARENESS	CAREER EXPLORATION AND DECISION-MAKING	CAREER PREPARATION AND PLACEMENT			
1.0.00	2.0.00	3.0.00	4.0.00	5.0.00	6.0.00
Demon- strate Skills Useful To of Habits Work	Demon- strate Effective Work	Explore Career Values	Identify Career Capa- bilities	Develop Career Goals	Demon- strate Informa- tion and World Attitudes Necessary for a Successful Career
1.1.00	2.1.00	3.1.00	4.1.00	5.1.00	6.1.00
1.2.00	2.2.00	3.2.00	4.2.00	5.2.00	6.2.00
1.3.00	2.3.00	3.3.00	4.3.00	5.3.00	6.3.00
1.4.00	2.4.00	3.4.00	4.4.00	5.4.00	6.4.00
1.5.00	2.5.00	3.5.00	4.5.00	5.5.00	6.5.00
		3.6.00			6.6.00

ORGANIZATION AND NUMBERING CODES

A. NUMBERING CONVENTION:

G.O. **1.0.00**
P.O. **1.1.00**
1.0. (K-4) 1.1.11-30
(5-8) 1.1.31-50
(9-12) 1.1.51-70

B. ABBREVIATIONS :

G.O. General Objectives
P.O. Program Objectives
1.0. Instructional Objectives And Sample Activities
5-8 (Incl K-4)
Identifies 1.0 for grades 5-8, but should be extended to include K-4 1.0. which have not been achieved by students.
9-12 (Incl K-9) have parallel interpretations

Organizational principles adapted from Bloom, Benjamin S., et al. Taxonomy of Education Objectives. New York. David McKay Co., 1972.

OBJECTIVE FORMAT EXPLANATION

SAMPLE

G.O. 1.00 DEMONSTRATE SKILLS GENERALLY USEFUL IN THE WORLD OF WORK
P.O.1.1.00 USE BASIC NUMERICAL SKILLS

I.e. (Instructional objectives AND SAMPLE ACTIVITIES)

(K-4) 1.1.11 **Perform calculations and transactions involving money**

Sample activities: Make change; total own purchases; do very simple mental computations without figuring on paper.

5-8 (Including. K-4)

1.1.31 Perform calculations and transactions involving money

Sample activities: Figure simple budgets for allowance; total bills of sale.

9-12 (Including. K-9)

1.1.51 Perform calculations and transactions involving money

Sample activities: Calculate sales tax; calculate interest and carrying charges; balance bank accounts; budget income.

This figure shows how each of the general objectives, program, and instructional objectives are written in the remainder of the publication. Note that sample activities are also included.

The 3 developmental levels of instructional objectives (K-4, 5-8, 9-12) are specified to clarify usual expectations by grade category. In the sample, as well as the remainder of the publication we find companion instructional objectives. The example shows 1.01's 1.1.11, 1.1.31, 1.1.51 and 1.1.71 to be identical. The level of complexity or sophistication, however, changes with movement between grade level categories.

GENERAL AND "PROGRAM OBJECTIVES

Introductory Note: General, program, and instructional objectives are not prioritized. All are of equal importance.

After studying career education in the Department of Defense Dependents Schools, the learner should be able to:

1.0.00	DEMONSTRATE SKILLS USEFUL IN THE WORLD OF WORK	21
1.1.00	Use basic numerical skills*.....00.0.....*	21
1.2.00	Use basic communication skills.....	24
1.3.00	Use basic motor skills,.....	27
1.4.00	Demonstrate useful information processing and decision-making skills...*...* *...0...*	29
1.5.00	Employ useful interpersonal skills	33
2.0.00	DEMONSTRATE EFFECTIVE WORK HABITS	35
2.1.00	Plan work....	35
2.2.00	Use initiative and ingenuity to fulfill responsibilities	37
2.3.00	Adapt to varied work conditions.....*	29
2.4.00	Maintain good personal habits	40
3.0.00	EXPLORE CAREER INFORMATION.	41
3.1.00	Compare own abilities, interests, and values with career requirements.	41
3.2.00	Identify characteristics of different careers and factors affecting their change.	43
3.3.00	Identify requirements for careers of interest	46
3.4.00	Relate personal characteristics to occupational requirements	49
3.5.00	Investigate educational or training programs for career development	51
4.0.00	EVALUATE CAREER CAPABILITIES	53
4.1.00	Demonstrate entry-level saleable skills in one or more specific career areas	53
4.2.00	Participate in a realistic work situations	54
4.3.00	Evaluate career program progress through self-assessment	55
4.4.00	Prepare for continuing education to support job) advancement or career change.	56
4.5.00	Develop leisure time activities for enrichment	57
5.0.00	DEVELOP CAREER GOALS.....* **.....	59
5.1.00	Prepare a resume and job application"	59
5.2.00	Describe the use of placement	60
5.3.00	Prepare for a job interview	61
5.4.00	Identify various aspects of job stability	62
5.5.00	Assess success in developing career goals	63

6.0.00 DEMONSTRATE VALUES AND ATTITUDES NECESSARY FOR A SUCCESSFUL CAREER	64
6.1.00 Discriminate between various attitudes toward work	64
6.2.00 Hold competence and excellence in high regard	66
6.3.00 Seek personal fulfillment through own achievement	67
6.4.00 Value conservation of human and natural resources in accomplishing work	68

Cancelled

G.O. **1.0.00 DEMONSTRATE SKILLS USEFUL IN THE WORLD OF WORK**

P.O. 1.1.00 USE BASIC NUMERICAL SKILLS

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. These lists are not all inclusive.

K - 4

1.1.11 Perform calculations and transactions involving money

Make change; total up own purchases; do very simple mental computations without figuring on paper. (SA)

1.1.12 Explain numerical values in graphs, charts, and tables

Read calendars; read bar, line, or circle graphs; read data from height-weight charts. (SA)

1.1.13 Use measurement equivalents, ratios, and proportions

Convert time, liquid, and weight measures, such as meters to centimeters, minutes to hours; determine the number of cents in-a given denomination of coins. (SA)

1.1.14 Estimate numerical quantities

Estimate lengths of rooms, heights of persons, product quotient of two small whole numbers; estimate sizes of pieces of paper needed to wrap packages; estimate number of pieces of colored paper needed to cover bulletin boards; estimate time required to complete simple tasks. (SA)

1.1.15 Compare numerical values

Arrange lists of numbers in increasing order of size; state whether one or two given magnitudes is smaller, equal to, or larger than the other; compare weight and size of two objects. (SA)

1.1.16 Calculate amounts needed to do practical jobs

Calculate number of cans of pet food to buy for a certain number of days, how much candy to buy for groups of children, and number of pieces of paper needed by classrooms or pupils to do projects. (SA)

1.1.17 Make graphic representations of numerical quantities

Draw lines of specified lengths with rulers; color halves and quarters of circles; make simple bar and line graphs. (SA)

1.1.18 Interpret statistical data

Know order of letter grades and meaning of averages; -explain relative sizes. (SA)

Cancelled

5-8 (Including K-4)

1.1.31 Perform calculations and transactions involving money

Figure simple budgets; total receipts, bills of sale, balance checking accounts. (SA)

1.1.32 Use numerical values in graphs, charts, and tables

Determine distances on maps; locate streets by coordinates on city maps; look up drill and bolt sizes. (SA)

1.1.33 Use measurement equivalents, ratio, and proportions

Double recipes; adjust garment patterns for accurate fitting; convert units of weight. (SA)

1.1.34 Estimate numerical quantities

Estimate areas of geometric figures, such as rectangles; estimate width of streets, size of windows; and estimate distances. (SA)

1.1.35 Compare numerical values

Compare common fractions with decimal fractions, areas of two geometric figures, and the cost of consumer products such as magazine subscriptions with monthly costs; (SA)

1.1.36 Calculate amounts needed to do practical tasks

Calculate number of cans of paint required to paint given areas, and pounds of meat to serve a certain number of persons, (SA)

1.1.37 Make graphic representations of numerical quantities

Construct line, bar or circle graphs. (SA)

1.1.38 Interpret statistical data

Determine trends from information such as population growth, accidents etc. (SA)

9-12 (Including K-9)

1.1.51 Perform calculations and transactions involving money

Calculate sales tax; calculate interest and carrying charges; balance bank accounts; budget income; and project budgeted credit card expenditures and payments; Convert currencies. (SA)

