

CURRICULUM, INSTRUCTION, AND ASSESSMENT

**PRELIMINARY DRAFT
FRAMEWORK**

FOR

**CAREER DEVELOPMENT
AND
OCCUPATIONAL STUDIES**

11/3/95

**This is a preliminary draft distributed for review, comment,
and further development in consultation with educators and the interested
public. It does not represent Regents policy.**

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FOREWORD

The *Career Development and Occupational Studies Framework* is unique in that it could be viewed as both supporting the preceding six frameworks and being a delivery system for them. Originally referred to as the *Framework for Career Development and Occupational Studies* a change was deemed appropriate to more clearly reflect the scope and content of the document as the standards and related content evolved. The three standards, **Career Development, Integrated Learning** and *Universal Foundation Skills/Career Options*, speak to the very talents and abilities that schools must nurture in order for students to be successful in the workplace and beyond, in a competitive global economy.

School learning, with increasing exposure to “School-to-Work” concepts, thus becomes intimately related to one’s overall success in life as well as to productivity in the workplace. Career awareness begins at the early grade levels in a progression where, at the secondary level, more serious choices may be made after suitable exploration of career possibilities and workplace settings. Academic skills can be enhanced through applicability to the world of work.

The Framework develops the concept of “Career Majors” for all students as a means of concurrently fostering academic and occupational knowledge and skills. Such learning leads to productive employment and/or postsecondary studies in students’ areas of interest and expertise. The opportunities inherent in such an approach include learning about diverse aspects of a particular industry and the acquisition of career-specific technical information. Integration of content from other frameworks makes possible the integration of curriculum elements into a student’s chosen course of study. Additionally, performance indicators and performance tasks outline distinctive levels of progression, providing students with the flexibility to match the intensity of a program of study with individual career plans.

The *Career Development and Occupational Studies Framework* is allied with the long-range goals of the Board of Regents. The Framework encourages local school decision-making for expanded curriculum development. Resulting instructional delivery systems, with higher standards for all students, will be associated with evolving statewide authentic assessment techniques. The movement toward integrating career marketability and academic excellence will assist students, teachers, and the community-at-large in focusing on the global interdependence of the 21st Century.

Career motivation and aptitude are essential ingredients of students’ general instruction. The New York State Curriculum and Assessment Committee for Technical and Occupational Studies, appointed by the Board of Regents, has established the scope and direction for this document. A collaborative effort among teachers, other educators, and the world of work, the framework philosophy spans the broad spectrum of employment to link basic job skills, individual abilities, and industry needs.

This document should serve as a focal point for informed discussion in the field, providing a basis for local curriculum and instructional innovation. The Department anticipates that the final version will reflect essential responses and recommendations from teachers and the community-at-large.

CONTENTS

Foreword: **iii**

Acknowledgments **vi**

CHAPTER I: THE FOUNDATION FOR THE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES FRAMEWORK **1**

- Introduction **1**
- Rationale **1**
- How This Framework Differs from the Other Frameworks **2**
- School-to-Work: A Vision of New Skills for a Global Economy **2**
- Career Development and Occupational Studies Learning Standards **3**

CHAPTER II: CAREER MAJORS—A NEW PARADIGM FOR EDUCATION **7**

- Introduction **7**
- Rationale **7**
- Career Majors **8**

CHAPTER III: ORGANIZATION OF THE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES FRAMEWORK **9**

- Introduction **9**
- The Dimensions of Learning **10**

CHAPTER IV: STANDARD 1: CAREER DEVELOPMENT **11**

CHAPTER V: STANDARD 2: INTEGRATED LEARNING **15**

CHAPTER VI: STANDARD 3: UNIVERSAL FOUNDATION SKILLS/CAREER OPTIONS **19**

- Standard 3a. Foundation Skills **20**
 - Technology **20**
 - Personal Qualities **21**
 - Thinking Skills **21**
 - Managing Information **22**
 - Managing Resources **23**
 - Interpersonal Skills **24**
 - Systems **25**
 - Basic Skills **26**
- Standard 3b. Career Majors **27**
 - Business/Information Systems **27**
 - Health Services **34**
 - Engineering/Technologies **40**
 - Human and Public Services **44**
 - Natural and Agricultural Sciences **51**
 - Arts/Humanities **60**

