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ABSTRACT

This curriculum framework provides a 22-unit curriculum for seventh-grade career discovery. It provides a variety of experiences and activities that promote self-awareness, career exploration, and educational planning related to future educational and occupational plans. Introductory materials include a course description, course outline, and curriculum framework (competencies and suggested objectives.) Each unit includes the following components: unit number and title, suggested time on task, competencies and suggested objectives, suggested teaching strategies, suggested assessment strategies, and suggested resources. Unit topics are as follows: orientation; coping skills and decision making; thinking about work, jobs, and careers; who am I; foundations of leadership and teamwork; family and consumer science activities; allied health activities; personal services activities; public service activities; hospitality and recreation activities; agribusiness activities; environmental activities; marine science activities; construction activities; manufacturing activities; transportation activities; business technology activities; communications activities; fine arts and humanities activities; marketing and distribution activities; reevaluating career goals or options, and career analysis. A student competency profile is appended. (YLB)

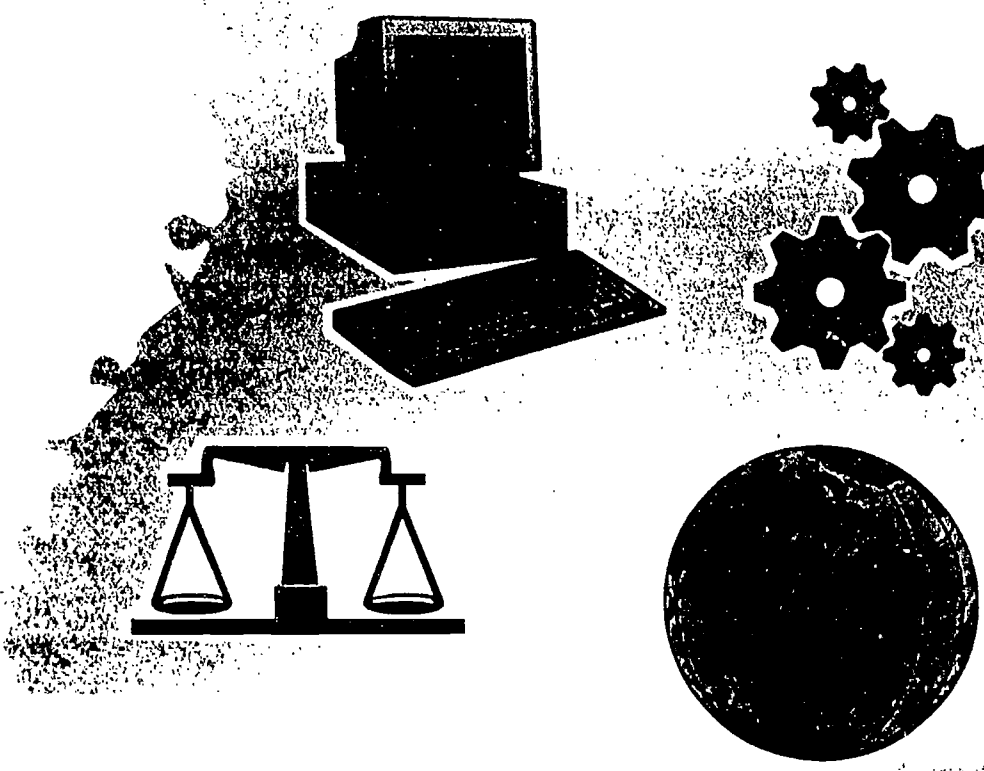
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# Mississippi Curriculum Framework for Career Discovery

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Draft

December 12, 1995

**CURRICULUM FRAMEWORK**

**FOR**

**CAREER DISCOVERY**

**(7th Grade)**

**CIP: 00.0251**

**MISSISSIPPI DEPARTMENT OF EDUCATION**

**OFFICE OF VOCATIONAL AND TECHNICAL EDUCATION**

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## CAREER DISCOVERY COURSE DESCRIPTION

Career Discovery uses an experiential hands-on approach to make learning more fun for students. This course is designed to provide a variety of experiences and activities which promote self-awareness, career exploration, and educational planning related to their future educational and occupational plans. This course is not intended to force a premature career decision; rather it focuses on the awareness of career choices and pathways to achieve individual career goals. As hands-on opportunities are provided for students to explore the four career cluster areas (Health/Human Services Technology, Agriculture/Natural Resources Technology, Engineering/Industrial Technology, and Business/Marketing Technology), students become aware of career alternatives and transferability of skills within a cluster and between clusters. Field trips and other educational enhancements will be utilized as appropriate. As students become more aware of their own talents, abilities, and interests, they will develop career and educational plans to outline their future endeavors.

### COURSE GOALS

1. To introduce basic concepts related to careers and career planning.
2. To develop basic understanding of their own aptitudes, interests, and abilities.
3. To develop basic career competencies related to the SCANS competencies and foundation skills.
4. To explore skilled, technical, and professional level careers in selected areas of the four career clusters associated with the Tech Prep program - Health/Human Services Technology, Agriculture/Natural Resources Technology, Engineering/Industrial Technology, and Business/Marketing Technology.
5. To develop and implement a tentative career/educational plan relevant to their aptitudes, interests, and abilities.

**NOTE:** Teachers are strongly encouraged to conduct activities in groups (teams), as well as individually.

CAREER DISCOVERY  
COURSE OUTLINE

<u>Unit No.</u>	<u>Unit Name</u>	<u>No. of Days</u>
1	Orientation	8
2	Coping Skills and Decision Making	8
3	Thinking About Work, Jobs, and Careers	3
4	Who Am I	5
5	Foundations of Leadership and Teamwork	4
6	Family and Consumer Science Activities	14
7	Allied Health Activities	9
8	Personal Services Activities	7
9	Public Service Activities	7
10	Hospitality and Recreation Activities	5
11	Agribusiness Activities	10
12	Environmental Activities	5
13	Marine Science Activities	5
14	Construction Activities	10
15	Manufacturing Activities	5
16	Transportation Activities	10
17	Business Technology Activities	8
18	Communications Activities	12
19	Fine Arts and Humanities Activities	5
20	Marketing and Distribution Activities	4
21	Re-evaluating Career Goals/Options	4
22	Career Analysis	5



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SECTION I:  
CURRICULUM FRAMEWORK  
(COMPETENCIES AND SUGGESTED OBJECTIVES)

## COMPETENCIES AND SUGGESTED OBJECTIVES

1. Review introductory material related to Career Discovery and career planning.
  - a. Describe the purpose and goals of this course as listed in the curriculum.
  - b. Discuss the initial components of the Mississippi Career/Educational Plan including "My Individual Career Plan."
2. Apply basic computer commands and keyboard operations.
  - a. Identify and describe the use and function of the basic components of a computer system.
  - b. Demonstrate precautions and care when working with computers, printers, storage devices, and other accessories.
  - c. Discuss and/or demonstrate the ability to adjust monitor controls and load paper into the printer (setting top of form and margins).
  - d. Demonstrate proper use of the keyboard by touch. (Ongoing)
  - e. Identify and use the operation/function and numeric keys on a computer keyboard)
3. Understand and perform basic Windows operations.
  - a. Identify terminology related to Windows.
  - b. Use menus, icons, and windows-to open and close a window, switch windows, and move between applications.
4. Identify and use coping and decision making skills.
  - a. Demonstrate the steps in the decision making process including: (1) to identify the problem, need, or want, (2) to identify possible choices or solutions, (3) to select the best choice or solution, (4) to develop an action plan, and (5) to evaluate his/her decision.
  - b. Demonstrate effective speaking, listening, and writing skills through a role play situation.
  - c. Apply conflict resolution strategies including compromise, negotiation, and mediation.
  - d. Identify ways to maintain wellness including fitness, nutrition, disease control, hygiene, and stress management.
  - e. Identify factors which contribute to learning including study skills, test taking skills, and learning styles.
  - f. Formulate effective resource management strategies including use of time, money, and materials.
  - g. Participate in a simulation of a family group in solving various family problems.
5. Discuss jobs and careers as related to the world of work.
  - a. Analyze why work is important as related to the work ethic.
  - b. Describe the relationship between a job and a career in terms of a person's expected life span.
  - c. Interpret trends/changes in the world of work as related to societal, technological, legal, and economic factors.

