

A Reference Guide

CAREER DEVELOPMENT GOALS & PERFORMANCE INDICATORS

SECOND EDITION



MICHIGAN
CAREER
EDUCATION

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Foreword

Educators from our state have requested additional information relating to the planning and implementation of career education in their schools.

The state department of education has supported career education in several local sites for the past four years. This support has resulted in extensive refinement of the concepts of career education and career development.

The following document presents a model for career education in Michigan and clarifies the content of career development by specifying student outcomes.

The book organizes the content of career development into the areas of self awareness, career exploration, decision making, planning and placement.

This document will serve as a reference guide for Michigan educators to use in planning career education curricula.

The Career Development Goals and Performance Indicators presented in this document have undergone extensive review and revision and will be subjected to continued field testing and refinement. A survey form for your comments and suggestions is included at the end of this guide. Please complete and return the forms which appear on pages 68 and 69.

John W. Forber
Superintendent of Public Instruction

Acknowledgments

Many sources were used to assemble this collection of career development goal and performance indicators. While it is impossible to list all contributors, the following were primary sources:

The Career Development Goals and Objectives Task Force, comprised of Michigan Educators.

Career Education: A Curriculum Design and Instructional Objectives Catalog, American Institutes for Research, Palo Alto, California, 1973.

EFDA Institute: Career Development, University of Minnesota College of Education, 1971.

Career Guidance, Counseling, and Placement Elements of an Illustrative Guide, University of Missouri-Columbia, 1974.

Developmental Program Goals, Comprehensive Career Education Model, The Ohio State University, Columbus, Ohio, 1972.

Career Education Project Materials, from projects located throughout Michigan.

Michigan Department of Education personnel:

Dave Buttner, James Howard, Marilyn Kotaci, James Mahrt, Celeas McLeister, Joseph McCarvey, Connie Peters, Maurice Prince, Robert Stout, William Weisgerber, Robert Weighan.

Introduction

Career Education is the delivering of skills to all students which will provide them with the ability to explore, understand, and perform in their life roles while learning, working, and living.

In this statement, the Michigan Career Education Advisory Commission is expanding the definition of "career" to include the individual's life roles as citizen, family member, and participant in aesthetic and recreational experiences, as well as worker. Using this broader definition of the word career gives career education sufficient scope so that it embraces all elements of the Common Goals of Michigan Education. The goals stress the individuals acquisition of basic skills, preparation for social participation and change, ability to think creatively and critically, development of a strong self-concept, and the gaining of occupational skills.

All elements of education have a role to play in Career Education. In addition, the implementation of Career Education requires the participation of the school and the total community in a cooperative relationship.

The various segments of Career Education generally separate into two broad categories, those being Career Development, and Career Preparation.

Career Development is that part of Career Education which includes: Self Awareness and Assessment, Career Awareness and Exploration, Career Decision Making, and Career Planning and Placement.

Career Preparation is the acquiring of academic and vocational knowledge and skills necessary to implement career decisions and plans.

A first step in 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 reference guide.

Many educators are already incorporating career development concepts into their programs. This document can be used by these educators to identify other concepts and areas they want to incorporate or it can be used to give educators not familiar with the concept an understanding of Career Education and an opportunity for involvement.

CAREER EDUCATION

CAREER DEVELOPMENT

SELF AWARENESS
AND
ASSESSMENT
CAREER AWARENESS
AND
EXPLORATION
CAREER
DECISION MAKING
AND
PLACEMENT

CAREER PREPARATION

ACADEMIC
EDUCATION
VOCATIONAL
EDUCATION
TECHNICAL
EDUCATION

AN INTEGRATED APPROACH

FIGURE 1

1. Appointed by the authority contained in Public Act 97 of the Public Acts of 1974.

The Career Development Concept

The Michigan model for career development identifies four basic inter-related knowledge, skill, and attitude components: Self Awareness and Assessment, Career Awareness and Exploration, Career Decision-Making, and Career Planning and Placement.

These four components of the conceptual model are presented in Figure 2.

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

The existence of discreet categories is possible only through arbitrary assignment of concepts to components and is useful for understanding career development and for organizing more specific outcome statements.

Self Awareness and Assessment

In the Self Awareness and Assessment component, the content and activities focus on helping individuals understand themselves and others.

The main concepts of this component involve individuals' awareness and acceptance of themselves, the awareness and acceptance of others, and the development of interpersonal skills.

Within this component, individuals begin to develop an awareness of their personal characteristics -- interests, aspiration, attitudes, abilities, and values and the characteristics of others.

Individuals learn techniques for self appraisal and the analysis of their personal characteristics in terms of life-career options.

They begin to formulate plans for self improvement. Individuals become knowledgeable about the interactive relationship of individual and group roles in such a way that they develop personal standards and a sense of purpose in life.

Outcomes of this component reflect a person who can utilize self knowledge in life-career planning and in the fostering of positive interpersonal relations.

Individuals become self directed in that they accept responsibility for their own behavior.

Self Awareness and Assessment is a life-long process of discovering individuals traits, developing a personal profile, and understanding that these traits and profile are constantly changing.



FIGURE 2

Career Awareness and Exploration

The content and activities found in this component focus on the interrelatedness of family, citizen, leisure and occupational roles; home, school, work, and community settings; and the various events such as job entry, marriage, and retirement, which may occur during the life stages of individuals.

Emphasis is given to knowledge and understanding of the structure and dimensions of the education, work, family, citizen, and leisure worlds.

For example, individuals will learn that there are many occupations and industries which comprise the world of work and that these occupations and industries can be grouped in a number of ways.

Such groupings can serve as an avenue through which individuals learn of the similarities and differences among workers and work places.

Emphasis is placed on the individual's learning of selected associations among specific occupational relations, personal characteristics, skills, interests, values, and aspirations.

The rapidity of social and technological change and other factors affecting the flux of the work force and the work situation are elements considered in this component.

The individual begins to view the basic dimensions of the worlds of education, work, family, citizen, and leisure from three perspectives -- sociological, psychological, and economic.

The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of education, work, leisure, family development, and citizen involvement.

The economic component refers to such considerations of occupational choice as amount of pay, number of hours, fringe benefits, and the cost of various leisure, family, and citizen activities.

The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from education, work, leisure, family, and citizen involvement, and the internal factors which affect this satisfaction.

As a result of learning about the interaction of these component parts of the worlds of education, work, family, citizen, and leisure, individuals learn of the reciprocal influences of specific activities and can analyze life style preferences.

Career Decision Making

The Career Decision-making component contains content and activities designed to help individuals understand that decision-making is an important task in everyday life.

The central focus of this component is a mastery of decision-making skills related to life-career planning.

Individuals begin to develop skills in this area by identifying the elements of the decision-making process. These elements include gathering information from relevant sources, both external and internal, and learning to utilize the collected 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 skill.

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 include 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, they can begin to predict the future and to foresee alternatives which they may choose and to plan to meet the requirements of preferred life-career alternatives.

The major educational goals within this component are directed toward facilitating the development of individuals who value decision making and can formulate reasonable life-career plans.

Career Planning and Placement

This component contains content and activities designed to help individuals develop and implement systematic programs to reach career goals.

The individual in this component sets out to acquire prerequisite skills and knowledge which lead to his or her life-career goals.

The individual identifies and uses appropriate resources to acquire these skills and knowledge, and consciously assesses progress toward life-career goals, making whatever adjustments are necessary to maintain progress toward meaningful life-career goals.

The individual, in this component, is demonstrating commitment to life-career plans and goals by taking action.

The Organizational Chart



An important challenge in developing a reference guide such as this is to present an organizational framework which is logical and meaningful.

The organizational pattern for breaking down each component of Career Development into its parts is presented above. This diagram indicates the interrelatedness of career development concepts.