CHAPTER VII: ASSESSMENT **61**

- Professional Evaluation **61**
- A Portfolio of Pupil's Best Work **62**
- Examinations **62**

CHAPTER VIII: MODEL PROGRAMS AND PRACTICES **63**

CHAPTER IX: SAMPLES OF STUDENT WORK **65**

APPENDICES: **67**

A. Regents Goals **67**

B. Students with Disabilities **70**

C. Essential Skills and Dispositions **73**

D. Secretary's Commission on Achieving Necessary Skills (SCANS) **76**

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CHAPTER I: THE FOUNDATION FOR THE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES FRAMEWORK

Introduction

In 1991, as a part of the implementation of *A New Compact for Learning*, the Board of Regents revised the Regents Goals for Elementary, Middle, and Secondary School Students. The updated goals place an increased emphasis on the application of information, on the varied roles of adults and family members in society, and on critical employment skills. The responsibility for achieving the Goals is shared by the State, local community, school, family, and individual student.

The Regents Goals, which form the basis for the development of learning standards, are intended for all students. They represent expectations for students, with the understanding that all students are not the same. Each student has different talents, learning styles, abilities, and interests. Schools must recognize and address these differences in order to provide an educational experience that enables students to reach their full potential and succeed with their life goals (refer to Appendix A for a listing of the Regents Goals).

This Framework serves as a conduit for fields of study by integrating academic and vocational learning into a comprehensive delivery system for all students. This Framework for career development, using the new paradigm of career majors, coupled with local schools' and districts' workforce preparation curricula, will provide a realistic forum for students to achieve world-class standards. Students must be able to perform at these higher levels of achievement in order to attain employment in a global, information-based economy and workforce.

A New Compact for Learning outlines a philosophy for providing dramatic improvements in educating students. The approach continues and extends the effective practices already being used in occupational studies, integrating them with new ideas in a single, comprehensive framework.

Rationale

“ . . . Vocational education, including guided work experience, is for all students, not just an alternative to academic studies for the less academically oriented. I want the college-bound student to include vocational studies too, just as I want to be sure that students not going to college secure a balanced program in academic subjects. . . . The issue is . . . what kind of education contributes most to economic competence and satisfaction in work and life.”

(John I. Goodlad. A Place Called School, 1984)

Occupational studies prepare students to manage their own lives and careers by developing in them broad life skills and skills specific to an occupational area. The Framework comprises two interlocking

components. The first component is career exploration with the acquisition of broad employability skills, attitudes, and knowledge that students need to enter and succeed in today's high-performance workplace. The second component calls for integration of academic skills with technical or occupational skills directed toward individual career goals.

How This Framework Differs from the Other Frameworks

Access to the world of work and hands-on learning experiences in a wide variety of career options/occupational clusters is a hallmark of this Framework. Use of the local community as a classroom laboratory, through school/community partnerships with businesses, unions, and human service organizations, offers particularly effective multiple learning environments. The acquisition of technical skills in a variety of settings provides for broadening, in-depth experiences that help to promote self-confidence, personalize learning, and provide the security that evolves from being equipped with competitive entry-level/career-sustaining skills upon completion of a program.

School-to-Work: A Vision of New Skills for a Global Economy

The Career Development and Occupational Studies Framework, while it applies to all students, is not directed toward a specific subject area or a particular group of students. Many of the standards, performance indicators, and performance tasks identified within this document cut across all disciplines. The structure of the Framework provides the basis for a continuum of instruction that will allow maximum flexibility in planning the educational goals for each individual student. The Framework lays out the foundation for a system that will deliver career planning, integrated learning, and basic life and work skills to all students through their chosen program of study. It also pro-

vides a foundation for instruction to all students that focuses on specific career knowledge and skills leading to direct employment and/or continuing study in a postsecondary program.