- d. Summarize information about apprenticeship to include history, types of apprenticeable trades, and advantages/disadvantages of apprenticeship.
6. Determine personal interests and abilities as related to career choices and career planning.
  - a. Evaluate his/her interests using an interest inventory.
  - b. Evaluate personal interests/hobbies and leisure time activities as related to career choices.
7. Develop leadership, teamwork, and decision making skills.
  - a. Describe the qualities of an effective leader including positive attitude, image, decision making, communication skills, and knowledge.
  - b. Demonstrate the components of good teamwork including team dynamics, stages of team growth, and working through team problems.
  - c. Identify opportunities in his/her local community that develop leadership and teamwork skills.
  - d. Practice leadership, teamwork, and decision making processes.
8. Explore and practice skills related to careers in family and consumer science.
  - a. Explore skilled, technical, and professional level careers in consumer and homemaking to include the areas of food service, child care, clothing and textiles, homes and housing, and consumer services.
  - b. Plan nutritious meals incorporating the food pyramid and dietary guidelines.
  - c. Prepare food items using a given recipe simulating the job duties of a baker, a caterer, or a recipe tester.
  - d. Prepare a kit containing a list of traits for a responsible child care provider to include emergency telephone numbers, first aid techniques, and an entertainment activity.
  - e. Analyze a playground including safety, function, and cost of equipment.
  - f. Demonstrate sewing techniques utilized by individuals such as a seamstress, a tailor, an alterer, or a pattern maker.
9. Explore and practice skills related to careers in health occupations.
  - a. Explore skilled, technical, and professional level careers in health occupations related to the roles of physicians and surgeons, nurses, technologists and technicians, and other personnel related to therapeutic services, diagnostic services, environmental and equipment services, and general services.
  - b. Measure and record another student's pulse and respiration.
  - c. Measure and record another student's blood pressure.
  - d. Measure and record his/her own temperature.
  - e. Check and record his/her own visual acuity (eyesight) using the Snellen Scale.
  - f. Demonstrate the Heimlich maneuver on an infant and adult model.
  - g. Identify and locate the four types of human teeth.
  - h. Demonstrate the treatment of first aid injuries to include sprains, fractures, bleeding, seizures, etc.

10. Explore and practice skills related to careers in personal services.
  - a. Explore skilled, technical, and professional level careers in personal services including chef, hotel/motel management, paralegal, lawyer, flight attendant, physical therapist, kinesiologist, and exercise physiologist.
  - b. Serve a mock meal to include place setting, serving, and bussing.
  - c. Estimate tips based upon given percentages and prices.
  - d. Participate in a mock trial.
  - e. Participate in a stress test.
11. Explore and practice skills related to careers in public service.
  - a. Explore skilled, technical, and professional level careers in public service including law enforcement, ambulance attendant, teacher, firefighter, social worker, and the military.
  - b. Participate in a clean-up project on the school grounds.
  - c. Interview (in class) a public official such as a firefighter, police officer, elected public official, etc.
  - d. Demonstrate the role of a teacher utilizing basic instructional techniques by teaching a simple task such as bathing a baby, tying a necktie, transferring patterns, etc.
  - e. Demonstrate fingerprinting techniques by recording his/her own fingerprints on a card.
12. Explore and practice skills related to careers in hospitality and recreation.
  - a. Explore skilled, technical, and professional level careers in hospitality and recreation including the areas of travel/tourism, transportation, and recreation (public, private, industrial, and natural resources).
  - b. Plan a family vacation to involve travel, lodging, meals, entertainment, and cost.
  - c. Participate in a role playing simulation of work and passenger roles on board a cruise ship to include: Ship's Captain, First Mate, Doctor, Recreation Director, Assistant Recreation Director, Stewards, Tour Guides, and Passengers.
13. Explore and practice skills related to careers in agribusiness.
  - a. Explore skilled, technical, and professional level careers in agribusiness to include the areas of floriculture, horticulture, greenhouse operation and management, nursery management, landscape maintenance, and turf management.
  - b. Take measurements in the US and SI systems to the nearest one sixteenth of an inch and centimeter.
  - c. Construct a corsage or boutonniere to include measuring materials, taping, tying bows, and pinning.
  - d. Test soil pH.
  - e. Plant and maintain a sample turf using ryegrass.
  - f. Measure the height and diameter of a standing tree using a heightometer.
  - g. Calculate the number of board feet of lumber in a standing tree.
  - h. Determine required feed needed to bring livestock to a market weight.

14. Explore and practice skills related to environmental careers.
  - a. Explore skilled, technical, and professional level careers in the environmental areas of air, land, water, and forests.
  - b. Determine the effects of pollution on the environment by plotting the pollution chart.
  - c. Compose a letter related to an environment issue in the local community.
  - d. View air pollution slides using microviewers.
  - e. Measure air pollution in the local community.
  - f. Plan a creative recycling project.
15. Explore and practice skills related to careers in marine science.
  - a. Explore skilled, technical, and professional level careers in marine science to include the areas of research; chemical, mineral, and petroleum extraction; aquaculture; marine engineering and technology; and surface and on-shore support jobs.
  - b. Describe rules of basic water safety to include safety devices, navigational rules of the road, etc.
  - c. Plot the path of Hurricane Delta using maps, latitude and longitude coordinates, and time.
  - d. Maintain a fresh and/or salt water aquarium in the classroom on an ongoing basis.
  - e. Study various water samples under a microscope (i.e., pond or stream, tap, well, water fountain, etc.).
16. Explore and practice skills related to careers in engineering and industry.
  - a. Explore skilled, technical, and professional level careers in engineering and industry including construction (wood, metal, masonry, electrical, finishing); equipment operators; support services; engineers; management; scientists; technicians; and skilled and semi-skilled workers.
  - b. Demonstrate proper use of hand tools to include hammers, screwdrivers, saws, level squares, folding rule, steel tape, adjustable wrench, and utility knife.
  - c. Sketch a plan for a model house.
  - d. Demonstrate ability to follow directions through simulation and role playing exercises related to construction such as carpenter, electrician, plumber, architect, etc.
  - e. Construct a cardboard model house from his/her sketch.
  - f. Calculate how much it would actually cost to construct a house based on his/her sketch.
17. Explore and practice skills related to careers in manufacturing.
  - a. Explore skilled, technical, and professional level careers in manufacturing including the areas of management, scientists, engineers, technicians, and skilled and semi-skilled workers.
  - b. Conduct pegboard assembly and nut/bolt/washer time trial.
  - c. Participate in assembly line production techniques by preparing a food product, ball point pens, or another assembly item.