As this organization chart indicates, each component is restated as two elements.

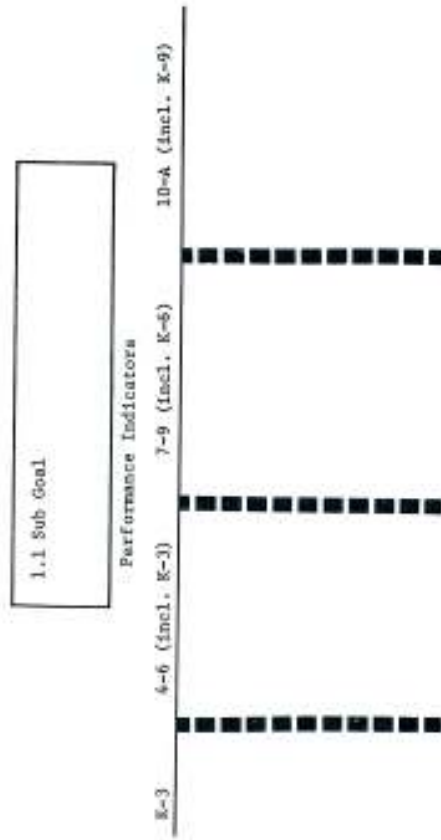
Each element is broken down into several numbered General Goals. These goals, seventeen in all, represent very broad areas of career development attitudes, knowledge, and/or behaviors.

General goals are more specifically stated as sub goals.

Both the general goals and the sub goals are meant to be used by teachers and counselors at all grade levels.

Figure 3 on the next page expands the above organization chart to include the entire set of Career Development components, elements, general goals, and sub goals.

Career Development Performance Indicators



This chart represents how each of the forty-nine sub goals presented in Figure 3 is restated as Performance Indicators.

The four developmental levels of performance indicators (K-3, 4-6, 7-9, 10-Adult) are specified only for purposes of clarity; they should not be interpreted as strict categories.

These performance indicators are expressed in terms of individual outcomes and are helpful in planning learning experiences. The teacher or counselor must use his or her judgment in determining which performance indicators would be appropriate for their situation.

As the conditions of a specific learning situation are known and as criteria are set, these performance indicators are easily restated as performance objectives.

The forty-nine sub goals and samples of appropriate performance indicators are stated in their entirety on pages 14 through 66 of this document.

CAREER DEVELOPMENT

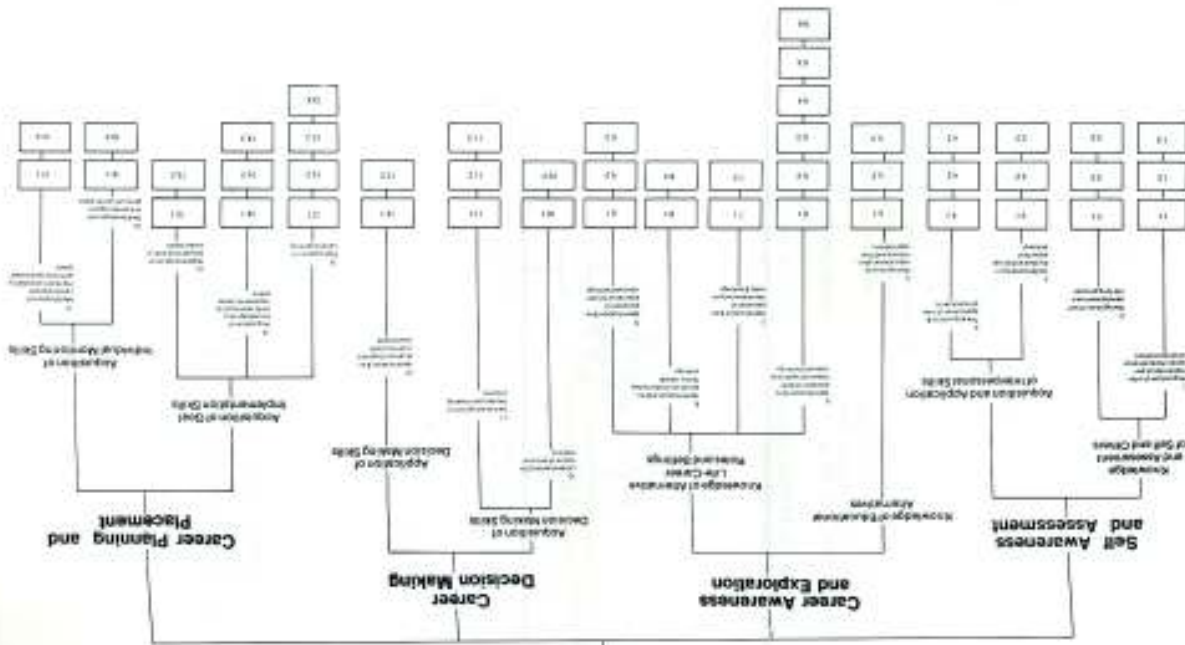


FIGURE 3

The Infusion Process for Teachers and Counselors

One important use of this document will be to develop career education curriculum which infuses career development concepts into existing curriculum.

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

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

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

A 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.

Suggestions for using this Reference Guide and the Infusion process are described in detail in the *Infusion Handbooks*² for teachers and counselors.

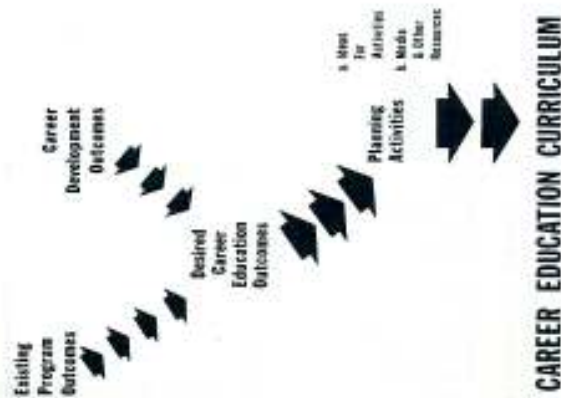


FIGURE 4

2. The *Infusion Handbooks*, Career Development Unit, Michigan Department of Education, Box 378, Lansing, Michigan 48904. 11

Self Awareness and Assessment

Career Awareness and Exploration

Career Decision Making

Career Planning and Placement

CAREER DEVELOPMENT SUB GOALS AND PERFORMANCE INDICATORS

1.1 SUB GOAL
FOR THE INDIVIDUAL TO RECOGNIZE SIMILARITIES AND DIFFERENCES
BETWEEN HIS OR HER PHYSICAL, INTELLECTUAL AND EMOTIONAL
CHARACTERISTICS AND THOSE OF OTHERS.