1.1.52 Use numerical values in graphs, charts, and tables

Interpolate values from tables; extrapolate values from graphs; read income tax tables; read stock market prices. (SA)

1.1.53 Use measurement equivalents, ratios, and proportions

Convert room dimensions into square units of floor area; express time and distance measures in miles/km per hour; scale down the ingredients in mixtures; calculate miles per gallon/km/per liter of gasoline; figure amounts of liquids for fertilizer solutions given ration of the liquids. (SA)

1.1.54 Estimate numerical quantities

Estimate areas of geometric figures, such as triangles; estimate floor areas in houses, costs of weekend trips; estimate interest on principal and sum of interest and principal. (SA)

1.1.55 Compare numerical values

Compare interest rates of money lenders, earnings from payments per hour versus piecework, savings on commuter books versus regular fares, costs per unit, such as the better buy of two prices for canned goods; compare differential earnings from feeding livestock different lengths of time; compare purchase price with used selling price or pawned value; compare cost of new versus cost of used item. (SA)

1.1.56 Calculate amounts needed to do practical jobs

Calculate how long to cook roasts, amount of feed needed for a given number of farm animals, square meters of carpeting needed to cover floors, number of sheets of plasterboard required to enclose rooms, bushels of seed grain needed to sow a given number of acres, cost of gasoline for auto trips given required information, number of sheets of plywood needed to cover floor, and boardfeet of lumber required to build objects.

1.1.57 Make graphic representations of numerical quantities

Represent relative sizes of two given quantities by scaled drawings; plot points on coordinate systems; construct line, bar or circle graphs to depict test scores. (SA)

1.1.58 Interpret statistical data

Recognize misleading assumptions, conclusions, and statements in the use of statistics or presentation of data; understand the concepts of central tendency and variance; interpret trends from information such as demand for products--or change in number employed; understand accident statistics" and industrial failure rates. (SA)

1.1.59 Demonstrate the use of computer technology

G.O. **1.0.00 DEMONSTRATE SKILLS USEFUL IN THE WORLD OF WORK**

P.O. **1.2.00 USE BASIC COMMUNICATIONS SKILLS**

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. These lists are not all inclusive.

K-4

1.2.11 Communicate understandably (speak, write, demonstrate, and use nonverbal means)

(a) Explain, describe, demonstrate, and give directions. (For example, direct persons to nearby landmarks, using chalkboards or paper to aid in giving directions; instruct others in the rules of children's games; use checkerboards to show how to play checkers; show and tell how to lay out hopscotch grids, make paper hats, address envelopes, and solve puzzles; and use felt boards to illustrate class talks.)

(b) Give speeches. (For example, present book reports; tell about trips taken and events attended.)

(c) Write legibly and speak clearly. (For example, all ages print and write in script; spell age-appropriate words correctly; pronounce words clearly; and use language understandable to peers and associates.)

(d) Write reports and summaries. (For example, write book reports; summarize movies; and write down school assignments.)

(e) Write letters, want ads, and telegrams. (For examples, write letters to sick classmates and thank-you notes to relatives.)

(f) Fill out forms. (For example, complete personal data cards for school and clubs and fill out simple order blanks, as on cereal boxes and in magazines.) (SA)

1.2.12 Understand communications

(a) Understand written instructions, directions, and information. (For example, follow printed directions on tests and for assembly of parts; use references such as dictionaries, telephone books, and TV program schedules; and follow game instructions.)

(b) Understand spoken instructions, directions, and information. (For example, understand instructions to run errands and directions to go from one place to another; understand school announcements, such as what to do in emergencies; and understand information given by speakers and in films.)

(c) Understand pictorial, graphic, and symbolic information. (For example, distinguish between right and left hands; know meanings of common warnings signs; and understand ideas presented in progress charts, geographical maps, and line graphs.)

(d) Demonstrate the use of telephones, computer TV, tape, film radio etc. for sending and receiving information. (SA)

5-8 (Including K-4)

1.2.31 Communicate understandably

Explain, describe, demonstrate, and give directions; give speeches; ; write legibly and speak clearly; write reports and summaries; write letters, want ads and telegrams; fill out form-s.

1.2.32 Understand communications

Follow written and verbal instructions, directions, and information; interpret pictorial , graphic, and symbolic information. (SA)

1.2.33 Interact verbally with others

Converse with other persons face-to-face and on telephones; participate in group discussions; relay oral messages verbally ask and answer questions; introduce persons. (SA)

9-12 (Including K-8)

1.2.51 Communicate understandably (speak, writes demonstrate~ and use nonverbal means)

(a) Explain, describe, demonstrate, and give directions. (For example, use actual equipment to explain processes and principles, tell how to do task and jobs, transfer -on`streetcars and bus routes; and replace parts; explain cause and effect relationships and concepts such as that of supply and demand; use charts to describe organization; use diagrams to explain assembly of parts.)

(b) Give speeches. (For example, introduce guest speakers; talk to Scouts and 4-H groups speak pro or con at protest rallies; speak in formal discussions and debates.)

(c) Write legibly and speak clearly. (For example, all ages print and write in script; spell age-appropriate words correctly; pronounce words clearly; use language understandable to peers and associates).

(d) Write reports and summaries. (For example, write minutes of meetings; describe accidents; summarize important points of speeches; take notes from lectures; outline material; write news articles, compositions and summary reports of opinion surveys.

(e) Write letters, want ads, and telegrams. (For example, write telegrams, and job application letters.)

(f) Fill out forms. (for example, complete application forms for jobs, drivers' licenses, loans, credit cards, college admission, and social security numbers; make out accident reports.) (SA)

1.2.52 Use communications

(a) Understand written instructions, directions and information. (For example, follow directions for laying out garment patterns and installing pieces of equipment; understand instructions for completing and submitting forms; read and understand periodicals such as consumer and homemaking magazines and Consumer Reports; use references such as college catalogues, transportation schedules, and zip code handbooks, and repair manuals.

(b) Understand spoken instructions, directions, and information. (For example, understand information given by counselors about registering for courses, preparing for careers, and planning school activities.)

(c) Understand pictorial, graphic, and symbolic information. (For example, understand codes and symbols as used in diagrams of electrical circuits, on weather maps, on garment patterns, on house and building plans, and in technical and statistical data.)

1.2.53 Interact verbally with others

Participate in panel discussions; make appointments; take notes in interviews.

G.O. 1.0.00 DEMONSTRATE SKILLS USEFUL IN THE WORLD OF WORK

P.O. 1.3.00 USE BASIC MOTOR SKILLS

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. These lists are not all inclusive.

K-4

1.3.11 Use common tools and equipment safely

Use tools like hammers, screwdrivers, pliers, scissors, manual can openers, rotary egg beaters, bottle openers, rulers, measuring spoons and cups; use equipment like roller skates, bicycles, brooms and dustpans, vises, needles and thread, toasters, dial telephones, vending machines, and self-service elevators; operate slide and movie projectors, computers, VCRS, radios, phonographs etc. (SA)

1.3.12 Make, assemble and adjust using appropriate materials

Make posters; build wooden birdhouses, puzzles, and yard toys; make doll garments; make watercolor and finger paintings and papier-mache objects; carve paraffin and soap figures; stir and bake premixed cakes; fold and glue bookcovers; assemble tinker toys and erector sets, mount rock, coin, and stamp collections; assemble tabbed cutout and standup scenes and jigsaw puzzles. (SA)

1.3.13 Adjust, repair, install and maintain equipment

Set alarm clocks; adjust weights on scales; replace--batteries in flashlights; sew on buttons; mend tears in clothing and pages of books; lubricate bicycles and roller skates; polish shoes; take care of pets and plants; clear tables and wash dishes; make beds. (SA)

1.3.14 Make visual representations

Draw simple maps and pictures. (SA)

5-8 (Including. K-4)

1.3.31 Use common tools and equipment safely

Use household appliances and simple shop tools. (SA)

1.3.32 Make and assemble products using appropriate materials

Assemble models, construct book shelves, dog house. Prepare meals, sew clothing. (SA)

1.3.33 Adjust, repair, install and maintain equipment

Adjust binoculars and microscopes; wash and wax cars; set timers on clock radios and stoves; set controls on household appliances; change bicycle tires; thread bobbins; replace fuses in electrical circuits; clean stoves and refrigerators; empty or change dust bags in vacuum cleaners; mow lawns. (SA)