18. Explore and practice skills related to careers in transportation.
  - a. Explore skilled, technical, and professional level careers in transportation including the areas of air, land, and sea.
  - b. Construct a paper or balsa airplane to pattern specifications including wingspan, length, and weight.
  - c. Evaluate performance of airplane to include distance, accuracy, and time of flight.
  - d. Perform vehicle inspection to include tires, windshield wipers, headlights, tail lights, brake lights, and turn signals; record information and fill out vehicle report form.
  - e. Plot the concert tour bus route for a band to include maps, tour schedule, and miles traveled.
  - f. Prepare and present an oral report on transportation.
19. Explore and practice skills related to business technology.
  - a. Explore skilled, technical, and professional level careers in business technology including accounting, computers, secretarial science, management, personnel, finance, insurance, real estate, and clerical.
  - b. Produce a business letter and envelope using an accepted business format.
  - c. Demonstrate proper business use of a telephone to include answering, conducting business, and terminating a call.
  - d. Participate in a case study applying basic accounting techniques to a given problem.
  - e. Prepare a monthly personal budget.
20. Explore and practice skills related to careers in communications.
  - a. Explore skilled, technical, and professional level careers in communications including journalism, motion pictures, telephone and telegraph, recording industry, radio/television broadcasting, and satellite and laser transmission.
  - b. Create a video or printed advertisement to include developing a logo, key phrase, and description.
  - c. Participate in publishing a school or class newsletter.
  - d. Produce and record a musical selection to include one or more of the following choices: composing new music, singing to existing music, or performing before a live audience.
21. Explore and practice skills related to careers in fine arts and humanities.
  - a. Explore skilled, technical, and professional level careers in fine arts and humanities including visual arts, writing, performing arts, languages and linguistics, and history and museums.
  - b. Work as a member of a team to produce a script, song, book, storyboard, choreography, stage lighting or set, poster, handbill for a play, musical event, or art exhibit.
  - c. Review/critique the script, song, book, storyboard, choreography, stage lighting or set, poster, handbill for a play, musical event, or art exhibit.

- d. Design, develop, and create original artwork individually or as a team, using media such as: calligraphy for album/magazine covers, clothes design, cartoons, photography, painting, etc., using materials of his/her/their choice.
22. Explore and practice skills related to careers in marketing and distribution.
    - a. Explore skilled, technical, and professional level careers in marketing and distribution including marketing management, research and analysis, purchasing, sales promotion and training, selling, physical distribution, and related business services.
    - b. Demonstrate how to calculate change.
    - c. Calculate sales tax for a product.
    - d. Design a package, product display, cork-board, bulletin board, or a display window to market a product.
  23. Review material related to Career Discovery and career planning.
    - a. Re-evaluate his/her interests using an interest inventory (such as the Activities Checklist in Choices Jr.).
    - b. Complete appropriate portion of his/her Mississippi Career/Educational Plan.
  24. Plan and present a final project related to a specific career.
    - a. Research a career of his/her choice and write, an essay which includes job title, salary and benefits, working conditions, training requirements, and future job outlook. (Research should include both library-based and field-based activities {interviews, shadowing experiences, etc.}).
    - b. Develop and present orally to the class, a project which reflects an output (product or service) of his/her chosen career.

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SECTION II:  
CURRICULUM  
FOR  
CAREER DISCOVERY



**CAREER DISCOVERY  
UNIT 1: ORIENTATION****(8 days)****Competencies and Suggested Objectives:**

1. Review introductory material related to Career Discovery and career planning.
  - a. Describe the purpose and goals of this course as listed in the curriculum.
  - b. Discuss the initial components of the Mississippi Career/Educational Plan including "My Individual Career Plan."
2. Apply basic computer commands and keyboard operations.
  - a. Identify and describe the use and function of the basic components of a computer system.
  - b. Demonstrate precautions and care when working with computers, printers, storage devices, and other accessories.
  - c. Discuss and/or demonstrate the ability to adjust monitor controls and load paper into the printer (setting top of form and margins).
  - d. Demonstrate proper use of the keyboard by touch. (Ongoing)
  - e. Identify and use the operation/function and numeric keys on a computer keyboard.
3. Understand and perform basic Windows operations.
  - a. Identify terminology related to Windows.
  - b. Use menus, icons, and windows-to open and close a window, switch windows, and move between applications.

***Suggested Teaching Strategies:***

*Discussion, demonstration, and journal writing. (The students should maintain an ongoing journal to discuss the career cluster and/or the activity being conducted.)*

*Each student will need to supply his/her own journal (a pocket folder with notebook paper or a spiral notebook) for this course.*

***Suggested Assessment Strategies:***

1. *Review introductory material related to Career Discovery and career planning.*
  - a. *Participate in class discussion of Journal Writing, Safety Information, and Work Habits.*
  - b. *Participate in class discussion of My Individual Career Plan.*
2. *Understand basic Windows applications.*
  - a. *Student assignment to identify terminology related to Windows to include click, double click, click and drag, graphical user interface (GUI), pull-down (drop-down), window, minimize and maximize, restore, desktop, and icon.*

3. *Perform basic Windows applications.*
  - a. *Performance exercises for using menus, icons, and windows to open and close a window, switch windows, and move between applications.*
  - b. *Complete assignments using basic Windows applications as related to academic skills in math, science, and communications.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Documentation for Windows.

O'Hara, Shelley. Easy Windows 3.1. Que Corporation, 1993.

Windows 3.1 Quick Starts

Allen, Warren W. And Klooster, Dale H. Microtools (2nd ed.). Cincinnati, OH: South-Western Publishing Co. 1994.

COMPUTER DIMENSIONS: An Electronic Instructional Media System for Computer Literacy. Cincinnati, OH: South-Western Publishing Company (developed with Aanowitz Productions, Inc., Mill Valley, CA). 1993.

Keyboarding and Computer Applications. (Textbook)

Haugo, John F., Hausmann, and Jackson, Truman H. Alphabetic Keyboarding, Cincinnati, OH: South-Western Publishing Co. 1994.

Haggblade, Berle and Kushner, John. Keyboarding/Typewriting for Personal Applications. Cincinnati, OH: South-Western Publishing Co. 1993.

Mississippi Career/Educational Plan, "A Path to Tomorrow." 1995.

**CAREER DISCOVERY  
UNIT 2: COPING SKILLS AND DECISION MAKING****(8 days)****Competencies and Suggested Objectives:**

1. Identify and use coping and decision making skills.
  - a. Demonstrate the steps in the decision making process including: (1) to identify the problem, need, or want, (2) to identify possible choices or solutions, (3) to select the best choice or solution, (4) to develop an action plan, and (5) to evaluate his/her decision.
  - b. Demonstrate effective speaking, listening, and writing skills through a role-play situation.
  - c. Apply conflict resolution strategies including compromise, negotiation, and mediation.
  - d. Identify ways to maintain wellness including fitness, nutrition, disease control, hygiene, and stress management.
  - e. Identify factors which contribute to learning including study skills, test taking skills, and learning styles.
  - f. Formulate effective resource management strategies including use of time, money, and materials.
  - g. Participate in a simulation of a family group in solving various family problems.

