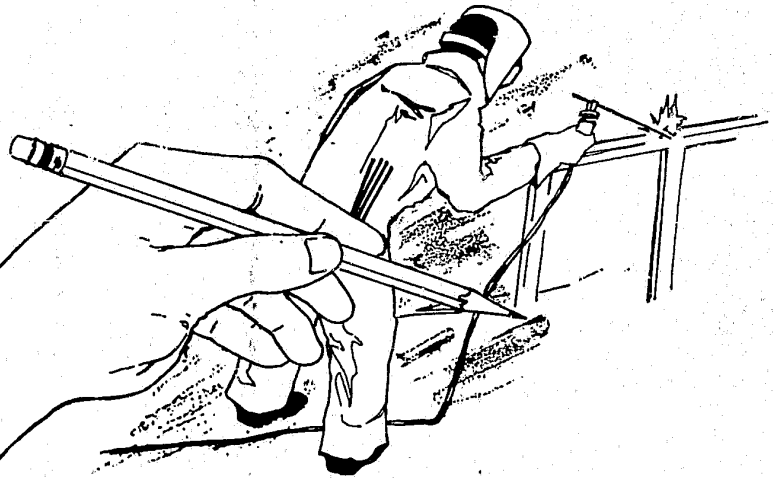


# **CAREER EDUCATION: FOR CORRECTIONAL INSTITUTIONS**

**WINDHAM  
SCHOOL  
DISTRICT**



**TEXAS DEPARTMENT OF CORRECTIONS  
HUNTSVILLE, TEXAS.**

65293

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REPORT OF A  
PILOT PROGRAM TO TEST  
THE EFFECTIVENESS OF A  
CAREER EDUCATION DELIVERY SYSTEM  
FOR CORRECTIONAL EDUCATION

WINDHAM SCHOOL DISTRICT  
TEXAS DEPARTMENT OF CORRECTIONS

NCJRS

FEB 15 1980

ACQUISITIONS

LANE MURRAY, ED.D.

Superintendent of Schools

✓ PILOT PROGRAM TO TEST  
THE EFFECTIVENESS OF A  
CAREER EDUCATION DELIVERY SYSTEM  
FOR CORRECTIONAL INSTITUTIONS

WINDHAM SCHOOL DISTRICT  
TEXAS DEPARTMENT OF CORRECTIONS

PERFORMED IN COOPERATION WITH THE RESEARCH  
COORDINATING UNIT, DEPARTMENT OF OCCUPATIONAL EDUCATION  
AND TECHNOLOGY, TEXAS EDUCATION AGENCY, AUSTIN, TEXAS.

November 10, 1979

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## PREFACE

Dr. Sidney P. Marland, former U.S. Commissioner of Education, wrote in Career Education: A Proposal for Reform (1974) that "all young people upon leaving the educational system ... should be ready to immediately enter satisfying and useful employment in a field of the individual's choice."

In an effort to achieve Dr. Marland's goal the Windham School District under a contract with the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency has developed a pilot program to deliver career education in correctional institutions.

The Windham School District is indebted to Oscar Millican, Program Director for Research, Research Coordinating Unit, Department of Occupational Education and Technology of the Texas Education Agency for his assistance, guidance, enthusiasm and technical knowledge. Without his understanding and cooperation this project may have faltered.

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## CHAPTER I

### INTRODUCTION

The dual problems of unresponsiveness to therapeutic intervention and high attrition rates create the frictions and static which circumvent treatment programs in both private and institutional practice.

Most prison populations are composed of persons who are handicapped in a variety of ways. Some are physically handicapped (the blind, the amputee) others are mentally handicapped (the drug addict or the insane) while some have learning disabilities (low mental capacity, lack of a dominant language). The Texas solution to these problems was the establishment of a school district within the prison confines.

The Windham School District (WSD) was established by Texas Senate Bill 35 for the purpose of serving the educational needs of persons incarcerated in the state penitentiary, The Texas Department of Corrections (TDC). The mission of WSD is to establish, operate and maintain an educational system, designed to provide opportunities for its students to acquire academic, vocational, or both, skills and knowledge sufficient for an adult to function on return to the "free world."

To facilitate the return of an inmate student to the free world WSD has undertaken the implementation of a large number of programs. Among the several programs are those designed to develop or improve reading and bilingual skills, establish or



enhance computational abilities, introduce or create a variety of tool and know-how skills in assorted vocations, and to demonstrate the need-to-know and must-know of the survival and coping skills.

Research by the TDC indicates that the average educational achievement of the inmate ranges from about the fifth grade to about the sixth grade level. Approximately fifty percent of the inmate population has less than a seventh grade level education; fifteen percent are illiterate and thirty percent are under twenty five years of age. From the preceding, it may readily be concluded that most of the adults entering TDC lack understanding of the educational, social, vocational, avocational, and economic concepts and skills conducive to a level of legal employment necessary for the support of themselves, their family, or both.

Analysis of the preceding statistics suggests that there is a need for an increase in vocational education, and secondly, a need to provide opportunities for learning about new careers, or in some cases, to update old careers. For some inmates it will also mean making alternative career choices.

The following pages describe how this project of testing a "Pilot Program to Test the Effectiveness of a Career Education Delivery System for Correctional Institutions" was implemented and with what result.

CHAPTER II  
PROBLEM AND BACKGROUND

BACKGROUND

Records indicate that the TDC had an average inmate population in excess of twenty thousand for the year 1977. Of that population approximately nine thousand were enrolled in WSD Academic Programs with a rounded figure of nine hundred and fifty persons enrolled in, and served by, the combined vocational programs of the WSD and its higher educational level counterpart - The College Vocational Program.

Both education and corrections are in a state of flux as regards, objectives, methods and goals. In an attempt to affect programs with societal perception of the role of correctional institutions and detention centers, more and more emphasis is being placed on education as the main thrust of rehabilitation and correction.

In order to bring this perceived need into focus the WSD was, in 1976, awarded a grant to plan the Development of a Career Education Delivery Model for Correctional Institutions from which a correctional school district or correctional system could design a comprehensive program utilizing its resources to effectively produce residents able to return to legal and gainful employment following a period of incarceration. That model has been prepared.

Appendix A - Flow Chart.

## PROBLEM

Almost every institution has a set of goals, the attainment of which directs its activities. This degree of goal achievement is determined by measuring end products. The major dissatisfaction with both schools and prisons is that, to a larger degree than is desirable they have failed to either satisfactorily or sufficiently educate, or correct, at a level to meet the needs of individuals, the needs of society, or both.

Most penologists measure the ability of a prison to achieve its goal of "correcting" by the rate of inmate return or "recidivism." Critics frequently point to this statistic in order to show the failure of the prisons to either rehabilitate or correct; in the case of free world schools it is the dropout rate which serves as the standard of measure. Unfortunately, many school age youth gravitate toward prison. It is at this juncture where correctional education is able to provide a very useful service.

A 1974 study of WSD concluded that vocationally trained inmates, and those inmates receiving General Education Development (GED) certification, recidivate at a lower rate than other inmates or students.<sup>1</sup> This study tends to indicate that the goals and objectives of the WSD are being fulfilled.

A well developed curriculum provides for interaction and movement between its academic, vocational and occupational components. The basis for this integration should be student needs, interests, motivations and readiness.

1 Vocational Follow-Up Project of the Windham School District in the Texas Department of Corrections,  
June 30, 1974

A survey of TDC inmates (Detlefsen 1972) disclosed the following preferences:

CATEGORY	AREA OF APPEAL	RESPONSES
Your Career	Welding	1801
Your Home	Home Repairs	1645
Keeping Fit	Body Health	2132
Keeping Informed	You and the Law	2122
Avocations	Music Appreciation	1924
Understanding Self	Understanding Emotions	2131
Learning New Things	Math	1771

Correctional education, if it is to assist in the reduction of the recidivistic rate or correct criminal behavior, should assist the student in answering the following questions:

1. Who am I?
2. Where am I going?
3. How do I get there?
4. Why do I want to get there?
5. What do I have to be able to do, or know, in order to get there?

Career Education, it is believed, will aid in the acquisition of answers to these questions.

"Career Education" is wholly student oriented. It uses knowledge, values and skills as a means to the students' ends, not as ends in themselves. In the Career Education curriculum, knowledge must be functionally related to the range of life careers or roles in which the individual

will participate.... It does mean that student motivation based on a ranked order of needs will be a major consideration." (Parnell, 1973)

### OBJECTIVES

The objectives of this project are seven in number.

1. Identify vocational and academic curriculum goals and objectives which pertain to career education in the cognitive, effective and psychomotor domains. See Appendixes B, C, D, E, F, and G.
2. Modify and pilot test existing curricula infusing career education goals and objectives specific to various levels of instruction.
3. Develop and pilot test new learning activities which infuse/integrate career awareness, career exploration and career preparation concepts into appropriate levels of the curriculum.
4. Develop and pilot test vocational and academic curricula that include the self-analysis/self evaluation process in career exploration and career preparation.
5. Develop and pilot test academic units of instruction involving information about the world of work.
6. Develop and pilot test self-awareness experiences through which students can determine the assistance or resources needed to meet their career goals.
7. Perform an evaluation following the design developed by Texas Education Agency.

## CHAPTER III

### METHODOLOGY

#### Introduction

Conceptualizing the plan to pilot test the effectiveness of a delivery system for correctional career education resulted in the formulation of four goals:

- a. Selecting and training a teaching staff
- b. Development, modification, or both, of new or existing curricula
- c. Pilot testing that curricula
- d. Evaluation of the products

To attain the goals above provision was made to evoke and collate input from classroom teachers, supervisory personnel, administrators, and most importantly - the student.

#### Selecting and Training the Staff

Originally two units of the Texas Department of Corrections were chosen for the pilot test of the delivery system, subsequently however, the decision was made to increase the scope of the pilot testing. In addition to the original Ferguson Unit (all male) and the Mountain View Unit (all female), the number of tests sites were expanded by two additional all male units - Central and Eastham.

The final mix of career education teaching personnel involved in the project during the period of this report is given below:

<u>UNIT</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTALS</u>
Ferguson	4	5	9
Mountain View	2	3	5
Central	0	2	2
Eastham	<u>1</u>	<u>0</u>	<u>1</u>
TOTALS	7	10	17

The initial staff, selected for implementation of career education infusion into the curriculum, participated in a day of inservice training in October 1977. The cadre of six teachers were provided with appropriate study materials prepared by, among others, the Texas Education Agency, Texas A & M University, and Partners in Career Education. During the training session, practice modules were prepared using Infused Curriculum Modules, published by Partners in Career Education as a guide, along with the kit, "Teacher Directed Model for Career Education Implementation", Texas A & M University, College Station, Texas.

#### Development, Modification or Both of New or Existing Curricula

Goals and goal indicators, both academic and vocational, were examined to determine the presence of career education goals. Academic and special education goals and goal indicators are included as Appendix E.

In addition to the goals, goal indicators and objectives mentioned above, twenty-eight vocational programs were identified including Vocational Office Education, Occupational Orientation: Reality Adjustment Program (RAP) and Industrial Cooperative Training. Each of the vocational courses available has its own stated set of objectives. Three examples of these objectives are included as Appendix F.<sup>1</sup> They were chosen because of their broad career educational overtones.

Another program which contains elements of career education is the competency-based high school program, often referred to as APL or Adult Performance Level. Information concerning this program has been taken from the school district Policy and Procedure Manual and included as Appendix G.

Synthesization of the goals, goal indicators and objectives resulted in the examination of materials on hand; the use of which would enable students to participate in career education activities.

In consultation with the supervisors of the several major disciplines (reading, mathematics, social studies and science) a list of commercially available materials was prepared for either gathering, if already on hand, or purchase. The criteria for selection of student use materials were as follows:

- a. Supportive of specified goals, goal indicators, and objectives
- b. Contain information pertaining to career education (awareness, exploration and preparation)

<sup>1</sup>Taken from "Report of a Self-Study," Windham School District, Texas Department of Corrections, March, 1976.



- c. Demonstrate the uses for the skills and knowledge acquired through study in the major disciplines
- d. Non-sexist and non-stereotyping
- e. Reading matter at varying levels of difficulty
- f. Bi-lingual (Mexican or Spanish as well as English)
- g. Modifiable
- h. Reproducible
- i. Reusable
- j. Timeliness
- k. Adult oriented
- l. Emphasis on positive self-image
- m. Criterion referenced
- n. Permit personalization

Materials selected were predominately reading skill oriented and therefore are of the printed variety. Other purchased materials included film strips, recorded materials, globes and transparencies.

As materials arrived they were initially distributed to the Ferguson and Mountain View Units. At Ferguson the materials were generally located in a Career Education Center and available to all of the teachers and all of the students.

Effort was made by some teachers to prepare modules using as a guide the learner outcomes set forth in a pamphlet published and distributed by the Texas Education Agency, Austin, Texas and titled "Basic Learner Outcomes for Career Education", 1973.

Permission was received to modify the modules contained in the program "Building Your Tomorrows", American Learning Systems, P.O. Box 2173, Columbus, Georgia 31902. See Appendix H.

Materials acquired for this pilot testing program fell into several categories. Broad groupings of materials were:

Reference and background - Appendix I

Staff training and teacher use - Appendix J

Student use - Appendix K

The materials were, except as previously noted, identified and selected by the project director based upon expertise acquired by attending a systems analysis seminar for the Planning, Implementation and Evaluation of Career Education, Dr. T.A. Ryan, Director, under the auspices of The College of Criminal Justice, University of South Carolina, Columbia, S.C.

#### Pilot Testing Curricula

A planning meeting was conducted during which the research project objectives were examined in order to coordinate activities, prepare schedules, determine areas of responsibilities, assign tasks and inform the concerned personnel of what was to be done, by whom, when and where. The events time table listed in Appendix L presents the activities to be achieved and the approximate time frame for their completion; thereby establishing a means of project control and supervision.

It was agreed by the attending parties (Assistant Superintendent of Schools, Curriculum Director, Vocational Assistant Administrator, Curriculum Supervisors and the Principals of the

Mountain View and Ferguson Schools), that the curriculum and its associated materials were the items to be tested; that under no circumstances would a teacher be made to feel insecure, or threatened, during the pilot testing phase of the project.

Involvement of all aspects of the school district was considered an essential factor of the testing program. The preceding paragraph indicates the coordination between administrative personnel, curriculum personnel and teaching personnel. The pipeline to teaching and learning personnel was increased via their participation in the materials evaluation phase.

#### Evaluation of the Products

Product evaluation was carried out at several echelons i.e. administrative, supervisory and student (consumer). Administrative evaluation was accomplished by the project director via the selection of the items purchased, and listed in Appendixes I, J, K using the goals and objectives contained in Appendixes C through G as reference and datum.

Discipline supervisors (language, mathematics, social studies and science) were provided the opportunity to evaluate the materials for student use in relation to their particular discipline of the curriculum. See Appendix M. They were provided a copy of the Texas Education Agency (TEA) document "Basic Learner Outcomes for Career Education", 1973, in order to determine which of the curriculum goals and objectives in their discipline were, or were not, included in the nine career education categories. See Appendixes M, N. The excluded goals and objec-

tives would then provide a basis for further curriculum modification, materials acquisition, and expanded student activities.

Participating teachers were provided with an evaluation sheet (Appendix O). They were instructed to evaluate a module or a program i.e. "Job Box", "Associated Press Newspaper Reading Skills Development Program", etc., as a whole, rather than as separate and individual lessons, modules, or exercises. Results of the teacher evaluations are presented as Appendix R.

Basic teaching procedure in the District requires the use of pretesting and posttesting. Such a test was prepared and used as a standardized test, Appendix Q. Standardized, as used in this program, means only that most students were exposed to the test.

Students using the career education materials were provided with an opportunity to react to the material and to do so in writing. See Appendix P. In some instances the entire class membership was using an item simultaneously. On those occasions the teacher exercised the option to have student evaluation completed as a "class vote" summation. Student reactions have been assembled and are reported in Appendix R.

CHAPTER IV  
ANALYSIS OF THE DATA  
INTRODUCTION

The primary objective of the project was to test the effectiveness of a model of a delivery system for career education in a correctional school system.

Feedback information was garnered from discipline supervisors, classroom teachers and participating students--both male and female. Information was reported and recorded via evaluation sheets. Teachers and supervisors evaluated a program as a whole; students evaluated the separate and several lessons in which they may have participated.

Student evaluation reports were first tallied by class by unit; i.e. Ferguson, Mountain View. Next, tallying was accomplished by all units and classes using the same materials or programs in order to present a district consolidation. This method had the effect of blunting, eliminating, or both, the elements of age, sex, and educational level.

Figures presented in the odd numbered tables of Appendix R are consolidations of student evaluations. Numbers of participants are recorded by sex; however, their evaluations are not categorized by race, creed, color or sex.

Tallies of the reports of evaluation are contained in Appendix R.

## TREATMENT OF THE DATA

Generally speaking, most of the materials used, both that which was already on hand and that which was procured for this project, are in the main useful for delivering career education information in a correctional school system. Figures for specific programs are presented to serve as a factor in the consideration for selection and procurement of given programs.

The greatest drawback reported in comments, by both male and female students alike, is the lack of a close connection between the maturation/educational level of the student and the level of the several lessons and components of a program.

In most cases there is an imbalance in the numbers of participants by sex. Like programs were not available on both male and female units.

Three instances were reported where a career education program could easily be infused in major disciplines:

- a. "Job Box" as supplement to reading classes
- b. "Unemployment Is A Social Problem" as a unit in social studies
- c. "Meaning of Money" in mathematics

The attitude, interest or concern evidenced by the teacher is discernable in evaluations by the student. In the case of "Fascinating World of Work: Career Awareness Series" one teacher marked the evaluation with a four in every category. In the evaluation of "Work Interaction Kit" the teacher made no re-

sponse. In both of these instances there is a large number of negative responses.

At the conclusion of the evaluation period a debriefing session was conducted with the participating teachers in order to provide feedback in a form other than numbers.

"Students liked modules that had "doing."

"Motivation is needed on a continuing basis."

"Have a career education specialist present the program."

"More training for teachers in the 'infusion' process."

"Many students resisted learning about careers."

"Continual in and out flow of students keeps everything in a state of flux."

"Too much to be taught in a six hour day, once a week."

"Career education is a good supplement tool."

Teachers be a part of the materials selection process."

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### CONCLUSIONS

1. Career education is a viable program for a correctional institution school. It is both informative and interesting. It also becomes useful when, via the infusion process, teachers are able to demonstrate the relevancy of the curriculum to the world of work.
2. Most mature inmates have already made career and occupational choices to which they are currently committed. Unless something traumatic occurs in their life -- other than being incarcerated -- career education was found to be interesting, but not necessarily immediately, or directly, influential in career selection. Conceivably there would be a latent, or half-life, residual effect following exposure to career education.
3. Most commercially available career education materials are difficult to match with locally prepared curriculum goals, objectives, or both. This is not to say that stated objectives prepared by publishers are either invalid or unsuitable.