Performance Indicators

10-A (Incl. 8-9)	7-9 (Incl. 8-9)	4-B (Incl. 8-9)	K-3
<p>1.1 (B) For the individual to explain the physical maintenance and effect on health of her physical characteristics and development of physical skills.</p> <p>1.1 (B) For the individual to explain why one individual's academic success and work vary from other individuals who have the same level of academic success.</p> <p>1.1 (B) For the individual to compare and contrast the maintenance reactions of children and youth, and adult men and women.</p> <p>1.1 (B) For the individual to list the on her physical, intellectual, and emotional characteristics that contribute to his or her adjustment.</p>	<p>1.1 (1) For the individual to give (own) reasons why people of the same age can differ in physical skills.</p> <p>1.1 (2) For the individual to explain how out-of-school experiences can affect intellectual skills.</p> <p>1.1 (3) For the individual to explain why a person's maintenance reaction may differ from how he or she is feeling inside.</p> <p>1.1 (4) For the individual to identify (own) reactions (both verbal and nonverbal) that demonstrate each of the following emotions: fear, loneliness, excitement, happiness, anger, sorrow.</p>	<p>1.1 (E) For the individual to identify how physical, emotional and intellectual characteristics affect motivation.</p> <p>1.1 (F) For the individual to compare his or her intellectual skills when in situations with others who have different intellectual skills and explain how people can express a given emotion differently (e.g., the way an employee reacts, the way a customer reacts, the way a child reacts).</p> <p>1.1 (G) For the individual to identify those characteristics he or she and others agree on which they do not agree; the reasons for differences of opinion.</p>	<p>1.1 (A) For the individual to describe the physical, intellectual, and emotional characteristics of his or her family.</p> <p>1.1 (A) For the individual to describe (own) maintenance reactions to these situations.</p> <p>1.1 (C) For the individual to describe (own) maintenance reactions to these situations.</p> <p>1.1 (C) For the individual to explain how people can express a given emotion differently (e.g., the way an employee reacts, the way a customer reacts, the way a child reacts).</p> <p>1.1 (D) For the individual to identify those characteristics he or she and others agree on which they do not agree; the reasons for differences of opinion.</p>

K-3 (Ind. 1-3) **4-6** (Ind. 1-3) **7-9** (Ind. 1-3) **10-A** (Ind. 1-3)

1.3 SUB GOV
FOR THE INDIVIDUAL TO RECOGNIZE SETTING AND EXPERIENCES
THAT PROVIDE KNOWLEDGE OF SELF AND OTHERS.

1.3 (A) For the individual to identify (find) experiences from which he or she gained knowledge about his or her physical, emotional, intellectual, and volitional interests and values.

1.3 (B) For the individual to identify (find) kinds of information he or she has acquired through self-employment (e.g., interests, skills, values, personal experiences).

1.3 (C) For the individual to describe (draw) circumstances in which an individual's activities (e.g., in class, at work, at home) provide information about his or her personal characteristics.

1.3 (D) Given an experience (e.g., reading in a book), the individual can describe what he or she could learn about himself or himself from that experience.

1.3 (E) For the individual to describe the personal characteristics of a person playing a specific role which makes that person effective in that role.

1.3 (F) Given information on various subjects in which the individual has interest, the subject to which the individual will be able to best work to learn.

1.3 (G) For the individual to give a specific example about a person's activities that person's activities about a person's activities and differences.

1.3 (H) For the individual to explain why observation of activities may not always provide accurate information about a person's activities and differences.

1.3 (I) For the individual to explain why observation of activities may not always provide accurate information about a person's activities and differences.

1.3 (J) For the individual to explain how what he or she learns about himself or herself is based on different kinds of knowledge about self learned at home, and explain the reasons for the similarities and differences.

1.3 (K) For the individual to explain why observation of activities may not always provide accurate information about a person's activities and differences.

1.3 (L) Given an experience (e.g., a trip to a museum), the individual can describe the types of information about himself or himself that were gained from the experience.

1.3 (M) For the individual to explain why it is useful to check out options about oneself (e.g., to see if options are available in the eyes of others, by actions, etc.).

1.3 (N) For the individual to identify (find) experiences that caused he or she to modify his or her interest in the subject for the need or change.

1.3 (O) Given an experience (e.g., reading in a book), the individual can describe what he or she could learn about himself or himself from that experience.

1.3 (P) For the individual to describe the personal characteristics of a person playing a specific role which makes that person effective in that role.

1.3 (Q) Given information on various subjects in which the individual has interest, the subject to which the individual will be able to best work to learn.

1.3 (R) For the individual to give a specific example about a person's activities that person's activities about a person's activities and differences.

1.3 (S) For the individual to explain why observation of activities may not always provide accurate information about a person's activities and differences.

1.3 (T) For the individual to explain how what he or she learns about himself or herself is based on different kinds of knowledge about self learned at home, and explain the reasons for the similarities and differences.

1.3 (U) For the individual to explain why observation of activities may not always provide accurate information about a person's activities and differences.

1.3 (V) For the individual to explain why it is useful to check out options about oneself (e.g., to see if options are available in the eyes of others, by actions, etc.).

K-3 (Ind. 1-3) **4-6** (Ind. 1-3) **7-9** (Ind. 1-3) **10-A** (Ind. 1-3)

1.2 SUB RPL
FOR THE INDIVIDUAL TO RECOGNIZE SIMILARITIES AND DIFFERENCES
BETWEEN HIS OR HER INTERESTS AND VALUES AND THOSE OF OTHERS.

1.2 (A) For the individual to identify (find) things he or she is interested in and to identify (find) things he or she is interested in.

1.2 (B) For the individual to give (find) examples of what he or she values.

1.2 (C) For the individual to compare his or her interests with those of individuals with whom he or she comes into contact and explain why people have similar or different interests.

1.2 (D) For the individual to compare and contrast values held by his or her classmates.

1.2 (E) For the individual to give an example of how a person's values may be influenced by his or her background and experiences.

1.2 (F) For the individual to describe how his or her actions reflect a particular value (e.g., reading in a book) and explain how he or she learned a lot of things, etc.).

1.2 (G) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (H) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (I) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (J) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (K) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (L) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (M) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (N) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (O) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (P) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (Q) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (R) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (S) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (T) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (U) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (V) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (W) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (X) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (Y) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.2 (Z) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

K-3	4-6 (Incl. K-3)	7-9 (Incl. 7-8)	10-A (Incl. K-9)
<p>2.1 (2) For the individual to give (two) examples of possible personal goals (e.g., to pass a course, to learn how to play tennis, etc.)</p>	<p>2.1 (2) For the individual to explain how differences in each of the following might result in different personal goals: intelligence, abilities, needs, and family influences.</p> <p>2.1 (3) For the individual to describe how people's personal goals may change over time (e.g., because needs, interests, change or because a different value system, etc.).</p>	<p>2.1 (2) For the individual to compare and contrast personal goals with those of two other students.</p> <p>2.1 (3) For the individual to identify (three) characteristics that can be developed through an individual's efforts (e.g., personal skills, academic skills, social skills).</p> <p>2.1 (4) Given information on how well he or she does in specific skills involved in these studies, the individual can identify those skills which he or she thinks will require further development.</p>	<p>2.1 (2) For the individual to analyze the nature of differences in personal goals between youth and adults.</p> <p>2.1 (3) For the individual to first personal goals and describe how these goals will result in self development.</p>

2.2. SUB GOAL
FOR THE INDIVIDUAL TO ESTABLISH GOALS TO DIRECT SELF DEVELOPMENT.

K-3	4-6 (Incl. K-3)	7-9 (Incl. 7-8)	10-A (Incl. K-9)
<p>2.1 (A) For the individual to identify ways in which work, school affects his physical, intellectual, and emotional characteristics.</p> <p>2.1 (B) For the individual to identify activities and skills he or she is in the process of learning that enable him or her to cope with the environment.</p>	<p>2.1 (1) For the individual to identify what he or she can do to make his environment more as he or she would like it to be.</p> <p>2.1 (2) For the individual to identify (three) general kinds of experiences (e.g., status in new places, social, classroom activities, teaching to specific skills, meeting new people, etc.) that may result in changes in particular individual characteristics.</p>	<p>2.1 (1) For the individual to describe how past groups affect his interests and values and explain the importance of this effect.</p> <p>2.1 (2) For the individual to describe the progression of skills or interests and give (two) examples.</p>	<p>2.1 (2) For the individual to compare current interests with those he or she had (two) years ago and identify specific experiences that might account for any changes.</p>

2.1. SUB GOAL
FOR THE INDIVIDUAL TO RECOGNIZE THAT SELF DEVELOPMENT IS THE RESULT OF INTERACTION BETWEEN PERSONAL CHARACTERISTICS (E.G., INTERESTS AND VALUES) AND HIS OR HER ENVIRONMENT.