***Suggested Teaching Strategies:***

*Discussion, student practice and demonstration, group work, case study, guest speakers or resource person(s), and computer simulation.*

***Suggested Assessment Strategies:***

1. *Identify and use coping and decision making skills.*
  - a. *Complete Decision Making activity, student assignment on Brainstorming to solve problems, and journal assignment.*
  - b. *Participate in listening role play exercises and complete journal assignment.*
  - c. *Participate in conflict resolution case study assignment and complete journal assignment.*
  - d. *Complete assignments on Fitness, Nutrition, Hygiene and Disease Prevention, and Stress Management; and complete journal entry.*
  - e. *Complete assignments on Study Habits Survey, Answering Test Questions, and Learning Styles; and complete journal entry.*
  - f. *Complete Using Your Resources assignment and journal entry; and participate in class discussion.*

- g. Participate in discussion and simulation of Life Crises.*
- h. Unit test (or quiz) on coping skills and decision making.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan and McGraw-Hill. 1991 or later edition.

Kelly-Plate, Joan. Career Skills Student Activity Workbook (2nd ed.). Activities 5-3, 5-4, 10-3, and 10-4. Mission Hills, CA: Glencoe, Macmillan and McGraw-Hill. 1991 or later edition.

**CAREER DISCOVERY****UNIT 3: THINKING ABOUT WORK, JOBS, AND CAREERS****(3 days)****Competencies and Suggested Objectives:**

1. Discuss jobs and careers as related to the world of work.
  - a. Analyze why work is important as related to the work ethic.
  - b. Describe the relationship between a job and a career in terms of a person's expected life span.
  - c. Interpret trends/changes in the world of work as related to societal, technological, legal, and economic factors.
  - d. Summarize information about apprenticeship to include history, types of apprenticeable trades, and advantages/disadvantages of apprenticeship.

***Suggested Teaching Strategies:***

*Lecture, discussion, and workbook assignments other written assignments, guest speaker(s), and video.*

***Suggested Assessment Strategies:***

1. *Discuss jobs and careers as related to the world of work.*
  - a. *Complete exercises in workbook, participate in class discussion and role play, and complete journal entry.*
  - b. *Complete exercise on A Job or a Career, participate in class discussion, and complete journal entry.*
  - c. *Participate in class discussion; and complete Job/Career Trends assignment and bulletin board exercise.*
  - d. *Participate in class discussion on Apprenticeship and complete journal assignment.*
  - e. *Unit test (or quiz) on Work, Jobs, and Careers.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Apprenticeship (video). Glencoe, Macmillan/McGraw-Hill. #0-02-675637-4. 14:25 minutes. 1991.

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U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 4: WHO AM I****(5 days)****Competencies and Suggested Objectives:**

1. Determine personal interests and abilities as related to career choices and career planning.
  - a. Evaluate his/her interests using an interest inventory.
  - b. Evaluate personal interests/hobbies and leisure time activities as related to career choices.

***Suggested Teaching Strategies:***

*Discussion, teacher demonstration of software, student exploration, and counselor as resource person.*

***Suggested Assessment Strategies:***

1. *Determine personal interests and abilities as related to career choices and career planning.*
  - a. *Complete Choices Jr. exercise and assignment.*
  - b. *Complete Planning My Future exercise.*
  - c. *Complete workbook assignments on My Interests and Skills.*
  - d. *Unit test (or quiz).*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. Activity Checklist. Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

Kelly-Plate, Joan. Career Skills Student Activity Workbook (2nd ed.). Activities 2-1, 2-2, 2-3, 2-4, and 5-4. Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

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Planning My Future (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.



**CAREER DISCOVERY****UNIT 5: FOUNDATIONS OF LEADERSHIP AND TEAMWORK****(4 days)****Competencies and Suggested Objectives:**

1. Develop leadership, teamwork, and decision making skills.
  - a. Describe the qualities of an effective leader including positive attitude, image, decision making, communication skills, and knowledge.
  - b. Demonstrate the components of good teamwork including team dynamics, stages of team growth, and working through team problems.
  - c. Identify opportunities in his/her local community that develop leadership and teamwork skills.
  - d. Practice leadership, teamwork, and decision making processes.

***Suggested Teaching Strategies:***

*Lecture, discussion, teamwork, cooperative learning, case study, and computer software simulation.*

***Suggested Assessment Strategies:***

1. *Develop leadership, teamwork, and decision making skills.*
  - a. *Complete journal assignment and leadership assignments; and participate in discussion.*
  - b. *Participate in teamwork exercises (Crashlanding on the Moon and Handstack) and complete journal assignment.*
  - c. *Complete Leadership and Teamwork assignment, participate in class discussion, and complete journal assignment. Oral reports are optional.*
  - d. *Complete leadership, teamwork, and decision making exercises.*
  - e. *Unit test (or quiz).*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

**CAREER DISCOVERY****UNIT 6: FAMILY AND CONSUMER SCIENCE ACTIVITIES****(14 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in family and consumer science.
  - a. Explore skilled, technical, and professional level careers in consumer and homemaking to include the areas of food service, child care, clothing and textiles, homes and housing, and consumer services.
  - b. Plan nutritious meals incorporating the food pyramid and dietary guidelines.
  - c. Prepare food items using a given recipe simulating the job duties of a baker, a caterer, or a recipe tester.
  - d. Prepare a kit containing a list of traits for a responsible child care provider to include emergency telephone numbers, first aid techniques, and an entertainment activity.
  - e. Analyze a playground including safety, function, and cost of equipment
  - f. Demonstrate sewing techniques utilized by individuals such as a seamstress, a tailor, an alterer, or a pattern maker.

***Suggested Teaching Strategies:***

*Discussion, demonstration by teacher, practice by students, group work, and simulations.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in family and consumer science.*
  - a. *Complete Exploring Careers exercise and written assignment. Complete journal assignment.*
  - b. *Participate in Planning a Meal exercise and assignments. Quiz optional.*
  - c. *Participate in Let's Get Cooking exercise; complete Evaluation of Food Lab assignment and journal assignment.*
  - d. *Participate in class discussion, babysitting exercises and assignments, and oral reports; complete journal assignment.*
  - e. *Participate in Planning A Playground exercise.*
  - f. *Complete It's Sew Easy exercise.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Table Setting (transparencies). Mission Hills, CA: Glencoe, Macmillan and McGraw-Hill. 1993.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition

**CAREER DISCOVERY  
UNIT 7: ALLIED HEALTH ACTIVITIES****(9 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in health occupations.
  - a. Explore skilled, technical, and professional level careers in health occupations related to the roles of physicians and surgeons, nurses, technologists and technicians, and other personnel related to therapeutic services, diagnostic services, environmental and equipment services, and general services.
  - b. Measure and record another student's pulse and respiration.
  - c. Measure and record another student's blood pressure.
  - d. Measure and record his/her own temperature.
  - e. Check and record his/her own visual acuity (eyesight) using the Snellen Scale.
  - f. Demonstrate the Heimlich maneuver on an infant and adult model.
  - g. Identify and locate the four types of human teeth.
  - h. Demonstrate the treatment of first aid injuries to include sprains, fractures, bleeding, seizures, etc.

***Suggested Teaching Strategies:***

*Discussion, teacher demonstration, practice and demonstration by students, and working in pairs/groups. Resource speaker (Paramedic/Nurse/Physician, etc. Also consider dentist, dental hygienist, physical therapy, medical technologist, etc.). A field trip to tour an ambulance is optional.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in health occupations.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Perform Join the Medical Profession exercise and assignment for pulse and respiration.*
  - c. *Perform Join the Medical Profession exercise and assignment for blood pressure.*
  - d. *Perform Join the Medical Profession exercise and assignment for temperature.*
  - e. *Perform Join the Medical Profession exercise and assignment for visual acuity.*
  - f. *Perform The Heimlich Maneuver exercise and journal assignment.*
  - g. *Complete Join the Dental Profession exercise and assignment.*

- h. *Perform the First Aid exercise and assignment.*
- i. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 8: PERSONAL SERVICES ACTIVITIES****(7 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in personal services.
  - a. Explore skilled, technical, and professional level careers in personal services including chef, hotel/motel management, cosmetologist, paralegal, lawyer, flight attendant, physical therapist, kinesiologist, and exercise physiologist.
  - b. Serve a mock meal to include place setting, serving, and bussing.
  - c. Estimate tips based upon given percentages and prices.
  - d. Participate in a mock trial.
  - e. Participate in a stress test.