In some instances the number of useful and suitable modules, or lessons, in a given commercially prepared program or kit may not be worth the cost for correctional use. Most commercially prepared materials are public school (K - 12 chronological age and experience) oriented rather than leaning towards the life of an adult inmate.



4. A more intensive and extensive program should have been undertaken to prepare, educate, train and involve the participating teachers in the planning, as well as the implemental stages of this project.

5. The one six hour day per week, per student, of the present academic program, with its structured, ungraded, personalized, curricular approach, developed into an unforeseen impediment to project type activities.

The continuous in-flow and out-flow of one day a week students diluted the benefits of preceding learnings, thereby creating a discontinuity effect on the use of sequenced materials.

The regular academic curriculum, designed to function as a personalized continuum, was found to be difficult of termination and, similarly, difficult to reactivate at the conclusion of the project.

#### RECOMMENDATIONS

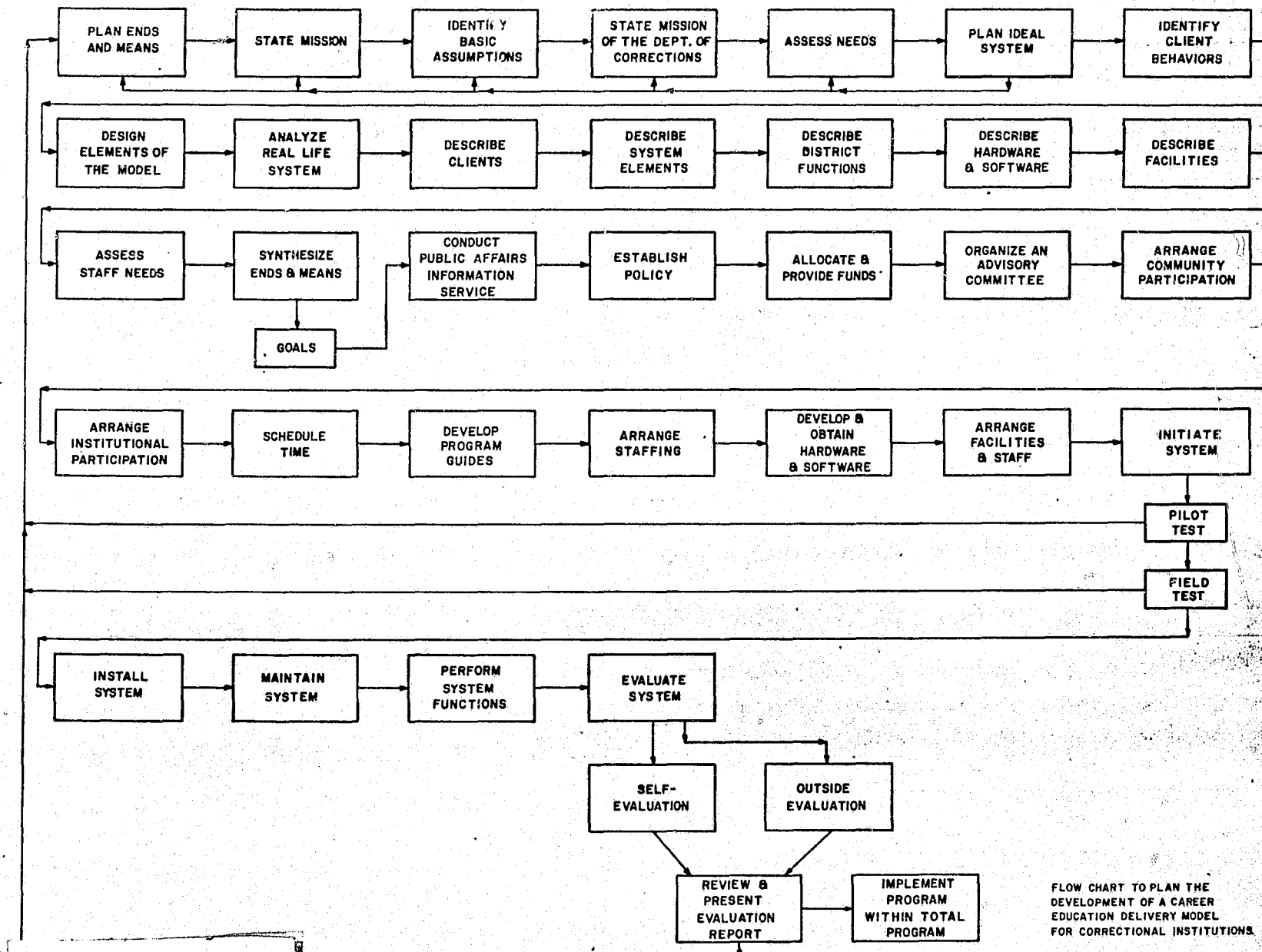
1. The pilot project designed to deliver career education in a correctional setting via the objectives of:
  - a. Identification of curriculum goals and objectives compatible with the infusion concept
  - b. Modifying existing curriculum to infuse career education learner outcomes
  - c. Developing learning activities to integrate career awareness, exploration and preparation
  - d. Utilizing self awareness/self evaluation materials
  - e. Developing world of work informational-instructional unitsbe expanded in scope and utility and infused into all disciplines comprising the academic program.

2. Amend or rewrite curriculum bulletins to include specific objectives and goals related to career education basic learner outcomes as set forth for the State of Texas.
3. Undertake a staff training program for academic discipline supervisors to assist them in the correlation and coordination of "the basics" with the survival skill of career education basic learner outcomes.
4. Prepare and implement inservice programs to assist teachers in learning about career education and increase both their knowledge of and their efficiency in, the infusion process.
5. Establish a multi-discipline committee to oversee the selection procurement, custodialship, and utilization of career education materials.
6. Career education delivery systems be made available to, and utilized in, local jails and detention centers. Many of the commercially prepared materials are in packet, kit, or multi-media format. In this form they would be practical for situations where there is a high turn over of personnel. Additionally, these materials do not require a professionally trained person for their administration.

A carefully selected kit would be able to provide a reading function, a viewing function, a listening function and in some instances an optional writing function.

## APPENDIXES

# FLOW CHART DIAGRAM



FLOW CHART TO PLAN THE DEVELOPMENT OF A CAREER EDUCATION DELIVERY MODEL FOR CORRECTIONAL INSTITUTIONS

BASIC LEARNER OUTCOMES <sup>1</sup>

<u>CATEGORY</u>	<u>OUTCOMES WERE INCLUDED IN THIS CATEGORY IF THEY DEALT WITH</u>
1. Career Planning and Decision Making	Goal setting, understanding the importance of a planning process; assistance in decision making; career choices
2. Career and Occupational Information	Identification of sources of occupational information; obtaining information about careers
3. Job Acquisition and Retention	Skills that one should have to locate and interview for a specific job; skills and understandings that one should have to remain employed
4. Attitudes and Appreciation for Career Success	Attitudes toward work; feelings about task accomplishment
5. Skills in Human Relationships for Careers	Interpersonal relationships; group dynamics; attitudes toward the possession of human relationship skills
6. Self-investigation and Evaluation for Career Success	Examination of self in relation to careers; appraisal of interests and capabilities
7. Personal/Work/Societal Responsibilities	Citizenship; relationship with and responsibilities to fellow men, job, etc.
8. Economic Factors Influencing Career Opportunity	Understanding how various economic conditions affect a person; how a person interacts in the economy.
9. Education/Career Opportunity Relationships	Understanding the relationship of education (formal or informal) to career opportunities; understanding the relationship of education or training to specific job requirements; the student's attitude toward education or learning and career opportunities

<sup>1</sup>Taken from "Basic Learner Outcomes for Career Education," 1973, Texas Education Agency, Austin, Texas

REPORT OF A SELF-STUDY  
CONDUCTED IN THE WINDHAM SCHOOL DISTRICT  
TEXAS DEPARTMENT OF CORRECTIONS  
MARCH 1976

Lane Murray, Ed.D.  
Superintendent of Schools

## STATEMENT OF PHILOSOPHY

Confined persons need, perhaps more than any other social group, to live vicariously by exploring man's creativity through books and the other arts. To reach this mental freedom, a man must have academic skills of communication and computation; and in a realistic sense, he needs them to acquire and embellish his vocational skills for a more rewarding and challenging job--whether it be eventually in the free world or whether it remain within the confines of the prison.

## PART B

## OVERALL GOAL

The overall goal of the Windham School Program is to provide the opportunity for its students to acquire the academic and vocational skills necessary for any adult to cope in the free-world society.

## PART C

## SPECIFIC GOALS

1. To provide an academic program which meets the special needs of the offender population leading to the General Education Development Certificate and/or the high school diploma.
2. To provide vocational training in a variety of areas emphasizing the development of marketable job skills.
3. To provide specialized programs for the mentally retarded, emotionally disturbed, bilingual, bicultural, and/or students with particular learning disabilities.
4. To provide library services by professional librarians with the goal to meet accreditation standards (Texas Education Agency, American Library Association, Southern Association of Colleges and Schools, and the American Correctional Association) as an adjutant to each school.
5. To provide programs in music, art, dance, and physical education as an acceptable means for self-expression and creativity.
6. To provide the liaison and support services necessary to meet the policies and procedures set forth by the Texas Education Agency in keeping with legal requirements.

7. To provide support services to students by maintaining student records, vocational follow-up, job placement and counseling services consistent with treatment goals.
8. To provide staff development through in-service training programs and the encouragement of professionals to seek specialized training at the graduate level.
9. To provide continual evaluation of all programs through student progress assessment and program evaluation to meet accreditation standards of such agencies as Texas Education Agency, Southern Association of Colleges and Schools, and the American Correctional Association.

#### PART D

#### COMMITMENTS

By means of specific examples, describe how this school helps students to attain the below listed priorities.

##### 1. Intellectual Development

Our school system helps students attain intellectual development by:

- providing appropriate experiences for students
- treating students as individuals
- practicing sound teacher-student relations
- providing a meaningful curriculum emphasizing individualized instruction
- providing suitable materials, equipment, and so on for individualizing instruction

##### 2. Personal Development

Our school system helps students attain personal development by:

- providing leisure activities
- offering programs in salable skills
- individualizing instruction
- offering counseling services
- working with students attempting to improve their value systems
- providing services of an associate psychologist
- providing programs in dance, music, and choir
- offering a program in business communications
- offering a homemaking class
- providing instruction in consumerism
- offering opportunities for participation in plays and programs at the Goree Unit
- providing library facilities



3. Our school system helps students attain social develop<sup>4</sup>-  
ment by:  
including material about our social cultural heritage  
in our social studies program  
increasing efforts in meeting the needs of minorities,  
e.g., the bilingual program  
providing opportunities for students in group communi-  
cations  
Much of this is handled through group discussions in  
classrooms.  
developing new social studies curriculum (This work is  
now in progress. It should be completed in early  
1976.)  
offering instruction in consumerism  
providing instruction in the arts  
offering some competitive sports  
providing plays at the Goree Unit
4. Physical Development  
Our school system helps students attain physical develop-  
ment by:  
providing a program of sports and calisthenics  
stressing the importance of grooming and good health  
providing leisure types of physical development

## GOALS AND GOAL INDICATORS

- I. Personal and Social Development--In order to be a productive member of society, an individual must have a positive self-image. The person must attain personal characteristics that contribute towards building a positive self-image and skill in relating to others. Therefore, each student should...
  1. acquire a high degree of self-discipline
  2. develop confidence and skills to work independently and with others
  3. attain a deep recognition of man's purpose, individual worth, and a system of values
  4. attain a genuine respect for religious freedom, the home, and family relationships
  5. acquire an understanding of the basic needs of people
  6. acquire knowledge of various cultures, particularly those of people forming his community
  7. develop skills in interpersonal relations and the social graces
  8. demonstrate an ability to function under difficult circumstances
  9. demonstrate an ability to live by rules and regulations
  10. demonstrate an ability to establish goals and to work towards achieving his goals
  11. demonstrate a desire for continuing learning
  12. demonstrate wise use of leisure time
- II. Intellectual Development--There are many competencies in basic disciplines essential for success in the world in which we live. In addition, knowledge of the utilization of the competencies is essential. Therefore, each student should...
  1. increase knowledge of basic reading skills to his fullest potential
  2. increase all communications skills to his fullest potential

3. demonstrate an awareness of library services offered by<sup>2</sup> the school district
4. participate in a reading program that promotes self-expression and creativity
5. acquire to his maximum potential the mathematical skills necessary to adjust and survive in society.
6. acquire and embellish mathematical skills for utilization in employment situations
7. develop skills in problem solving and decision making
8. develop learning skills
9. acquire language development in English and Spanish if the student is of Mexican descent and has a limited English speaking vocabulary

III. Resident Competencies--There are competencies in the social sciences important to development of good residents. Therefore, each student should develop...

1. an understanding of the principles of the free enterprise system
2. an understanding of and commitment to the ideals of freedom, equality, and respect for the rule of law
3. an attitude of responsibility toward family, community, state and nation
4. an understanding of the processes of initiating change in the political and social systems and a commitment to use this understanding for the common good
5. attain an understanding of world political, social, and economic systems
6. communication to create awareness and responsibility by and between governmental leaders and the public
7. recognize the need for public responsibility as a social, economic and political force
8. develop public awareness to minimize misinterpretation and misunderstanding
9. promote participation in the process of societal recreation. (What knowledges and skills have the greatest social utility).

10. awareness of the government's lawful basis and the general legal conditions of daily life
11. develop economic and occupational skill and an awareness of social mobility
12. recognize the need for improving human relations
13. develop methods and skills to pursue the desire for self actualization
14. competence as a global resident and international consumer
15. encourage constructive participation in political activities and affairs in government
16. understanding of the rights, duties, and responsibilities of citizens and the public
17. constructive participation in political activities and affairs of government
18. develop a socially, economically, culturally and educationally informed public
19. demonstrate concern for cultural, social, occupational and economic problems of national and universal interest
20. acquire problem-solving skills and techniques
21. comprehend the reasons why man is an explorer, discoverer and inventor
22. appreciation of the multi cultures and heritages upon which this nation is founded

IV. Physical and Environmental Health and Ecological Balance--  
Knowledge and practice of good personal and environmental health habits is vital to the individual. Good practices of such habits are valuable not only in the present, but also for future generations. Therefore, each student should...

1. acquire and practice sound principles of personal hygiene, nutrition, and physical fitness
2. develop an awareness of the interdependence of individual and community health standards

3. acquire knowledge of the dangers to health from social diseases and drug consumption
4. acquire knowledge of the dangers to health from the use of alcohol and tobacco
5. develop ability to recognize and prevent environmental, ecological, and health problems

V. Occupational and Economic Competence--Happiness and success are more likely to be attained if a student develops competence in a chosen occupation and practices sound management of his personal affairs. Therefore, each student should...

1. acquire a positive outlook toward work
2. acquire an awareness of careers
3. attain a marketable skill
4. attain skills in the application of economic knowledge to the management of personal affairs
5. select an occupation which is remunerative, suited to talents, and satisfying

VI. Accountability--A program of continuing planning and evaluation should be established for the Windham School District. This program should include curriculum development, staff function, a system of determination of student success, a system of cost accountability, professional acceptance of the Windham program.

1. The Windham School District will have a program of continuing planning and evaluation. This program will measure the performance of its school system in terms of its staff, performance of students, curriculum, and the system of instruction.
2. Instructional objectives of the school program(s) are identified and stated in observable, behavioral, performance or all, terms.
3. Development of an instructional program that is appropriate for attaining the stated objectives and put into effect by a professional staff and faculty of the school.
4. Develop an evaluation program designed and used to measure, evaluate, or both the extent to which the student, staff and faculty are achieving the stated objectives, goals or both.

- 5
5. Develop an information system for reporting program results to appropriate decision makers.
  6. Make provisions for diagnosing corresponding or eliminating such parts, phases, programs, or all three, that are obsolete, low performance, unproductive.
  7. Develop a cost-effective analysis system applicable to the various aspects of the school program (s)
  8. Prepare, publish and distribute to the Board, Staff and Faculty an annual report, by the Superintendent, setting forth the results of the educational program (s) for the preceeding year in order to place before the community and staff the answers to the questions:
    - a. What is our school doing?
    - b. How well is it being done?
    - c. What should our school be doing?
  9. Establish, operate and maintain an external system of Educational Program Audit otherwise called an Independent Accomplishment Audit.
  10. Establish, operate and maintain on-going information, education, training, and evaluation programs for the staff and faculty.
  11. Establish, operate and maintain a system of between school competition to hold them to performances standards.
  12. Establish, operate and maintain a personnel program of recognition and rewards to attract and retain highly competent people.
  13. Provide a professionally trained staff to serve in the decision making process related to the implementation of the educational goals of the district and to determine the environmental conditions in which they work.
  14. Provide management support to consist of:
    - a. relevant research information
    - b. funds activities
    - c. facilities modifications
    - d. staff support, training and recruitment
    - e. scheduling
    - f. coordination of institutional and community resources
    - g. maintenance of climate environment for learning

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<sup>1</sup>Taken from the several in-place curriculum bulletins of the Windham School District, Texas Department of Corrections, Huntsville, Texas, 1978

# TERMINAL PERFORMANCE OBJECTIVE (TPO) GUIDE

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## SCIENCE

<u>Phase</u> <sup>1</sup>	<u>TPO Number</u>	<u>Topic</u>
I	1	Living Things--The Cell
I	2	Living Things--Animal and Plant Cells
I	3	Living Things--Unicellular Organisms
I	4	Living Things--Properties of Green and Nongreen Plants
II	1	Living Things--The Circulatory System
II	2	Living Things--Blood
II	3	Living Things--The Digestive System
II	4	Living Things--The Endocrine System
II	5	Living Things--The Excretory System
II	6	Living Things--The Nervous System
II	7	Living Things--The Respiratory System
II	8	Living Things--The Human Skeleton
II	9	Living Things--Voluntary and Involuntary Muscles
II	10	Living Things--Skin (Integumentary System)
II	11	Living Things--Dental Care
II	12	Living Things--Photosynthesis
II	13	Living Things--Regulation and Homeostasis
III	1	Living Things--Bacteria
III	2	Living Things--Fungi
III	3	Living Things--Viruses
III	4	Living Things--Protozoa
III	5	Living Things--Infectious and Noninfectious Diseases
III	6	Living Things--Disease Prevention
III	7	Living Things--Diseases of the Circulatory, Digestive, Respiratory, Endocrine, Excretory, and Nervous Systems
III	8	Living Things--Effects of Disease or Injury on the Skeletal System
III	9	Living Things--Disorders of the Skin
III	10	Living Things--Carbohydrates
III	11	Living Things--Proteins
III	12	Living Things--Fats
III	13	Living Things--Minerals
III	14	Living Things--Nutrition

<sup>1</sup>Phases are administrative groupings approximating grade levels as follows:

Phase I = grades 1-3

Phase II = grades 4-6

Phase III = grades 7-9



<u>Phase</u>	<u>TPO Number</u>	<u>Topic</u>
III	15	Living Things--Nutrition
III	16	Living Things--Ecology
III	17	Living Things--Sound Physical and Emotional Health Practices
III	18	Living Things--Genetics
III	19	Living Things--Theory of Natural Selection
III	20	Living Things--Human Reproduction
I	1	Practical Chemistry--Matter
I	2	Practical Chemistry--Effects of Addition or Subtraction of Heat (Relation to Matter)
II	1	Practical Chemistry--Elements, Atoms, and Molecules
II	2	Practical Chemistry--Chemical Symbols
II	3	Practical Chemistry--Compounds and Mixtures
II	4	Practical Chemistry--Physical and Chemical Changes
III	1	Practical Chemistry--Solutions
III	2	Practical Chemistry--Applied Science
III	3	Practical Chemistry--Acids, Bases, and Salts
I	1	Weather--Clouds
I	2	Weather--Precipitation
II	1	Weather--The Water Cycle
II	2	Weather--Changes in the Temperature of the Air
III	1	Weather--Air Pressure
III	2	Weather--Humidity
I	1	Machines and Energy--Simple Machines
I	2	Machines and Energy--Levers
II	1	Machines and Energy--Pulleys
II	2	Machines and Energy--Wheel-and-Axle, Inclined Plane, Wedge, and Screw
II	3	Machines and Energy--Reflection and Refraction
III	1	Machines and Energy--Advantages of Machines
III	2	Machines and Energy--Energy
III	3	Machines and Energy--Energy Problem
III	4	Machines and Energy--Lenses

<u>Phase</u>	<u>TPO Number</u>	<u>Topic</u>	4
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III	18	Living Things--Genetics	
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III	1	Weather--Air Pressure	
III	2	Weather--Humidity	
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I	2	Machines and Energy--Levers	
II	1	Machines and Energy--Pulleys	
II	2	Machines and Energy--Wheel-and-Axle, Inclined Plane, Wedge, and Screw	
II	3	Machines and Energy--Reflection and Refraction	
III	1	Machines and Energy--Advantages of Machines	
III	2	Machines and Energy--Energy	
III	3	Machines and Energy--Energy Problem	
III	4	Machines and Energy--Lenses	

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III	5	Machines and Energy--Sound	
III	6	Machines and Energy--Inertia and the Laws of Motion	
III	7	Machines and Energy--Gas Laws	
I	1	Magnetism and Electricity--Magnetic and Nonmagnetic Materials	
I	2	Magnetism and Electricity--Lines of Force	
I	3	Magnetism and Electricity--Static Elec- tricity	
I	4	Magnetism and Electricity--Potential Dangers of Electrical Tools and Appliances	
II	1	Magnetism and Electricity--Materials Through Magnetic Forces Will Pass and a Recognition of the Effects of Polarity in Magnets	
II	2	Magnetism and Electricity--Electrical Circuit	
II	3	Magnetism and Electricity--Series and Parallel Circuits	
III	1	Magnetism and Electricity--Theory of Magnetism and the Making of Magnets	
III	2	Magnetism and Electricity--The Electro- magnet	
III	3	Magnetism and Electricity--The Electric Generator and the Electric Motor	
III	4	Magnetism and Electricity--Conductors and Insulators	
III	5	Magnetism and Electricity--Electrical Resistance	
I	1	The Universe--The Earth, Gravity, and Weight	
I	2	The Universe--Cause of Day and Night and the Seasons of the Year	
I	3	The Universe--Soil Variations	
I	4	The Universe--Mineralogy	
I	5	The Universe--Landmarks in the Work of the National Aeronautics and Space Administration	
II	1	The Universe--Celestial Bodies	
II	2	The Universe--The Environment	
III	1	The Universe--The Effects of Other Ce- lestial Bodies on Earth	
III	2	The Universe--Layers of the Earth	

PhaseTPO NumberTopic

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III	3	The Universe--Principles of Man's Water Supply
III	4	The Universe--Earthquakes
III	5	The Universe--Geologic Timetable

COMMUNICATIONS

I	1	Reading--Alphabet, readiness
I	2	Reading--Dolch words
I	3	Reading--High utility words
I	4	Reading--Language Experience
I	5	Reading--Consonants
I	6	Reading--Vowels
I	7	Reading--Vowels
I	8	Reading--Vowel diphthongs
I	9	Reading--R-controlled Vowels
I	10	Reading--R-controlled Vowels
I	11	Reading--aw (6) sounds
I	12	Reading--Dictionary spellings
I	13	Reading--Suffixes
I	14	Reading--Suffixes
I	15	Reading--Syllables
I	16	Reading--Doubling final consonants
I	17	Reading--Contractions
I	18	Reading--Dictionary Guide Words
I	19	Reading--Alphabetical Order
I	20	Reading--All vowels
I	21	Reading--Word meanings
I	22	Reading--Diacritical marks
I	23	Reading--Crossword puzzle (Synonym-Antonym-Homonym)
I	24	Reading--Oral Reading
I	25	Reading--Listening comprehension
I	26	Reading--Sequencing
I	27	Reading--Main ideas
I	28	Reading--Definitions
I	29	Reading--Following directions
I	30	Reading--Crossword puzzle
I	31	Reading--Index
I	32	Reading--Cursive alphabet
II	1	Reading--Word Recognition
II	2	Reading--Phonetic/Structure Skills
II	3	Reading--Phonetic/Structure Skills
II	4	Reading--Dictionary

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II	5	Reading--Oral Reading
II	6	Reading--Word derivation
II	7	Reading--Cloze passage
II	8	Reading--Crossword puzzle
II	9	Reading--Vocabulary
II	10	Reading--Vocabulary
II	11	Reading--TV Schedule
II	12	Reading--Bus Schedule
II	13	Reading--Newspaper article
II	14	Reading--Business letter
II	15	Reading--Employment form
II	16	Reading--Credit form
II	17	Reading--State map
II	18	Reading--City map
II	19	Reading--Checks
II	20	Reading--Recipe
II	21	Reading--Bldg. directory
II	22	Reading--Newspaper ads
II	23	Reading--Dress pattern
II	24	Reading--Consumer products
II	25	Reading--Magazine article
II	26	Reading--Job opportunities
II	27	Reading--Job resume
II	28	Reading--Yellow pages
II	29	Reading--Summaries
II	30	Reading--Main ideas
II	31	Reading--Sequencing
II	32	Reading--Comprehension
II	33	Reading--Comprehension
II	34	Reading--Poetry
II	35	Reading--Following directions
II	36	Reading--Charts, graphs
II	37	Reading--Story endings
II	38	Reading--Skimming
II	39	Reading--Interpretation
II	40	Reading--Library use
III	1	Reading--Phonics Maintenance
III	2	Reading--Dictionary Skills
III	3	Reading--Oral reading
III	4	Reading--Vocabulary
III	5	Reading--Vocabulary
III	6	Reading--Critical reading
III	7	Reading--Crossword puzzle
III	8	Reading--Poetry
III	9	Reading--Creative thinking
III	10	Reading--Literary terms

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III	11	Reading--Comprehension
III	12	Reading--Interpretation
III	13	Reading--Word usage
III	14	Reading--Composition
III	15	Reading--Oral report
III	16	Reading--Summary
III	17	Reading--Graphs, diagrams
III	18	Reading--Study method
III	19	Reading--Reading rate
III	20	Reading--Newspaper
III	21	Reading--Notetaking
I	1	Spelling--Dolch words
I	2	Spelling--Dolch words
I	3	Spelling--Proper names
I	4	Spelling--Phonics
I	5	Spelling--Rhyming words
I	6	Spelling--Suffixes
I	7	Spelling--Capitals
I	8	Spelling--Alphabetizing
I	9	Spelling--Plurals
I	10	Spelling--Compound words
I	11	Spelling--Syllabication
I	12	Spelling--Antonyms
I	13	Spelling--Synonyms
I	14	Spelling--Homonyms
I	15	Spelling--Sentence dictation
I	16	Spelling--Irregular words
I	17	Spelling--Root words
I	18	Spelling--Prefixes
I	19	Spelling--Suffixes
I	20	Spelling--Contractions
I	21	Spelling--Abbreviations
I	22	Spelling--Puzzle
II	1	Spelling--Survey test
II	2	Spelling--Generalizations
II	3	Spelling--Pronunciation
II	4	Spelling--Proofreading
II	5	Spelling--Irregular words
II	6	Spelling--Affixes
II	7	Spelling--Plurals
II	8	Spelling--Verb forms
II	9	Spelling--Prefixes
II	10	Spelling--Suffixes
II	11	Spelling--Syllabication
II	12	Spelling--Antonyms

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II	13	Spelling--Synonyms
II	14	Spelling--Homonym puzzle
II	15	Spelling--Schwa sounds
II	16	Spelling--Contractions
II	17	Spelling--Possessives
II	18	Spelling--Abbreviations
II	19	Spelling--Possessives
II	20	Spelling--Contractions
II	21	Spelling--Punctuation
II	22	Spelling--Vocabulary
II	23	Spelling--Alphabetizing
II	24	Spelling--Alphabetizing
II	25	Spelling--Sentence dictation
II	26	Spelling--Crossword puzzle
III	1	Spelling--Survey test
III	2	Spelling--Survey test
III	3	Spelling--Vocabulary
III	4	Spelling--Etymologies
III	5	Spelling--Crossword Puzzles
III	6	Spelling--Syllabication
III	7	Spelling--Content-job skill words
III	8	Spelling--Pronunciations
I	1	Language--Capitalization
I	2	Language--Punctuation
I	3	Language--Sentence Structure
I	4	Language--Alphabetizing
I	5	Language--Letter writing
I	6	Language--Topic Sentences
I	7	Language--Word Usage
I	8	Language--Adjectives, synonyms, antonyms, rhyming words, prefixes, suffixes
I	9	Language--Nouns, verbs, personal pronouns
I	10	Language--Dictionary
II	1	Language--Exclamation points
II	2	Language--Double Negatives
II	3	Language--Using a, an
II	4	Language--Verb forms
II	5	Language--Homonyms
II	6	Language--Contractions
II	7	Language--Plural forms
II	8	Language--Sentence construction
II	9	Language--Interjections
II	10	Language--Verbs
II	11	Language--Word Substitution

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II	12	Language--Friendly Letters
II	13	Language--Business Letters
II	14	Language--Nouns
II	15	Language--Pronouns
II	16	Language--Adjectives
II	17	Language--Adverbs
II	18	Language--Determiners, Auxiliaries
II	19	Language--Dictionary
II	20	Language--Syllables, Accents
II	21	Language--Definitions
II	22	Language--Alphabetizing
II	23	Language--Sentence Structure
II	24	Language--Paragraphs
II	25	Language--Topic Sentence
II	26	Language--Topic Sentence
II	27	Language--Capitalization
II	28	Language--Punctuation
II	29	Language--Maps
II	30	Language--Almanac-Atlas
II	31	Language--Outlines
II	32	Language--Card catalog
III	1	Language--Nouns
III	2	Language--Noun Plurals
III	3	Language--Possessives
III	4	Language--Pronouns
III	5	Language--Verb Forms
III	6	Language--Adjectives
III	7	Language--Adverbs
III	8	Language--Capitalization
III	9	Language--Capitalization
III	10	Language--Composition
III	11	Language--Friendly Letter
III	12	Language--Alphabetizing
III	13	Language--Dictionary
III	14	Language--Dictionary
III	15	Language--Syllabication
III	16	Language--Accents
III	17	Language--Commas
III	18	Language--Punctuation
III	19	Language--Antonyms
III	20	Language--Synonyms
III	21	Language--Homophones
III	22	Language--Negative Sentences
III	23	Language--Possessives
III	24	Language--Contractions



<u>Phase</u>	<u>TPO Number</u>	<u>Topic</u>	11
III	25	Language--Prefixes	
III	26	Language--Suffixes	
III	27	Language--Verb Forms	
III	28	Language--Pronouns	
III	29	Language--Unnecessary Words	
III	30	Language--Incorrect Expressions	

#### SOCIAL STUDIES

(Social Studies objectives are not listed by phase.)

- 1 Anthropology--Vocabulary
  - 2 Anthropology--Role of family members
  - 3 Anthropology--Differences in communities
  - 4 Anthropology--Interdependence of communities and their inhabitants
  - 5 Anthropology--Changes in rural life
  - 6 Anthropology--Effects of technology on present
  - 7 Anthropology--Community problems
  - 8 Anthropology--Family functions and social values
  - 9 Anthropology--U.S. attitudes toward solving ethnic problems
  - 10 Anthropology--Government control of tobacco, alcohol, drugs
  - 11 Anthropology--Contributions of Indians toward Western culture
  - 12 Anthropology--Cultural differences among the world's people
  - 13 Anthropology--Problems created for individuals by technology and the need for change in the area of women's rights
- 
- 1 Economics--Vocabulary
  - 2 Economics--Basic necessities of life
  - 3 Economics--Proper human diet
  - 4 Economics--Correct and safe food processing
  - 5 Economics--Sources and type of clothing fiber
  - 6 Economics--Shelter for humans
  - 7 Economics--Manufacture of building construction materials
  - 8 Economics--Trading and money

- 9 Economics--Community services
- 10 Economics--Work, occupation, vocation
- 11 Economics--Advertising as merchandising
- 12 Economics--Communication services
- 13 Economics--Individual and mass transportation
- 14 Economics--Industrial production
- 15 Economics--Geoponic operations
- 16 Economics--Factors of production in a free economy and their location
- 17 Economics--Comparison of economic theories
- 18 Economics--Computational skill in personal economics
- 19 Economics--Political activities to prevent or correct a depression
- 20 Economics--Proposals to solve problems of poverty in the U.S.
- 21 Economics--Economic problems of student choice
- 22 Economics--Advantages and disadvantages of the three basic economic systems
- 23 Economics--Evaluation of taxes paid by you
- 24 Economics--Personal economic problems
- 1 Geography--Vocabulary
- 2 Geography--Using maps and globes (physical features and climates)
- 3 Geography--Using maps and globes (symbols and distances)
- 4 Geography--Using maps and globes (physical features in climatic regions)
- 5 Geography--Relationship between natural environment and activities of people in a community
- 6 Geography--Effects in the relationship between natural resources and the activities of human beings
- 7 Geography--Using maps and globes (Problems)
- 8 Geography--Understanding weather and recording meteorological phenomena
- 9 Geography--Climatic conditions and their cause
- 10 Geography--Effects of physical environment on peoples' lives

- 11 Geography--Natural resources and human activities in relation to agriculture, industry, and a topic of your choice
- 12 Geography--Planning a trip
- 13 Geography--Evaluating an ecology program
- 14 Geography--Using maps, globes, atlas (political entities and bodies of water)
- 15 Geography--Using maps, globes, atlas (physical features)
- 16 Geography--Using maps, globes, atlas (major climatic regions)
- 17 Geography--Using maps, globes, atlas (Natural and industrial areas)
- 1 History--Reasons for changes in communities
- 2 History--Reasons why immigrants came to America and life in the old country
- 3 History--Cultural life and economic situation in colonial America
- 4 History--Differences of view points among Colonists, English, King George III, and Indians
- 5 History--Features of your home state
- 6 History--War Between the States
- 7 History--Early settlement patterns
- 8 History--City growth problems
- 9 History--Contrast present urban problems with urban problems of the middle 1800's
- 10 History--Immigration to Latin America
- 11 History--History of racial conflict in the U.S.
- 12 History--Early (BCE) civilizations (Chinese, Roman, Greek)
- 13 History--Contributions from the Renaissance Culture, Eastern Medieval Culture, and Characteristics of the Middle Ages
- 14 History--Contributions made by the Industrial Revolution
- 1 Inquiry Skills--Using assorted reference materials

- |    |   |
|----|---|
| 2  | Inquiry Skills--Basic questions to be answered in research  |
| 3  | Inquiry Skills--Using maps and globes to identify physical features                               |
| 4  | Inquiry Skills--Steps in problem solving  |
| 5  | Inquiry Skills--Analyzing statements for bias, assumptions, clarity, generalizations, opinions    |
| 6  | Inquiry Skills--Demonstrating social studies research skills                                      |
| 7  | Inquiry Skills--Determining relevance of social studies data to a given topic                     |
| 8  | Inquiry Skills--Using resource materials to develop a research paper                              |
| 9  | Inquiry Skills--Using maps, globes, charts as necessary   |
| 1  | Philosophy and Psychology--Vocabulary   |
| 2  | Philosophy and Psychology--Communication between humans   |
| 3  | Philosophy and Psychology--Applying problem-solving skills to personal problems                   |
| 4  | Philosophy and Psychology--Making decisions based on needs, desires, resources                    |
| 5  | Philosophy and Psychology--Formulating possible solutions to simulated circumstances              |
| 6  | Philosophy and Psychology--Identifying social problems, analyzing data, and proposing solutions   |
| 7  | Philosophy and Psychology--Identifying problems of teenagers                                      |
| 8  | Philosophy and Psychology--Types of careers available in assorted fields                          |
| 9  | Philosophy and Psychology--World religions and how they affect the daily lives of their followers |
| 10 | Philosophy and Psychology--Developing social values   |
| 11 | Philosophy and Psychology--Research ability applied to occupational, vocational fields            |

- |    |   |
|----|---|
| 12 | Philosophy and Psychology--Living by a social value system in a given community                                       |
| 1  | Political Science--Vocabulary   |
| 2  | Political Science--Tax support for governmental services  |
| 3  | Political Science--Political and governmental problems for the writers of the American Constitution                   |
| 4  | Political Science--Conflicts among early American political leaders and current conflicts                             |
| 5  | Political Science--Connections between political problems and actions by legislatures                                 |
| 6  | Political Science--Basic needs of people met by law and rules of society  |
| 7  | Political Science--Present a set of political values and political philosophy   |
| 8  | Political Science--Describe the political features of a country illustrating conquest, colonization, changing leaders |
| 9  | Political Science--Supporting or refuting changes in the Constitution of the United States                            |
| 10 | Political Science--Organization and functions of the U.S. government  |
| 11 | Political Science--Duties of officers of the U.S. judicial system   |
| 12 | Political Science--Constitutional safeguards and individual rights  |
| 13 | Political Science--Important English documents in literature which contain democratic ideals                          |
| 14 | Political Science--Causes of international conflict which resulted in world crises between 1780 and 1939              |
| 15 | Political Science--Compare Chinese Communism with Soviet Union Communism  |