3.1 (A) For the individual to identify ways in which he or she is dependent on the others whom he or she has met in school.

3.1 (B) For the individual to identify ways in which he or she is dependent on the others whom he or she has met in school.

3.1 (C) For the individual to identify ways in which he or she is dependent on the others whom he or she has met in school.

3.1 (D) Given a situation which the individual's desired life style differs from the life style of the others whom he or she has met in school, to explain why certain people might be preferred.

10-A (Indl. 1-9)

3.1 (A) For the individual to describe a situation in which he or she has met others and being dependent on others.

3.1 (B) Given a conflict between the individual's behavior and expectations of his or her friends, the individual can explain how he or she might be resolved.

7-9 (Indl. 1-5)

3.1 (C) For the individual to describe a situation in which he or she has met others and being dependent on others.

4-6 (Indl. 1-2)

3.1 (A) For the individual to identify ways in which he or she is dependent on the others whom he or she has met in school.

3.1 (B) For the individual to identify ways in which he or she is dependent on the others whom he or she has met in school.

3.1 (C) For the individual to identify ways in which he or she is dependent on the others whom he or she has met in school.

K-3

3.3 SUB GOAL
FOR THE INDIVIDUAL TO UNDERSTAND THE EFFECT OF ROLE EXPECTATION ON INDIVIDUAL BEHAVIOR.

3.2 (A) For the individual to identify (from) roles (a family role, an occupation, a citizen role) that he or she has met in and can describe and contrast the individual and group aspects of each of the identified roles.

10-A (Indl. 1-9)

3.2 (C) Given (from) a situation, the individual to identify (from) roles (a family role, an occupation, a citizen role) that he or she has met in and can describe and contrast the individual and group aspects of each of the identified roles.

7-9 (Indl. 1-5)

3.2 (B) Given (from) a situation, the individual to identify (from) roles (a family role, an occupation, a citizen role) that he or she has met in and can describe and contrast the individual and group aspects of each of the identified roles.

4-6 (Indl. 1-2)

3.2 (A) In terms of the following roles, the individual can list activities he or she does alone and those that he or she does with others (as a mother, as a player, as a citizen, as a family member).

K-3

3.2 SUB GOAL
FOR THE INDIVIDUAL TO RECOGNIZE BOTH THE INDIVIDUAL AND GROUP ASPECTS OF LIFE-CAREER ROLES.

4.1 (A) For the individual to give (two) examples of interpersonal skills (e.g., being sensitive to others' needs, listening well, being considerate, empathizing, etc.).

4.1 (B) For the individual to list (three) specific activities that involve helping others.

4.1 (C) For the individual to describe how these skills are different.

4.1 (D) For the individual to give (two) reasons why people's interpersonal skills differ (e.g., differences in training, in experience, etc.).

4.1 (E) For the individual to compare and contrast the interpersonal skills of people who are of her age, people younger and people older.

4.1 (F) For the individual to explain why it is important for a person to communicate with others, both verbally and non-verbally.

4.1 (G) For the individual to list (three) specific activities he or she can do that involve communicating with others (e.g., working in groups, both verbally and non-verbally).

4.1 (H) For the individual to compare and contrast ways to encourage communication and to engage and contrast ways to discourage communication.

4.1 (I) For the individual to describe interpersonal skills (two) reasons for failure to communicate.

4.1 (J) For the individual to engage and contrast attending physically and attending psychologically.

4.1 (K) For the individual to list (four) ways to communicate interest as an interpersonal relationship.

4.1 (L) For the individual to describe and identify "stereotyped behavior".

4.1 (M) For the individual to identify (two) reasons he or she attended and responded.

4.1 (N) For the individual to identify (two) reasons he or she did not attend and respond.

4.1 (O) For the individual to identify (two) reasons he or she attended and responded.

4.1 (P) For the individual to identify (two) reasons he or she attended and responded.

4.1 (Q) For the individual to identify (two) reasons he or she attended and responded.

4.1 (R) For the individual to identify (two) reasons he or she attended and responded.

4.1 (S) For the individual to identify (two) reasons he or she attended and responded.

4.1 (T) For the individual to identify (two) reasons he or she attended and responded.

4.1 (U) For the individual to identify (two) reasons he or she attended and responded.

4.1 (V) For the individual to identify (two) reasons he or she attended and responded.

4.1 (W) For the individual to identify (two) reasons he or she attended and responded.

4.1 (X) For the individual to identify (two) reasons he or she attended and responded.

4.1 (Y) For the individual to identify (two) reasons he or she attended and responded.

4.1 (Z) For the individual to identify (two) reasons he or she attended and responded.

7-9 (Incl. B-6)

4-6 (Incl. K-1)

10-A (Incl. B-8)

4.1 SUB GOAL
FOR THE INDIVIDUAL TO ACQUIRE LISTENING, ATTENDING, RESPONDING, AND INITIATING SKILLS.

4.1 (A) For the individual to give (two) examples of interpersonal skills (e.g., being sensitive to others' needs, listening well, being considerate, empathizing, etc.).

4.1 (B) For the individual to list (three) specific activities that involve helping others.

4.1 (C) For the individual to describe how these skills are different.

4.1 (D) For the individual to give (two) reasons why people's interpersonal skills differ (e.g., differences in training, in experience, etc.).

4.1 (E) For the individual to compare and contrast the interpersonal skills of people who are of her age, people younger and people older.

4.1 (F) For the individual to explain why it is important for a person to communicate with others, both verbally and non-verbally.

4.1 (G) For the individual to list (three) specific activities he or she can do that involve communicating with others (e.g., working in groups, both verbally and non-verbally).

4.1 (H) For the individual to compare and contrast ways to encourage communication and to engage and contrast ways to discourage communication.

4.1 (I) For the individual to describe interpersonal skills (two) reasons for failure to communicate.

4.1 (J) For the individual to engage and contrast attending physically and attending psychologically.

4.1 (K) For the individual to list (four) ways to communicate interest as an interpersonal relationship.

4.1 (L) For the individual to describe and identify "stereotyped behavior".

4.1 (M) For the individual to identify (two) reasons he or she attended and responded.

4.1 (N) For the individual to identify (two) reasons he or she attended and responded.

4.1 (O) For the individual to identify (two) reasons he or she attended and responded.

4.1 (P) For the individual to identify (two) reasons he or she attended and responded.

4.1 (Q) For the individual to identify (two) reasons he or she attended and responded.

4.1 (R) For the individual to identify (two) reasons he or she attended and responded.

4.1 (S) For the individual to identify (two) reasons he or she attended and responded.

4.1 (T) For the individual to identify (two) reasons he or she attended and responded.

4.1 (U) For the individual to identify (two) reasons he or she attended and responded.

4.1 (V) For the individual to identify (two) reasons he or she attended and responded.

4.1 (W) For the individual to identify (two) reasons he or she attended and responded.

4.1 (X) For the individual to identify (two) reasons he or she attended and responded.

4.1 (Y) For the individual to identify (two) reasons he or she attended and responded.

4.1 (Z) For the individual to identify (two) reasons he or she attended and responded.

7-9 (Incl. B-6)

4-6 (Incl. K-1)

10-A (Incl. B-8)

4.1 SUB GOAL
FOR THE INDIVIDUAL TO IDENTIFY EXPERIENCES WHICH UTILIZE INTERPERSONAL SKILLS.

Performance Indicators

6.1 3B GM FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN AN OCCUPATIONAL ROLE, HIS SETTING, AND LIFE STYLE.