***Suggested Teaching Strategies:***

*Lecture, discussion, teacher demonstration, simulation, practice, group work, and role-play.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in personal services.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Perform Table Setting, Serving, and Bussing exercise; complete assignment; and complete journal assignment.*
  - c. *Participate in discussion and complete What A Tip assignment.*
  - d. *Participate in Innocent Until Proven Guilty exercise and discussion. Complete journal assignment.*
  - e. *Participate in Tread Carefully exercise and discussion.*
  - f. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Unit, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

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U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 9: PUBLIC SERVICE ACTIVITIES****(7 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in public service.
  - a. Explore skilled, technical, and professional level careers in public service including law enforcement, ambulance attendant, teacher, firefighter, social worker, and the military.
  - b. Participate in a clean-up project on the school grounds.
  - c. Interview (in class) a public official such as a firefighter, police officer, elected public official, etc.
  - d. Demonstrate the role of a teacher utilizing basic instructional techniques by teaching a simple task such as bathing a baby, tying a necktie, transferring patterns, etc.
  - e. Demonstrate fingerprinting techniques by recording his/her own fingerprints on a card.

***Suggested Teaching Strategies:***

*Lecture, discussion, practice and student demonstration, and guest speaker/resource person.*

*Field trip to local police department.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in public service.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Participate in A Clean School Begins With Me exercise and class discussion.*
  - c. *Participate in Tell Me About Your Job exercise and complete journal assignment.*
  - d. *Participate in Its Their Turn exercise, assignment, and short oral report/demonstration.*
  - e. *Participate in The FBI exercise, written assignment, and class discussion.*
  - f. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.



Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

Kelly-Plate, Joan. Career Skills Student Activity Workbook (2nd ed.). Activity 4-3. Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY****UNIT 10: HOSPITALITY AND RECREATION ACTIVITIES****(5 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in hospitality and recreation.
  - a. Explore skilled, technical, and professional level careers in hospitality and recreation including the areas of travel/tourism, transportation, and recreation (public, private, industrial, and natural resources).
  - b. Plan a family vacation to involve travel, lodging, meals, entertainment, and cost.
  - c. Participate in a role playing simulation of work and passenger roles on board a cruise ship to include: Ship's Captain, First Mate, Doctor, Recreation Director, Assistant Recreation Director, Stewards, Tour Guides, and Passengers.

***Suggested Teaching Strategies:***

*Lecture, discussion, cooperative learning, group work, and simulation (role playing).  
Resource person (travel agent, etc).*

*Several students may want to bring a white jacket or a long-sleeved white shirt to act out the role of steward in objective c. Other students may also want to dress up to fit their role on the cruise ship.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in hospitality and recreation.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Complete Planning A Vacation exercise (including an oral presentation) and journal assignment.*
  - c. *Participate in U.S.S. Investigation exercise, and complete journal assignment.*
  - d. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

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December 12, 1995

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 11: AGRIBUSINESS ACTIVITIES****(10 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in agribusiness.
  - a. Explore skilled, technical, and professional level careers in agribusiness to include the areas of floriculture, horticulture, greenhouse operation and management, nursery management, landscape maintenance, and turf management.
  - b. Take measurements in the US and SI systems to the nearest one sixteenth of an inch and centimeter.
  - c. Construct a corsage or boutonniere to include measuring materials, taping, tying bows, and pinning.
  - d. Test soil pH.
  - e. Plant and maintain a sample turf using ryegrass.
  - f. Measure the height and diameter of a standing tree using a heightometer.
  - g. Calculate the number of board feet of lumber in a standing tree.
  - h. Determine required feed needed to bring livestock to a market weight.

***Suggested Teaching Strategies:***

*Lecture, discussion, teacher demonstration, group work, student practice, and demonstration.*

*A biology class may assist with testing. Resource person from livestock production, floriculture, or forestry would be helpful.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in agribusiness.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Participate in Measurement Games exercise and Does This Measure Up assignment. Complete journal assignment.*
  - c. *Complete the Make a Corsage exercise.*
  - d. *Perform Soil Test exercise.*
  - e. *Perform Planting Turf Grass exercise.*
  - f-g. *Perform the How Much Tree Do I See exercises and assignment.*
  - h. *Complete This Little Piggie Went To Market exercise.*
  - i. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Feeding practice formula; call local university or local agricultural extension office.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 12: ENVIRONMENTAL ACTIVITIES****(5 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to environmental careers.
  - a. Explore skilled, technical, and professional level careers in the environmental areas of air, land, water, and forests.
  - b. Determine the effects of pollution on the environment by plotting the pollution chart.
  - c. Compose a letter related to an environment issue in the local community.
  - d. View air pollution slides using microviewers.
  - e. Measure air pollution in the local community.
  - f. Plan a creative recycling project.

***Suggested Teaching Strategies:***

*Discussion; group work; guest speaker(s) from Forestry, Mississippi Wildlife Federation, Game & Fish Commission, Cooperative Extension Service, or other environmental groups.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to environmental careers.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Participate in Pollution exercise and class discussion.*
  - c. *Complete I Am Making A Difference exercise.*
  - d. *Participate in Air Pollution exercise and class discussion.*
  - e. *Participate in Recycling exercise and class discussion. Complete journal assignment.*
  - f. *Unit test.*

**Suggested Resources:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

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U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 13: MARINE SCIENCE ACTIVITIES****(5 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in marine science.
  - a. Explore skilled, technical, and professional level careers in marine science to include the areas of research; chemical, mineral, and petroleum extraction; aquaculture; marine engineering and technology; and surface and on-shore support jobs.
  - b. Describe rules of basic water safety to include safety devices, navigational rules of the road, etc.
  - c. Plot the path of a hurricane using maps, latitude and longitude coordinates, and time.
  - d. Maintain a fresh and/or salt water aquarium in the classroom on an ongoing basis.
  - e. Study various water samples under a microscope (i.e., pond or stream, tap, well, water fountain, etc.).

***Suggested Teaching Strategies:***

*Lecture, discussion, student practice, group work, science teacher as resource person, and guest speaker from a related profession (Coast Guard, catfish farmer, aquaculturist, ship builder, National Weather Service, local Civil Defense, etc).*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to marine science careers.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Participate in Rules of the Road exercise, assignment, and class discussion.*
  - c. *Complete Hurricane Delta assignment, written report, and class discussion.*
  - d. *Participate in Aquarium exercise.*
  - e. *Complete Water Can Be A Home exercise and journal assignment.*
  - f. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.



Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 14: CONSTRUCTION ACTIVITIES****(10 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in engineering and industry.
  - a. Explore skilled, technical, and professional level careers in engineering and industry including construction (wood, metal, masonry, electrical, finishing); equipment operators; support services; engineers; management; scientists; technicians; and skilled and semi-skilled workers.
  - b. Demonstrate proper use of hand tools to include hammers, screwdrivers, saws, level, squares, folding rule, steel tape, adjustable wrench, and utility knife.
  - c. Sketch a plan for a model house.
  - d. Demonstrate ability to follow directions through simulation and role playing exercises related to construction such as carpenter, electrician, plumber, architect, etc.
  - e. Construct a cardboard model house from his/her sketch.
  - f. Calculate how much it would actually cost to construct a house based on his/her sketch.