1.3.44 Make visual representations

Sketch three-dimensional pictures of rooms, objects, and buildings; draw simple floor plans of furnishings in rooms; illustrate poems and stories. (SA)

9-12 (Including. K-9)

1.3.51 Use common tools and equipment safely

Use tools such as socket and compressed-air wrenches, miter boxes, micrometers, calipers, electric knives, and soldering irons; use equipment such as electric saws, lathes and sanders, floor polishers and sanders, automobiles, farm shop machinery, typewriters, duplicating machines, desk calculators, and computers. (SA)

1.3.52 Make, assemble, and adjust using appropriate materials

Make garments from patterns; make indoor and outdoor objects such as furniture trays and ornaments, protect the materials from insects and the elements; assemble "knock-down" furniture, swing sets, steel shelving, and radio component kits; install household appliances and traverse rods; set out plants and trees. (SA)

1.3.53 Adjust, repair, install and maintain equipment

Adjust focus and hold controls on video monitors; change office machine ribbons, and fluids; change automobile tires; clean and check spark plugs; sharpen knives; adjust tension of door closers and pulley belts; make fine adjustments on camera apertures, carburetors, and lawn mowers replace faucet washers and furnace filters; paint rooms; prune bushes and trees; repair broken furniture and fences. (SA)

1.3.54 Make visual representations

Draw landscapes with proper perspectives, organizational charts, floors plans of houses, and diagrams showing how belts fit on wheels to operate machinery; sketch relative positions of vehicles in accidents. Complete visual interpretations of current events. (For example, movies, plays, sports, political events, through poster, collages, etc.) (SA)

G.O. 1.00 DEMONSTRATE SKILLS USEFUL IN THE WORLD OF WORK

P.O. 1.400 DEMONSTRATE USEFUL INFORMATION PROCESSING AND DECISIONMAKING SKILLS

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. These lists are not all inclusive.

K-4

1.4.11 Use information necessary for further learning

Utilize previously gathered information to learn more about a careerfield. Use telephone contacts previously identified to learn more of the specific demands "of the job.

1.4.12 Apply learned skills to new circumstances

Use arithmetic to add up costs of own-purchases at stores; use reading skills learned in school to read books of own choice during leisure time; when outdoors, look for specimens studied in nature classes and for phenomena studied in science classes; use principles of friction to prevent falling on ice or slippery stairs; use knowledge of growth to plant and raise gardens. (SA)

1.4.13 Analyze information and define problems

Distinguish errors in what they observe, read, and hear; note contradictions in different descriptions of the same event; identify errors in arithmetical computations; recognize grossly illogical statements. (SA)

1.4.14 Collect and organize data

Know sources of various kinds of information; list topics to include in letters; can organize information into sensible outlines; schedule a day's play, study, and home chores; schedule activities for small groups of children; arrange items on shelves; organize objects by size, material, and use. (S A)

1.4.15 Develop and evaluate alternatives

Determine alternative routes to walk between school and home and know advantages and disadvantages of each; think of several possible ways to spend an evening and evaluate them in terms of the amount of fun each would offer; evaluate TV programs offering two different types of entertainment; evaluate various possible gifts in terms of the interests and tastes of the intended recipients. (SA)

1.4.16 Make decisions in terms of relevant criteria

Pick books to read that are relevant to topics being studied in school; decide on one of several activities to do during leisure time. Think of new games to play; think of arguments to persuade someone; make up stories, poems, and tunes; plan parties; think of gifts to buy or make; find shortcuts. (SA)

5-8 (Including K-4)

1.4.31 Use information necessary for further learning

Gather information about a specific career field by using card catalogues and reference books. (SA)

1.4.32 Apply learned skills to new circumstances

Use acquired language skills in writing papers or in speaking in other course; use knowledge of electricity to repair light cords; use the science of heat and food utilization to control weight; use knowledge of magnification to read fine print and see details on photographs. (SA)

1.4.33 Analyze information and define problems

Recognize evasiveness and propaganda; judge own performances in school work, home chores, part-time jobs, sports and games, and peer group rapport in terms of how well they would like to be doing; discriminate between fact and opinion. (SA)

1.4.34 Collect and organize data

Organize filing systems with numbers, letters, and topical headings; schedule programs for clubs and classes; arrange tools and materials in work bench areas; survey the opinions of others before making decisions; evaluate sources of information. (SA)

1.4.35 Develop and evaluate alternatives

Consider possible outcomes of alternative actions such as joining or not joining peer groups, doing or neglecting assigned school work, obeying or disobeying rules. (SA)

1.4.36 Make decisions in terms of relevant criteria

Rank order possibilities. Select the most pertinent reference facts to include in reports; decide the sequence in which to perform tasks; choose activity clubs to join; (SA)

1.4.37 Devise and implement plans

Plan group games and projects; set club purposes and goals. (SA)

1.4.38 Evaluate and modify plans on the basis of feedback

Spend additional time on homework and less on play if homework problems require more time than anticipated; choose other days to go to the movies if help is needed at home.

9-12 (Including K-9)

1.4.51 Apply concepts, principles, and procedures necessary for future learning.

Use typing, car maintenance, office machines, steps in doing work in laboratories, kinds of stitches appropriate for various sewing tasks, office procedures, drive cars in all kinds of traffic and weather conditions. (SA)

1.4.52 Apply learned skills to new circumstances

Use principles of design to furnish and arrange rooms and to improve appearance of homes; use knowledge of mechanisms to maintain and repair small engines; use knowledge of automobile operation to perform routine car maintenance; use knowledge of foods to plan and prep-are meals; use principles of physics when cooking food at different altitudes and in pressure cookers; use shorthand to take notes and typing to prepare reports; use knowledge of electricity to repair lamps and small appliances; use chemistry to remove spots from clothes; use knowledge of chemistry and biology to feed trees and gardens; use new vocabulary words in conversations; use the scientific method in social situations in order not to prejudge until facts are known. (SA)

1.4.53 Analyze information and define problems

Recognize unstated assumptions, emotional appeal, and illogical arguments; distinguish relationships between the requirements of common occupations and the contents of school subjects; troubleshoot malfunctions in equipment such as typewriters, sewing machines and automobiles; diagnose communicate-on difficulties between two people; recognize cause-effect relationships; deduce themes in literacy work. (SA)

1.4.54 Collect and organize data

Arrange own study plans; outline compositions, using two or three degrees of subordination; identify and evaluate sources of information in terms of accuracy and reliability; price articles in a number of stores before purchasing; collect information relevant to personal characteristics and world of work; schedule and coordinate tasks of several people on projects; anticipate when supplies will be needed, account for time needed. for

delivery, and order accordingly; combine information from two or more sources, as for term papers based on a number of reference books. (SA)

1.4.55 Develop and evaluate alternatives

Estimate the objective and subjective probabilities of succeeding academically at several different kinds of schools; develop several plans for financial support during education or training; determine value priority of conflicting goals such as several difference places for education; weigh several job offers in light of personal criteria of desirability. (SA)

1.4.56 Make decisions in terms of relevant criteria

1.4.57 Devise plans, new ideas, and better ways of doing things

Outline plans for carrying out complex tasks such as tutoring other students and conducting opinion surveys and elections; suggest more convenient arrangements of supplies in stock rooms and location of office equipment; design furniture and garments; alter dresses to make them fashionable; plan to obtain financial support necessary to implement career development plans; coordinate schedules for work and extracurricular activities; plan best methods of earning varsity letters. (SA)

1.4.58 Implement and modify plans on the basis of feedback

Reassign tasks of committee members if individual talents are different than originally thought; rearrange contents of kitchen cupboards to permit more efficient movements in the kitchen; modify major curricula in schools if their interests change; seek employment if unable to obtain admission to school when first desired; modify techniques in sports by learning from mistakes. (SA)

G.O. 1.0.00 DEMONSTRATE SKILLS USEFUL IN THE WORLD OF WORK

P.O. 1.5.00 EMPLOY USEFUL INTERPERSONAL SKILLS

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are-only examples of those which might be used. These lists are not all inclusive.