The United States, seeking to retain leadership in a global economy, is rapidly evolving from an industrial society into a technological one. Because technology changes the way work is done, it is the vehicle for assuring a comparative advantage over increasing international competition. A technological society demands workers with strong skills in mathematics, science, and communications. It also requires a workforce with broad transferable skills such as problem-solving, resource management, and inter-personal relationships to assure that employees have flexibility in a work environment where constant change is the norm. These demands and the changing demographics of the population underscore the need for all students to focus on training and career options.

In the spirit of providing all students with opportunities to explore careers and gain career-specific knowledge and skills, the *Career Development and Occupational Studies Framework* evolved largely in concert with the federal School-to-Work Opportunities Act of 1994. This Act, which provides a blueprint for systemic education reform across all academic disciplines, is directed at the philosophy of preparing all students for careers or further education and training, a philosophy that was adhered to in developing this Framework.

First, the Act calls for the synchronization of three key components: school-based learning, work-based learning, and connecting activities. School-based learning is classroom instruction based on high academic and occupational skill standards which is integrated with knowledge and skills essential for success in the workplace. Work-based learning provides exposure to the world of work through visits to work sites, job shadowing, workplace mentoring, internships, youth apprenticeships, clinical experience, and paid employment. Connecting activities build bridges between school- and work-based learning, academic and vocational learning, and education and opportunities for employment and further education. This Framework provides a vehicle for the delivery of these three components by outlining learning standards for students in the areas of integrated instruction, career development, and universal and career-specific knowledge and skills.

Further, the school-to-work legislation introduces the concept of the career major as a means for students to learn about all aspects of an industry, and to have the opportunity to acquire career-specific technical knowledge and skills. A career major is a coherent, multiyear sequence of courses in a particular field of study; this sequence often spans the last two years of secondary and one or two years of postsec-

secondary education. Career majors integrate occupational and academic curricula, use appropriate connecting activities to coordinate school-based and work-based learning, and establish a seamless linkage between secondary and postsecondary education. The Framework utilizes the structure of six career majors to deliver both universal and career-specific knowledge and skills.

Finally, the Act focuses on preparing all students for work and further education or training and thus seeks to break down the tradition of secondary students choosing either a college or vocational track. The Framework promotes this concept by offering all students, beginning at the earliest grade level possible, opportunities for career exploration, integrated learning, and the development of universal and career-specific knowledge and skills.

Within the context of the school-to-work legislation, this Framework represents a major pedagogical shift in the way in which New York's students are prepared for education, work, and society. Workforce preparation is no longer viewed as an isolated field of study or as an alternative to study in traditional academic disciplines. This Framework weaves integrated academic instruction, occupational instruction, and career preparation into the fabric of school life for all students. It is a vehicle through which schools can structure an integrated approach to delivering the ingredients essential to preparing all students for eventual employment. As a result, all New York students will have an enhanced opportunity to meet today's higher workforce standards and succeed in a globally competitive economy.

A New Compact for Learning establishes the goals and direction for education through learning standards. The standards provide the direction along which curriculum, instruction, and assessment must be aligned. Local school districts have the authority to determine how best to organize and deliver their programs to meet the standards.

The three standards set forth in this Framework are:

Standard 1: Career Development

Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will understand and demonstrate how academic content is applied in real-world and workplace settings.

Standard 3: Universal Foundation Skills/Career Options

3a. Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

and

3b. Career Majors

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES CURRICULUM FRAMEWORK SUMMARY CHART

Standard	Achievement Level	Student Impact
<p>1: Career Development</p> <p>Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions</p>	<ul style="list-style-type: none"> • Elementary • Intermediate • Commencement 	<p><i>All students will master the three levels at some time during grades K-12</i></p>
<p>2: Integrated Learning</p> <p>Students will understand and demonstrate how academic content is applied in real-world and workplace settings</p>	<ul style="list-style-type: none"> • Elementary • Intermediate • Commencement 	<p><i>All students will master the three levels at some time during grades K-12</i></p>
<p>3: Universal Foundation Skills/Career Options</p> <p>3a. Foundation Skills</p> <p>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p> <p style="text-align: center;">and</p> <p>3b. Career Majors</p> <p>Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs</p>	<ul style="list-style-type: none"> • Elementary • Intermediate • Commencement • Core • Specialized • Experiential 	<p><i>All students will master the three levels at some time during grades K-12</i></p> <p><i>Students who choose a career major will master this level</i></p> <p><i>Students who choose to intensify their study of a career major will also master these levels</i></p>