***Suggested Teaching Strategies:***

*Discussion, teacher demonstration, group work, student practice and demonstration, computer software, simulation and role-play, guest speaker (architect, drafter, carpenter, etc).*

*Field trip to a building site to observe construction project (residential or commercial) in progress (optional).*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in engineer and industry.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Participate in Hitting the Nail on the Head exercise.*
  - c. *Participate in Your Dream Home exercise.*
  - d. *Participate in the Guess Who I Am exercise.*
  - e. *Complete the Building My House exercise.*
  - f. *Complete the How Much Does It Cost to Build a House exercise.*
  - g. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Computer Software (home design).

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 15: MANUFACTURING ACTIVITIES****(5 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in manufacturing.
  - a. Explore skilled, technical, and professional level careers in manufacturing including the areas of management, scientists, engineers, technicians, and skilled workers and semi-skilled workers.
  - b. Conduct pegboard assembly and nut/bolt/washer time trial.
  - c. Participate in assembly line production techniques by preparing a food product, ball point pens, or another assembly item.

***Suggested Teaching Strategies:***

*Discussion, teacher demonstration, teamwork, student practice, demonstration, and oral reports.*

*Resource person from local manufacturing enterprise. Field trip to local industry (optional).*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in manufacturing.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Participate in Time Trial exercise and assignment, and complete journal assignment.*
  - c. *Participate in Follow That Line exercise and class discussion.*
  - d. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Robots: An Important Place in World Industry (video). American Association for Vocational Instructional Materials (# MC 048.3). 11 minutes. 1992. (or equivalent video)

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U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 16: TRANSPORTATION ACTIVITIES****(10 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in transportation.
  - a. Explore skilled, technical, and professional level careers in transportation including the areas of air, land, and sea.
  - b. Construct a paper or balsa airplane to pattern specifications including wingspan, length, and weight.
  - c. Evaluate performance of airplane to include distance, accuracy, and time of flight.
  - d. Perform vehicle inspection to include tires, windshield wipers, headlights, tail lights, brake lights, and turn signals; record information and fill out vehicle report form.
  - e. Plot the concert tour bus route for a band to include maps, tour schedule, and miles traveled.
  - f. Prepare and present an oral report on transportation.

***Suggested Teaching Strategies:***

*Lecture, discussion, demonstration by teacher, construction and assembly by students, group work, student practice and demonstration, and oral presentation. Field trip to campus parking lot. Ask math or social studies teacher to be resource person.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in transportation.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Participate in What Goes Up Always Comes Down exercise and class discussion.*
  - c. *Complete airplane performance evaluation assignment and journal assignment.*
  - d. *Perform Motor Vehicle Inspection exercise.*
  - e. *Complete Bon Jamie's Bus Driver assignment and class discussion.*
  - f. *Complete Beam Me Up, Enterprise exercise. Participate in class discussion. Complete written and oral reports.*
  - g. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 17: BUSINESS TECHNOLOGY ACTIVITIES****(8 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to business technology.
  - a. Explore skilled, technical, and professional level careers in business technology including accounting, computers, secretarial science, management, personnel, finance, insurance, real estate, and clerical.
  - b. Produce a business letter and envelope using an accepted business format.
  - c. Demonstrate proper business use of a telephone to include answering, conducting business, and terminating a call.
  - d. Participate in a case study applying basic accounting techniques to a given problem.
  - e. Prepare a monthly personal budget.

***Suggested Teaching Strategies:***

*Lecture/discussion, simulation, group work, case study, student practice and demonstration.*

*Coordinate letter writing/envelopes with English teacher.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to business technology.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Participate in Writing A Letter exercise and class discussion.*
  - c. *Perform Hello-May I Help You exercise and complete journal assignment.*
  - d. *Participate in Bank On This exercise.*
  - e. *Participate in class discussion and Managing My Money assignments; complete journal assignment.*
  - f. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.



Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

Kelly-Plate, Joan. Careers Skills Student Activity Workbook (2nd ed.). Activities 11-1, 11-2, 11-3, and 11-4. Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 18: COMMUNICATIONS ACTIVITIES****(12 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in communications.
  - a. Explore skilled, technical, and professional level careers in communications including journalism, motion pictures, telephone and telegraph, recording industry, radio/television broadcasting, and satellite and laser transmission.
  - b. Create a video or printed advertisement to include developing a logo, key phrase, and description.
  - c. Participate in publishing a school or class newsletter.
  - d. Produce and record a musical selection to include one or more of the following choices: composing new music, singing to existing music, or performing before a live audience.

***Suggested Teaching Strategies:***

*Discussion, demonstration by teacher, cooperative learning, group work, student practice and performance and computer software. Resource person (journalism, TV/radio station, etc.). Field trip to newspaper (optional).*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in communications.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Participate in Advertising exercise and assignments.*
  - c. *Participate in Middle School News exercise.*
  - d. *Participate in Top Ten Countdown exercise.*
  - e. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Basic word processing software.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

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December 12, 1995

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY  
UNIT 19: FINE ARTS AND HUMANITIES ACTIVITIES****(5 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in fine arts and humanities.
  - a. Explore skilled, technical, and professional level careers in fine arts and humanities including visual arts, writing, performing arts, languages and linguistics, and history and museums.
  - b. Work as a member of a team to produce a script, song, book, storyboard, choreography, stage lighting or set, poster, handbill for a play, musical event, or art exhibit.
  - c. Review/critique the script, song, book, storyboard, choreography, stage lighting or set, poster, handbill for a play, musical event, or art exhibit.
  - d. Design, develop, and create original artwork individually or as a team, using media such as: calligraphy for album/magazine covers, clothes design, cartoons, photography, painting, etc., using materials of his/her/their choice.

***Suggested Teaching Strategies:***

*Discussion, teamwork, demonstration, guest speaker, and presentation of artwork.*

*Students will need to supply makeup, wigs, and costumes (if desired) for objectives 1-b and 1-c. For objective 1-d, the student may need to supply a camera and film if his/her art project involves photography.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in fine arts and humanities.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Perform Screen Test exercise.*
  - c. *Complete Screen Test rating scale assignment.*
  - d. *Participate in A Picture is Worth a Thousand Words exercise.*
  - e. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY****UNIT 20: MARKETING AND DISTRIBUTION ACTIVITIES****(4 days)****Competencies and Suggested Objectives:**

1. Explore and practice skills related to careers in marketing and distribution.
  - a. Explore skilled, technical, and professional level careers in marketing and distribution including marketing management, research and analysis, purchasing, sales promotion and training, selling, physical distribution, and related business services.
  - b. Demonstrate how to calculate change.
  - c. Calculate sales tax for a product.
  - d. Design a package, product display, cork-board, bulletin board, or a display window to market a product.

***Suggested Teaching Strategies:***

*Discussion, student practice, demonstration, group work, guest speaker from advertising, sales, marketing (if available), and computer software.*

***Suggested Assessment Strategies:***

1. *Explore and practice skills related to careers in marketing and distribution.*
  - a. *Complete Exploring Careers exercise and assignment. Complete journal assignment.*
  - b. *Perform Correct Change, Please exercise and complete assignment.*
  - c. *Complete Let's Sell It exercise and assignment.*
  - d. *Participate in Selling the Art of Convincing Others exercise and class discussion.*
  - e. *Unit test.*

**Suggested References:**

An Activity Manual for Career Discovery (2nd ed.). Research and Curriculum Unit for Vocational and Technical Education, Mississippi State University, Mississippi State, MS 39762. 1995.