<u>Phase</u>	<u>TPO Number</u>	<u>Topic</u>
I	1	General-Reading for Mathematics--Arithmetic Terms-Catagories
I	2	General-Reading for Mathematics--Identifying Math Terms (Cumulative Objectives)
II	1	General-Reading for Mathematics--Arithmetic Terms-Catagories
II	2	General-Reading for Mathematics--Identifying Math Terms (Cumulative Objectives)
III	1	General-Reading for Mathematics--Arithmetic Terms-Catagories
III	2	General-Reading for Mathematics--Identifying Math Terms (Cumulative Objectives)
I	1	Sets and Logic--Elements of a Set
II	1	Sets and Logic--Finite, Infinite, Empty Sets
II	2	Sets and Logic--Equal/Equivalent Sets
II	3	Sets and Logic--Subsets
II	4	Sets and Logic--Overlapping/Disjoint Sets
II	5	Sets and Logic--Operations with Sets
III	1	Sets and Logic--(Optional) Basic Set Theory
III	2	Sets and Logic--(Optional) Set Operations and Their Symbols
III	3	Sets and Logic--(Optional) Subsets of the Real Number System
I	1	Number and Number Systems--Arabic Numerals 1-100
I	2	Number and Number Systems--Place Value to 9999
I	3	Number and Number Systems--Arabic/Roman Numerals
II	1	Number and Number Systems--Number Systems
II	2	Number and Number Systems--Place Value
II	3	Number and Number Systems--Properties of Whole Numbers
II	4	Number and Number Systems--Round-Off Numbers

<u>Phase</u>	<u>TPO Number</u>	<u>Topic</u>	17
II	5	Number and Number Systems--Prime/Composite Numbers	
II	6	Number and Number Systems--Rational/Irrational Integer/Natural Numbers	
II	7	Number and Number Systems--Proper/Improper Fractions	
II	8	Number and Number Systems--Equivalent Fractions	
II	9	Number and Number Systems--Averages	
II	10	Number and Number Systems--Arithmetic/Geometric Number	
II	11	Number and Number Systems--Squares and Square Roots	
II	12	Number and Number Systems--Exponential Notation	
II	13	Number and Number Systems--Sign Numbers	
III	1	Number and Number Systems--Place Value Identifications	
III	2	Number and Number Systems--Round-Off Numbers	
III	3	Number and Number Systems--Exponents	
III	4	Number and Number Systems--Square Roots	
III	5	Number and Number Systems--Powers and Roots with Fractions & Decimals	
III	6	Number and Number Systems--Sign Numbers	
I	1	Numerical and Algebraic Operations--Add-to 4 digits	
I	2	Numerical and Algebraic Operations--Subtraction-to 4 digits	
I	3	Numerical and Algebraic Operations--Multiplication-1 digit x 2 + 3 digits	
I	4	Numerical and Algebraic Operations--Divide-2 + 3 digit dividends, 1 + 2 digit divisors	
I	5	Numerical and Algebraic Operations--Adding Like Fractions	
II	1	Numerical and Algebraic Operations--Add/Sub.-4 digit numbers	
II	2	Numerical and Algebraic Operations--Mult.-3 digit numbers	
II	3	Numerical and Algebraic Operations--Division-at least 2 digit divisors	
II	4	Numerical and Algebraic Operations--Estimate Answers	

PhaseTPO NumberTopic

18

II	5	Numerical and Algebraic Operations--Reducing Fractions
II	6	Numerical and Algebraic Operations--Addition/Subtraction-Fractions
II	7	Numerical and Algebraic Operations--Multiplication-Fractions
II	8	Numerical and Algebraic Operations--Division-Fractions
II	9	Numerical and Algebraic Operations--Cancelling Out Factors
II	10	Numerical and Algebraic Operations--Ratio and Proportions
II	11	Numerical and Algebraic Operations--Decimal Fractions-Conversions
II	12	Numerical and Algebraic Operations--Reading-Writing Decimals
II	13	Numerical and Algebraic Operations--Add/Subtraction-Decimals
II	14	Numerical and Algebraic Operations--Mult./Division-Decimals
II	15	Numerical and Algebraic Operations--Conversions-Decimal-Fractions Fractions-Decimals
II	16	Numerical and Algebraic Operations--Percentage-Conversions
II	17	Numerical and Algebraic Operations--Finding Percent of a Number
II	18	Numerical and Algebraic Operations--Finding Percent of One Number to Another
II	19	Numerical and Algebraic Operations--Finding a Number When Percent of it is Given
II	20	Numerical and Algebraic Operations--Percentage Problems
III	1	Numerical and Algebraic Operations--Basic Operations-Whole Numbers Review
III	2	Numerical and Algebraic Operations--Fractions
III	3	Numerical and Algebraic Operations--Decimals
III	4	Numerical and Algebraic Operations--Percents
III	5	Numerical and Algebraic Operations--Substitutions



III	6	Numerical and Algebraic Operations-- Monomials
III	7	Numerical and Algebraic Operations-- Polynomials
III	8	Numerical and Algebraic Operations-- Equations
III	9	Numerical and Algebraic Operations-- Factoring
III	10	Numerical and Algebraic Operations-- Simultaneous Equations
III	11	Numerical and Algebraic Operations-- Quadratic Equations
I	1	Geometry--Recognition of Figures
I	2	Geometry--Recognition of Symbols
II	1	Geometry--History of Geometry
II	2	Geometry--Point-lines
II	3	Geometry--Plane Figures
II	4	Geometry--Congruence, Similarity, Symmetric
II	5	Geometry--Common Three-dimensionals Figures
II	6	Geometry--Measurement of Angles
II	7	Geometry--Types of Angles
II	8	Geometry--Pairs of Angles
II	9	Geometry--Parallel Lines/Angles
II	10	Geometry--Polygons
II	11	Geometry--Perimeter/Area of Rectangle, Square, Parallelogram
II	12	Geometry--Perimeter/Area of Triangle, Trapezoid
II	13	Geometry--Perimeter/Area of Circle
II	14	Geometry--Perimeter/Area of Rectangle Solid, Cube, Cylinder
II	15	Geometry--Pythagorean Theorem
II	16	Geometry--Constructing Geometric Figures
II	17	Geometry--Application I-Perimeters
II	18	Geometry--Application II-Area
II	19	Geometry--Application III-Pythagorean Theorem
III	1	Geometry--Angles-Measurement & Identi- fication
III	2	Geometry--Triangles-Measurement & Iden- tification
III	3	Geometry--Areas/Perimeters of Common Geometric Figures

III	4	Geometry- -Volume Problems
III	5	Geometry--Circular Area Problems
III	6	Geometry--Pythagorean Theorem
III	7	Geometry--Constructing Geometric Figures
III	8	Geometry--Identifying Geometric Drawings
I	1	Measurement & Probability--Recognize/Use Coin Values
I	2	Measurement & Probability--Time-Problems
I	3	Measurement & Probability--Temperature Readings
I	4	Measurement & Probability--Units of Measure
II	1	Measurement & Probability--English Unit of Measures-Conversions
II	2	Measurement & Probability--Metric Units- Recall
II	3	Measurement & Probability--Metric Pre- fixes
II	4	Measurement & Probability--Application- Metric System
II	5	Measurement & Probability--Temperature Conversions
II	6	Measurement & Probability--British/Metric System Relation
II	7	Measurement & Probability--Mean, Mode, Median, Range
II	8	Measurement & Probability--Probability Problems
III	1	Measurement & Probability--English Units of Measure
III	2	Measurement & Probability--Metric Units of Measure
III	3	Measurement & Probability--British/Metric System Relation
III	4	Measurement & Probability--Linear Measure- ment-English/Metric
III	5	Measurement & Probability--Temperature Conversions
III	6	Measurement & Probability--Tools of the Trade
III	7	Measurement & Probability--Probability Problems
I	1	Operations Using Graphics--Recognition of Patterns

<u>Phase</u>	<u>TPO Number</u>	<u>Topic</u>	21
I	2	Operations Using Graphics--Functions of Graphs	
II	1	Operations Using Graphics--Ordered Pairs	
II	2	Operations Using Graphics--Relations and Functions	
II	3	Operations Using Graphics--Graphing Coordinates	
II	4	Operations Using Graphics--Basic Graphs	
III	1	Operations Using Graphics--Linear Equations	
III	2	Operations Using Graphics--Slope	
III	3	Operations Using Graphics--Graphing a Line Using the Slope	
III	4	Operations Using Graphics--Graphing Coordinates (Advanced)	
III	5	Operations Using Graphics--Advanced Graphs	
I	1	Problem Solving--Number Sentences	
I	2	Problem Solving--Word Problems-up to 5 digits (add.)	
I	3	Problem Solving--Word Problems-1,2,3 digits (Mult./Div.)	
II	1	Problem Solving--Word Problems--Fractions	
II	2	Problem Solving--Word Problems--Decimals	
II	3	Problem Solving--Word Problems--Percents	
III	1	Problem Solving--Interest Problems	
III	2	Problem Solving--Volume/Circular Area Problems	
III	3	Problem Solving--Percentage Problems	
III	4	Problem Solving--Ratio & Proportion	
III	5	Problem Solving--Miscellaneous Problems	
III	6	Problem Solving--Visuals	

VOCATIONAL GOAL

Vocational Programs of the Windham Independent School District develop skills for two purposes: one, for the inmate who will be in custody only a short time and will leave with salable skills so that he might take a meaningful place in free world society; two, for the inmate who will be incarcerated for a long time so that he might become a productive individual and thus be a good steward of the land, industries, and resources intrusted to TDC.

## VOCATIONAL EDUCATION

Vocational Office  
Education

1. The following information pertains to a specific vocational program offered in the Windham School District:

VOCATIONAL PROGRAM  
Vocational Office  
Education

LENGTH OF PROGRAM  
880 Hours

2. State the objectives of the program.

The student:

- a. Will gain a basic knowledge of the trade including shorthand, bookkeeping, and how to run an office.
- b. Will be able to identify the tools of the trade and know the use of each.
- c. Will be able to utilize standard office machines including an electric typewriter, a 10 key adding machine, a calculator, a Xerox copier, and an offset printing press.
- d. Will learn to plan, organize and carry out activities in cooperation with others.
- e. Will develop self confidence, poise, leadership skills, and a notion of the interdependence of workers in this area.

3. Describe the admission policies for this program.

The applicant:

- a. Must have a satisfactory disciplinary record for at least 6 months prior to application.
- b. Should be within one to two years from discharge, or probable parole.

## VOCATIONAL EDUCATION

3

### Occupational Orientation (Reality Adjustment Program)

1. The following information pertains to a specific vocational program offered in the Windham School District:

VOCATIONAL PROGRAM	LENGTH OF PROGRAM
Occupational Orientation (Reality Adjustment Program)	36 Hours

2. State the objectives of the program.

The objectives of the program are:

- To develop in the student techniques necessary for identifying, applying, obtaining, and retaining employment.
- To acquaint the student with the socially accepted responsibilities of an employed citizen.
- To acquaint the student with the social and economic changes which have transpired during the period of his incarceration.

3. Describe the admission policies for this program.

Current enrollment in any Windham vocational course is the only requirement for admission.

4. What evidence is available to show that safety, health, and fire prevention are an integral part of instruction?

This class is conducted in an academic classroom where construction codes would ensure the safety and prevention of fire. Fire prevention, safety, and health are not an integral part of the instruction in this course.

## VOCATIONAL EDUCATION

### Industrial Cooperative Training

1. The following information pertains to a specific vocational program offered in the Windham School District:

VOCATIONAL PROGRAM	LENGTH OF PROGRAM
Industrial Cooperative	Open entry
Training	Open exit

2. State the objectives of the program.

The objectives of the program are:

- a. To introduce the student to the fundamentals of the industrial occupation of his choice.
- b. To enable the student to participate in on-the-job training.
- c. To prepare the student for useful employment in the industrial occupation of their choice in which there are available openings.

3. Describe the admission policies for this program.

The admission policies for this program are:

- a. The approval of the student's immediate Supervisor; the Unit Educational and Recreational, E & R Supervisor; and the Industrial Cooperative Training Supervisor.
- b. The student must have an acceptable Educational Achievement score (E.A.) for the occupation he chooses.
- c. The student's need for the training and desire to learn.

4. What evidence is available to show that safety, health, and fire prevention are an integral part of instruction?

## Competency-Based High School Program

### Introduction

A need for the Competency-Based High School Diploma concept of education was shown in a four year University of Texas research project funded by a grant from the U.S. Office of Education.

In a national assessment by members of the University of Texas research team, statistics show that nearly 20 percent of American adults or some 23 million people do not have the daily skills needed to function in everyday society.

As a result of this research project, the former U.S. Commissioner of Education, Terrell H. Bell, suggested that adult education be reshaped so that students receive the kind of information that will make modern life easier for them.

Funded by the Division of Adult and Continuing Education, Windham School District began operating as one of the pilot sites in Texas beginning July 1, 1975. In September, 1975, the Division of School Accreditation, Texas Education Agency, approved Windham's graduation requirements for the new Competency-Based High School Diploma.

### Purpose

The CB-HSD (APL) concept of functional competency stresses that the student receive the skills and knowledge necessary for successful living in modern society.

### Admission Requirements

To be admitted to the CB-HSD Program, the student must have a minimum score of 6.0 on the California Test of Adult Basic Education (TABE), a minimum discharge date that will allow adequate time for completion of the program (3-4 months), and approval by the unit principal and program coordinator.

### Graduation Requirements

Before a student may receive a Competency-Based High School Diploma, the student must successfully complete these five requirements:

1. ACT Adult APL Survey Test (Pre-test) - The ACT APL Survey Test is a pre-test that measures the functional competency of the student on the basis of an APL 1, 2, or 3 level. At the present time, students scoring on an APL 1 and 2 level are given remedial work to help them reach the APL 3 level. Note: Only APL 3 level students are allowed to go to the second stage of the graduation



requirements--the generalized life skills section without doing<sup>2</sup> any remedial work. Note: All APL 1,2 and 3's must also complete a Diagnostic Skills Test which measures the student's writing and reading skills.

2. Adult Performance Level Life Skills - Once the student has successfully achieved an APL 3 level on the ACT Adult APL Survey Test, he/she is required to demonstrate competency in these five general knowledge areas of the Adult Performance Life Skills:

A. Consumer Economics - The student learns to utilize his/her monetary resources wisely.

B. Community Resources - The student understands the utilization of available public resources such as transportation and recreation, to obtain a more satisfactory mode of living.

C. Government and Law - The student gains an understanding of society through government and law and gains an awareness of governmental functions, agencies, and regulations which define his/her rights and obligations.

D. Health - The student acquires a knowledge of good mental and physical health for him/her self and family.

E. Occupational Knowledge - The student acquires a knowledge which enables him/her to secure and hold employment that meets his/her individual needs and interests.

3. ACT-APL Content Area Measure Test (CAMS) - The ACT-APL Content Test will be used as a post-test and all students must score on an APL 3 level before being allowed to graduate.

4. Individual Program Requirements - The student must also successfully complete one of the following individual program requirements:

A. Occupational/Vocational - The Occupational/Vocational requirement can be achieved by one of the following means:

1. Satisfactory documentation by the student and/or former employer of one year's work experience and/or the demonstration of proficiency in the job area by the student. Work experience can be inclusive of work experience gained while incarcerated in the Texas Department of Corrections, or

2. Possess a union or state or state license in a skill area recognized by the Texas Education Agency, or

3. Possess a vocational certificate of completion from an accredited school in a recognized vocational skill, or

4. Successful completion of a Windham School District vocational course of client's choice. Entrance into a Windham School District Vocational Program will be determined by established guidelines of the Windham School District.

B. Advanced Academic - The advanced academic requirement can be completed by achieving the following:

1. Educational achievement score of 7.5 on the California Test of Adult Basic Education, and

2. Develop educational portfolio, and

3. Select and complete one of the following criteria for determining advanced academic ability:

a. Achieve a score of 15 on American College Testing (ACT).

b. Achieve a score of 650 on the Scholastic Aptitude Test (SAT).

c. Achieve an 8.0 or better on the California Test of Adult Basic Education and successfully complete three quarter Carnegie units of advanced English and three quarter Carnegie units of advanced math, and two quarter Carnegie units of Federal Government and Texas Constitution.

C. Advanced Specialized Avocational - The advanced specialized avocational requirement can be successfully achieved by:

1. Showing proficiency on an individualized test administered by a person qualified in the chosen skill area. Only ability in music, art, and homemaking will be considered as avocational areas for this diploma.

5. Statutory Requirements - The student must satisfactorily complete an examination in the area of American History and United States and Texas Constitution. (See attachment A)

#### Program Enrollment Procedures and Policies

The following constitutes the procedure and order to be followed for the student to complete the Competency-Based High School Program.

1. Student applies to unit Principal.

2. Unit Principal and Counselor screen prospective students for required E.A. level, Individual Program Requirements, and minimum discharge date.

3. Unit principal and Counselor schedule APL pre-test for eligible students.
4. Counselor notifies program coordinator of eligible students to be enrolled into the program.
5. Learning Coordinator notifies unit principal of eligible students to be enrolled into program.
6. Unit principal enrolls eligible students and notifies Learning Coordinator.
7. Program Assessor starts students on APL life skills and begins student's portfolio.
8. Counselor, Assessor, or Learning Coordinator administers diagnostic skills test to all students enrolled in the program.
9. Unit Principal notifies Learning Coordinator of all drops.
10. Assessor notifies Learning Coordinator of all completions.
11. No students will be enrolled in the CB-HSD program without Unit Principal and Program Coordinator's approval.
12. No students will be enrolled in the CB-HSD program without completing the proper enrollment forms.

#### Transcripts

All transcripts (see sample) will be handled by the Program Coordinator.

Credit by Examination

Written below is the statutory requirement for instruction in the constitutions of the United States and Texas.

Section 21.106 Constitution

All public free high schools in this state shall teach and require a course of instruction in the constitutions of the United States and the State of Texas. The course shall be a combined course in both constitutions, and shall be given for at least one-half hour each week in the school year or at least one hour each week for one-half of the school year, or the equivalent thereof. No student shall be graduated from any public free high school in this state who has not passed a satisfactory examination in the course of instruction herein described.

(Acts 1969, 61st Legislature, page 2920, Chapter 889, subsection 1, effective September 1, 1969.)

In Principles and Standards for Accrediting Elementary and Secondary Schools,  
Texas Education Agency, October 1974, Principle VI, Standard 25 states:

The school system may develop a plan whereby pupils in grades 9-12 obtaining knowledge or skills outside the school program may be granted credit in any subject on the list of approved courses upon demonstration of competence by examination or performance test.

The local board of trustees will adopt policies authorizing the granting of credit by examination or performance test having the following characteristics:

Establish eligibility of students who may take the examination or performance test.

Establish procedures for pupils to take the examination or performance test. The administration should determine the time, place, length, and method of administering the examination or performance test.

Ensure that the particular examination or performance test used to validate the student's ability will verify that the student has satisfactory knowledge of the subject.

Set the passing grade for accepting student work under these conditions in accordance with grades that are required of students attending regular classes.

Ensure that the examinations or performance tests are properly evaluated, certified by the examining teacher and the principal, and are retained as part of the pupil's permanent records.

This standard is the authority for public schools, including those in the APL pilot sites, to grant credit by examination.



*American Learning Systems, Inc.*

P. O. Box 2173 • Columbus, Georgia 31902 • (404) 327-2619

July 11, 1978

Mr. Bernard Detlefsen  
Windham School District  
Project Force  
P. O. Box 40  
Huntsville, TX 77340

Dear Bernie:

I was speaking with Bill Monroe last week and he asked me to forward you a copy of my recent letter to him regarding our Building Your Tomorrows Program.