CHAPTER II: CAREER MAJORS— A NEW PARADIGM FOR EDUCATION

Introduction

This Framework promotes the concept of career majors. A career major, as defined in the School-to-Work Opportunities Act, means a coherent sequence of courses or a field of study that prepares a student for an entry-level/career-sustaining job and:

- a. integrates occupational and academic learning, uses appropriate connecting activities to integrate school-based and work-based learning, and establishes seamless linkages between secondary and postsecondary education;**
- b. prepares the student for employment opportunities in broad occupational clusters or industry sectors;**
- c.* typically includes at least two years of secondary and one to two years of postsecondary education;**
- d. results in the award of a high school diploma, a certificate or diploma recognizing successful completion of one or two years of postsecondary education (if appropriate), and a skill certificate; and**
- e. may lead to further education and/or training, such as entry into a registered apprenticeship program or a management development program, vocational training, postsecondary education, etc.**

Rationale

The rationale for using the concept of career majors to structure part of this Framework is to provide a focus for much of the content of all instructional programs. The universal foundation skills identified within the career majors section of this Framework are the common threads connecting all disciplines. These skills, along with career exploration and planning and integrated learning, cut across all subject areas and should be directed toward career majors. These universal foundation skills are based upon the skills identified by the United States Labor Secretary's Commission on Achieving Necessary Skills (SCANS) and the "Essential Skills and Dispositions" as identified by the New York State Curriculum and Assessment Council. These universal foundation skills are:

- Technology**
- Personal Qualities**
- Thinking Skills**
- Managing Information**
- Managing Resources**
- Interpersonal Skills**
- Systems**
- Basic Skills**

***In New York State, the school-to-work concept is expanded to include one year or more of post-secondary education.**

The following is a list of the career majors and a sampling of career clusters/industry sectors within each major:

Please note that this listing is a sampling and is not meant to identify all occupational areas within each career major.

• **Business/Information Systems**

Administration, Management, and Information Systems
International Business
Entrepreneurship
Marketing and Distribution
Finance, Accounting, Insurance, and Real Estate
Hospitality and Tourism

• **Health Services**

<i>Therapeutic</i>	<i>Diagnostic</i>
Medicine	Laboratory
Dentistry	Radiography
Pharmacy	Imaging
Nursing	
Rehabilitation	
<i>Information Services</i>	<i>General Services</i>
Records/Management	Housekeeping
Utilization Review	Food Service

• **Engineering/Technologies**

Architectural	Electrical/Electronic
Biomedical	Industrial
Civil	Laser/Optical Imaging
Chemical	Manufacturing
Construction	Mechanical
Communication	Transit (Aerospace, Automotive, Heavy Equipment, Marine)
Computer	

• **Human and Public Services**

Family Services	Appearance Enhancement Services
Social Services	Education
Child Care Services	Safety
Elder Care Services	Public and Private Security
Nutrition and Food Services	

• **Natural and Agricultural Sciences**

Food Science and Technology	Environmental Science/ Natural Resources
Aquatic Sciences/Aquaculture	Agricultural Mechanization/ Structural Science
Plant Science/Horticulture	Agricultural Business Management
Animal Science/Veterinary Science	
Agricultural Biotechnology and Research	

• **Arts/Humanities**

Creative Writing	Radio and Television Broadcasting and Production
Theatre	Dance
Journalism	Graphic Design and Production
Advertising	
Music	

*In New York State, career majors have been identified by the Department of Economic Development and the Department of Labor in concert with the education, business, and organized labor community to validate their appropriateness.

CHAPTER III: ORGANIZATION OF THE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES FRAMEWORK

Introduction

The three learning standards in this Framework are: Career Development, Integrated Learning, and Universal Foundation Skills/Career Options. These three standards apply to all students, because all students will eventually enter the workforce, where they will need the knowledge, skills, and competencies described in this document in order to compete in the high-skill global economy toward which our society is rapidly advancing.