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Kelly-Plate, Joan, and Volz-Patton, Ruth. Career Skills (2nd ed.). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill. 1991 or later edition.

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U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

**CAREER DISCOVERY**

**UNIT 21: RE-EVALUATING CAREER GOALS/OPTIONS**

**(4 days)**

**Competencies and Suggested Objectives:**

1. Review material related to Career Discovery and career planning.
  - a. Re-evaluate his/her interests using an interest inventory (such as the Activities Checklist in *Choices Jr.*).
  - b. Complete appropriate portion of his/her Mississippi Career/Educational Plan.

**Suggested Teaching Strategies:**

*Discussion, student use of Choices Jr. software, demonstration.*

**Suggested Assessment Strategies:**

1. *Review material related to Career Discovery and career planning.*
  - a. *Complete Choices Jr. exercise and assignment.*
  - b. *Complete My Individual Career Plan assignment.*

**Suggested References:**

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Choices Jr. Activity Checklist. Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Mississippi Career/Educational Plan, "A Path to Tomorrow." 1995.

Planning My Future (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.



**CAREER DISCOVERY  
UNIT 22: CAREER ANALYSIS****(5 days)****Competencies and Suggested Objectives:**

1. Plan and present a final project related to a specific career.
  - a. Research a career of his/her choice and write an essay which includes job title, salary and benefits, working conditions, training requirements, and future job outlook. (Research should include both library-based and field-based activities {interviews, shadowing experiences, etc.}).
  - b. Develop and present orally to the class, a project which reflects an output (product or service) of his/her chosen career.

**Suggested Teaching Strategies:**

*Discussion, written essay, and oral presentation of final project.*

**Suggested Assessment Strategies:**

1. *Plan and present a final project related to a specific career.*
  - a. *Complete career project assignment.*
  - b. *Produce a comprehensive final project product, written report, and oral presentation.*

**Suggested References:**

Choices Jr. (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Planning My Future (software package). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles (DOT). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1994 or later edition.

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APPENDIX A:  
STUDENT COMPETENCY PROFILE

## STUDENT COMPETENCY PROFILE FOR CAREER DISCOVERY

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the objectives in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each objective, place the date on which the student mastered the competency.

### Unit 1: Orientation

- \_\_\_\_\_ 1. Review introductory material related to Career Discovery and career planning.
- a. Describe the purpose and goals of this course as listed in the curriculum.
  - b. Discuss the initial components of the Mississippi Career/Educational Plan including "My Individual Career Plan."
- \_\_\_\_\_ 2. Apply basic computer commands and keyboard operations.
- a. Identify and describe the use and function of the basic components of a computer system.
  - b. Demonstrate precautions and care when working with computers, printers, storage devices, and other accessories.
  - c. Discuss and/or demonstrate the ability to adjust monitor controls and load paper into the printer (setting top of form and margins).
  - d. Demonstrate proper use of the keyboard by touch. (Ongoing)
  - e. Identify and use the operation/function and numeric keys on a computer keyboard.
- \_\_\_\_\_ 3. Understand and perform basic Windows operations.
- a. Identify terminology related to Windows.
  - b. Use menus, icons, and windows-to open and close a window, switch windows, and move between applications.

### Unit 2: Coping Skills and Decision Making

- \_\_\_\_\_ 1. Identify and use coping and decision making skills.
- a. Demonstrate the steps in the decision making process including: (1) to identify the problem, need, or want, (2) to identify possible choices or solutions, (3) to select the best choice or solution, (4) to develop an action plan, and (5) to evaluate his/her decision.
  - b. Demonstrate effective speaking, listening, and writing skills through a role-play situation.
  - c. Apply conflict resolution strategies including compromise, negotiation, and mediation.

- d. Identify ways to maintain wellness including fitness, nutrition, disease control, hygiene, and stress management.
- e. Identify factors which contribute to learning including study skills, test taking skills, and learning styles.
- f. Formulate effective resource management strategies including use of time, money, and materials.
- g. Participate in a simulation of a family group in solving various family problems.

### Unit 3: Thinking About Work, Jobs, and Careers

- \_\_\_\_\_ 1. Discuss jobs and careers as related to the world of work.
  - a. Analyze why work is important as related to the work ethic.
  - b. Describe the relationship between a job and a career in terms of a person's expected life span.
  - c. Interpret trends/changes in the world of work as related to societal, technological, legal, and economic factors.
  - d. Summarize information about apprenticeship to include history, types of apprenticeable trades, and advantages/disadvantages of apprenticeship.

### Unit 4: Who Am I

- \_\_\_\_\_ 1. Determine personal interests and abilities as related to career choices and career planning.
  - a. Evaluate his/her interests using an interest inventory.
  - b. Evaluate personal interests/hobbies and leisure time activities as related to career choices.

### Unit 5: Foundations of Leadership and Teamwork

- \_\_\_\_\_ 1. Develop leadership, teamwork, and decision making skills.
  - a. Describe the qualities of an effective leader including positive attitude, image, decision making, communication skills, and knowledge.
  - b. Demonstrate the components of good teamwork including team dynamics, stages of team growth, and working through team problems.
  - c. Identify opportunities in his/her local community that develop leadership and teamwork skills.
  - d. Practice leadership, teamwork, and decision making processes.

### Unit 6: Family and Consumer Science Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in family and consumer science.
  - a. Explore skilled, technical, and professional level careers in consumer and homemaking to include the areas of food service, child care, clothing and textiles, homes and housing, and consumer services.
  - b. Plan nutritious meals incorporating the food pyramid and dietary guidelines.
  - c. Prepare food items using a given recipe simulating the job duties of a baker, a caterer, or a recipe tester.
  - d. Prepare a kit containing a list of traits for a responsible child care provider to include emergency telephone numbers, first aid techniques, and an entertainment activity.
  - e. Analyze a playground including safety, function, and cost of equipment.
  - f. Demonstrate sewing techniques utilized by individuals such as a seamstress, a tailor, an alterer, or a pattern maker.

### Unit 7: Allied Health Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in health occupations.
  - a. Explore skilled, technical, and professional level careers in health occupations related to the roles of physicians and surgeons, nurses, technologists and technicians, and other personnel related to therapeutic services, diagnostic services, environmental and equipment services, and general services.
  - b. Measure and record another student's pulse and respiration.
  - c. Measure and record another student's blood pressure.
  - d. Measure and record his/her own temperature.
  - e. Check and record his/her own visual acuity (eyesight) using the Snellen Scale.
  - f. Demonstrate the Heimlich maneuver on an infant and adult model.
  - g. Identify and locate the four types of human teeth.
  - h. Demonstrate the treatment of first aid injuries to include sprains, fractures, bleeding, seizures, etc.

### Unit 8: Personal Services Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in personal services.
  - a. Explore skilled, technical, and professional level careers in personal services including chef, hotel/motel management, paralegal, lawyer, flight attendant, physical therapist, kinesiologist, and exercise physiologist.

- b. Serve a mock meal to include place setting, serving, and bussing.
- c. Estimate tips based upon given percentages and prices.
- d. Participate in a mock trial.
- e. Participate in a stress test.