- 6.1 (A) For the individual to name the occupations held by his or her parents, close relatives, and neighbors.
- 6.1 (B) For the individual to define work and work setting, and illustrate that he or she is a worker.
- 6.1 (C) For the individual to explain how income influences life style.
- 6.1 (D) Given an occupation, the individual can explain (three) reasons why an individual might want to enter that occupation, and (three) reasons for not wanting to enter it.
- 6.1 (E) For the individual to describe how his or her role as a student in the field of an adult worker is important.
- 6.1 (F) Given an occupation, the individual can explain how and reasons why each various socio-economic condition of workers is important.
- 6.1 (G) For the individual to describe the relationship between socio-economic levels and life style. The individual can identify various socio-economic levels and explain how they differ from one another.
- 6.1 (H) Given an occupation, the individual can explain how, if at all, his or her life style is different from that of a person in the same occupation.
- 6.1 (I) Given an occupation, the individual can explain how or why he is interested in that occupation.
- 6.1 (J) For the individual to identify (three) aspects of his or her life style and explain how they are related to a work setting.
- 6.1 (K) Given an occupation, the individual can explain the influence of his or her life style on the individual's occupation.
- 6.1 (L) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (M) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (N) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (O) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (P) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (Q) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (R) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (S) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (T) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (U) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (V) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (W) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (X) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (Y) Given an occupation, the individual can explain how the setting influences the individual's occupation.
- 6.1 (Z) Given an occupation, the individual can explain how the setting influences the individual's occupation.

Performance Indicators

6.2 3B GM FROM THE INDIVIDUAL TO RECOGNIZE THAT OCCUPATIONS TEND TO CLUSTER IN SEVERAL WAYS.

- 6.2 (A) For the individual to identify occupations in terms of the types of clothing worn by individuals in the occupation.
- 6.2 (B) For the individual to compare a list of workers into (two) groups: 1) those who produce services, and 2) those who produce goods. The individual can identify those jobs that have common characteristics and specify those common characteristics.
- 6.2 (C) Given a list of jobs, the individual can identify those jobs that have common characteristics and specify those common characteristics.
- 6.2 (D) Given several jobs that belong to a cluster, the individual can identify the common characteristics and name the cluster.
- 6.2 (E) Given several jobs that belong to a cluster, the individual can identify the common characteristics and name the cluster.
- 6.2 (F) Given several jobs that belong to a cluster, the individual can identify the common characteristics and name the cluster.
- 6.2 (G) Given a list of occupations according to an occupation, the individual can identify the following characteristics: indoor work/outdoor work, work with people/work with tools/work with pencil and paper/work with people.
- 6.2 (H) For the individual to categorize a list of occupations according to the following characteristics: indoor work/outdoor work, work with people/work with tools/work with pencil and paper/work with people.
- 6.2 (I) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (J) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (K) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (L) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (M) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (N) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (O) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (P) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (Q) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (R) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (S) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (T) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (U) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (V) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (W) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (X) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (Y) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.
- 6.2 (Z) Given a list of occupations, the individual can identify the common characteristics and specify those common characteristics.

6.8 (D) For the individual to gather information about the nature, work conditions, transfer characteristics, rewards, employment opportunities, preparation requirements, etc., for no less than one of her occupational goals.

6.8 (E) For the individual to acquire work related experiences in a real work setting in two occupations consistent with his or her occupational goals.

6.6 (A) For the individual to gather information about workers and occupations using available occupational systems (e.g., VIM, DOT, etc.).

6.6 (B) For the individual to participate in (three) standard experiences under actual work experiences.

6.6 (C) For the individual to identify and evaluate sources of occupational information.

6.5 (E) For the individual to compare and contrast (three) times his or her work has not with follow-up with his or her feelings when attempting a task he or she was not able to do in the past. Will list reasons he or she could not complete the task.

6.5 (C) For the individual to describe the barrier (physical or mental) and effect work performance.

6.5 (D) For the individual to identify the context for personal "success".

6.5 (E) For the individual to identify the context for personal "success".

6.5 (C) For the individual to describe the barrier (physical or mental) and effect work performance.

6.5 (D) For the individual to identify the context for personal "success".

10-A (Incl. 3-9)

7-9 (Incl. 3-6)

4-6 (Incl. 3-3)

K-3

Performance Indicators

6.5 SB QWL
FOR THE INDIVIDUAL TO GAIN EXPERIENCE IN WORK RELATED ROLES AND SETTINGS.

6.5 (D) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (E) Given an occupation, identify one's own activity (e.g., training experience, expand one's job holding to full (two) work to expand one's job holding activity).

6.5 (C) Given an occupation, identify one's own activity (e.g., training experience, expand one's job holding to full (two) work to expand one's job holding activity).

6.5 (D) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (E) Given an occupation, identify one's own activity (e.g., training experience, expand one's job holding to full (two) work to expand one's job holding activity).

6.5 (E) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (C) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (D) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (E) Given an occupation, identify one's own activity (e.g., training experience, expand one's job holding to full (two) work to expand one's job holding activity).

6.5 (E) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (C) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (D) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (E) Given an occupation, identify one's own activity (e.g., training experience, expand one's job holding to full (two) work to expand one's job holding activity).

6.5 (E) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (C) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (D) For the individual to identify two ways a job would have to be in order to change and what a worker might have to do to work in that job.

6.5 (E) Given an occupation, identify one's own activity (e.g., training experience, expand one's job holding to full (two) work to expand one's job holding activity).

10-A (Incl. 3-9)

7-9 (Incl. 3-6)

4-6 (Incl. 3-3)

K-3

Performance Indicators

6.5 SB QWL
FOR THE INDIVIDUAL TO IDENTIFY THE FACTORS THAT AFFECT JOB SUCCESS, ADVANCEMENT, AND MOBILITY.

<p>8.2 (A) For the individual to compare and contrast the family roles of the following: himself or herself; mother, father, grandparents;</p>	<p>8.2 (B) For the individual to discuss how his or her parents affect his or her role in the family.</p>	<p>8.2 (C) For the individual to compare and contrast with roles in his or her grandparents' family.</p>	<p>8.2 (D) For the individual to describe the influence on his or her present family role.</p>
K-3	4-6 (Incl. 2-3)	7-9 (Incl. 5-6)	10-A (Incl. 8-9)

8.2 SB GM
FOR THE INDIVIDUAL TO IDENTIFY THE FACTORS THAT INFLUENCE FAMILY ROLE (SETTLING, OCCUPATION, PEERS, AGE, GOVERNMENT POLICIES, ETC.).

<p>8.1 (A) For the individual to describe his or her responsibility as a member of a family and his or her role in the family.</p>	<p>8.1 (B) For the individual to describe the role of people in his or her family.</p>	<p>8.1 (C) For the individual to describe how his or her life style is related to his or her family role.</p>	<p>8.1 (D) For the individual to compare and contrast the responsibilities of each member of his or her family.</p>
K-3	4-6 (Incl. 2-3)	7-9 (Incl. 5-6)	10-A (Incl. 8-9)

8.1 SB GM
FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN FAMILY ROLES AND LIFE STYLES.

9.2 (A) For the individual to discuss why it is important for citizens to take part in their government.

9.2 (B) For the individual to discuss what influence his or her social responsibility, role of citizens, "right" and "responsibility" for the individual to distinguish between responsibilities of a citizen.

9.2 (C) For the individual to discuss how the health of citizens has affected his or her citizenship and express their viewpoints.

9.2 (D) For the individual to describe (two) ways citizens may express their viewpoints.

9.2 (E) For the individual to describe (two) ways he may participate in Government.

9.2 (F) For the individual to discuss how his or her attitude toward citizens role with respect to contract and consent distinguishes with it.

9.2 (G) For the individual to explain how a person can respect someone's freedom of their race, sex, religion, etc.

9.2 (H) For the individual to explain why it is important to respect all people as individuals.

9.2 (I) For the individual to explain how a person can respect someone's freedom of their race, sex, religion, etc.