K-4

1.5.11 Interact constructively with people

Receive and use suggestions and constructive criticism; comply with reasonable decisions made by persons with legitimate authority; seek assistance when needed; interact effectively to reach common goals, defend own rights in face of unreasonable or illegitimate demands. (SA)

1.5.12 Provide effective leadership

Offer suggestions about how to do things; explain what the rules are; help others improve their performances; explain consequences of different choices. (SA)

1.5.13 Work effectively with peers, co-workers, and others

Treat others respectfully; share and take turns; present own beliefs and experiences while determining group activities; help others in need of assistance. (SA)

1.5.14 Demonstrate responsible behavior

(a) Attend school regularly and are usually punctual for scheduled meetings and appointments. (For example, classes, transportation, lunch, school, office, out-of-class meetings, and home schedules).

(b) pay attention to assignments and explanations; complete and submit homework and project assignments when due; check own work for thoroughness and accuracy.

(c) Do fair share in any group task. (For example, do own part of team work; and help clean up classrooms).

(d) Observe rules and regulations, questioning those they believe are unfair.

(e) Keep parents and teachers informed of their whereabouts. (For example, field trips, meetings, and games).

(f) Avoid damaging others' property and exercise care for own and others' safety.

(g) Acknowledge fault regarding damage to other people and their property. (SA)

5-8 (Including K-4)

1.5.31 Interact constructively with people

Express viewpoints constructively and work to change undesirable practices. (SA)

1.5.32 Provide effective leadership

Mediate differences; volunteer to lead group projects; set good examples for others; praise work well done; take the initiative in welcoming new persons to groups. (SA)

1.5.33 Work effectively with peers, co-workers, and others

Talk over differences and compromise when necessary to reach agreements and solutions. (SA)

9-12 (Including K-9)

1.5.51 Interact constructively with supervisors

(use 1.5.31 activities)

1.5.52 Demonstrate effective leadership traits

Elicit better efforts from others by good example, encouragement, and enthusiasm; schedule, coordinate, and evaluate objectively the work performance and work products of others; assume responsibility for errors of groups of which they are leaders. (SA)

1.5.53 Work effectively with peers, co-workers, and others

Consider time schedules and work demands of others and coordinate own activities accordingly; consult others when making plans that affect them; weigh consequences to others of own acts such as practical jokes, gossip, false accusations, and malicious insinuations; provide information needed by others; be honest in matters involving information or money; help others in need of assistance in such ways as assuming part of their work loads, demonstrating new techniques and equipment, and suggesting ways that others can solve problems. (SA)

G.O. 2.0.00 DEMONSTRATE EFFECTIVE WORK HABITS

P.O. **2.1.00 PLAN WORK**

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. these lists are not all inclusive.

K-4

2.1.11 Identify work requirements

- (a) Know when school assignments are due.
- (b) Write down assignments rather than depend on memory.
- (c) Know home and outside group responsibilities as for youth groups.
- (d) Allow adequate time to complete assignments before deadlines.
- (e) Volunteer ideas during group planning. (SA)

2.1.12 Select necessary supplies

Have necessary supplies, books, and equipment ready when needed. (SA)

2.1.13 Determine procedures for implementation

- (a) Concentrate on completing one activity at a time.
- (b) Avoid losing time through procrastination. and diversion by less important activities. (SA)

5-8 (Including K-4)

2.1.31 Organize work requirements

- (a) Prepare organization calendars for school, Extracurricular and leisure time activities.
- (b) Identify duties, and deadlines; set reasonable priorities on tasks, first doing those that require urgent attention or that require the most effort. (SA)

2.1.32 Identify supply and equipment requirements

Identify supplies and equipment needed for each project. (SA)

2.1.33 Determine procedures for implementation

Schedule activities. (SA)

9-12 (Including K-9)

2.1.51 Analyze work tasks

- (a) Set priorities on use of time.
- (b) Know deadlines for assignments and projects
- (c) Write notes of work assigned and of specifications for end products.
- (d) Are aware of own responsibilities at school, work, "and home.
- (e) Schedule more challenging or creative work to match daily peaks in own energy cycles and more routine of passive work when energies are low.
- (f) Read reports before meetings. (SA)

2.1.52 Identify supply and equipment requirements

Identify supplies and equipment needed for each project. (SA)

9-12 (Including K-9)

2.1.53 Determine procedures for implementation

- (a) Schedule and organize tasks to allow optimum time to complete each one before deadlines, allow time in schedules for unanticipated urgencies and unscheduled time demands.
- (b) Anticipate when workloads or schedules require modified plans or methods. (SA)

2.1.54 Provide for evaluation of project

- (a) Use intermediate goals as check points on progress toward long-range objectives.
- (b) Monitor progress toward goals themselves or in the approach being followed to reach the goals. (SA)

G.O. 2.0.00 DEMONSTRATE EFFECTIVE WORK HABITS

P.O. 2.2.00 USE INITIATIVE AND INGENUITY TO FULFILL RESPONSIBILITIES

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. The lists are not all inclusive.

K-4

2.2.11 Use initiative seeking assistance when needed

Do their work without being prodded; ask teachers to explain material not understood; ask family members to listen to and prompt memorized material; ask librarians for help in locating reference materials. (SA)

2.2.12 Use a variety of resources and materials to complete work

Think of ways to get home chores and school tasks more quickly, as by combining several errands. (SA)

5-8 (Including K-4)

2.2.31 Use initiative in accomplishing tasks

Asking to make up work that is missed; ask questions when confronted with problems. Think of ways to perform part-time work more quickly effectively; think of ways to save time in doing school work or outside group tasks; use reminder systems such as lists of things to do. (SA)

9-12 (Including K-9)

2.2.51 Use initiative in accomplishing task

Be alert to tasks that must be done and that they can do, and then proceed to do them on own initiative; think of ways that they can contribute to organizations of which they are members; inform employers of any unused abilities; ask teachers and employers to explain details of required work if necessary. (SA)

2.3.52 Demonstrate resourcefulness in accomplishing work

Vary the pace to maintain efficiency and effectiveness; be alert to new and better ways of doing things and recommend improvements to supervisors; eliminate unnecessary tasks; improvise methods and tools whenever possible; spend minimum time in reading by screening out irrelevant material, skimming for main ideas, reading selectively, and practicing rapid reading techniques;

economize writing time by preparatory outlining, writing in simple, direct styles, and using standard formats for material.
(SA)

Economize on paperwork by eliminating work which is no longer useful, combining forms and records, and avoiding recordkeeping for unlikely circumstances; protect their planned office schedules against interruption by training others to make appointments; avoid losing time through unnecessary involvement in details; fruitless discussions, and working on problems to the point of diminishing returns; use new processes and machines available to help do their work better and faster.

2.3.53 Seek assistance **when appropriate**

Cancelled

G.O. 2.0.00 DEMONSTRATE EFFECTIVE WORK HABITS

P.O. 2.3.00 ADAPT TO VARIED WORK CONDITIONS

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. The lists are not all inclusive.

K-4

2.3.11 Adapt to environmental and personnel changes

(a) Adjust to temporary changes in classroom or school schedules. (For example, rainy days and assemblies.) Adjust to substitute teachers, new students and, paraprofessionals

(b) Tolerate nonideal work surroundings. (SA)

2.3.12 Adapt to auditory and visual distractions

Continue to work in the presence of distractions such as noise and visitors. (SA)

5-8 (Including K-4)

2.3.31 Adapt to environmental and personnel changes

2.3.32 Respond positively to supervision

9-12 (Including K-9)

2.3.51 Adapt to changing work environments

(a) Discriminate between those nonideal work surroundings which cannot be changed and those which need to be accepted; adapt to the former and protest and attempt to change the latter.

(b) Adjust to varying assignments and to changes in methods and work situations.

(c) Tolerate nonideal work surroundings and situation-s

(d) Remain calm and use good judgement in crises, emergencies, and unexpected events. (SA)

G.O. 2.0.00 DEMONSTRATE EFFECTIVE WORK HABITS

P.O. 2.4.00 MAINTAIN GOOD PERSONAL HABITS

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. The lists are not all inclusive.

K-4

2.4.11 Use good personal habits

- (a) Attend regularly to personal hygiene. (for example, bathe; and wash hands before meals.)
- (b) Go to school health offices, dispensaries, or doctors when sick or injured.
- (c) Stay at home when ill or when they have communicable diseases.
- (d) Practice simple, but basic good grooming habits in school (such as hanging up clothes and combing hair).
- (e) Discuss good grooming habits pupils practice at home. (SA)

5-8 (Including K-4)

2.4.31 Maintain good personal habits

- (a) Refrain from use of harmful drugs.
- (b) Take precautionary measures to prevent illness. (For example, exercise regularly; avoid unnecessary exposure; and eat balanced meals.)
- (c) Take necessary steps to regain health during and after illness. (For example, take prescribed medicine; rest; and avoid overexertion.)
- (d) Discuss importance of good grooming in various jobs.
- (e) Practice good grooming habits in school. (SA)

9-12 (Including K-9)

2.4.51 Maintain good personal habits

- (a) Have regular medical and dental checkups.
- (b) Seek professional help when needed. (For example, doctor; dentist; and psychiatrist.)