#### Unit 9: Public Service Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in public service.
  - a. Explore skilled, technical, and professional level careers in public service including law enforcement, ambulance attendant, teacher, firefighter, social worker, and the military.
  - b. Participate in a clean-up project on the school grounds.
  - c. Interview (in class) a public official such as a firefighter, police officer, elected public official, etc.
  - d. Demonstrate the role of a teacher utilizing basic instructional techniques by teaching a simple task such as bathing a baby, tying a necktie, transferring patterns, etc.
  - e. Demonstrate fingerprinting techniques by recording his/her own fingerprints on a card.

#### Unit 10: Hospitality and Recreation Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in hospitality and recreation.
  - a. Explore skilled, technical, and professional level careers in hospitality and recreation including the areas of travel/tourism, transportation, and recreation (public, private, industrial, and natural resources).
  - b. Plan a family vacation to involve travel, lodging, meals, entertainment, and cost.
  - c. Analyze a playground including safety, function, and cost of equipment.
  - d. Participate in a role playing simulation of work and passenger roles on board a cruise ship to include: Ship's Captain, First Mate, Doctor, Recreation Director, Assistant Recreation Director, Stewards, Tour Guides, and Passengers.

#### Unit 11: Agribusiness Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in agribusiness.
  - a. Explore skilled, technical, and professional level careers in agribusiness to include the areas of floriculture, horticulture, greenhouse operation and management, nursery management, landscape maintenance, and turf management.
  - b. Take measurements in the US and SI systems to the nearest one sixteenth of an inch and centimeter.

- c. Construct a corsage or boutonniere to include measuring materials, taping, tying bows, and pinning.
- d. Test soil pH.
- e. Plant and maintain a sample turf using ryegrass.
- f. Measure the height and diameter of a standing tree using a heightometer.
- g. Calculate the number of board feet of lumber in a standing tree.
- h. Determine required feed needed to bring livestock to a market weight.

#### Unit 12: Environmental Activities

- \_\_\_\_\_ 1. Explore and practice skills related to environmental careers.
  - a. Explore skilled, technical, and professional level careers in the environmental areas of air, land, water, and forests.
  - b. Determine the effects of pollution on the environment by plotting the pollution chart.
  - c. Compose a letter related to an environment issue in the local community.
  - d. View air pollution slides using microviewers.
  - e. Measure air pollution in the local community.
  - f. Plan a creative recycling project.

#### Unit 13: Marine Science Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in marine science.
  - a. Explore skilled, technical, and professional level careers in marine science to include the areas of research; chemical, mineral, and petroleum extraction; aquaculture; marine engineering and technology; and surface and on-shore support jobs.
  - b. Describe rules of basic water safety to include safety devices, navigational rules of the road, etc.
  - c. Plot the path of a hurricane using maps, latitude and longitude coordinates, and time.
  - d. Maintain a fresh and/or salt water aquarium in the classroom on an ongoing basis.
  - e. Study various water samples under a microscope (i.e., pond or stream, tap, well, water fountain, etc.).

#### Unit 14: Construction Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in engineering and industry.
  - a. Explore skilled, technical, and professional level careers in engineering and industry including construction (wood, metal, masonry, electrical, finishing); equipment operators; support services; engineers; management; scientists; technicians; and skilled and semi-skilled workers.

- b. Demonstrate proper use of hand tools to include hammers, screwdrivers, saws, level, squares, folding rule, steel tape, adjustable wrench, and utility knife.
- c. Sketch a plan for a model house.
- d. Demonstrate ability to follow directions through simulation and role playing exercises related to construction such as carpenter, electrician, plumber, architect, etc.
- e. Construct a cardboard model house from his/her sketch.
- f. Calculate how much it would actually cost to construct a house based on his/her sketch.

#### Unit 15: Manufacturing Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in manufacturing.
  - a. Explore skilled, technical, and professional level careers in manufacturing including the areas of management, scientists, engineers, technicians, and skilled and semi-skilled workers.
  - b. Conduct pegboard assembly and nut/bolt/washer time trial.
  - c. Participate in assembly line production techniques by preparing a food product, and ball point pens or another assembly item.

#### Unit 16: Transportation Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in transportation.
  - a. Explore skilled, technical, and professional level careers in transportation including the areas of air, land, and sea.
  - b. Construct a paper or balsa airplane to pattern specifications including wingspan, length, and weight.
  - c. Evaluate performance of airplane to include distance, accuracy, and time of flight.
  - d. Perform vehicle inspection to include tires, windshield wipers, headlights, tail lights, brake lights, and turn signals; record information and fill out vehicle report form.
  - e. Plot the concert tour bus route for a band to include maps, tour schedule, and miles traveled.
  - f. Prepare and present an oral report on transportation.

#### Unit 17: Business Technology Activities

- \_\_\_\_\_ 1. Explore and practice skills related to business technology.
  - a. Explore skilled, technical, and professional level careers in business technology including accounting, computers, secretarial science, management, personnel, finance, insurance, real estate, and clerical.
  - b. Produce a business letter and envelope using an accepted business format.



- c. Demonstrate proper business use of a telephone to include answering, conducting business, and terminating a call.
- d. Participate in a case study applying basic accounting techniques to a given problem.
- e. Prepare a monthly personal budget.

#### Unit 18: Communication Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in communications.
  - a. Explore skilled, technical, and professional level careers in communications including journalism, motion pictures, telephone and telegraph, recording industry, radio/television broadcasting, and satellite and laser transmission.
  - b. Create a video or printed advertisement to include developing a logo, key phrase, and description.
  - c. Participate in publishing a school or class newsletter.
  - d. Produce and record a musical selection to include one or more of the following choices: composing new music, singing to existing music, or performing before a live audience.

#### Unit 19: Fine Arts and Humanities Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in fine arts and humanities.
  - a. Explore skilled, technical, and professional level careers in fine arts and humanities including visual arts, writing, performing arts, languages and linguistics, and history and museums.
  - b. Work as a member of a team to produce a script, song, book, storyboard, choreography, stage lighting or set, poster, handbill for a play, musical event, or art exhibit.
  - c. Review/critique the script, song, book, storyboard, choreography, stage lighting or set, poster, handbill for a play, musical event, or art exhibit.
  - d. Design, develop, and create original artwork individually or as a team, using media such as: calligraphy for album/magazine covers, clothes design, cartoons, photography, painting, etc., using materials of his/her/their choice.

#### Unit 20: Marketing and Distribution Activities

- \_\_\_\_\_ 1. Explore and practice skills related to careers in marketing and distribution.
  - a. Explore skilled, technical, and professional level careers in marketing and distribution including marketing management,

research and analysis, purchasing, sales promotion and training, selling, physical distribution, and related business services.

- b. Demonstrate how to calculate change.
- c. Calculate sales tax for a product.
- d. Design a package, product display, cork-board, bulletin board, or a display window to market a product.

#### Unit 21: Re-evaluating Career Goals/Options

- \_\_\_\_\_ 1. Review material related to Career Discovery and career planning.
  - a. Re-evaluate his/her interests using an interest inventory (such as the Activities Checklist in Choices Jr.).
  - b. Complete appropriate portion of his/her Mississippi Career/Educational Plan.

#### Unit 22: Career Analysis

- \_\_\_\_\_ 1. Plan and present a final project related to a specific career.
  - a. Research a career of his/her choice and write an essay which includes job title, salary and benefits, working conditions, training requirements, and future job outlook. (Research should include both library-based and field-based activities {interviews, shadowing experiences, etc.}).
  - b. Develop and present orally to the class, a project which reflects an output (product or service) of his/her chosen career.