9.2 (J) For the individual to explain why it is important to respect all people as individuals.

9.2 (K) For the individual to explain how a person can respect someone's freedom of their race, sex, religion, etc.

K-3

4-6 (Incl. K-1)

7-9 (Incl. 9-5)

10-A (Incl. 9-9)

Performance Indicators

9.2 SUB QWL
FOR THE INDIVIDUAL TO IDENTIFY THE FACTORS THAT INFLUENCE CITIZEN ROLES (SETTING, OCCUPATION, FEELS, AGE, GOVERNMENT POLICIES, ETC.),

9.1 (A) For the individual to describe the importance and function of (direct) safety signals and tell why compliance with safety rules during a fire drill.

9.1 (B) For the individual to explain the purpose of fire drills.

9.1 (C) For the individual to describe what his or her rights are in terms of the classroom.

9.1 (D) For the individual to explain why people follow some laws that not others (e.g., some people might jaywalk, but would not steal).

9.1 (E) For the individual to list situations in which he or she must observe rules and regulations.

9.1 (F) For the individual to discuss the citizen role of his or her parents.

9.1 (G) For the individual to explain why there is some personal rule in our following a law.

9.1 (H) For the individual to list how rules and laws protect he or she and others.

9.1 (I) For the individual to determine what factors have influenced his or her parents' citizen role.

9.1 (J) For the individual to explain why there are rules and laws that might happen if there were no rules or laws.

9.1 (K) For the individual to compare and contrast various citizen roles and life styles.

9.1 (L) For the individual to list alternative citizen roles he or she might play in the future.

9.1 (M) For the individual to determine his or her present citizen role and see in that role.

K-3

4-6 (Incl. K-1)

7-9 (Incl. 9-5)

10-A (Incl. 9-9)

Performance Indicators

9.1 SUB QWL
FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN CITIZEN ROLES AND LIFE STYLES.

10.1 (A) For the individual to list decisions he or she makes at home and at school during a one-day period.

10.1 (B) For the individual to identify one situation or event that requires a family member (e.g., when a decision must be made by two or more people) to make individual decisions.

10.1 (C) For the individual to compare and contrast situations in which he or she makes individual decisions and those in which he or she is involved in group decisions.

10.1 (B) For the individual to compare and contrast the types of decisions he or she makes with the family and those he or she makes with peers.

10.1 (C) For the individual to identify situations where he makes a decision that does affect him or her.

10.1 (D) For the individual to identify (three) events, activity, college or training, marriage, retirement, etc.).

10.1 (D) For the individual to identify (three) events in his or her life that have been personally meaningful and meaningful to him or her.

10.1 (E) For the individual to identify (two) situations for dealing with a situation where the individual is not involved in making a decision which does affect him or her.

10.1 (F) For the individual to list (three) important decisions he or she must make within the next year.

10.1 (G) For the individual to identify and plan for (two) events that he or she anticipates within the next year (e.g., getting a job, taking an employment test, etc.).

K-3

4-6 (incl. 4-3)

7-9 (incl. 7-5)

10-A (incl. 9-9)

Performance Indicators

10.1 SUB B94
FOR THE INDIVIDUAL TO IDENTIFY SITUATIONS AND EVENTS IN HIS OR HER LIFE THAT INVOLVE MAKING DECISIONS.

9.3 (A) For the individual to list procedures to follow at school in order to change a rule which is felt to be unfair.

9.3 (B) For the individual to explain why rights and freedom are not unlimited.

9.3 (C) For the individual to give an example in which an unjust or unpopular law was passed as a result of popular protest.

9.3 (D) For the individual to explain the rights guaranteed by the United States Constitution.

9.3 (E) For the individual to explain what he meant by "freedom".

9.3 (F) For the individual to identify (three) events in his or her life that have been personally meaningful and meaningful to him or her.

9.3 (G) For the individual to list rights and freedoms that he has that others in the world do not have.

9.3 (H) For the individual to describe how knowledge about the history and government of his or her country can help make a person a participative citizen.

K-3

4-6 (incl. 4-3)

7-9 (incl. 7-5)

10-A (incl. 9-9)

Performance Indicators

9.3 SUB B94
FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN POLITICAL SYSTEMS AND CITIZEN ROLE.

11.1 (8) Given a specific occupational or career field, the student will identify the factors that influence the individual's choice of that field.

11.1 (9) Given a specific occupational or career field, the student will identify the factors that influence the individual's choice of that field. (e.g., what is your, what to influence daily decisions or what will limit the factors to discuss the factors that influence daily decisions, etc., etc.)

11.1 (10) Given a specific occupational or career field, the student will identify the factors that influence the individual's choice of that field. (e.g., what is your, what to influence daily decisions or what will limit the factors to discuss the factors that influence daily decisions, etc., etc.)

11.1 (11) Given a specific occupational or career field, the student will identify the factors that influence the individual's choice of that field. (e.g., what is your, what to influence daily decisions or what will limit the factors to discuss the factors that influence daily decisions, etc., etc.)

K-3

4-6 (Incl. B-3)

7-9 (Incl. B-3)

10-A (Incl. B-3)

Performance Indicators

11.1 SUB ROW
FOR THE INDIVIDUAL TO ACQUIRE SKILL IN DEVELOPING OPTIONS.

10.2 (A) For the individual to discuss the factors that influence daily decisions or what will limit the factors to discuss the factors that influence daily decisions, etc., etc.)

10.2 (B) Given a decision the individual has made, he or she will list the factors that influenced that decision.

10.2 (C) Based on reasons given by at least (ten) people as to why they selected specific options (career, occupational, educational, etc.), the individual will construct a list of possible factors for evaluating options of that type.

10.2 (D) Given a decision a person has made regarding career options or general factors upon which that individual will identify the factors upon which that decision was based.

K-3

4-6 (Incl. B-3)

7-9 (Incl. B-3)

10-A (Incl. B-3)

Performance Indicators

10.2 SUB ROW
FOR THE INDIVIDUAL TO IDENTIFY FACTORS THAT INFLUENCE DECISION MAKING.

K-3 **4-6** **7-9** **10-A**

11.3 SUB GOM
FOR THE INDIVIDUAL TO GAIN DECISION-MAKING EXPERIENCE BY MAKING SYSTEMATIC DECISIONS.

Performance Indicators

11.3 (A) For the individual to list steps he or she takes in making a decision (4-8-- was to work in school).

11.3 (B) For the individual to list steps he or she takes in making a decision.

11.3 (C) For the individual to list steps he or she takes in making a decision.

11.3 (D) For the individual to list steps he or she takes in making a decision.

11.3 (E) For the individual to list steps he or she takes in making a decision.

11.3 (F) For the individual to list steps he or she takes in making a decision.

11.3 (G) For the individual to list steps he or she takes in making a decision.

11.3 (H) For the individual to list steps he or she takes in making a decision.

11.3 (I) For the individual to list steps he or she takes in making a decision.

11.3 (J) For the individual to list steps he or she takes in making a decision.

11.3 (K) For the individual to list steps he or she takes in making a decision.

11.3 (L) For the individual to list steps he or she takes in making a decision.

11.3 (M) For the individual to list steps he or she takes in making a decision.

11.3 (N) For the individual to list steps he or she takes in making a decision.

11.3 (O) For the individual to list steps he or she takes in making a decision.

11.3 (P) For the individual to list steps he or she takes in making a decision.

11.3 (Q) For the individual to list steps he or she takes in making a decision.

11.3 (R) For the individual to list steps he or she takes in making a decision.

11.3 (S) For the individual to list steps he or she takes in making a decision.

11.3 (T) For the individual to list steps he or she takes in making a decision.

11.3 (U) For the individual to list steps he or she takes in making a decision.

11.3 (V) For the individual to list steps he or she takes in making a decision.