The next three chapters describe the standards and their dimensions more specifically. For each standard, the format includes an overview, performance indicators, and some examples (performance tasks) of how students can demonstrate what they know, can do, and understand at various levels of achievement. These levels are not restricted to any specific grades. Rather, local districts should develop the appropriate structure, grade levels, and time frames for delivering and assessing content related to these performance indicators. Performance tasks are not meant to be all encompassing, but rather serve as suggested ways through which the performance indicators can be met.

The examples of performance tasks for Standard 3b: Career Majors have different level designations, because these skills and associated knowledge will probably not be addressed until the student enters high school. Performance tasks for this standard are designated as core, specialized, and experiential. The performance task examples listed under the *core level* are for all students selecting a career major. Students who choose to intensify their study will master performance tasks similar to those listed at both the *specialized* and *experiential levels*, which provide advanced study and hands-on experience related to the real world. The three levels are designed to be progressive in nature, and allow students who have opted to study a career major area to match the intensity of their program to their educational goals and plans.

For teachers and students who are interested in cross-referencing this document to the traditional occupational program areas of agricultural education, business/marketing education, health occupations education, home economics education, technical education, technology education, and trade and industrial education, the performance indicators related to these areas are listed in Chapter VI under the following career majors:

- Business/Information Systems
- Health Services
- Engineering/Technologies
- Human and Public Services
- Natural and Agricultural Sciences
- Arts/Humanities

Chapter VII presents an overview of options teachers can use to assess student progress toward mastery of the standards. In addition to traditional assessment methods, other methods such as the use of career portfolios and evaluating practical experiences are also discussed. In the final version of this Framework, Chapter VIII will contain information about model programs and practices being used by educators across the State. The intent is to provide ideas on ways in which to modify/expand existing programs. Teachers, curriculum developers, and others are encouraged to submit program overviews for possible inclusion in this chapter.

The Dimensions of Learning

Dimensions of learning are qualities that may be applied to all the standards in order to gauge learning and assess achievement. The dimensions—application, connection, and independence—help take these standards out of the textbook and into the lives of the students.

Application refers to students' capacity to integrate knowledge and action, to put knowledge into practice, and to see appreciable results of their actions. Students must be able to use facts, figures, and data, not just recite them. For example, it may be of little value to understand the difference between the diastolic and systolic numbers on a blood pressure reading without knowing how to take a blood pressure reading and understanding what the reading reveals about physical conditions.

Connection refers to students' capacity to connect the various parts of their studies to the real world: to see the relationships, for example, between the structure and types of systems they learn about in school and the actual systems and subsystems that exist in the business environment.

Independence relates to students' capacity to take responsibility for their own occupational knowledge/skills development without direction from a teacher or other mentor. To promote independence, school activities should be structured so that students can transfer the knowledge and skills they acquire to other aspects of their lives.

CHAPTER IV: STANDARD I: CAREER DEVELOPMENT

Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Through this standard, students will learn the value of work to society and its connection to achieving personal goals.

Career development is a comprehensive continuum that consists of three key areas: career awareness, career exploration, and career planning. Career development should be viewed as a collaborative effort among schools, teachers, parents, students, business, and the entire community, with students as the focal point. This effort must deliver needed skills, effective instructional techniques, performance-based assessment, and support to meet individual needs and preferences. Students should be allowed to explore career options, apply what they have learned in actual work situations (e.g., shadowing, internships, work experience, clinical experience), and demonstrate proficiency through a variety of means (portfolios, performance-based tests, etc.) in order to meet actual workplace standards.

Career development activities should serve as a bridge connecting school to work. These activities should be an integral part of instruction and be developed to meet the varying needs of all students. Activities range from career awareness in the early grades to career exploration in the middle school to more specific career planning during high school. Teachers at each level of instruction are urged to enrich career exploration with employability skills such as reliability, responsibility, integrity, and interpersonal skills. Performance tasks at the elementary, intermediate, and commencement levels are not meant to be all encompassing, but rather serve as suggested ways through which the performance indicators can be met. Schools must offer students the opportunity to learn in a manner and environment that will prepare them for their eventual transition into the workforce.