(c) **Dress and** groom appropriately for work or school.

(d) Take good care of clothes. (For example, properly launder and iron or dry clean; repair; and store properly.) (SA)

Cancelled

G.O. 3.0.00 EXPLORE CAREER INFORMATION

P.O. **3.1.00** COMPARE OWN ABILITIES, INTERESTS AND VALUES WITH CAREER REQUIREMENTS.

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are examples of those which might be used. The lists are not all inclusive.

K-4

3.1.11 Identify own current abilities and limitations

Perceive own strengths in physical skills, leisure time activities, home and school responsibilities, and interpersonal relations. (For example, know that they can play baseball but cannot swim; do school homework on time, but often forget to do home chores; and get along better when playing with a single peer than with a group.) (SA)

3.1.12 Identify own current interests and values

Discriminate among own current likes and dislikes in leisure time activities and home chores. (For example, are aware that they like reading better than music; like riding bicycles more than solving puzzles; like caring for pets better than cleaning up rooms; and enjoy group street games more than playing by themselves.) (SA)

5-8 (Including K-4)

3.1.31 Identify own current abilities and limitations

3-1.32 Identify own current interests and values

Discriminate among own current interests and values (for example, are aware of interest in helping or serving others, like or dislike certain school subjects, would rather work with abstract ideas than with concrete objects, would rather sew than cook, and like out-door jobs better than work indoors); and are aware that interests and values may change as a result of future experience. (SA)

3.1.33 Seek knowledge of themselves

(a) Discuss own interests and abilities with teachers, peers, guidance counselors, and parents.

(b) participate in activities leading to more informed and accurate perceptions of own interests and abilities (for example, look at and read different books and magazines; have hobbies; do part-time jobs; play many kinds of games or sports; and go to various community programs, events, and places of interest).
(SA)

9-12 (Including K-9)

3.1.51 Assess personnel assets and liabilities

Perceive own specific abilities that may affect pending career decisions. (For example, are aware that they have mechanical ability, moderate literary ability; are deficient in mathematical skills; work well at routine tasks; are persuasive; or are not very creative.)

3.1.52 List personal values, interests, and attitudes

Are aware of own current interests and values that may affect career decision. (For example, know that they are oriented toward securing immediate employment, toward performing services for others, toward scientific or clerical work, and toward making or doing things with their hands.) (SA)

3.1.53 Compare personal profile with career profile

Discuss and evaluate own interests; abilities, goals, and values not only with counselors in school but also in government and private employment agencies. (For example, discuss results of scholastic and vocational guidance tests taken for specific purposes; compare own evaluation of abilities with opinions of others they respect; evaluate the accuracy, reliability, and relevance of information secured from different sources for making pending career decisions; and use several sources of information to avoid judging from own exposure.) (SA)

G.O. 3.0.00 EXPLORE CAREER INFORMATION

P.O. 3.2.00 IDENTIFY CHARACTERISTICS OF DIFFERENT CAREERS AND FACTORS AFFECTING THEIR CHARGE.

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. The lists are not all inclusive.

K-4

3.2.11 Describe the basic duties of different careers and occupations

Identify the main functions of highly visible careers and occupations (such as teacher, housewife, store clerk, waiter, doctor, nurse, service station attendant, policeman, fireman, farmer, mailman, barber). (SA)

3.2.12 Compare conditions among and within occupations

Know major ways in which occupations differ. (For example, physical or mental, indoor or outdoor, and work with people or work with things.) (SA)

3.2.13 Identify the impact of social and technological changes on occupations

5-8 (Including K-4)

3.2.31 Identify the major duties; skills and required abilities and characteristics

(a) State which occupations are in the same family (For example, know that pilots, truck drivers, and train conductors are in the field of transportation; and know that chemists and biologists are in the field of science.)

(b) State the major duties and required abilities of common occupational families. (For example, science-dentist, engineer, architect; social service-clergyman, social worker, school teacher; clerical-secretary, bookkeeper, bank teller; and construction-carpenter, plumber, painter.) (SA)

3.2.32 Identify the differences in work conditions among and within occupational families

(a) List relative income levels for common occupations. Identify the effects of public demand upon income in occupations; state that fringe benefits differ among occupations.

(b) Recognize that occupations influence the kind of home life persons have. (For example, are aware that truck drivers frequently are away from home; know that farmers sometimes must work long hours; and know that shift jobs may require work at night.)

(c) Know which people in different occupations work together (such as editors and authors; carpenters and contractors; nurses and physicians); know which people have minimum work contact with others (for example, artists, game wardens, housekeepers).
(SA)

3.2.33 Identify the impacts of social and technological changes on occupations

State that some jobs (such as handicraftsmen, elevator operators) tend to become obsolete and new types of jobs (such as space technicians, astronauts, computer operators) are created because of social and technological changes. (SA)

9-12 (Including K-9)

3.2.51 Identify the major duties and required abilities of different careers and occupational families

(a) Know the major duties and required abilities of a wide range of occupations and occupational families. (For example, business/salesman, personnel manager, accountant; social science-lawyer, librarian, psychologist; technical-lab technician, computer operator, photographer; and service-cosmetologist, chef, fashion designer.)

(b) Understand differences in responsibilities within occupational families. (For example, laboratory technician, chemist, laboratory supervisor; custodian, custodian foreman, building and grounds supervisor; stock clerk, salesperson, department head, purchasing agent, store manager; ambassador, consul, foreign service officers for labor, information; etc.)
(SA)

3.2.52 Identify the differences in work conditions among and within occupational families

(Use activities from 3.2.32)

3.2.53 Describe the impact of social and technological changes on occupations

(a) Understand that technological, economic, and social changes result in decreases in the availability of some kinds of jobs and increases in others. (For example, know that new discoveries and inventions in business and industry change the requirements "for

various kinds of skills; know that there are reduced opportunities in mining, factory work, and handicrafts and increased opportunities in service occupations, space, air transportation, and computer industries; and know that major trends in the job market are toward specialized technical jobs requiring more training.)

(b) Know that social conditions modify occupational entry requirements through such programs as New Careers, and the Manpower Training and Development Act.

(c) Are aware of the trend in educational and hiring practices that enables persons with broad educations in family or group of occupations to qualify for a number of specific occupations. (For example, that high school training in graphic communications permits initial employment as an apprentice or beginner in occupations such as drafting, illustrating, and cartography.)

(d) Know that at many entrance points, educational institutions and businesses are modifying requirements for credentials, diplomas, and special qualifications; and know that performance after selection is then the criterion for retention. (SA)

Cancelled

G.O. 3.0.00 EXPLORE CAREER INFORMATION

P.O. 3.3.00 IDENTIFY REQUIREMENTS FOR CAREERS OF INTEREST

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. The lists are not all inclusive.

K-4

3.3.11 Describe basic requirements of different careers and occupations

State that some occupations require more education or training than others. (For example, are aware that doctors and teachers go to school longer than barbers and file clerks.) (SA)

3.3.12 Name important factors that affect job success and satisfaction

State that job performance often determines whether a person can hold a job. (For example, are aware that how well a worker does his job is important for his keeping the job and earning more money.) (SA)

3.3.13 Seek information about occupations in general or about specific jobs

Ask teachers, counselors, and other adults about what they do at work and what different kinds of workers do on their jobs; visit factories, dairies, and businesses; see films that describe jobs. (SA)

5-8 (Including K-4)

3.3.31 Describe basic requirements for occupations

(a) Identify relative levels of education required for common jobs.

(b) State the relationships between school curricula and occupational families. (For example, know which courses are college preparatory, which are commercial, which are technical; and know that college careers can be pursued and college attended without taking the college preparatory program.)

(c) Identify alternate routes to occupations. (For-example, know that experience is sometimes accepted in lieu of education; and that training and experience can be obtained in the military service as well as in formal schools.) (SA)

3.3.32 Identify important factors that affect job success and satisfaction

(a) List positive and negative factors that may result in job advancement, demotion or loss of jobs (such as effectiveness of work habits; quality of job performance; how the worker gets along with others; worker's attitudes; changes in job markets; favoritism; prejudice; organizational memberships; and type and extent of required skills).