We verbally gave Bill permission to modify the copyrighted materials for use in your program. There is no problem with the modifications being made and we are very anxious to see their final results when they are completed.

Enclosed is a copy of my letter of May 23 to Bill along with new brochures on both the Building Your Tomorrows and A Career For Tomorrow Programs. If you have any question or if I can assist you in any way at all, please don't hesitate to contact me.

Sincerely,

John A. Dalelio  
Vice President  
Marketing

JAD/dh

Enclosures

cc: Marvin Peters  
Betty McNamara

Reference and Background Materials  
1976 - 1977 Purchases

Abstracts of Instructional and  
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Technical Education,  
Ohio State University,  
Columbus, Ohio

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Education,  
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Bibliography

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Costello, Joan M. and Rita  
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Cottingham, Harold F.  
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Dunn, James A., Lauri Steel  
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Goldhammer, Keith. Extending  
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J.G. Ferguson Co.,  
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American Institute for  
Research in the Behav-  
ioral Sciences,  
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sity  
Las Cruces, NM

B'nai B'rith Career and  
Counseling Service,  
Washington, D.C.

Groove Records, Houston, TX

EPIE Institute,  
New York, NY

J.G. Ferguson Co.,  
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1976 - 1977 Purchases

<u>Career Motivation Program</u>	Career Growth Associates, Inc., Richmond, VA
<u>Career World</u>	Curriculum Innovations, Inc., Highwood, IL
<u>Construction Industry Series</u>	U.S. Government Printing Office, Washington, D.C.
<u>Dictionary of Occupational Titles</u>	U.S. Printing Office Washington, D.C.
<u>Discover the World of Work</u>	U.S. Government Printing Office, Washington, D.C.
<u>Economics and the American Dream</u>	Newsweek Educational Program, Livingston, NJ
<u>Education and Work</u>	Capitol Publications, Inc. Washington, D.C.
<u>Entering the Job Market, Unit 3</u>	Changing Times Education Service, Stone Mountain, GA
Hill, Ivan, ed., <u>The Ethical Basis of Economic Freedom</u>	American Viewpoint, Inc. Chapel Hill, NC
<u>Inform</u>	American Personnel and Guidance Association, Washington, D.C.
<u>Job Applications and other Forms</u>	TQ Publishers, Corpus Christi, TX
<u>The Job Box: Pacemaker Vocational Resource Module</u>	Fearon Publications, Inc. Belmont, CA
<u>Modern Consumer Education</u>	Grolier Educational Corp. New York, NY
<u>The Meaning of Money Multi-Media Kit</u>	Newsweek Educational Program, Livingston, NJ
<u>Occupational Outlook Handbook</u>	U.S. Printing Office, Washington, D.C.

Occupational Outlook Quarterly

U.S. Printing Office,  
Washington, D.C.

Preparing for the World of  
Work

F.R. Publications,  
Merrill, WI

Quinn, Treva. The Job Book

TQ Publications,  
Corpus Christi, TX

Quinn, Treva. Look, Hear,  
Write, Read

TQ Publications,  
Corpus Christi, TX

Quinn, Treva. Math Series

TQ Publications,  
Corpus Christi, TX

Schwarzrock, Shirley and  
Gilbert Wrenn. The Coping  
With Series

American Guidance Service,  
Inc.  
Circle Pines, MN

2000 A.D. Multi-Media Kit

Newsweek Educational  
Program,  
Livingston, NJ

Working Americans Multi-Media  
Kit

Newsweek Educational  
Program,  
Livingston, NJ

Worklife

U.S. Printing Office,  
Washington, D.C.

World of Work (Cassettes in  
Spanish

Educational Design Inc.,  
New York City, NY

## 1977 - 1978 Purchases

Associated Press Reading  
Program

Teachers Supply Co.,  
Houston, TX

Books, set of five  
Powers of Congress  
Inflation and Unemployment  
The American Future  
Future of The City  
The U.S. Economy Under Stress

Congressional Quarterly,  
Inc.,  
Washington, D.C.

Building Your Tomorrows

American Learning Systems,  
Columbus, GA

Career Orientation Series

Instructional Materials <sup>3</sup>  
Lab  
Columbus, OH

Career World, I, II, III

Curriculum Innovations,  
Inc.,  
Highwood, IL

Careers For Tomorrow

American Learning Systems  
Columbus, GA

Communication is Power

The Center for the  
Humanities  
White Plains, NY

Critical Issues in  
Economics

The Center for the  
Humanities  
White Plains, NY

Dictionary of Occupational  
Titles

Superintendent of Docu-  
ments, U.S. Gov't  
Printing Office

English for Everyday Living

Teachers Supply Co.,  
Houston, TX

Fascinating World of Work:  
Career Exploration Series

National Career Consul-  
tants, Inc.,  
Richardson, TX

Globe, Physical

National Geographic  
Society  
Washington, D.C.

Houston Post

Houston Post, Houston, TX

Map Reading, set 443

Teachers Supply Co.,  
Houston, TX

Mathematics for Today

Oxford Book Co.,  
New York, NY

Minds Work

Mind Incorporated  
Dallas, TX

Modern Consumer Education  
Program

Grolier Educational  
Program  
New York, NY

Reading for Survival Series

Cambridge Book Co.,  
New York, NY

Survival Skills Kit

Pied Piper Productions  
Verdugo City, CA

Values Clarification

University of California  
Berkley, CA

VIESA

Test Department  
Houghton-Mifflin  
Iowa City, IA

Work: How To Get It

Listening Library, Inc.  
Old Greenwich, CT

Work

Science Research Associates  
Inc.  
Chicago, IL

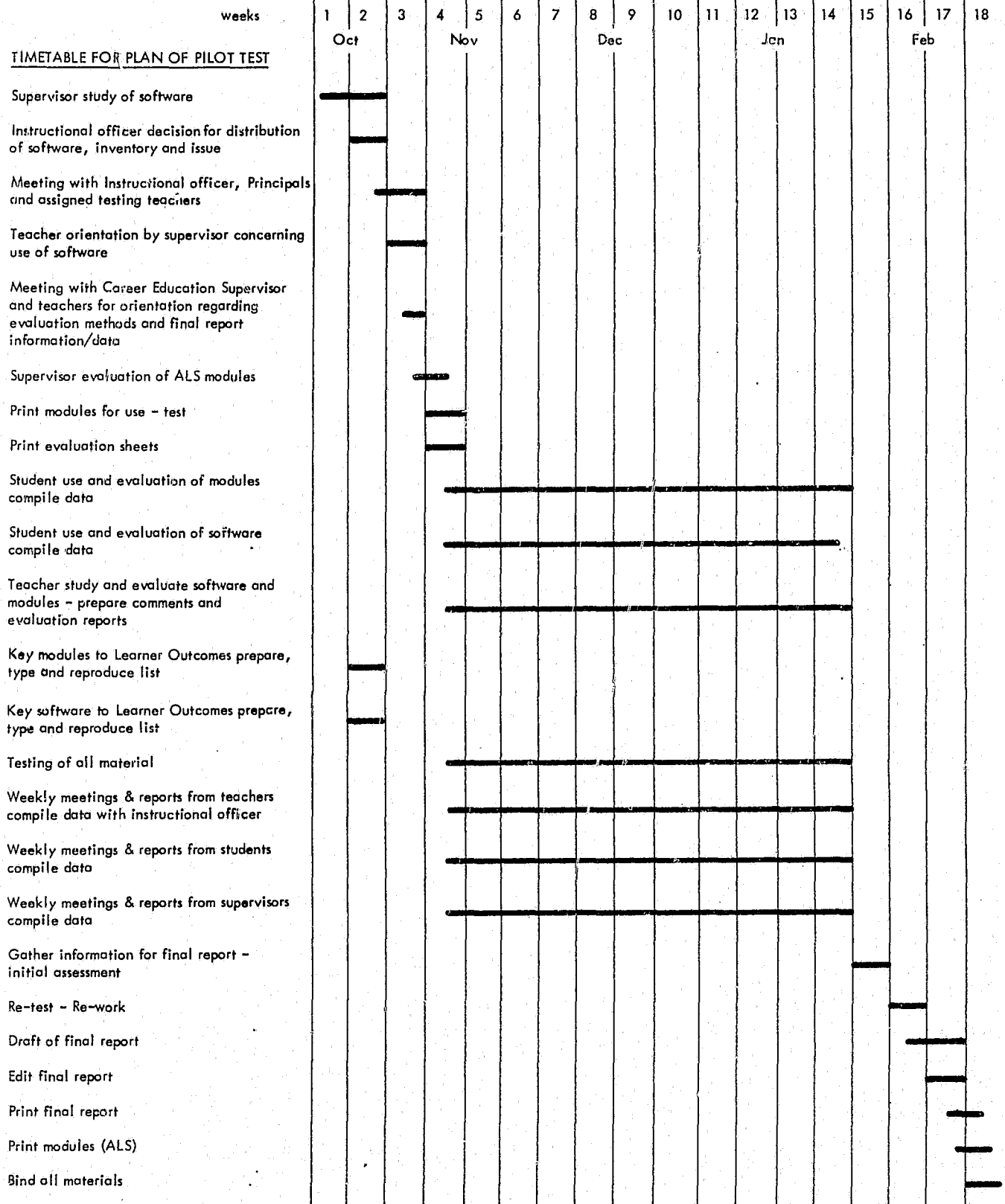
Working World Skills Booklets

Practical Life Skills  
Division Innovative  
Sciences, Inc.  
Stamford, CT



## EVENTS TIME TABLE

Appendix L



## Appendix M

Material   X  Robert Hood

Supervisor

Modules                     

October 24, 1979

NAME OF MATERIAL	Grade Level	Reading Level	Recommended	Phase	Objective	Subject
The Meaning of Money Newsweek Multi-Media Kit			Yes	II III	1-3, 12-19 1,3,5	Numerical & Alg. Oper. Pro. Solving
Economics & the American Dream			Yes	II	4	Operations Using Graph- ics, Math Sup. Matl.
Technology: Matching Machine to Man Newsweek Multi-Media Kit			Yes	II III	4 6	Operations Using Graph- ics, Problem Solving
Working Americans Newsweek Multi-Media Kit			Yes	II III	No Speci- fic Ob- jective	Math Suppor- tive Material
32 cassettes, 32 filmstrips A Career for Tomorrow American Learning System			Yes	II III	No Spe- cific Ob- jective	Math Suppor- tive Material
2 filmstrips/cassettes 30 resource booklets Career Directions-Changing Times Ed. Service			No			
National Career Consultants Fascinating World of Work Career Awareness Series		For Social Studies				

Basic Map Skills Learning Tree Filmstrips	Yes	II III	No Specific Objective	Math Supportive Material
445 Career Exploration Series ATC Pub. Corp.	For Social Studies			
Critical Issues in Economics Center of Humanities	Yes	II III	No Specific Objective	Math Supportive Material
Center of Humanities, Inc. Communication is Power: Mass Media & Mass Persuasion	For Social Studies	II III	No Specific Objective	Math Supportive Material
Houghton Mifflin Co. Livelyhoods Examination Film-strip & Cassette	No			
Viesa Career Guidebook & Logs Houghton Mifflin	Use with Fascinating World of Work Career Awareness Series in Social Studies			
(59) The Working World Booklets Innovative Sciences, Inc.	Yes	II III	No specific Objective	Math Supportive Material
Volumes I and II EPIE Career Ed. EPIE Institute	A resource guide for career educators (selection and evaluation tools)			
Physical Globe #00112 WSD 3103	Currently on Ferguson			
World of Work I Kit Ed. Design, Inc. (In Spanish)	(Referred to Oscar Gutierrez)			

Building Your Tomorrow American Learning System Modules	(See separate sheets on modules)					
P.I.E.S. Kit Educational Achievement Corp.	(Referred to Oscar Gutierrez)					
Filmstrips Map Reading Set 443 Teachers Supply	COULD NOT BE LOCATED AMONG CAREER EDUCATION MATERIALS					
(The curriculum guides furnished with this program are on Ph. III level)						
Career Development Program Ohio Dept. of Ed.			Yes	II III	No speci- fic Ob- jective	Math Suppor- tive Material
Widening Occupational Roles Kit SRA	H.S. through College	6-9 and above	Yes	II III	No speci- fic Ob- jective	Math Sup- portive Material
The Job Box Fearon Publishers	High School	2.7 and above	Yes	II III		Math Sup- portive Material
Project File Associated Press			No			
Article Cards Associated Press			No			
Minds Work - Filmstrips, cas- settes, duplicating worksheets for groups Instructional Concepts Inc.			No			

Series 2 - Survival Skills Pied Piper Productions Filmstrips, cassettes, duplica- ting masters	3 - 9	4 - 5	Yes	11	4	Operations Using Gra- phics, Math Supportive Material
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**CONTINUED**

**1 OF 2**

Material \_\_\_\_\_

Robert Hood

Supervisor

Modules X

October 23, 1979

AMERICAN LEARNING SYSTEM	Grade Level	Reading Level	Recommended	Phase	Objective	Subject
1. PLANS AND GOALS	2	-	No	NA	NA	NA
2. KNOWING YOUR INTERESTS	4	-	No	NA	NA	NA
3. GETTING ALONG WITH OTHERS	4	-	No	NA	NA	NA
4. YOUR VALUES AND YOUR SELF CONCEPT	4	-	No	NA	NA	NA
5. USING MAP SKILLS ON A JOB	4	-	Yes	II III	1,2,3, 10,13,14 1,2,3,4	Numerical Algebraic Operations
6. MAKING PLANS TO REACH GOALS	5	-	No	NA	NA	NA
7. TODAY'S SCHOOL HELPING YOU IN TOMORROW'S WORK	4	-	No	NA	NA	NA
8. VALUES AROUND US	8	-	No	NA	NA	NA
9. THE VALUE AND IMPORTANCE OF ALL JOBS	6	-	No	NA	NA	NA
10. PLANNING FOR JOBS	6	-	No	NA	NA	NA
11. PLANNING TO ACHIEVE INDIVIDUAL GOALS	7	-	No	NA	NA	NA
12. METHODS OF ASSESSING INDIVIDUAL DIFFERENCES PURPOSES AND LIMITATIONS	7	-	No	NA	NA	NA

13. ACQUIRING SKILLS, INTERESTS, ATTITUDES	8	-	No	NA	NA	NA
14. THE EVOLVING SELF	7	-	No	NA	NA	NA
15. ASSESSING BIASES IN HIRING	7	-	No	NA	NA	NA
16. RESEARCH ON BIASES IN HIRING	11	-	No	NA	NA	NA
17. LABOR UNIONS IN AN INDUSTRIAL SOCIETY	7	-	No	NA	NA	NA
18. LIVING ON YOUR OWN	7	-	Yes	II III III	1-4,12-14 17 1-4 1,3,5	Num. & Algebraic Operations Pro. Solving
19. GOVERNMENTAL POLICY AND THE ECONOMY	6	-	No	NA	NA	NA
20. YOUR WORK ATTITUDES AND EXPECTATIONS	7	-	No	NA	NA	NA
21. LIVING AND WORKING IN THE CITY	6	-	No	NA	NA	NA
22. HOW REALISTIC ARE YOUR LIFESTYLE EXPECTATIONS	7	-	No	NA	NA	NA
23. VALUES IN RELATIONS TO CAREER PLANNING	6	-	No	NA	NA	NA
24. CHANGING CAREERS	7	-	No	NA	NA	NA
25. JOB APPLICATIONS SKILLS	6	-	No	NA	NA	NA



26. MOVING TO WHERE THE JOBS ARE	5	-	No	II III	2 5	Operations Using Graphics
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Material           X            
 Modules                                 

Mary Ann Brown  
 Michael Hinds                                  Supervisor

October 12, 1978

		Grade Level	Reading Level	Recom- mended	Phase	Object- ive	Subject
Widening Occupational Roles Kit	SRA	High Sch through College Graduate	6-9 and above	Yes	III		Supplementary Reading
The Job Box	Fearon Publishers	High School	2.7 and above	Yes	II	I.O.'s 5, 20, 26	Reading and Supplementary Reading
Project File	Associated Press	High School		Yes	III	4,5,9,11, 13,14,15, 16,20	Complement Reading and Language
83					III	10,14	Curriculum
Article Cards	Associated Press	High School 7-12		Yes	III	1,2,3,4, 5,6,9,11, 13,14,15, 16,17,20	Complement Reading and
					III	13,15,19, 20,25,26	Language Curriculum
Minds Work	Filmstrips, cassettes, dupli- cating worksheets for groups Instructional Concepts Inc.		4,5,6	Yes	II	30,31, 32,33	Reading
Series 2	Filmstrips, cassettes, duplica- ting masters					11,12,15, 18,28,35, 36,40	Reading
Survival Skills	Pied Piper Productions	3-9	4-5	Yes	II		
						19,30,32	Language

Material XMary Ann Brown  
Michael Hinds

Supervisor

Modules \_\_\_\_\_

October 12, 1978

	Grade Level	Reading Level	Recom- mended	Phase	Object- ive	Subject
32 cassettes, 32 filmstrips			No			
A Career for Tomorrow American Learning System						
2 filmstrips/cassettes 30 resource booklets						
Career Directions- Changing Times Ed. Service			No			
National Career Consultants			For Social Studies			
Fascinating World of Work Career Awareness Series						
78 Basic Map Skills Learning Tree Filmstrips			For Social Studies			
445 Career Exploration Series ATC Pub. Corp.			For Social Studies			
Critical Issues in Economics Center for Humanities			For Social Studies			
Center of Humanities, Inc. Communication is Power: Mass Media & Mass Persuasion			For Social Studies			
Houghton Mifflin Co. Livelyhoods Examination Filmstrip & Cassette			No			
Viesa Career Guidebook & Logs, Houghton Mifflin			Use with Fascinating World of Work Career Awareness Series in Social Studies			

Material XMary Ann Brown  
Michael Hinds

Supervisor

Modules \_\_\_\_\_

October 12, 1978

	Grade Level	Reading Level	Recom- mended	Phase	Object- ive	Subject
(59) The Working World Booklets, Innovative Sciences, Inc.			Yes	II	I.O.'s 15,22	Reading
Volumes I and II EPIE Career Ed. EPIE Institute			A resource guide for career educators (selection and evaluation tools)			
			Currently on Ferguson			
Physical Globe #00112 WSD 3103						
85 (In Spanish) World of Work I Kit Ed. Design, Inc.			(Referred to Oscar Gutierrez)			
Modules Building Your Tomorrow American Learning System			(See separate sheets on modules)			
P.I.E.S. Kit Educational Achievement Corp.			(Referred to Oscar Gutierrez)			
Filmstrips Map Reading Set 443 Teachers Supply			COULD NOT BE LOCATED AMONG CAREER EDUCATION MATERIALS			
(The curriculum guides furnished with this program are on a Phase III level)						
Career Development Program Ohio Dept. of Ed.			Yes	II	10	Reading

