

DOCUMENT RESUME

ED 069 922

VT 017 850

TITLE Working Papers on Career Education.  
INSTITUTION Bureau of Adult, Vocational, and Technical Education  
(DHEW/OE), Washington, D.C.  
NOTE 193p.  
EDRS PRICE MF-\$0.65 HC-\$6.58  
DESCRIPTORS \*Bibliographies; \*Career Education; Career Planning;  
Charts; Course Content; Course Organization;  
Educational Objectives; Elementary Grades; \*Models;  
\*Occupational Clusters; Occupational Information;  
School Organization; Secondary Grades  
IDENTIFIERS \*Program Implementation

ABSTRACT

This document contains four working papers dealing with various aspects of career education. "Career Education: Description and Goals," prepared by E. L. Rumpf and others, defines career education and identifies and discusses eight characteristics and seven career education goals. "Career Education: A Model for Implementation," prepared by J. Dechman and others, suggests means by which the entire school program can be restructured to meet the goals and objectives of career education. A "Bibliography on Career Education," prepared by S. C. High, Jr., and L. Hall, lists documents, periodical articles, and information sources which either deal directly with the career education concept or are related to the concept. "Career Clusters: An Organizational Technique to Facilitate the Delivery of Career Education," prepared by staff committees of the Division of Vocational and Technical Education, provides first draft charts illustrating the nature and content of 15 career clusters. (SB)

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WORKING PAPERS ON CAREER EDUCATION

Prepared by the  
Division of Vocational and Technical Education  
Bureau of Adult, Vocational, and Technical Education  
U.S. Office of Education  
Washington, D.C.

- Paper No. 1 -- "Career Education -- Description and Goals,"  
July 29, 1971
- Paper No. 2 -- "Career Education -- A Model for Implementation,"  
May 10, 1971
- Paper No. 3 -- "Bibliography on Career Education," October 1972
- Paper No. 4 -- "Career Clusters -- An Organizational Technique  
to Facilitate the Delivery of Career Education,"  
January 3, 1972

VT17850

WORKING PAPER  
July 29, 1971

CAREER EDUCATION: DESCRIPTION AND GOALS

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Washington, D.C.

July 29, 1971

### CAREER EDUCATION

Career education provides for a broad approach to preparation for citizenship; provides job information and skill development; and also helps individuals develop attitudes about the personal, psychological, social and economic significance of work in our society. It develops and fosters avocational and recreational interests of individuals to help prepare for a well-rounded living in a world in which leisure time is increasing and greater opportunity for self-expression through creative production are available.

Career education is a comprehensive educational program which begins in grade 1 or earlier and continues through the adult years. For elementary and secondary education, the program includes a restructuring of basic subjects, grades 1-12, around the theme of career development, including opportunities and requirements in the world of work. The basic academic subjects, such as mathematics, science, social studies and language arts become more relevant because the student is helped to see the relationship to future career goals. In the elementary school, students are informed about the wide range of jobs in our economy, and the associated societal roles. In junior high school, students will explore specific clusters of occupations through hands-on experiences and field observation, as well as classroom instruction. In senior high school, students will prepare for job entry through classroom, laboratory and cooperative education activities and prepare for further education. Placement in a job or in further education are options open to all students. At the post-secondary and adult

levels, opportunities will be provided for entrance and exit at any level, at anytime, in the individual's career development.

Extensive guidance and counseling activities assist the student in developing self-awareness and in matching his interests and abilities against potential careers.

#### CHARACTERISTICS

1. Career education helps students to develop a personal plan for lifelong learning which will include, learning about the world we live in, its people, the social and physical environment; learning about the sciences, arts, and literature we have inherited and are creating; and learning about the way in which the world's people are interacting. Effective career education equips individuals to live their lives as fulfilled human beings.
2. Career education is organized in a pyramid approach, beginning with career awareness in the elementary grades and moving from the general to the more specific orientation to the world of work. In junior high school, students are provided with exploratory experiences. These experiences in turn, provide knowledge and experience to assist decision-making regarding areas of study and more specific preparation which the student will pursue in senior high school, post-secondary and adult programs. Intensive guidance and counseling are provided concurrently with classroom instruction and skill development to improve the student's decision-making abilities.