(b) List reasons why people change jobs (such as to make more money; because they are fired; because they did not like the work; to broaden their experience; to meet new people; and for self-fulfillment). (SA)

9-12 (Including K-9)

3.3.51 Identify entry levels skills for selected occupations

(a) Understand the relevance of school curricula to occupational families. (For example, know what courses to take to obtain jobs as draftsmen and mechanics; know that classes in English are relevant to careers as writers; know what classes will be useful for homemaking; and know what courses to emphasize for contemplated careers as biologists.)

(b) Know the educational requirements for a wide range of occupations. (For example, know that doctors must intern following their academic training; know that an electrician or plumber must work several years as an apprentice; know that many jobs such as file clerk, taxi driver, or nurse's aide usually require only a short period of on-the-job training; and recognize that many professional and technical fields will require continuing education after employment.)

(c) Know the length of school required for various academic degrees. (For example, are aware that an associate degree requires two years beyond high school, bachelor's normally requires four years, master's requires one to two years beyond bachelor's and PhD. and M.D. require three to four years beyond bachelors.)

(d) Know the specific nonacademic entry requirements for various occupations. (For example, know that union membership is required in order to hold many jobs; know that state and local licensing is required for many jobs; and know that capital investment is necessary to set up an office as a doctor or dentist.) (SA)

3.3.52 Identify factors that affect job success and satisfaction

(a) Know possibilities for career advancement beyond entry jobs in different occupations. (For example, know that production workers can advance to foremen, that sales clerks can become department heads, that opportunities for advancement for stewardesses are limited, that a starting engineer can become president, and that persons trained for one occupation may go into other related occupations.)

(b) Recognize that person must update their skills in such ways as securing additional training, retraining, reading job-related periodicals, and attending night school.

(c) Know the consequences of advancement in some occupations. (For example, know that the nature of the work of supervisors is different from the work required" at lower levels of the job ladder; know that the responsibilities of higher level jobs may produce greater pressures; and know that persons can be promoted in some occupations only if they accept new positions in other locations.)

(d) Are aware of the general satisfactions people obtain from various kinds of jobs (such as outdoor work for foresters; operating one's -own business; taking care of others as in nursing; the gratification of reaching, associating with certain types of people.) (SA)

3.3.53 Describe work profiles for careers of interest

G.O. 3.0.00 EXPLORE CAREER INFORMATION

P.O. 3.4.00 RELATE PERSONAL CHARACTERISTICS TO OCCUPATIONAL REQUIREMENTS

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples **of those** which might be used. The list are not all inclusive.

K-4

3.4.11 Associate own abilities with future occupational choices

Define difference between work and play; note personal likes and dislikes in school and home situations, discuss how these relate to occupations. (SA)

3.4.12 Relate personal interests and values to job characteristics and occupations

Read comic books, magazines, and other media, define the occupations of characters and discuss the personal characteristics necessary to work in those occupations identified. (SA)

5-8 (Including K-4)

3.4.31 Associate own abilities with future occupational pursuits

(a) Identify own skills which might be used in part time jobs. (For example, mowing lawns; stocking merchandise; **baby sitting; delivering newspapers; carrying heavy objects; making change; preparing meals; and sewing garments.**)

(b) List own deficiencies while realizing that many can be overcome and, thus, do not necessarily preclude entry into desired training or occupations. (SA)

3.4.32 Relate personal interests and values to job characteristics and occupations

Associate current interests and values with potential career fields. (For example, associate concern for effects of pollution with possible career in ecology; interest in engines with the mechanical or engineering fields.) (SA)

9-12 (Including K-9)

3.4.51 Associate own abilities and limitations to possible success in present or future occupational pursuits

Associate developing abilities with potential career and occupational fields. (For example, associate success in home economics courses with jobs in food service fields, success in mathematical courses with careers in the broad field of mathematics, good performance in English composition with potential success as journalists or other kinds of writers, skill in drawing with drafting or art, a hobby of rock collecting with a career in geology., experience in 4-H clubs with potential agricultural occupations; and associate manual dexterity with success in a craft, awards for sewing work with apparel making occupations, enjoyment of driving cars with transportation service jobs.) (SA)

3.4.52 Relate personal interests and values to job characteristics and occupations

(a) Identify job characteristics which are important to them (such as earnings; prestige; intrinsic interest; training opportunities; hours; work environment; type of associates; opportunities to work with people, objects, data, and processes; to communicate ideas; to help or serve" other people; to attain reknown; to create).

(b) Know types of occupations most likely to satisfy their personal interests and values, and associate realistic concepts of career fields with their developing life styles. (For example, know which occupations allow one to serve others; know those occupations which permit one to work outdoors; know which occupations have high income potential or are prestigious; know those occupations that require performance of routine tasks; and understand family satisfactions and sacrifices associated with various occupations.) (SA)

G.O. 3.0.00 EXPLORE CAREER INFORMATION

P.O. 3.5.00 INVESTIGATE EDUCATIONAL OR TRAINING PROGRAMS FOR CAREER DEVELOPMENT

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. The lists are not all inclusive.

5-8 (Including K-4)

3.5.31 List relevant factors in planning an occupation or career

(a) Relate the educational process to securing training basic to most occupations. (For example, understand that the knowledge and skills learned in and out of school will be beneficial in future adult roles.)

(b) Relate their planned curricula to tentative career goals. (For example, plan to elect mathematics courses if tentatively plans to be engineers, or technical courses if one plans to enter vocational-technical training programs. **(SA)**)

3.6.32 Identify alternative career choices and consider consequences of career changes

9-12 (Including K-9)

3.6.51 Use relevant factors in planning toward an occupation or career

(a) Discuss plans and career problems with competent advisors (such as school counselors, parents, employers, teachers, principals, clergymen, community agency personnel.)

(b) Relate personal and external factors when making own career plans. (For example, understand their military obligations; contemplate personal characteristics, training requirements, finances, and extra personal factors such as parental attitudes, family influence, societal needs, possible cultural obstacles, racism, and sexual discrimination; and appraise own probabilities of success both subjectively and objectively in different kinds of education or training.)

(c) Resolve conflicts in vocational choice. (For example, consider practical alternatives; and solve differences between own goals and desires of parents and between abilities and unreasonable aspirations.)

(d) Understand the value of maintaining a number of occupational alternatives; recognize the problem of getting locked into narrow fields of specialization.

(e) Reappraise own current school or training programs to insure that appropriate occupational and/or academic requirements will be met, and modify plans to overcome any deficiencies.

(f) Plan sources and extent of financial aid (such as part-time employment, cooperative work-study programs, apprenticeship training programs, parental assistance, personal savings, possible athletic and academic scholarships, special assistance programs for the educationally deprived, and loans) and identify the requirements and restrictions associated with each; project plans for financial support over the time required for education or training.

(g) Investigate schools, training programs, and employment opportunities suited to own goals, capabilities, and financial resources; visit or correspond with schools and training institutions.

(h) Know of and can efficiently use sources of information (such as college catalogues, occupational references, government publications, industrial training program brochures) to find out about required courses, length of training time; cost of preparation, financial aid available, alternative methods of preparing for careers, and quality of training and placement assistance. (SA)

3.6.52 Identify alternative career choices and consider the consequences of career changes

Consider career alternatives by identifying occupations related vertically (for example, member of survey team-civil engineer; electrical draftsman-electrical engineer) and horizontally (such as auditor-accountant; computer programmer-systems analyst, waitress-receptionist). (SA)

G.O. 4.0.00 EVALUATE CAREER CAPABILITIES

P.O. **4.1.00** DEMONSTRATE ENTRY-LEVEL SALEABLE SKILLS IN ONE OR MORE SPECIFIC CAREER AREAS

INSTRUCTIONAL OBJECTIVES

Note: Sample activities have not been provided for these objectives

K-4

4.1.11 Demonstrate proficiency in basic gross and fine motor skills

5-8 (Including K-4)

4.1.31 Discuss saleable skills used in entry level occupations

4.1.32 Demonstrate minimal computer keyboard techniques

9-12 (Including K-9)

4.1.51 Describe procedures and processes employed in job selection

4.1.52 Practice skills necessary for adequate job performance

4.1.53 Explain sequencing of skills

4.1.54 Demonstrate social interaction requirements of the job

4.1.55 Demonstrate safety requirements of specific job

4.1.56 Demonstrate materials processing and storage abilities

4.1.57 Demonstrate first line maintenance of tools and equipment used, if applicable

4.1.58 Complete certification or proficiency requirement for job area (s) selected

G.O. 4.0.00 EVALUATE CAREER CAPABILITIES

P.O. 4.2.00 PARTICIPATE IN REALISTIC WORK SITUATIONS

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. The lists are not all inclusive.