Material \_\_\_\_\_

Mary Ann Brown

Michael Hinds

Supervisor

Modules     X    

October 12, 1978

	Grade Level	Reading Level	Recom- mended	Phase	Object- ive	Subject
1. PLANS AND GOALS	2		No	NA	NA	NA
2. KNOWING YOUR INTERESTS	4		No	NA	NA	Supplement- ary Reading Na
3. GETTING ALONG WITH OTHERS	4		Yes	II		Language
98 4. YOUR VALUES AND YOUR SELF CONCEPT	4		Yes	II	10	Language
5. USING MAP SKILLS ON A JOB	4		Yes	II	18	Reading
6. MAKING PLANS TO REACH GOALS	5		No	NA	NA	NA
7. TODAY'S SCHOOL HELPING YOU IN <sup>WORK</sup> TOMORROW'S	4		Yes	II		Supplement- ary Reading
8. VALUES AROUND US	8		Yes	III		Supplement- ary Reading
9. THE VALUE AND IMPORTANCE OF ALL JOBS	6		No			NA

Material \_\_\_\_\_

Mary Ann Brown  
Michael Hinds

Supervisor

Modules X

October 12, 1978

	Grade Level	Reading Level	Recom- mended	Phase	Object- ive	Subject
10. PLANNING FOR JOBS	6		Yes	II	22,27	Reading
11. PLANNING TO ACHIEVE INDIVIDUAL GOALS	7		Yes	II	13	Supplement- ary Reading
METHODS OF ASSESSING INDIVIDUAL DIFFERENCES:						
12. PURPOSES AND LIMITATIONS	7		No	NA	NA	NA
87 13. ACQUIRING SKILLS; INTERESTS, ATTITUDES	8		No	NA	NA	NA
14. THE EVOLVING SELF	7		No	NA	NA	NA
15. ASSESSING BIASES IN HIRING	7		No	NA	NA	NA
16. RESEARCH ON BIASES IN HIRING	11		No	NA	NA	NA
17. LABOR UNIONS IN AN INDUSTRIAL SOCIETY	7		No	NA	NA	NA
18. LIVING ON YOUR OWN	7		Yes	II	19,14 13	Reading Language

Material \_\_\_\_\_

Modules XMary Ann Brown  
Michael Hinds

Supervisor

October 12, 1978

	Grade Level	Reading Level	Recom- mended	Phase	Object- ive	Subject
19. GOVERNMENTAL POLICY AND THE ECONOMY	6		No	NA	NA	NA
20. YOUR WORK ATTITUDES AND EXPECTATIONS	7		No	NA	NA	NA
21. LIVING AND WORKING IN THE CITY	6		No	NA	NA	NA
22. HOW REALISTIC ARE YOUR LIFESTYLE EXPECTATIONS	7		No	NA	NA	NA
23. VALUES IN RELATION TO CAREER PLANNING	6		Yes	II III	26 6,9,15	Reading
24. CHANGING CAREERS	7		No	III	10	Language
25. JOB APPLICATION SKILLS	6		Yes	II	15,27	Reading

CORRELATION OF WINDHAM IN-PLACE CURRICULAR OBJECTIVES  
INFUSED WITH BASIC LEARNER OUTCOMES CATEGORIES

OUTCOMES CATEGORIES	QUANTITY OF INFUSED IN-PLACE CURRICULAR OBJECTIVES
	(COMMUNICATIONS)
1. Career Planning and Decision Making	NONE
2. Career and Occupational Information Reading, Phase II, Objectives 22 and 26	2
3. Job Acquisition and Retention Reading, Phase II, Objectives 12, 15, 21 26, 27, 28	6
4. Attitudes and Appreciation for Career Success	NONE
5. Skills in Human Relationships for Career	NONE
6. Self-investigation and Evaluation for Career Success	NONE
7. Personal/Work/Societal Responsibilities	NONE
8. Economic Factors Influencing Career Opportunity	NONE
9. Education/Career Opportunity Relationships Reading, Phase II, Objectives 13, 20, 22, 24, 25, 36 Reading, Phase III, Objectives 14, 15, 16, 17, 20 Spelling, Phase II, Objectives 1, 25 Language, Phase I, Objectives 1-3 Language, Phase II, Objectives 24	17

(MATHEMATICS)

1. Career Planning and Decision Making	NONE
2. Career and Occupational Information	NONE

NOTE: Specifics of objectives cited hereon are set forth  
in Appendix E.



3.	Job Acquisition and Retention Numerical and Algebraic Operations: Phase I, Objectives 1-4 Phase II, Objectives 1-3 Measurement and Probability: Phase I, Objectives 1-2 Problem Solving: Phase I, Objectives 1-3	2       12
4.	Attitudes and Appreciation for Career Success	NONE
5.	Skills in Human Relationships for Careers	NONE
6.	Self-investigation and Evaluation for Career Success	NONE
7.	Personal/Work/Societal Responsibilities	NONE
8.	Economic Factors Influencing Career Opportunity (Categories 8 and 9 both have the same objectives)	31
9.	Education/Career Opportunity Relationships (Categories 8 and 9 both have the same objectives) Numerical and Algebraic Operations: Phase I, Objectives 1-4 Phase II, Objectives 1-4, 11-20 Phase III, Objectives 1-4 Problem Solving: Phase I, Objectives 1-3 Phase II, Objectives 1-3 Phase III, Objectives 1, 3, 5	31

### SOCIAL STUDIES

#### ANTHROPOLOGY

OBJECTIVE NUMBER AND DESCRIPTOR	<u>MATCHING CAREER ED. CATEGORY NUMBER</u>
1. Vocabulary	NONE
2. Role of family members	5, 7
3. Community differences	8
4. Interdependence of communities and their inhabitants	7-9

5. Changes in rural life	8	3
6. Effects of technology	1, 3-5	
7. Community problems	1, 2, 4-7	
8. Family functions and social values	5, 7	
9. U.S. attitudes toward solving ethnic problems	2, 3, 5-7, 9	
10. Government control of tobacco, alcohol, drugs	3, 5-7, 9	
11. Contributions of Indians toward Western culture	NONE	
12. Cultural differences among people of the world	NONE	
13. Problems created for individuals by technology and the need for change in women's rights	2-8	

### ECONOMICS

1. Vocabulary	NONE
2. Basic necessities of life	6-8
3. Proper human diet	7-8
4. Correct and safe food processing	1-4, 6
5. Sources and types of clothing fiber	1-4, 6
6. Shelter for humans	1-6
7. Manufacture of building construction materials	1-6
8. Trade and money	2-3, 6, 8-9
9. Community services	2-8
10. Work, occupation, vocation	1-9
11. Advertising as merchandising	1-9
12. Communication services	1-9
13. Individual and mass transportation	1-9
14. Industrial production	1-9
15. Geoponic operations	3-6, 8, 9

16.	Factors of production in a free economy	6-9	4
17.	Comparison of economic theories	8, 9	
18.	Computational skill in personal economics	8, 9	
19.	Political activities to prevent or correct a depression	3-5, 8, 9	
20.	Proposals to solve problems of poverty in in the U.S.	NONE	
21.	Economic problems of student choice	NONE	
22.	Advantages of the three basic economic systems	7-9	
23.	Evaluation of taxes paid by you	NONE	
24.	Personal economic problems	1-9	

#### GEOGRAPHY

1.	Vocabulary	NONE	
2.	Using maps and globes (physical features and climates)	3-4, 6, 8, 9	
3.	Using maps and globes (symbols and distances)	3-4, 6, 8, 9	
4.	Using maps and globes (physical features in climatic regions)	3-4, 6, 8, 9	
5.	Relationship between natural environment and activities of people	2-9	
6.	Effects in the relationship between natural resources and the activities of humans	1-9	
7.	Using maps and globes (problems)	3-9	
8.	Understanding weather and recording meteorological phenomena	2-9	
9.	Climatic conditions and their cause	8, 9	
10.	Effects of physical environment on peoples lives	5-9	

11.	Natural resources and human activities in relation to agriculture, industry, etc.	1-9
12.	Planning a trip	3-4, 6, 9
13.	Evaluating an ecology program	8
14.	Using maps, globes, atlas (political entities and bodies of water)	NONE
15.	Using maps, globes, atlas (physical features)	5-9
16.	Using maps, globes, atlas (major climatic regions)	8, 9
17.	Using maps, globes, atlas (natural and industrial areas)	1-9

#### HISTORY

1.	Reasons for changes in communities	5-9
2.	Reasons why immigrants came to America and life in the old country	4-9
3.	Cultural life and economic situation in colonial America	7-9
4.	Differences of view points among Colonists, ....	7-9
5.	Features of your home state	1-9
6.	War Between the States	7-9
7.	Early settlement patterns	6-9
8.	City growth problems	1-9
9.	Contrast present urban problems with those of middle 1800's	7-9
10.	Immigration to Latin America	7-9
11.	History of racial conflict in the U.S.	3-9
12.	Early civilizations (Chinese, Roman, Greek)	NONE

- |   |      |   |
|---|------|---|
| 13. Contributions from the Renaissance, Eastern Medieval and Middle Ages Cultures | NONE | 6 |
| 14. Contributions of the Industrial Revolution                                    | 1-9  |   |

#### INQUIRY SKILLS

- |  |        |
|--|--------|
| 1. Using assorted reference materials  | 1-9    |
| 2. Basic research questions            | 1-9    |
| 3. Using maps and globes               | 5-9    |
| 4. Steps in problem solving            | 1-3, 9 |
| 5. Analyzing statements for bias, etc. | 1-9    |
| 6. Demonstrating research skills       | 1-9    |
| 7. Determining relevance of data       | 1-9    |
| 8. Using resource materials            | 1-9    |
| 9. Using maps, globes, charts          | 1-9    |

#### PHILOSOPHY AND PSYCHOLOGY

- |   |           |
|---|-----------|
| 1. Vocabulary   | NONE      |
| 2. Communication between humans                         | 1-6, 9    |
| 3. Applying problem-solving skills to personal problems | 1-3, 6, 9 |
| 4. Making decisions                                     | 1-9       |
| 5. Formulating possible solutions                       | NONE      |
| 6. Identifying problems, analyzing data, etc.           | 1-9       |
| 7. Identifying problems of teenagers                    | 1-9       |
| 8. Types of careers in assorted fields                  | 1-9       |
| 9. World religions and their effects                    | NONE      |
| 10. Developing social values                            | 1-9       |
| 11. Research ability applied to occupation, etc.        | 1-9       |

12. Living by a social value system

1-9

7

POLITICAL SCIENCE

- |   |      |
|---|------|
| 1. Vocabulary   | NONE |
| 2. Tax support for governmental services  | 7-9  |
| 3. Political and governmental problems for<br>writers of the American Constitution      | NONE |
| 4. Conflicts among early American political<br>leaders and current conflicts            | NONE |
| 5. Connections between political problems<br>and actions by legislatures                | 7-9  |
| 6. Basic needs of people met by law and rules<br>of society                             | 5-9  |
| 7. Present a set of political values and<br>political philosophy                        | 5-9  |
| 8. Describe the political features of a<br>country illustrating, conquest, colonization | 5-9  |
| 9. Supporting or refuting changes to the U.S.<br>Constitution                           | 5-9  |
| 10. Organization and functions of U.S. govern-<br>ment                                  | 5-9  |
| 11. Duties of officers of the U.S. Judicial<br>System                                   | 7, 9 |
| 12. Constitutional safe guards and individual<br>rights                                 | 3-9  |
| 13. Important English documents   | 7-9  |
| 14. Causes of international conflict 1790-1937  | 5-9  |
| 15. Comparing Chinese Communism with USSR<br>Communism                                  | 7-9  |

## WINDHAM SCHOOL DISTRICT

## CAREER EDUCATION

## TEACHER EVALUATION

EVALUATOR: \_\_\_\_\_

DATE: \_\_\_\_\_

Please give your best judgement for each item below by circling the number on the horizontal line provided for varying response. There is space provided below each item for comments you feel would benefit the program.

## A. GENERAL:

## 1. SUMMARIZES THE IMPORTANT INFORMATION FOUND IN THE BASIC OUTCOMES

5	4	3	2	1
Completely summarizes the important information		Summarizes most of the important information		Summarizes little of the important information

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 2. EMPHASIZED SKILLS TO BE LEARNED IN HUMAN RELATIONSHIPS.

5	4	3	2	1
All skills emphasized		Most skills emphasized		Few skills emphasized

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 3. LANGUAGE SKILLS DEMONSTRATES EDUCATION/CAREER OPPORTUNITY RELATIONSHIPS

5	4	3	2	1
Strongly demonstrates relationships		Some demonstration of relationships		Poorly demonstrates relationships

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 4. CLARITY-VOCABULARY (corresponds with grade level)

5	4	3	2	1
Excellent choice of words		Most words well chosen		Poor choice of wording throughout

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 5. PERSUASIVENESS

5	4	3	2	1
Arouses interest and enthusiasm		Mildly arouses enthusiasm and interest		Fails to arouse interest and enthusiasm

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 6. EXPLAINS THE "WHY"

5	4	3	2	1
Completely explains the "why"		Mostly explains the "why"		Poorly explains the "why"

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 7. EMPHASIZES GOALS TO BE ACHIEVED

5	4	3	2	1
All goals emphasized		Most goals emphasized		Few goals emphasized

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 8. DOES THE MATERIAL IMPLEMENT THE LEARNER OUTCOMES INDICATIVE OF GOAL ACHIEVEMENT

5	4	3	2	1
Material strongly implements learner outcomes		Material mostly implements learner outcomes		Material poorly implements learner outcomes

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## B. BASIC LEARNER OUTCOMES:

## 1. SEQUENCED

5	4	3	2	1
Completely adequate		Acceptable		Completely inadequate

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2. CHOICE OF PERFORMANCE TERMS

5	4	3	2	1
Completely adequate		Acceptable		Completely inadequate

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 3. SCOPE

5	4	3	2	1
Suitable for unit		Some information not suitable for unit		Information clearly too broad or narrow

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4. KNOWLEDGE CONTENT SUPPORTS LEARNER OUTCOMES

Appendix 0-3

5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1 \_\_\_\_\_  
 Completely Adequate Acceptable Completely inadequate

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. CORRECT CHOICE OF SKILLS OR KNOWLEDGE

5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1 \_\_\_\_\_  
 Completely Adequate Acceptable Completely inadequate

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

C. INSTRUCTION/INFORMATION SHEETS

1. NEW AND UNFAMILIAR WORDS DEFINED

5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1 \_\_\_\_\_  
 Completely Adequate Acceptable Completely inadequate

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. NEW TERMS ILLUSTRATED WHEN POSSIBLE

5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1 \_\_\_\_\_  
 Completely Adequate Acceptable Completely inadequate

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. DEFINITIONS EASY TO UNDERSTAND

5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1 \_\_\_\_\_  
 Always clear and concise Most clear and concise Unclear and ambiguous

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. INFORMATION SEQUENCED WITH ENABLERS (LEARNER OUTCOMES)

5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1 \_\_\_\_\_  
 Completely sequenced Most sequenced Out of sequence

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. INFORMATION PRESENTED LOGICALLY

Appendix 0-4

5	4	3	2	1
Completely adequate		Acceptable		Completely inadequate

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. INFORMATION ILLUSTRATED

5	4	3	2	1
Excellent choice and application		Most information illustrated		Little information illustrated

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. BREVITY

5	4	3	2	1
Adequate		Acceptable		Unacceptable

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. LEARNING ACTIVITIES COINCIDE WITH LEARNER OUTCOMES AND GOALS

5	4	3	2	1
All activities and outcomes match		Most activities and outcomes match		Few activities and outcomes match

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. MEDIA

1. SKILL OBJECTIVES ADEQUATELY DESCRIBE TASK TO BE LEARNED

5	4	3	2	1
Completely adequate		Acceptable		Unacceptable

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. PROPER PERFORMANCE TERMS USED

5	4	3	2	1
Excellent application of performance terms		Acceptable use of performance terms		Poor use of performance terms

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. SUPPLIES AND MATERIALS LISTED

Appendix 0-5

5	4	3	2	1
All necessary supplies and materials listed		Most supplies and materials listed		Much oversight in listing supplies and materials

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 4. INSTRUCTIONS EASY TO FOLLOW

5	4	3	2	1
Completely adequate		Acceptable		Unacceptable

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## E. TEST

### 1. PRE AND POST TEST QUESTIONS FOR EACH LEARNER OUTCOME

5	4	3	2	1
Every learner outcome evaluated		Most learner outcomes evaluated		Lack evaluation for several learner outcomes

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 2. USE OF BOTH KNOWLEDGE AND SKILL PERFORMANCE QUESTIONS

5	4	3	2	1
Completely adequate		Acceptable		Unacceptable

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. BEHAVIOR TESTED AS CALLED FOR BY LEARNER OUTCOMES

5	4	3	2	1
Completely adequate		Acceptable		Unacceptable

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 4. TEST QUESTIONS SEQUENCED WITH LEARNER OUTCOMES

5	4	3	2	1
Questions exactly sequenced		Most questions sequenced		Poor sequencing of questions with learner outcomes

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WINDHAM SCHOOL DISTRICT

## CAREER EDUCATION

## STUDENT EVALUATION

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

NAME OF ITEM USED: \_\_\_\_\_

Please give your best judgement for each item below by circling the number on the horizontal line provided for varying response. There is space provided below each item for comments you feel would benefit the program.

## I FOUND THIS MATERIAL:

## 1. INTERESTING

5                      4                      3                      2                      1  
 Very Interesting                      Mildly Interesting                      Not Interesting

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 2. USEFUL

5                      4                      3                      2                      1  
 Very Useful                      Mostly Useful                      Not Useful

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 3. INFORMATIVE

5                      4                      3                      2                      1  
 Very Informative                      Mostly Informative                      Not Informative

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 4. TAUGHT/SHOWED ME HOW TO DO SOMETHING I DIDN'T KNOW BEFORE

5                      4                      3                      2                      1  
 Definitely showed or taught me                      Did show or teach me                      Did Not Show or Teach me

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. IMPROVED MY SELF-ESTEEM

Appendix P-2

5	4	3	2	1
Definitely Improved		Somewhat Improved		Did Not Improve

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. EXPLAINED KINDS OF WORK I'D NEVER THOUGHT OF

5	4	3	2	1
Definitely Explained		Somewhat Explained		Did Not Explain

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. WILL CAUSE ME TO CHANGE CAREERS

5	4	3	2	1
Definitely Will Cause Me to Change Careers		Might Cause Me to Change Careers		Will Not Cause Me to Change Careers

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. WILL KEEP ME FROM ENTERING A DEAD END CAREER

5	4	3	2	1
Material Will Definitely Keep Me From Entering A Dead End Career		Material Might Keep Me From Entering A Dead End Career		Material Will Not Influence My Career Choice

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. READABLE

5	4	3	2	1
Extremely Readable		Somewhat Reable		Not Readable

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Pre-posttest

## CAREER EDUCATION

DIRECTIONS: Fill in the blanks.