11.3 (W) For the individual to list steps he or she takes in making a decision.

11.3 (X) For the individual to list steps he or she takes in making a decision.

11.3 (Y) For the individual to list steps he or she takes in making a decision.

11.3 (Z) For the individual to list steps he or she takes in making a decision.

K-3 **4-6** **7-9** **10-A**

11.2 SUB GOM
FOR THE INDIVIDUAL TO ACQUIRE SKILL IN RELATING FACTORS THAT INFLUENCE A DECISION TO IDENTIFIED OPTIONS.

Performance Indicators

11.2 (A) Given (two) activities the individual will identify the word and the activity that persons pursuing that option might have.

11.2 (B) Given a specific activity the individual will explain how a person's social role might influence decisions regarding possible options in each of the following areas: occupation, climate, family, education, culture, health, or leisure; context, performance records and standardized ability tests.

11.2 (C) Given a specific word or title (e.g., work in a factory), the individual will identify (two) activities compatible with that role.

11.2 (D) For the individual to explain how the teacher of each of the following may be used to formulate career goals (occupational, education, climate, family, or leisure): context, performance records and standardized ability tests.

11.2 (E) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (F) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (G) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (H) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (I) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (J) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (K) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (L) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (M) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (N) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (O) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (P) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (Q) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (R) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (S) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (T) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (U) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (V) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (W) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (X) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (Y) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.2 (Z) For the individual to explain how the teacher of each of the following areas: occupation, climate, family, or leisure; context, performance records and standardized ability tests.

11.4 (A) Given something the individual wants, he or she can describe a plan to attain the goal (e.g., to be well educated, etc.) and will implement that plan.

11.4 (B) For the individual to attain a future or really goal he or she needs to plan the steps he or she might take to reach that goal.

11.4 (C) For the individual to develop a personal program aimed at learning a particular subject actively he or she has to be involved in learning, and evaluate the plan.

11.4 (D) For the individual to select a goal which he or she might want to attain he must consider the steps which will be required to attain that goal.

11.4 (E) Gives a long-range career goal (e.g., to become a computer programmer); the individual can outline the specific steps to take while still in school to prepare that goal.

11.4 (F) Given possible goals demonstrating active responsibility, the individual can select one goal and list the steps to be taken to attain that goal.

11.4 (G) For the individual to make a plan of objectives and ways that will result in a change in his or her employment, academic, and personal, academic, and social behavior, he or she will have to take responsibility for accomplishing that goal. The individual can outline the specific steps to take to attain that goal.

11.4 (H) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (I) For the individual to identify (define) objectives which should be included in a plan for accomplishing a goal, he or she will have to evaluate the plan.

11.4 (J) Given an aspect of the student's life, the individual can describe a plan to modify that aspect. The individual can outline the specific steps to take to attain that goal.

11.4 (K) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (L) For the individual to attain that goal, he or she will have to take responsibility for accomplishing that goal. The individual can outline the specific steps to take to attain that goal.

11.4 (M) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (N) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (O) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

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11.4 (S) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (T) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (U) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (V) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (W) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (X) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (Y) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.4 (Z) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

K-3

4-6 (Inst., 3-3)

7-9 (Inst., 2-6)

10-A (Inst., 2-9)

Performance Indicators

11.9 SUB GOAL
 IDENTIFIED CAREER GOALS,
 FOR THE INDIVIDUAL TO PLAN PERSONAL PROGRAMS TO REACH

11.3 (A) For the individual to give an example of how to attain his goals, he or she needs to plan the steps he or she might take to reach that goal.

11.3 (B) For the individual to show how developing ability in a specific skill can aid in the attainment of a goal, he or she will have to take responsibility for accomplishing that goal.

11.3 (C) For the individual to identify a specific goal which he or she might want to attain he must consider the steps which will be required to attain that goal.

11.3 (D) For the individual to select a goal which he or she might want to attain he must consider the steps which will be required to attain that goal.

11.3 (E) Gives a long-range career goal (e.g., to become a computer programmer); the individual can outline the specific steps to take while still in school to prepare that goal.

11.3 (F) Given possible goals demonstrating active responsibility, the individual can select one goal and list the steps to be taken to attain that goal.

11.3 (G) For the individual to make a plan of objectives and ways that will result in a change in his or her employment, academic, and personal, academic, and social behavior, he or she will have to take responsibility for accomplishing that goal.

11.3 (H) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (I) For the individual to identify (define) objectives which should be included in a plan for accomplishing a goal, he or she will have to evaluate the plan.

11.3 (J) Given an aspect of the student's life, the individual can describe a plan to modify that aspect. The individual can outline the specific steps to take to attain that goal.

11.3 (K) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (L) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (M) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

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11.3 (V) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (W) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (X) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (Y) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (Z) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (A) For the individual to give an example of how to attain his goals, he or she needs to plan the steps he or she might take to reach that goal.

11.3 (B) For the individual to show how developing ability in a specific skill can aid in the attainment of a goal, he or she will have to take responsibility for accomplishing that goal.

11.3 (C) For the individual to identify a specific goal which he or she might want to attain he must consider the steps which will be required to attain that goal.

11.3 (D) For the individual to select a goal which he or she might want to attain he must consider the steps which will be required to attain that goal.

11.3 (E) Gives a long-range career goal (e.g., to become a computer programmer); the individual can outline the specific steps to take while still in school to prepare that goal.

11.3 (F) Given possible goals demonstrating active responsibility, the individual can select one goal and list the steps to be taken to attain that goal.

11.3 (G) For the individual to make a plan of objectives and ways that will result in a change in his or her employment, academic, and personal, academic, and social behavior, he or she will have to take responsibility for accomplishing that goal.

11.3 (H) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (I) For the individual to identify (define) objectives which should be included in a plan for accomplishing a goal, he or she will have to evaluate the plan.

11.3 (J) Given an aspect of the student's life, the individual can describe a plan to modify that aspect. The individual can outline the specific steps to take to attain that goal.

11.3 (K) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (L) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

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11.3 (Y) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

11.3 (Z) Gives a specific goal, the individual can outline the specific steps to take to attain that goal.

K-3

4-6 (Inst., 3-3)

7-9 (Inst., 2-6)

10-A (Inst., 2-9)

Performance Indicators

11.3 SUB GOAL
 FOR THE INDIVIDUAL TO ASSESS THE PROBABILITY OF ATTAINING
 GOALS.

FOR THE INDIVIDUAL TO IDENTIFY AND ACQUIRE INFORMATION AND SKILLS NECESSARY TO GAIN EMPLOYMENT RELATED TO IDENTIFIED CAREER GOALS.

14.2 SUB GOAL

Performance Indicators

K-3 (Incl. K-1) 4-6 7-9 (Incl. 5-8) 10-A (Incl. 8-9)

14.1 (A) For the individual to role play an interview for a classroom job (e.g., classroom teacher, lunch counselor, hall monitor, board member, etc.).

14.1 (B) For the individual to interview (two) students or relatives that interviewed for the job they now hold and compare and contrast their interview experiences.

14.1 (C) For the individual to identify (two) skills necessary for interview or volunteer.

14.1 (D) For the individual to identify (two) persons of interest (two) friends who are in the community.

14.1 (E) For the individual to identify (three) persons characterized which would be of value to a potential employer.

14.1 (F) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (G) For the individual to describe how he or she would use each of the following methods to acquire information about an occupation: direct observation, direct expert advice, personal interviews, and reading.

14.1 (H) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (I) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (J) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (K) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (L) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (M) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (N) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (O) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (P) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (Q) For the individual to identify (three) persons who might work in each about an occupational system.

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14.1 (W) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (X) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (Y) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (Z) For the individual to identify (three) persons who might work in each about an occupational system.