K-4

4.2.11 Do classroom and home chores

Run errands; water flowers; care for animals; help with cleaning; take care of younger siblings; and prepare parts of meal. (SA)

4.2.12 Identify and discuss school and community work situations

5-8 (Including K-4)

4.2.31 Identify home chores and their relationship to career opportunities

4.2.32 Obtain part-time and summer work

9-12 (Including K-9)

4.2.51 Do school and home chores

Clean the house; do the laundry; do garden work; take care of younger siblings; and prepare meals. (SA)

4.2.52 Obtain part-time and summer work

Sales clerk; library page; hospital aide; office clerk; gardener; and laborer. (SA)

4.2.53 Engage in work exploration through school's Cooperative Work Experience Work Study Program

G.O. 4.0.00 EVALUATE CAREER CAPABILITIES

P.O. 4.3.00 EVALUATE CAREER PROGRAM PROGRESS THROUGH
SELF-ASSESSMENT

INSTRUCTIONAL OBJECTIVES

Note: Sample activities have not been included for these objectives

K-4

4.3.11 Discuss student goals and individual progress made toward those goals

4.3.12 Discuss attitudes towards work related goals

5-8 (Including K-4)

4.3.31 Develop a plan for achieving a career goal

4.3.32 Plan and assess short term goals

4.3.33 Evaluate progress toward achieving short term goals

9-12 (Including K-9)

4.3.51 Assess progress at a specific point and compare it with the anticipated progress

4.3.53 Identify different ways to monitor a person's progress in attaining a goal or in completing activities required to attain a goal

4.3.54 Describe how checkpoints, incentive, contingency plans can help a person monitor his or-her progress in accomplishing designated tasks

4.3.55 Describe rewards that can be used to help a person maintain progress in attaining a specific goal

G.O. 4.0.00 EVALUATE CAREER CAPABILITIES

P.O. 4.4.00 PREPARE FOR CONTINUING EDUCATION TO SUPPORT JOB
ADVANCEMENT OR CAREER CHANGE

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might
be used. The lists are not all inclusive

5-8 (Including K-4]

4.4.31 Identify course work outside of regular school schedule

Summer school; and youth programs. (SA)

4.4.32 Use outside of school resources

9-12 (Including K-9)

4.4.51 Identify course work outside of regular school schedule

Attend summer school; and take courses offered through youth
programs. (SA)

4.4.52 Study on own initiative

Read magazines and books not required by school work; make
conscious efforts to increase vocabularies; and set up personal
reading programs. (SA)

4.4.53 Use outside resources

G.O. 4.0.00 EVALUATE CAREER CAPABILITIES

P.O. 4.5.00 DEVELOP LEISURE TIME ACTIVITIES FOR ENRICHMENT

INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. The lists are not all inclusive.

K-4

4.5.11 Engage in hobbies

Collect stamps, rock and coins; read; draw; paint; and play musical instruments. (SA)

4.5.12 Visit places of interest in the community

Planetariums, aquariums, dairies, newspaper plants, museums, zoos, factories, and colleges. (SA)

4.5.13 Participate in co-curricular and community activities

scouts, 4-H, school clubs, organized sport-s, contests, and amateur shows. (SA)

4.5.14 Use school and public libraries

5-8 (Including K-4)

4.5.31 Engage in hobbies

Collect stamps, rocks, and coins; read; draw; paint; and play musical instruments. (SA)

4.5.32 Visit places of interest in the community

Planetariums, aquariums, dairies, newspaper plants; museums, zoos, factories, and colleges. (SA)

4.5.33 Participate in co-curricular and community activities

Scouts, 4-H, school clubs, organized sports, contests, and amateur shows. (SA)

4.5.34 Use school and public libraries

4.5.35 Watch educational television programs

4.5.36 Attend educational events outside of school

Science, agricultural, trade, and country fairs, musical programs; auto shows; plays; travel lectures; art exhibits; and industrial displays. (SA)

9-12 (Including K-9)

4.5.51 Visit places of interest

Museums, universities, aquariums, factories, planetariums, businesses, farms and proving grounds. (SA)

4.5.52 Identify co-curricular opportunities community activities

Clubs, political rallies, neighborhood youth clubs, school yearbooks, and newspaper. (SA)

4.5.54 Use school and public libraries

4.5.55 Watch educational television programs

4.5.56 Attend education events outside of school

Science, agricultural, trade; and county fairs; musical programs; auto shows; plays; travel lectures; art exhibits; industrial displays. (SA)

G.O. 5.0.00 DEVELOP CAREER GOALS

P.O. **5.1.00** PREPARE A RESUME AND JOB APPLICATION

INSTRUCTIONAL OBJECTIVES

Note: Sample activities are not provided for these objectives

K-4 **Not Applicable**

5-8 (Including K-4) **Not Applicable**

9-12 (Including K-9)

5.1.51 Identify factors relevant to jobs of interest

5.1.52 Prepare for job interviews

5.1.53 Identify the information typically found in a personal resume

5.1.54 Develop a personal resume

5.1.55 Fill out job application forms completely, accurately, and neatly

G.O. 5.0.00 DEVELOP CAREER GOALS

P.O. 5.2.00 DESCRIBE THE USE OF PLACEMENT SERVICES

INSTRUCTIONAL OBJECTIVES

Note : Sample activities are not provided for these objectives

K-4 Not Applicable

5-8 (Including K-4)

5.2.31 List commonly used terms relating to work

5.2.32 List general factors associated with jobs

5.2.33 Identify kinds of jobs available to persons of their own age

5.2.34 Identify placement services found in large cities and available locally

9-12 (Including K-9)

5.2.51 Identify sources of information regarding job openings

5.2.52 List advantages and disadvantages of employment agencies, state employment offices, college placement offices, personnel departments, and government agencies

5.2.53 Write position-wanted ads

5.2.54 Write letter of application and background resumes

G.O. 5.0.00 DEVELOP CAREER GOALS

P.O. 5.2.00 DESCRIBE THE USE OF PLACEMENT SERVICES

INSTRUCTIONAL OBJECTIVES

Note: Sample activities are not provided for these objectives

K-4 Not Applicable

5-8 (Including K-4)

5.2.31 List commonly used terms relating to work

5.2.32 List general factors associated with jobs

5.2.33 Identify kinds of jobs available to persons of their *own* age

5.2.34 Identify placement services found in large cities and available locally

9-12 (Including K-9)

5.2.51 Identify sources of information regarding job openings

5.2.52 List advantages and disadvantages of employment agencies, state employment offices, college placement offices, personnel departments, and government agencies

5.2.53 Write position-wanted ads

5.2.54 Write letter of application and background resumes

G.O. 5.0.00 DEVELOP CAREER GOALS

P.O. 5.3.00 PREPARE FOR A JOB INTERVIEW

INSTRUCTIONAL OBJECTIVES

Note: Sample activities are not provided for these objectives
K-4

5.3.11 Role play an interview for a classroom job

Attendance taker, lunch counter, ball carrier, board eraser (SA)
5-8 (Including K-4)

5.3.31 Identify skills necessary for interview success

5.3.32 Identify sources of information about jobs available in
his or her community

5.3.33 Identify personal characteristics which would be of value
to a potential employer

5.3.34 identify kinds of-information a person might want to
obtain about an occupational option

5.3.35 Role play a job interview for a specific occupation

5.3.36 Interview friends or relatives that interviewed for the
jobs that they now hold

5.3.37 Compare and contrast their interview experiences

5.3.38 Participate in an interview for school related jobs

9-12 (Including K-9)

5.3.51 Research potential employers to identify job requirements
and factors which contribute to gaining employment

5.3.52 Relate personal characteristics (physical, intellectual,
emotional) to the requirements of actual or potential job
openings

5.3*53 Describe how to use each of the following methods to
acquire information about an occupational option: interviews,
observations, direct experience, published" reports, and
promotional literature

5.3.54 Dress and groom appropriately for job interviews

5.3.55 Apply for and interview for an actual job opening and
evaluate the experience

G.O. 5.0.00 DEVELOP CAREER GOALS

P.O. 5.4.00 IDENTIFY VARIOUS ASPECTS OF JOB STABILITY

INSTRUCTIONAL OBJECTIVES

Note: Sample activities are not provided for these objectives.