Rapidly changing technology in the global economy affects the kinds of jobs in the workplace and the skills and training needed to succeed in them. Students must focus on broad career options, needed skills, and the development of individual plans to enter the workforce.

Elementary Level

Students will demonstrate an awareness of their interests, aptitudes, and abilities. Evidence may include:

- identifying things they like to do and relating those things to specific occupations
- relating their favorite school subjects to careers in which they might be useful
- demonstrating special talents
- identifying personal areas in need of improvement.

Performance Indicator—
Describes what students are expected to know and be able to do

Performance Task—
Sample activity through which students may demonstrate mastery of the performance indicator

Students will know the value of work to society. Evidence may include:

- explaining reasons why people work
- analyzing how the work of individuals benefits others
- describing different occupations in their community.

Students will explore their preferences for working with people, information, or things. Evidence may include:

- classifying hobbies, favorite school subjects, and interests according to their relationship to people, information, or things
- evaluating the completion of specific tasks or activities that are related to people, information, or things
- describing the importance of getting along with others in the world of work.

Students will demonstrate understanding of the relationship of decision making to the attainment of future goals. Evidence may include:

- explaining the decision making process
- providing examples of future decisions people have to make and applying the decision making process to them
- identifying steps involved in dealing with conflict
- describing how personal beliefs and attitudes affect decision making.

Students will describe the varied roles of men and women at home and in the workplace. Evidence may include:

- describing nontraditional career options
- providing examples of how roles of men and women are changing in the home, workplace, and community
- identifying ways of overcoming discriminatory behaviors and biases or stereotypes that limit male and female access to certain career opportunities.

Intermediate Level

Students will demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research. Evidence may include:

- identifying and explaining the characteristics of career clusters/majors
- identifying career options compatible with personal interests and abilities

- **identifying educational requirements for various career options**
- **analyzing the educational requirements for career interests as they relate to personal skills and aptitudes**
- **reassessing their personal interests, skills, and abilities and matching them to careers, including those considered nontraditional**
- **researching careers of strong interest.**

Students will understand the relationship among personal interests, skills, and abilities and successful employment. Evidence may include:

- **explaining the importance of punctuality, dependability, integrity, and interpersonal relations in the work environment**
- **explaining how getting along with others would be an important quality for success in a work environment**
- **working cooperatively in group situations that necessitate the collective abilities of team members to complete a task successfully**
- **analyzing the importance of applying skills and abilities to group goals and objectives.**

Students will understand the relationship of personal choices to future career decisions. Evidence may include:

- **identifying employment priorities such as salary, working conditions, and status**
- **matching personal preferences to career areas**
- **contrasting the advantages and disadvantages of working for someone else with owning one's own business (entrepreneurship)**
- **considering several career areas and giving some rationale for these choices.**

Commencement Level

Students will apply decision making skills in the selection of a career major/option of strong personal interest. Evidence may include:

- **preparing an inventory of personal goals and objectives**
- **matching personal goals and interests with a career option.**

Students will analyze skills and abilities required in a career option and relate them to their own skills and abilities. Evidence may include:

- **preparing a research paper that contains:**
 - details of three specific jobs within the career area**
 - the education and/or training level and qualifications necessary for entry-level/career-sustaining employment**
 - the number of job openings in the career area**
 - entrepreneurial possibilities**

- **preparing a personal balance sheet showing an inventory of acquired skills and experiences and those still needed for entry into a career option of choice**
- **evaluating personal qualities such as reliability, responsibility, integrity, and interpersonal skills in relation to successful employment**
- **evaluating personal skills and abilities in relation to a job experience.**

Students will make a plan that would enable eventual entry into a career option of their choosing. Evidence may include:

- **designing a personal school-to-work plan containing specific steps/activities toward attainment of a career goal**
- **developing resumes and letters of application focused on employment within a career option and describing actual skills developed and accomplishments**
- **demonstrating effective interviewing techniques**
- **reporting on interviews conducted with potential employers**
- **preparing applications for admission to postsecondary institutions.**

CHAPTER V: STANDARD 2: INTEGRATED LEARNING

Students will understand and demonstrate how academic content is applied in real-world and workplace settings.