14.1 (Z) Given a job the individual is interested in, he or she will complete an appropriate letter of application form.

14.1 (AA) Given a list of (three) different types of job openings, the individual will give an appropriate first step in contacting the employer and will give (two) reasons why that step was chosen.

15.1 (X) Give a goal the individual has identified (e.g., to go fishing with a resource necessary to implement that goal.

15.1 (E) Give a goal the individual has identified, as of the time of the contract for implementing that goal, and then identify those most accessible.

15.1 (C) For the individual to choose an educational or training goal and list the resources available to aid in or get to the implementation of that goal.

15.1 (F) Give a description of how a person attained a specific educational, occupational, family, or leisure goal, the individual may identify when he or she obtained the necessary resources.

15.1 (G) Give a list of suggested resources for attaining an educational, occupational, family, or leisure goal, the individual can identify the ones most likely to be available.

K-3

4-6 (incl. K-3)

7-9 (incl. K-3)

10-A (incl. K-9)

Performance Indicators

15.1 SUB GOV.
FOR THE INDIVIDUAL TO IDENTIFY AND UTILIZE RESOURCES NECESSARY IN THE IMPLEMENTATION OF HIS OR HER CAREER PLANS.

14.3 (A) Give a leisure, family, or citizen goal, the individual can identify the skills necessary to achieve these goals (e.g., to play basketball).

14.3 (C) For the individual to explain how an individual's personal characteristics to implement that goal.

14.3 (E) Give a specific leisure, family, or citizen goal, the individual may describe and locate (two sources of information about that option).

14.3 (F) For the individual to provide family, citizen, or leisure goals he or she may be involved with in (two) years.

K-3

4-6 (incl. K-3)

7-9 (incl. K-3)

10-A (incl. K-9)

Performance Indicators

14.3 SUB GOV.
AND SKILLS NECESSARY TO IDENTIFY AND ACQUIRE INFORMATION FOR THE INDIVIDUAL TO REACH CITIZEN, LEISURE, AND/OR FAMILY GOALS.

15.1 (B) After an individual has succeeded in achieving a personal goal, he or she will identify the factors that led to success.

15.1 (E) Given a goal the individual has identified, he or she will identify (two) factors that may help address (that goal) and (two) factors of the goal.

15.1 (C) Given a goal the individual has identified, he or she can predict which factors might lead to failure.

15.1 (D) For the individual to identify (three) factors to consider in determining priorities of steps within a goal (e.g., amount of time required, need for preparation, availability of resources, need for immediate attention, etc.)

15.1 (F) Given a number of goals that a person wants to achieve, and a list of activities which would help to attain each of the goals, the individual can rank the various goals in terms of their priority for attention.

K-3

4-6 (Incl. K-2)

7-9 (Incl. K-6)

10-A (Incl. K-7)

Performance Indicators

15.1 SUB ROW
FOR THE INDIVIDUAL TO IDENTIFY FACTORS THAT INFLUENCE IMPLEMENTATION PROGRESS.

15.2 (A) Given a plan to reach a particular career goal (predefined, occupational, or quality), the individual can list the steps to reach the goal and implement the first step in the plan.

15.2 (B) Given an individual's plan to reach a goal, that individual can list the steps (predefined, occupational, or quality), the individual, make a timeline, and after implementing the first step, can evaluate the progress and make any necessary changes to the plan.

15.2 (C) Given a plan to reach (two) career goals (predefined, quality, or occupational), the individual will make a timeline, and after implementing the plan, he or she can evaluate whether or not the timeline was realistic.

15.2 (D) Given an individual's plan, that individual can determine the timeline for implementation, gather the resources necessary for implementation, and can demonstrate a commitment to the plan by executing the plan and providing for evaluation (on-going and final).

K-3

4-6 (Incl. K-2)

7-9 (Incl. K-6)

10-A (Incl. K-7)

Performance Indicators

15.2 SUB ROW
FOR THE INDIVIDUAL TO DEMONSTRATE A COMMITMENT TO AND ACT UPON HIS OR HER PLANS.

17.1 (A) For the individual to list some possible reasons for changing plans.

17.1 (B) Given an individual's plan for achieving a goal, be or she can list (three) possible reasons the plan may have to be changed.

17.1 (C) Given a situation in which a person has not been progressing as fast as he or she expected toward achieving a goal, the individual can analyze the reasons for the unexpected situation and determine the reasons for the lack of progress.

17.1 (D) Given a situation in which a person is not progressing as fast as he or she expected toward achieving a goal, the individual can analyze the reasons for the unexpected situation and determine the reasons for the lack of progress.

17.1 (E) Given a situation in which a person has not been progressing as fast as he or she expected toward achieving a goal, the individual can analyze the reasons for the unexpected situation and determine the reasons for the lack of progress.

17.1 (C) Given a situation in which a person has not been progressing as fast as he or she expected toward achieving a goal, the individual can analyze the reasons for the unexpected situation and determine the reasons for the lack of progress.

17.1 (B) Given an individual's plan for achieving a goal, be or she can list (three) possible reasons the plan may have to be changed.

17.1 (A) For the individual to list some possible reasons for changing plans.

10-A (Incl. R-9)

7-9 (Incl. R-6)

4-6 (Incl. R-3)

K-3

Performance Indicators

17.1 SUB GOAL
FOR THE INDIVIDUAL TO MODIFY OR REDESIGN CAREER PLANS, IF EVALUATION INDICATES.

16.2 (A) Given a goal the individual is pursuing, how close they are to achieving that goal.

16.2 (B) Given a list of ways the individual can achieve the goal, predict how long it will take until any two are met and be or she can identify a goal.

16.2 (C) Given a list of ways the individual can achieve the goal, predict how long it will take until any two are met and be or she can identify a goal.

16.2 (D) Given a list of ways the individual can achieve the goal, predict how long it will take until any two are met and be or she can identify a goal.

16.2 (E) Given a list of ways the individual can achieve the goal, predict how long it will take until any two are met and be or she can identify a goal.

16.2 (C) Given a list of ways the individual can achieve the goal, predict how long it will take until any two are met and be or she can identify a goal.

16.2 (B) Given a list of ways the individual can achieve the goal, predict how long it will take until any two are met and be or she can identify a goal.

16.2 (A) Given a goal the individual is pursuing, how close they are to achieving that goal.

10-A (Incl. R-9)

7-9 (Incl. R-6)

4-6 (Incl. R-3)

K-3

Performance Indicators

16.2 SUB GOAL
FOR THE INDIVIDUAL TO PERIODICALLY ASSESS PROGRESS ON HIS OR HER CAREER PLAN.

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Lansing, Michigan 48902



JOHN W. FORTER
Superintendent of
Public Instruction

**Performance Indicators:
Behavioral Domains**

In addition to developing performance indicators which encompass a developmental learning sequence, an attempt is being made to assure adequate representation from the affective as well as the cognitive behavioral domains.

The cognitive domain includes recognition and recall of knowledge and the development of intellectual skills and abilities. The affective domain deals with attitudes, interests, values, the acquisition of appreciations and adequate adjustment.

In the cognitive domain, the six basic subcategories of Bloom, et al., have been used. They are: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Classifications for the affective domain are in accordance with Krathwohl's taxonomy. Krathwohl, et al. (1964) specifies five levels of affective skills: receiving, responding, valuing, organization, and characterization by value complex.

In formulating the performance indicators, terms such as "list", "identify", and "describe" were used to establish measurable student performance. Although they may appear cognitive, an analysis of the specific skills required of the individual will indicate affective as well as cognitive performance indicators.

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FROM: Michigan Department of Education
SUBJECT: Your Comments and Suggestions, Please

Much improvement needs to be made in this reference guide. Your input as revision of this guide proceeds is of the highest priority. After you have become familiar with the guide, please complete and return this form.

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