K-4

5.4.11 Complete school tasks in a timely manner

5-8 (Including K-4]

5.4.31 Discuss obsolescence and the need to be adaptable to new approaches

5.4.32 Analyze how satisfaction with one's work and/or the value others place upon the work can affect one's self concept

5.4.33 Interview workers concerning the skills, rewards, and frustrations involved in their jobs

9-12 (Including K-9)

5.4.51 Develop a training plan that includes the possibilities of job advancement, job change, and job loss

5.4.52 Evaluate the effect of one's self concept on performance of a job

5.4.53 Demonstrate the work attitudes and social behavior which enable one to hold a job

5.4.54 Analyze the effects on society of strikes, slow downs, etc.

5.4.55 Assess how the needs of society may affect future job opportunities in one's field

5.4.56 Identify various ways in which technology may affect one's vocation and leisure time

5.4.57 Identify manpower projections within the career area of one's choice

5.4.58 Identify ways interpersonal relations of workers can affect job performance and retention

G.O. 5.0.00 DEVELOP CAREER GOALS

P.O. 5.5.00 ASSESS SUCCESS IN DEVELOPING CAREER GOALS

INSTRUCTIONAL OBJECTIVES

K-4 Not Applicable

5-8 Not Applicable

9-12 (Including K-9)

5.5.51 Explain how qualifications, opportunities, personal attitudes, and attitudes of others might influence the attainment of a goal

5.5.52 Identify personal attributes which attribute to goal attainment

5.5.53 Explain why a person can only maximize chances of success, rather than guarantee his success, in carrying out career plans

5.5.54 Identify specific factors which might interfere with the attainment of goals

5.5.56 List the steps through which a person goes to attain a goal

5.5.56 Identify a specific goal which one has been unable to attain

**G.O. 6.0.00 DEMONSTRATE VALUES AND ATTITUDES NECESSARY
FOR A SUCCESSFUL CAREER**

P.O. 6.1.00 DISCRIMINATE BETWEEN VARIOUS ATTITUDES TOWARD WORK
INSTRUCTIONAL OBJECTIVES AND SAMPLE ACTIVITIES (SA)

Note : Sample activities are only examples of those which might be used. The lists are not all inclusive.

K-4

6.1.11 Explain why some people have jobs and others do not

6.1.12 Discuss attitudes toward classroom work

5-8 (Including K-4)

6.1.31 Explain how appropriate work can be a source of personal satisfaction

9-12 (Including K-9)

6.1.51 Recognize that people have different attitudes toward work

6.1.52 Understand why people have the attitudes they do toward work

(a) Understand that attitudes toward work are affected by many factors, such as education, age, sex, family income, race, religion, nationality, work experience, and self-concept

(b) Know that some people have experienced inequality in obtaining work and on jobs

(c) Know that the "work ethic" is a predominant attitude in America's history

(d) Know that differences in social, ethnic, racial, and educational background make it easy for some people to obtain good jobs and difficult for others to obtain any job; recognize that frustrated ambitions may affect attitudes (SA)

6.1.53 Recognize the human need to experience personal satisfaction in own accomplishments

Recognize that people's aspirations differ, that workers gain different types of satisfaction from their jobs, and that some people are content with jobs that offer no opportunity for

expression of ideas, creativity, or decision-making, but only the satisfaction of accomplishing routine tasks; know that some people find personal fulfillment in activities outside work (SA)

6.1.54 Evaluate one's own attitudes toward work

(a) Recognize the effects of personal experience in seeking or doing work

(b) Recognize the influence of attitudes and experiences of peer groups and family members

(c) Understand the part that self concept and sense of self esteem play in their attitudes toward the world of work

6.1.55 Explain the personal and societal consequences of one's own attitudes

(a) Know that negative attitudes interfere with and positive attitudes contribute to effective job performance

(b) Know that many employers consider attitude as important as skill

(c) Weigh the consequences of disregard for the world of work versus active planning and preparation for roles in it

G.O. 6.0.00 DEMONSTRATE VALUES AND ATTITUDES NECESSARY
FOR A SUCCESSFUL CAREER

P.O. 6.2.00 HOLD COMPETENCE AND EXCELLENCE IN HIGH REGARD

INSTRUCTIONAL OBJECTIVES

Note : Sample activities have not been provided for these objectives

K-4

6.2.11 Express admiration for the efforts and accomplishments of others

6.2.12 Observe the efforts and accomplishments of others that merit acknowledgement (such as scholarship, athletic prowess, and creativity)

5-8 (Including K-4)

6.2.31 List examples of the accomplishments and contributions of others

9-12 (Including K-9)

6.2.51 Encourage others to develop and to use their skills and abilities to achieve maximum competence

**G.O. 6.0.00 DEMONSTRATE VALUES AND ATTITUDES NECESSARY
FOR A SUCCESSFUL CAREER**

P.O. 6.3.00 SEEK PERSONAL FULFILLMENT THROUGH OWN ACHIEVEMENTS

INSTRUCTIONAL OBJECTIVES

Note: Sample activities have not been provided for these objectives

K-4

6.3.13 Identify the value of own personal accomplishments

5-8 (Including K-4)

6.3.31 Set personal goals

6.3.32 Set priorities

9-12 (Including K-9)

6.3.51 Vouch for own work and work products

6.3.52 State who is responsible for making wise career choices

6.3.53 State how to achieve economic self-sufficiency through continuing education or employment

**G.O. 6.0.00 DEMONSTRATE VALUES AND ATTITUDES NECESSARY
FOR A SUCCESSFUL CAREER**

**P.O. 6.4.00 VALUE CONSERVATION OF HUMAN AND NATURAL RESOURCES IN
ACCOMPLISHING WORK**

INSTRUCTIONAL OBJECTIVES

Note: Sample activities have not been provided for these objectives.

6.4.11 Use classroom materials properly

6.4.12 Identify good school safety habits

5-8 (Including K-4)

**6.4.31 Exhibit proper care use of equipment and materials in the
classroom**

6.4.32 Identify good safety habits

9-12 (Including K-9)

**6.4.51 Identify future societal problems associated with current
rate of natural resource depletion**

**6.4.52 Recognize impact of pollution and conservation of human
resources**

**6.4.53 Identify the need for cost-effective planning and
procedures for use of human resources in the world of work**

**6.4.54 Perform work activities consistent with appropriate
safety rules and regulations**

SERVING HANDICAPPED STUDENTS IN CAREER/VOCATIONAL EDUCATION

One of the responsibilities of the Department of Defense Dependents Schools (DoDDS) is to help students with special needs to perform in the least restrictive environment. This often means programming handicapped students in the regular career and vocational education laboratories with nonhandicapped peers. Working together as a team, we will all serve our special students by providing them with the services they need.

Career education and vocational education are a necessary part of the educational process for handicapped children. DoD Instruction 1342.12 requires that vocational education and vocational education assessment be available to handicapped students in DoD Dependents Schools.

Career and vocational education should receive serious consideration during both the assessment and the Individualized Education Program (IEP) development for handicapped students in grades 7 through 12. Broadly defined, career education embraces all elements of the DoDDS 'Educational Philosophy Statement and Goals.' These goals support the intent of DoDDS to allow all students to realize their potential and to function in their changing environment to the greatest degree possible.

DoDDS strives to prepare handicapped students with skills leading to gainful employment. Moreover, DoDDS has a strong commitment to provide career and vocational education programs to handicapped students. The transition from school to work necessitates development of appropriate skills, values, and work habits leading to gainful employment.

There should also be provisions in the career and vocational curriculum to prepare handicapped students for entry into college and university programs.

Vocational education programs are related to the preparation for paid or unpaid employment or for additional training in a career requiring other than a baccalaureate or an advanced degree.

DS Manual 2800.3, January 1987 establishes guidelines to be used when developing, implementing, and evaluating prevocational and vocational programs for handicapped students. Planning procedures should focus on serving handicapped students in the least restrictive environment so that they have the opportunity to participate with nonhandicapped students in the educational and work environments to the greatest extent possible.