1. You are looking for a job in a field in which you are trained and qualified. Where would you begin your search? Name (2).

a. \_\_\_\_\_

b. \_\_\_\_\_

2. In filing an application, you will be asked to give references other than relatives. Give (2) examples...

a. \_\_\_\_\_

b. \_\_\_\_\_

3. References are statements telling someone you have certain qualities concerning yourself, your work, etc. These reference types can be grouped into several categories: Name (2)

a. \_\_\_\_\_

b. \_\_\_\_\_

4. List two things you should be interested in for setting long range goals for a job.

a. \_\_\_\_\_

b. \_\_\_\_\_

5. Do you feel you should set goals? Why?

\_\_\_\_\_  
\_\_\_\_\_

6. Things that are important to you are called: \_\_\_\_\_
7. Being able to take directions and instructions, both written and oral, is a human relationship function called:  
\_\_\_\_\_
8. On a job, when you do something wrong, your boss will express his displeasure in the form of another relations category called \_\_\_\_\_.
9. A job that allows you to develop your own ideas and materials is said to allow you to express the value of  
\_\_\_\_\_.
10. Name (2) kinds of marital status.  
a. \_\_\_\_\_  
b. \_\_\_\_\_
11. What signifies that all information on an application is true and correct according to the best of your knowledge?  
\_\_\_\_\_
12. Name (4) things you should consider when applying for and when being offered a job. For example: "I'll have to ride the bus for 45 minutes to get there!"  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_
13. The pay you receive from an employer while you are absent from a job because of an injury received while on that job is called: \_\_\_\_\_.

14. On most applications, employers ask you two things concerning your physical appearance. Name (1)
- 

DIRECTIONS: Circle the correct answer.

15. Neatness of an application is usually very important to an employer.

T or F

16. If you persuade your fellow workers to pursue positive goals and values you have exerted your influence on them.

T or F

17. Most positions and jobs today require a physical examination.

T or F

18. If late for work a very detailed description should be given to your supervisor.

T or F

19. You are being interviewed for a very important and well paying position. You know that you are experienced and adequately qualified for the job. To insure your chances of getting hired you should:

T or F dress in ordinary street wear

T or F appear well groomed

T or F arrive 15 minutes after the scheduled time

20. Sex of a person is always asked for on an application for employment.

T or F



21. A letter stating your educational experience and pertinent information about yourself is called a resume'.

T or F

22. Do you feel you should set a goal toward a job that you realize is beyond your capability?

T or F

23. When being interviewed it is best to sit comfortably, at ease, and avoid any nervous mannerisms.

T or F

24. In an interviewing situation it is definitely best to assume an attitude that you know all there is to know about the job you are applying for and practically all there is to know about every other job in that particular facility.

T or F

25. When asked during an interview, "What do you want to know most about the job you are applying for," always ask this first, "How much can I earn?"

T or F

26. Learning to "Honestly sell yourself" is an asset in any job obtaining situation.

T or F

DIRECTIONS: Write an explanation.

27. You set a high goal for yourself and you have the necessary abilities and skills to successfully meet this goal. What do you feel you would have to do to achieve this goal?
- 
-

28. Civil rights legislation has made it unlawful to ask an individual to state his race or color on a job application. How has the employer gotten around this so-called "problem"?

---

---

29. What do you feel are some of the rewards in working?

---

---

---

---

30. Would you accept employment in an area normally dominated by women/men? Why not? Why?

---

---

---

31. Your work history on a job application usually tells what about you?

---

---

---

## EVALUATION OF MATERIALS DATA

Four of the objectives, primary to this grant, are repeated for clarification and elucidation:

### Objective 3

Develop and pilot test new learning activities which infuse/integrate career awareness, career exploration and career preparation concepts into appropriate levels of the curriculum.

### Objective 4

Develop and pilot test vocational and academic curricula that include the self awareness/self evaluation process in career awareness, career exploration and career preparation.

### Objective 5

Develop and pilot test academic units of instruction involving information about the world of work.

### Objective 6

Develop and pilot test self awareness experiences through which students can determine the assistance or resources needed to meet their career goals.

The following thirty-two tables constitute the consolidated opinions and evaluations of all students and all teachers who were involved in the evaluation of materials used in the completion of this grant. Odd numbered tables are, in each case, student evaluations; even numbered tables are teacher evaluations. For supervisor appraisals see Appendix M.

Odd numbered tables have vertical columns which are numbered from left to right in descending order (5 highest, 0 no response) and represent student value judgements. Horizontal lines numbered consecutively downward (one through nine) are the judgement categories of:

1. Interesting
2. Useful
3. Informative
4. Taught/Showed me how to do something I did not know before
5. Improved my self esteem
6. Explained kinds of work I'd never thought of
7. Will cause me to change careers
8. Will keep me from entering a dead end career
9. Readable

Even numbered tables (teacher evaluations) contain a different set of judgement categories. Teacher judgement areas are grouped in five divisions:

- a. General
- b. Basic Learner Outcomes
- c. Instruction/Information Sheets
- d. Media
- e. Test

The five major divisions have been subdivided and each category has a rating scale ranging from 5 (the highest) to zero (0) no response.

# DISTRICT COMPOSITE TOTALS

3

Resource  
Module

THE JOB BOX  
FEARON-PITMAN

0 Females  
99 Males

TABLE 1

## STUDENT EVALUATION

	5	4	3	2	1	0
1	9	15	66	7	2	--
2	12	48	37	--	2	--
3	16	66	7	9	1	--
4	26	37	34	--	2	--
5	--	18	76	--	5	--
6	45	27	27	--	--	--
7	1	18	71	4	5	--
8	1	18	71	4	5	--
9	16	8	53	15	7	--

TABLE 2

## TEACHER EVALUATION

1 Response

### A. General

1 - 3	5 - 4
2 - 2	6 - 3
3 - 4	7 - 4
4 - 4	8 - 4

### B. Basic Learner Outcomes

1 - 4	4 - 5
2 - 3	5 - 5
3 - 5	

# C. Instruction/Information Sheets

4

1 - 4	5 - 4
2 - 4	6 - 4
3 - 4	7 - 5
4 - 4	8 - 5

# D. Media

1 - 4	3 - 5
2 - 4	4 - 5

# E. Test

1 - 2	3 - 3
2 - 3	4 - 3

Comment: Used as supplementary material in reading class

Sound and  
Slide

CRITICAL ISSUES IN ECONOMICS  
CENTER FOR THE HUMANITIES

0 Females  
41 Males

TABLE 3

STUDENT EVALUATION

	5	4	3	2	1	0
1	13	6	17	4	1	--
2	6	19	8	5	3	--
3	20	13	6	1	1	--
4	17	14	8	1	1	--
5	--	--	4	6	31	--
6	--	7	13	11	10	--
7	4	2	12	12	11	--
8	4	8	11	11	7	--
9	Does not apply					

TABLE 4

## TEACHER EVALUATION

1 Response<sup>5</sup>

## A. General

1 - 5	5 - 4
2 - 1	6 - 5
3 - 4	7 - 5
4 - 5	8 - 1

## B. Basic Learner Outcomes

1 - 5	4 - 5
2 - 1	5 - 5
3 - 5	

## C. Instruction/Information Sheets

1 - 5	5 - 5
2 - 5	6 - 6
3 - 5	7 - 4
4 - 5	8 - 4

## D. Media

1 - 5	3 - 5
2 - 1	4 - 5

## E. Test

1 - 1	3 - 1
2 - 1	4 - 1

Comment: none

Multi-Media

MIND'S WORK

0 Females<sup>6</sup>  
113 Males

MIND

TABLE 5

STUDENT EVALUATION

	5	4	3	2	1	0
1	17	16	77	3	--	--
2	25	24	62	2	--	--
3	58	28	26	--	1	--
4	64	36	12	--	1	--
5	44	13	39	12	5	--
6	64	13	9	6	6	21
7	2	3	16	14	78	--
8	21	33	47	8	4	--
9	95	15	3	--	--	--

TABLE 6

TEACHER EVALUATION

1 Response

A. General

1 - 4	5 - 4
2 - 3	6 - 5
3 - 4	7 - 4
4 - 4	8 - 4

B. Basic Learner Outcomes

1 - 4	4 - 4
2 - 4	5 - 4
3 - 3	



C. Instruction/Information Sheets

7

1 - 5	5 - 5
2 - 5	6 - 5
3 - 5	7 - 4
4 - 5	8 - 5

D. Media

1 - 5	3 - 5
2 - 5	4 - 5

E. Test

1 - 5	3 - 4
2 - 5	4 - 5

Comment: Many careers were appropriate  
to students with limited education

Cassette-  
Filmstrips

FASCINATING WORLD OF WORK:  
CAREER AWARENESS SERIES

337 Females

NATIONAL CAREER CONSULTANTS

Table 7

STUDENT EVALUATION

	5	4	3	2	1	0
1	170	56	63	15	31	2
2	160	51	78	21	24	3
3	142	59	81	22	29	4
4	122	80	78	23	31	3
5	117	62	102	16	31	9
6	135	64	84	13	33	8
7	103	56	80	30	62	6
8	131	63	74	16	47	6
9	70	37	33	8	26	163

TABLE 8

## TEACHER EVALUATION

2 Responses<sup>8</sup>

(One teacher gave 4's for each item in each category, without comment or explanation.)

## A. General

1 - 5	5 - 5
2 - 4	6 - 5
3 - 4	7 - 5
4 - 5	8 - 4

## B. Basic Learner Outcomes

1 - 5	4 - 5
2 - 2	5 - 5
3 - 5	

## C. Instruction/Information Sheets: (none included)

## D. Media

1 - 3	3 - NA
2 - 2	4 - 4

## E. Test: (none included)

Comment: Does not meet needs of  
bilingual students.

Communications  
Module

SURVIVAL SKILLS  
PIED PIPER PRODUCTIONS

54 Females<sup>9</sup>  
0 Males

TABLE 9

STUDENT EVALUATION

	5	4	3	2	1	0
1	27	6	19	--	2	--
2	22	11	17	3	1	--
3	23	16	11	2	2	--
4	25	6	15	5	3	--
5	17	5	16	1	1	14
6	20	5	9	4	2	14
7	2	2	15	2	19	14
8	7	2	20	3	3	--

Comment: Poor reproduction of  
handouts

TABLE 10

TEACHER EVALUATION

2 Responses

A. General

	5	4	3	2	1	0
1	1	--	--	1	--	--
2	1	--	--	1	--	--
3	2	--	--	--	--	--
4	--	--	2	--	--	--
5	2	--	--	--	--	--
6	--	--	2	--	--	--
7	2	--	--	--	--	--
8	2	--	--	--	--	--

B. Basic Learner Outcomes:

10

	5	4	3	2	1	0
1	1	--	1	--	--	--
2	1	1	--	--	--	--
3	2	--	--	--	--	--
4	--	1	1	--	--	--
5	1	--	1	--	--	--

C. Instruction/Information Sheets

	5	4	3	2	1	0
1	--	--	1	1	--	--
2	--	1	1	--	--	--
3	--	1	--	1	--	--
4	1	--	--	--	--	1
5	1	1	--	--	--	--
6	2	--	--	--	--	--
7	2	--	--	--	--	--
8	2	--	--	--	--	--

D. Media

	5	4	3	2	1	0
1	2	--	--	--	--	--
2	1	1	--	--	--	--
3	--	2	--	--	--	--
4	2	--	--	--	--	--

E.	Test						11
	5	4	3	2	1	0	
1	--	--	--	--	2	--	
2	2	--	--	--	--	--	
3	2	--	--	--	--	--	
4	--	--	--	--	1	1	

Comment: High interest, good for review purposes, fullfills module objectives but not very congruent with learner outcomes.

Multi-media UNEMPLOYMENT IS A SOCIAL PROBLEM  
U.S. DEPT. OF LABOR 46 Females  
0 Males

TABLE 11 STUDENT EVALUATION

	5	4	3	2	1	0
1	46	--	--	--	--	--
2	40	--	5	--	1	--
3	41	--	5	--	--	--
4	10	--	30	--	6	--
5	35	--	11	--	--	--
6	46	--	--	--	--	--
7	--	--	36	--	10	--
8	--	--	46	--	--	--
9	--	40	--	--	6	--

Comment: Nice to know, but it won't change any careers

TABLE 12

## TEACHER EVALUATION

12  
1 Response

## A. General

1 - 5	5 - 4
2 - 5	6 - 5
3 - 5	7 - 5
4 - 5	8 - 3

## B. Basic Learner Outcomes

1 - 3	4 - 5
2 - 4	5 - 5
3 - 5	

## C. Instruction/Information Sheets

1 - 5	5 - 4
2 - 5	6 - 5
3 - 3	7 - 5
4 - 3	8 - 3

## D. Media

1 - 5	3 - 5
2 - 5	4 - 5

## E. Test

1 no rating	3 - NA
2 - 3	4 - NA

Comment: Recommended for widespread  
utilization in all programs

## Module

WORK INTER ACTION, KIT C  
CAREER AIDS, INC.140 Females<sup>13</sup>  
0 Males

TABLE 13

## STUDENT EVALUATION

	5	4	3	2	1	0
1	22	21	49	26	20	2
2	19	29	45	24	19	4
3	14	30	57	19	16	4
4	8	19	47	18	44	4
5	6	22	52	18	39	3
6	6	8	22	5	24	75
7	4	19	37	10	66	4
8	4	25	41	4	60	6
9	83	30	23	--	2	2

TABLE 14

## TEACHER EVALUATION

No response

Sound  
and SlidesCOMMUNICATION IS POWER  
CENTER FOR THE HUMANITIES, INC.58 Females  
0 Males

TABLE 15

## STUDENT EVALUATION

	5	4	3	2	1	0
1	39	6	9	2	--	2
2	24	14	15	1	2	2
3	34	6	12	4	1	1
4	21	3	16	5	12	1
5	10	3	21	7	17	--
6	9	8	19	6	11	5
7	3	3	11	4	19	18
8	13	4	5	3	15	18
9	35	7	7	1	3	5

Comment: Most indicated a need to screen children from  
media violence; high level of interest indicated

TABLE 16

## TEACHER EVALUATION

2 Responses<sup>14</sup>

## A. General

	5	4	3	2	1	0
1	--	1	1	--	--	--
2	--	2	--	--	--	--
3	--	--	2	--	--	--
4	--	1	1	--	--	--
5	1	--	1	--	--	--
6	1	--	1	--	--	--
7	--	--	1	--	1	--
8	--	--	1	--	1	--

## B. Basic Learner Outcomes

	5	4	3	2	1	0
1	--	--	2	--	--	--
2	--	--	2	--	--	--
3	--	--	--	1	1	--
4	--	--	--	2	--	--
5	--	--	1	1	--	--

## C. Instruction/Information Sheets (None included)

## D. Media

	5	4	3	2	1	0
1	--	1	1	--	--	--
2	--	1	1	--	--	--
3	1	--	1	--	--	--
4	1	--	1	--	--	--

## E. Test (None included)

Comment: Created high level of interest; poor match with learner outcomes



Multi-  
Media

ECONOMICS AND THE AMERICAN DREAM  
NEWSWEEK

133 Females<sup>15</sup>  
0 Males

TALBE 17

STUDENT EVALUATION

	5	4	3	2	1	0
1	94	12	24	1	2	--
2	85	7	35	1	3	--
3	106	7	12	3	2	3
4	71	6	44	2	7	3
5	71	6	44	2	7	3
6	33	9	34	1	37	19
7	25	1	28	15	29	35
8	27	2	27	13	19	45
9	32	5	22	--	4	70

Comment: Impressed by scenes from depression of  
the 30's and the need to work

TABLE 18

TEACHER EVALUATION

1 Response

A. General

1 - 5	5 - 5
2 - 5	6 - 5
3 - 5	7 - 5
4 - 5	8 - 5

B. Basic Learner Outcomes

1 - 3	4 - 5
2 - 5	5 - 5
3 - 5	

# C. Instruction/Information Sheets

16

1 - 5	4 - 5
2 - NA	6 - 5
3 - 3	7 - 5
4 - 5	8 - 5

# D. Media

1 - 5	3 - 5
2 - 5	4 - 5

# E. Test

1 - 5	3 - 5
2 - 5	4 - 5

Comment: Acceptable material;  
teacher must be familiar  
with content

Multi-  
Media

THE MEANING OF MONEY  
NEWSWEEK

14 Females  
0 Males

TABLE 19

STUDENT EVALUATION

	5	4	3	2	1	0
1	11	--	2	--	1	--
2	8	--	4	--	2	--
3	8	--	5	--	1	--
4	4	7	--	1	2	--
5	4	--	6	--	1	3
6	5	--	4	1	1	3
7	5	--	5	1	--	3
8	5	--	4	1	1	3
9	6	--	4	--	1	3

Comment: Increased awareness of the true  
meaning of money

TABLE 20

## TEACHER EVALUATION

1 Response<sup>17</sup>

## A. General

1 - 4	5 - 4
2 - 4	6 - 3
3 - 3	7 - 3
4 - 4	8 - 3

## B. Basic Learner Outcomes

1 - 2	4 - 3
2 - 3	5 - 3
3 - 4	

## C. Instruction/Information Sheets

1 - 3	5 - 3
2 - 2	6 - 3
3 - 3	7 - 2
4 - 3	8 - 4

## D. Media

1 - 3	3 - 3
2 - 3	4 - 3

## E. Test

1 - 3	3 - 4
2 - 4	4 - 3

Comment: Easily infused into math programs

Multi-  
Media

BUILDING YOUR TOMORROWS  
AMERICAN LEARNING SYSTEMS

341 Females<sup>18</sup>  
515 Males

TABLE 21

STUDENT EVALUATION

	5	4	3	2	1	0
1	372	164	198	30	85	7
2	406	137	199	34	73	7
3	454	100	187	32	70	13
4	392	90	199	38	121	16
5	246	97	258	45	193	17
6	213	127	239	53	207	17
7	79	48	253	90	347	39
8	200	66	207	58	264	61
9	355	131	206	17	42	105

Comment: Large number of zeros for line nine  
is attributable to absence of reading  
material to accompany film strips

TABLE 22

TEACHER EVALUATION

13 Responses

A. General

	5	4	3	2	1	0
1	5	3	2	2	1	--
2	4	4	3	1	1	--
3	6	1	4	--	1	1
4	5	4	2	1	1	--
5	5	2	5	--	1	--
6	4	3	3	1	2	--
7	8	3	1	--	--	1
8	5	1	5	--	--	2

# B. Basic Learner Outcomes

19

	5	4	3	2	1	0
1	4	3	5	--	--	1
2	4	1	6	--	1	1
3	9	--	3	--	1	--
4	5	1	4	1	2	--
5	5	2	4	--	1	1

# C. Instructional/Information Sheets

	5	4	3	2	1	0
1	2	3	5	1	--	2
2	1	4	6	--	--	2
3	1	4	5	1	--	2
4	3	1	7	--	--	2
5	7	3	2	--	--	1
6	4	1	4	--	2	2
7	5	2	3	1	1	1
8	4	3	3	1	1	1

# D. Media

	5	4	3	2	1	0
1	4	2	5	--	1	1
2	4	3	6	--	--	--
3	5	2	4	2	--	--
4	9	2	1	1	--	--

E.	Test					20
	5	4	3	2	1	0
1	5	1	3	1	1	2
2	5	2	2	2	--	2
3	5	2	2	2	--	2
4	3	1	4	2	1	2

Module

THE WORKING WORLD  
INNOVATIVE SCIENCES, INC.