Integrated learning encourages students to use the essential concepts, facts, and procedures of the arts, English language arts, mathematics, science, and social studies in applications related to the real world. Students become familiar with ways to use academic knowledge to perform tasks and solve problems. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential applications in the world of work.

Curriculum should be organized and implemented to allow integration of academic knowledge and technical skills and should include many hands-on opportunities (e.g., use of fractions as they relate to measuring medications in the medical field) to help students comprehend the relationship between school and the world of work. Once students have used academic knowledge in a technical or occupational context, they should be encouraged to report and/or demonstrate what they have learned and explain how it can be applied to other situations. Students can share their experiences using academic content skills in different occupational settings. The ability to make connections within and across academic disciplines and between school tasks and real-life tasks is an essential skill to manage one's personal and professional life effectively.

Performance tasks at the elementary, intermediate, and commencement levels are not meant to be all encompassing, but rather serve as suggested ways through which the performance indicators can be met.

Competition in the global economy requires a highly skilled workforce in areas such as mathematics, science, and communications. Re-focusing instruction in these academic areas to real-life, work-related applications will maximize the number of students able to attain these critical skills.

Elementary Level

Students will identify academic skills required in specific occupations. Evidence may include:

- preparing job descriptions based upon interviews, presentations, or research with emphasis on language arts and mathematical applications
- matching an inventory of academic skills to specific occupations in which they would be useful.

Students will demonstrate the difference between the knowledge of a skill and the ability to use it. Evidence may include:

- defining problems and providing examples of skills needed to solve them
- providing examples illustrating the added value of being able to apply knowledge.

Performance Indicator—
Describes what students are expected to know and be able to do

Performance Task—
Sample activity through which students may demonstrate mastery of the performance indicator

Students will solve real-world problems that call for academic knowledge and skills. Evidence may include:

- **applying mathematical skills to prepare a budget**
- **editing the work of other students for a school newsletter**
- **using mathematical functions to plan the design of a structure or garden.**

Intermediate Level

Students will apply knowledge in an integrated way and recognize the relationships of academic, occupational, and technological skills. Evidence may include:

- **doing an interdisciplinary project as an individual or as part of a group to explain how an advertising agency applies the principles of art, music, language arts, and theater in creating advertisements**
- **explaining and using technology to demonstrate how two or more disciplines can be used for media presentations (e.g., a reporter may apply language arts, math, art, and video technology in reporting the news)**
- **describing skills and knowledge required in selected careers and relating them to subjects studied in school.**

Students will solve practical problems using academic knowledge and skills. Evidence may include:

- **using language arts skills to evaluate a student debate**
- **using mathematical skills to compute individual performance statistics for a school athletic team**
- **composing a simple business letter**
- **maintaining the minutes for a school club.**

Students will demonstrate the relevance of academic knowledge and skills to work-related situations. Evidence may include:

- **preparing a report based on a shadowing or work experience which focuses on practical applications of academics**
- **completing a class project or activity in coordination with a community business or organization.**

Commencement Level

Students will demonstrate the integration and application of academic, occupational, and technological skills and/or activities in their school, work, and personal lives. Evidence may include:

- producing an annual portfolio that includes two or more projects, such as a video that applies the principles of, for example, art, music, language arts, math, or science in creating or implementing a public service campaign
- participating in a project such as shadowing a professional (e.g., an architect) and developing a slide presentation to demonstrate how the use of math, art, and language arts concepts are applied in that career
- analyzing a job description or training plan to identify application of academic skills and the personal and financial benefits
- preparing career plans that include educational/academic requirements for successful employment
- formulating a historical presentation on specific careers and demonstrating how job requirements and training are changing due to new technology
- using various forms of technology (e.g., a CD-ROM, a video, or a slide show) to describe and illustrate how societal, economic, and governmental changes may require exploring a variety of careers and developing broad-based transferable skills that are needed for gainful employment.