10 Females  
61 Males

TABLE 23

STUDENT EVALUATION

	5	4	3	2	1	0
1	12	--	38	--	21	--
2	11	--	32	--	28	--
3	5	1	42	--	23	--
4	4	1	40	--	26	--
5	3	3	1	--	64	--
6	6	--	2	--	63	--
7	4	--	1	--	66	--
8	4	1	1	--	64	1
9	50	2	16	--	2	1

TABLE 24

A. General

1 - 3

5 - 1

2 - 1

6 - 1

3 - 2

7 - 1

4 - 3

8 - 3

B. Basic Learner Outcomes

21

1 - 3	5 - 1
2 - 2	5 - 1
3 - 1	

C. Instruction/Information Sheets

1 - 3	5 - 3
2 - 3	6 - 3
3 - 3	7 - 3
4 - 3	8 - 3

D. Media

1 - 3	3 - 2
2 - 3	4 - 3

E. Test

1 - 3	3 - 3
2 - 2	4 - 3

Comment: Some activities juvenile  
in nature; most comments  
were negative in tone; second  
response not received

Kit

WORK: WIDENING OCCUPATIONAL ROLES  
SCIENCE RESEARCH ASSOCIATES, INC.

27 Females  
0 Males

TABLE 25

STUDENT EVALUATION

	5	4	3	2	1	0
1	17	2	8	--	--	--
2	19	3	4	1	--	--
3	14	5	7	1	--	--
4	12	4	7	1	1	2
5	10	5	7	1	1	3

6	12	4	3	1	2	5 <sup>22</sup>
7	5	1	15	1	3	2
8	14	1	7	1	3	1
9	15	4	7	--	--	1

Comment: The few remarks made indicated a broadening of horizons; only visuals were mentioned

TABLE 26

TEACHER EVALUATION

1 Response

A. General

1 - 4	5 - 4
2 - 2	6 - 4
3 - 3	7 - 4
4 - 4	8 - 4

B. Basic Learner Outcomes

1 - 3	4 - 4
2 - 3	5 - 4
3 - 5	

C. Instruction/Information Sheets

1 - 2	5 - 4
2 - 2	6 - 4
3 - 2	7 - 4
4 - 4	8 - 4

D. Media

1 - 3	3 - 4
2 - 3	4 - 4

E. Test

1 - 2	3 - 2
2 - 2	4 - 2

Comment: Useful as supplementary material  
129



Spanish Cas-  
sette Program

EL MUNDO DEL TRABAJO  
EDUCATIONAL DESIGN, INC.

0 Females<sup>23</sup>  
0 Males

TABLE 27

STUDENT EVALUATION

(No student exposure)

TABLE 28

TEACHER EVALUATION

2 Responses

A. General

	5	4	3	2	1	0
1	1	--	--	1	--	--
2	2	--	--	--	--	--
3	--	--	--	--	1	1
4	1	1	--	--	--	--
5	--	--	2	--	--	--
6	--	--	2	--	--	--
7	1	--	--	--	1	--
8	--	--	--	--	1	1

B. Basic Learner Outcomes

	5	4	3	2	1	0
1	--	--	--	1	--	1
2	--	--	--	1	--	1
3	--	1	--	--	--	1
4	--	1	--	--	--	1
5	1	--	--	--	--	1

C. Instruction/Information Sheets (None provided)

D. Media						24
	5	4	3	2	1	0
1	--	--	1	--	--	1
2	--	--	--	1	--	1
3	--	--	--	--	1	1
4	1	--	--	--	--	1

E. Test						
	5	4	3	2	1	0
1	--	--	1	--	--	1
2	--	--	--	--	1	1
3	1	--	--	--	--	1
4	--	1	--	--	--	1

Transparency-  
Duplicators

SCOPE VISUALS 1, 9, 16  
SCHOLASTIC BOOK SERVICES

0 Females  
0 Males.

TABLE 29

STUDENT EVALUATION

(No student exposure)

TABLE 30

TEACHER EVALUATION

1 Response

A. General

1 - 5	5 - 3
2 - 5	6 - 5
3 - 5	7 - 4
4 - 5	8 - 5

B. Basic Learner Outcomes

1 - 3	4 - 5
2 - 2	5 - 5
3 - 5	

C. Instruction/Information Sheets

25

1 - 0	5 - 5
2 - 4	6 - 5
3 - 4	7 - 4
4 - 4	8 - 5

D. Media

1 - 0	3 - 0
2 - 2	4 - 0

E. Test

1 - 2	3 - 2
2 - 2	4 - 2

Picture Interest Survey

P I E S  
EDUCATION ACHIEVEMENT CORP.

0 Females  
0 Males

TABLE 31

STUDENT EVALUATION

(No student exposure)

TABLE 32

TEACHER EVALUATION

1 Response

A. General

1 - 1	5 - 3
2 - 1	6 - 1
3 - NA	7 - 1
4 - NA	8 - 1

B. Basic Learner Outcomes

1 - 1	4 - 1
2 - 1	5 - 2
3 - 4	

C. Instruction/Information Sheets (None included)

D. Media

26

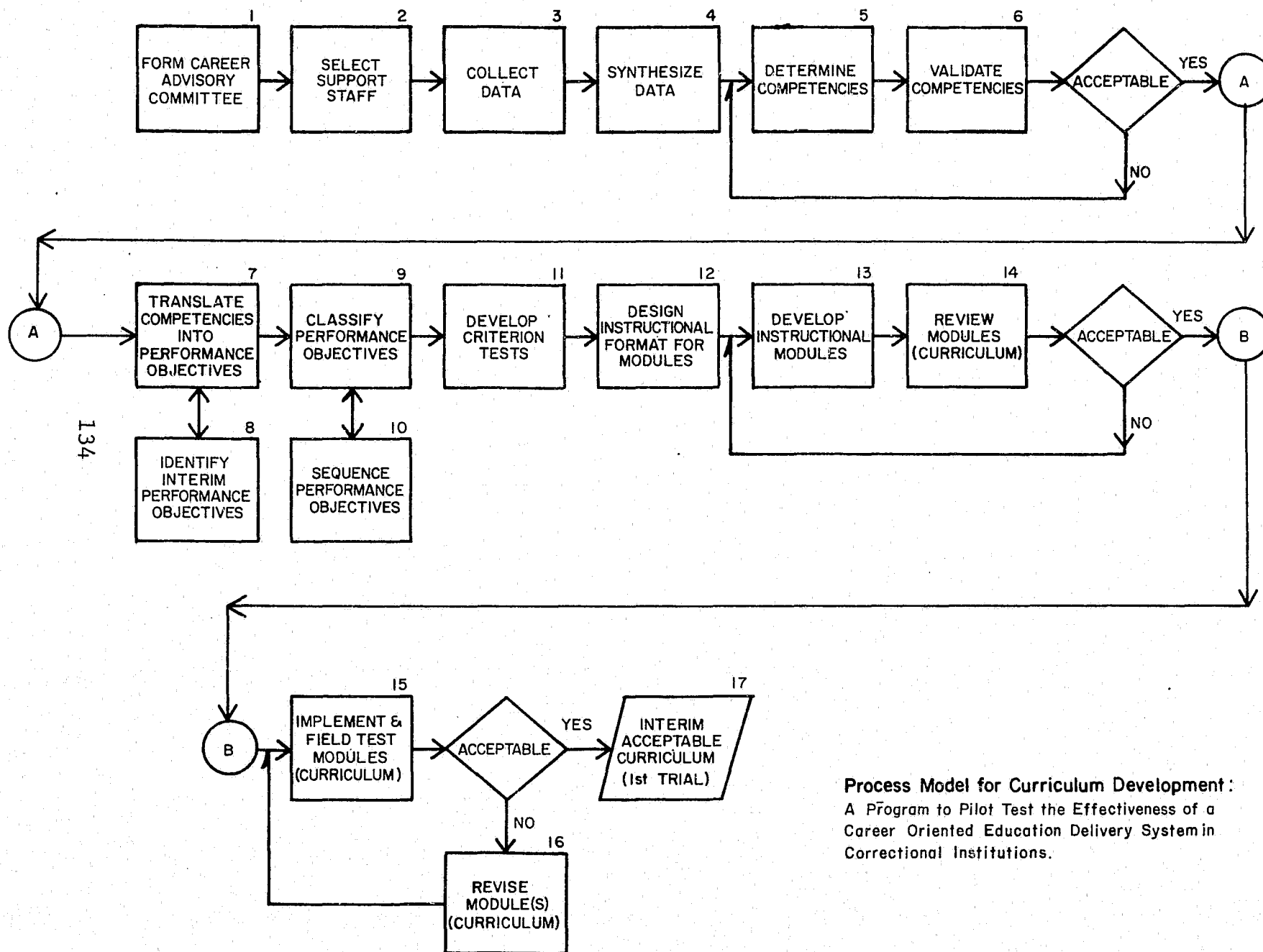
1 - 3

3 - 2

2 - 4

4 - 2

E. Test (None provided)



**Process Model for Curriculum Development :**  
 A Program to Pilot Test the Effectiveness of a  
 Career Oriented Education Delivery System in  
 Correctional Institutions.

# CAREER EDUCATION LEARNING MODULE

Subject: Social Studies: American Enterprise

Name: McMillan

Career Education 7:13-15, 18, 19, 22

Learner Outcomes: 8:01-4, 12, 15, 16, 26, 28, 29, 31-33

(TPO's: Eco: 15, 21)

(TPO's: Hist: 1-3, 7)

Performance Objective: From the overview of the American Enterprise package, the student will demonstrate an understanding of the relationship between economics and their personal lives: by answering the questions at the end of each section with at least an 80% score.

Curriculum Content	Activities	Resources/ Suggestions
"A" American Enterprise the word and the meaning... an Eco glossary	<p>The student will:</p> <ol style="list-style-type: none"> <li>Copy vocabulary words and use a dictionary to research their meaning. Write words and meaning. Keep in folder for future reference. Discuss the meaning of these words for better clasification.</li> </ol>	<ol style="list-style-type: none"> <li>American Enterprise packet.</li> </ol> <p><u>Teacher Info.</u> Write vocabulary words on black-board, using "A" handout sheet Dictionary.</p>
"B" Economic Concepts	<ol style="list-style-type: none"> <li>Read the "B" handout and write a short report on at least one element to indicate understanding and interpretation. Participate in an open discussion based upon the reports.</li> </ol>	<p>"B" Looking at American Enterprise...source Eco Concepts</p>

Curriculum Content	Activities	Resources/ Suggestions
<p>The American Enterprise Film series:</p> <p>Land People Innovation Organization Government with handouts</p>	<p>3. Watch films. using "B" handout write a short re- port relating to a "teacher specified" issue. In a teacher led discussion give oral report to class. Com- plete hand- outs for each of the films and answer ques- tions with a passing score of 80%.</p>	<p>2</p> <p>American Enterprise film Series. Philips Petroleum Company. Modern Talking Pic- ture Service, Inc. 2323 New Hyde Park Road, New Hyde Park, NY 11040</p>

Note: This module serves as an overview to the American Enterprise study. Various concepts may follow through the use of the "American Enterprise Teaching Notes."

CAREER EDUCATION  
LEARNING MODULE

3

Subject: Social Studies: American Enterprise Name: McMillan

Career Education 7:13-15, 18, 19, 22

Learner Outcome: 8:01-4, 12, 15, 16, 26, 28, 29, 31-33

(TPO's: Eco: 15, 21)

(TPO's: Hist: 1-3, 7)

Performance Objective: The student will demonstrate an understanding of the concept "scarcity" by participation in class discussion and be able to answer questions pertaining to the issue.

Curriculum Content	Activities	Resources/ Suggestions
American Enterprise	The student will:	Text: <u>Foundation of Freedom--Unit two</u> pages 62-119
Scarcity	1. Research the following topics: <u>Land:</u>	<u>Teacher Info.</u>
Land	Farming by	<u>American Enterprise</u>
People	Early Settlers-	<u>Teacher's Notes.</u>
Innovation	Growth of Early	Sept/Oct. 1977
Organization	Shipbuilding in	Vol 1 No. 1 pg 3,6
	New England	
	Westward Movement	
	Growth of technology in	
	Farm Equipment	
	<u>People:</u> Large	
	Colonial Families	
	Growth of Service	
	industries	
	<u>Innovation:</u> America's	
	innovativeness	
	<u>Organization:</u> Slow	
	Development of	
	Colonial Manufacturing.	
	Write a short	
	paragraph on each	
	of the above topics	
	to show an understanding of the	
	concept.	



Curriculum Content	Activities	Resources/ Suggestions
Vocabulary	2. Participate in a teacher led discus- sion.	Amer. Ent. Teach. Notes Vol. 1 No. 1. pg. 10
	3. List and under- stand the mean- ing of Glossary terms used. Re- fresh prior vo- cabulary words from handout "B".	

# CAREER EDUCATION LEARNING MODULE

Subject: Social Studies: American Enterprise      Name: McMillan

Career Education 7:13-15, 18, 19, 22

Learner Outcome: 8:01-4, 12, 15, 16, 26, 28, 29, 31-33

(TPO's: Eco: 15, 21)

(TPO's: Hist: 1-3, 7)

Performance Objective: The student will demonstrate an understanding of "Opportunity Costs" by researching and discussing the Major points of this concept to the satisfaction of the teacher.

Curriculum Content	Activities	Resources/ Suggestions
American Enterprise "Opportunity Cost"	The student will: 1. research and make notes on the following factors: <u>Land- Development of Trade Between the Colonies and England and among the Colonies Building homes (Pilgrims) Horse-drawn teams for farming</u>	Text: <u>Foundations of Freedom. Unit Two.</u>
Land People Organization and Government Innovation	<u>People- Early Settlers Hunting for wild game.</u> Immigrants (sacrifices- family ties, homes, possessions the known for the unknown.	"American Enterprise" Sept/Oct 1977 Vol 1, No. 1 pg 7 (Teacher Notes)
	<u>Organization &amp; Government- U.S. Government gives Financial Support</u>	

Curriculum  
Content

Activities

Resources/  
Suggestions

6

to building  
of Railroads.

Land & Govern-  
ment- Pioneers  
move west

Innovation-  
Development of  
Pocket-size  
calculators.

2. Form groups  
and brainstorm  
give oral re-  
port to class.

3. Participate in  
a teacher led  
discussion--  
answering teacher  
prepared ques-  
tions.

Teacher Info.  
Questions and  
Answers can be  
prepared from  
the text: Foun-  
dations of Free-  
dom.

CAREER EDUCATION  
LEARNING MODULE

7

Subject: Social Studies: American Enterprise Name: McMillan

Career Education  
Learner Outcome:

Performance Objective: The student will have knowledge and an understanding of the concept--"Supply and Demand" and how it affects price.

Curriculum Content	Activities	Resources/ Suggestions
American Enter- price	The student will:	"American Enter- prise" Teaching
"Supply and Demand	1. divide into groups, each group will be- come tomato farmers. Farm- ers are to de- cide if price of tomatoes is going to rise, fall, or stay the same. Each group decides possible results, but must not consult other groups.	Notes Sept/Oct 1977 pg. 11
Tomato Farm- ers	2. As groups of farmers decide from statements shown on over- head projector, if the price of tomatoes will rise, fall or remain unchanged.	Teacher Info. Prepare teacher- made transparencies listing statements found on pg 11 in above teacher notes 1-6

Curriculum  
Content

142  
Activities

Resources/  
Suggestions

3. Discuss as a group and explain how each statement affected the price of tomatoes and why.

4. In a written assignment, apply supply and demand analysis from this activity to the following.

- a. Coffee
- b. Consumer boycott of sugar
- c. Oranges
- d. Ticket scalping at pro-sport events
- e. Gasoline Tax of 50¢ per gallon
- f. Many vacant seats at the Sugar Bowl
- g. Employment: selected jobs or occupations

Teacher Info.  
Suggestions are on pg. 11 Teacher Notes.

CAREER EDUCATION  
LEARNING MODULE

9

Subject: Social Studies: Philosophy & Psychology

Name: McMillan

Career Education 1:02

Learner Outcomes: The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.

Performance Objective: The student will be able to identify major and minor decisions he or she is facing, or will be facing, now and in the future. Relate in writing an understanding of how such decisions are related to his or her values, goals, and standards. The student will also complete WSD Social Studies Curriculum Guide TPO's 2, 3, 5, 6, 7, in Philosophy and Psych.

Curriculum Content	Activities	Resources/ Suggestions
Consumer decision making. Identification of ways decisions can be made:  emotionally logically  Identification of steps in the decision making process	The student will: 1. React to the statement "Think before you act" and relate evidence when he or she had remembered this statement.  2. Identify ways decisions are to be made in a teacher led discussion. Use transparencies to illustrate the steps in the decision-making process.	1. Suggested resources: Warmke, <u>Consumer Decision Making, Better Living.</u> Cincinnati Ohio, South Western Pub. Co. 1972  2. Resources: Teacher-made transparencies illustrating: a.) Identify problems b.) Identify values c.) consider alternatives d.) put plan into action e.) evaluate results

Curriculum Content	Activities	Resources/ Suggestions
<p>Identification of types of decisions</p> <p>major minor preliminary final</p>	<p>3. Read a case study on a family making a decision and identify in writing each step of the decision-making process in the case study.</p>	<p>3. Suggested resources: "Consumer Ed" part II Home Economics Instruction Material Center Texas Tech. University. Box 4067, Lubbock, Tx. 79409</p>
<p>Relationship between decisions and values.</p>	<p>4. Share his or her analysis of a case study with the class.</p> <p>5. Work in small group to solve given problems following the steps in the decision-making process.</p> <p>6. Compare the solutions arrived at in the groups. Determine through class discussion which solution was the most satisfactory one.</p>	<p>4. Teacher will select group problems of pertinent interest to specific class.</p>

Curriculum Content	Activities	Resources/ Suggestions
Values and Decisions	7. Note some things people value as the teacher lists them on the board or on the overhead projector.	Resource: <u>Teacher's Inservice Activities Booklet:</u> Division of Career Education Agency 201 E 11th Street Austin, Tex. 78701  <u>Teacher Information</u> Write on the chalk board or on overhead projector.
Values and Decisions	8. Think through your values and then make your own lists of those things that are of value to you. You may use the values listed on the board or others you think of.	Some of the things people value: Knowledge, leisure time, status, health, security, power, independence, money, pleasant surroundings, close friendships, creativity, opinions of others.
	9. Put your list in order of importance to you.	
	10. Underline those values that would be influenced by any job you might have in the future.	
	11. Write out the values that are reflected in each job.	
	12. Compare these lists with list, to see how many values match.	



Curriculum  
Content

Activities

Resources/  
Suggestions

12

13. Add any jobs  
to your list  
that might be  
more in keep-  
ing with your  
values.

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