3. Careers are studied in relation to fields of work or clusters of occupations which are related to each other, such as the construction occupations cluster, the health occupations cluster, or the fine arts and humanities cluster.
4. Emphasis is placed on using multi-media learning approaches such as films and video-tapes which may be more effective with students having a wide range of learning styles and skills. Types of instructional methods include classroom and laboratory activities, field observation, in-school skill training, work experience, cooperative education, and on-the-job training.
5. All students leaving high school will be prepared for, and actively assisted in securing placement in either a job, post-secondary education, or higher degree education.
6. Career education focuses on the needs of the individual, the needs of society, the economy, and employers.
7. Career education provides knowledge and experiences that enhance employment adaptability in a time of rapid changes due to technological advances and fluctuating economic trends.
8. Successful operation of a career education program will require actively participating advisory councils, composed of local employers and union representatives and involved community groups are essential.

### GOALS OF CAREER EDUCATION

1. To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.
2. To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.
3. To assure the opportunity for all persons to gain an entry level marketable skill prior to their leaving school.
4. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.
5. To provide services for placing every person in the next step in his development whether it be employment or further education.
6. To build into the educational system greater utilization and coordination of all community resources.
7. To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system.

### GOAL 1

Goal: To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.

The learning of language arts, mathematics, sciences, and social studies in the abstract, without practical application, has limited students' abilities to find meaning and relevance in their school work. The present system which emphasizes abstract reasoning has been particularly detrimental to those youngsters whose strength are other than in the abstract, verbal and quantitative areas. It has so separated academic learning at all levels of education from reality, that even those students who reject the "establishment" do so without the practical skills necessary to bring about the change they see as essential.

Schools which restructure and focus basic subject areas around the career development theme will be able to capitalize on the interests and motivations of the student. Basic skills will become useful tools in reaching the goals set by students, because they will be able to identify career interests to which they may relate their education.

Redirecting basic subject areas to include career development objectives will provide the focus for activity-centered learning and permit laboratory application for abstract basic skills.



## GOAL 2

Goal: To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.

The objectives of career development for a specific individual are so broad that few, if any, school staff members could provide all the experiences necessary for their accomplishment. Such objectives include: (a) helping the students to view themselves as a worthwhile person; (b) assisting the students to experience success in their own eyes; (c) helping the students to consider, understand, and assess the values of a work-oriented society; (d) assisting the students to develop an appreciation of their own talents and interests; (e) helping the students to make appropriate choices from the widest possible range of alternatives available; (f) helping the students to formulate plans for implementing decisions which they have made; (g) helping the students to accept personal responsibility for such decisions; and (h) guiding the students into kinds of education and employment that will prepare them to implement the decisions they have made.

The Herculean nature of this task is compounded by the inadequate self-concepts of disadvantaged youth and adults; the limited range of work and learning experiences available to some minority group and rural students; and the deteriorating conditions in some urban schools. Many youths have

limited contacts with work role models from which they might pattern their behavior and aspirations.

With career education, the focus of all education is to expand the student's awareness of others, self-awareness, self-direction, occupational-awareness, and aspirations. All teachers, counselors, and administrators should accept and work toward these objectives. The entire community becomes the student's arena for exploration and for the identification of their own role models. In this way, schools can assist in the development of students who will become mature decision-makers about careers and the personal and social significance of work.

### GOAL 3

Goal: To assure the opportunity for all persons to gain an entry level marketable skill prior to their leaving school.

The purpose of including exploratory experience and some occupational preparation beginning in the junior high schools is to provide marketable skills for all, regardless of when they choose to leave school. Occupational preparation will become more sophisticated as the student progresses through high school and masters concepts at increasingly higher levels of complexity.

#### GOAL 4

Goal: To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

All persons completing secondary school will be prepared to exercise two basic options--immediate employment and/or further education. This requires a curriculum which offers every student in secondary school the opportunity to develop a marketable skill. Emphasis will be given to the basic communication and computational skills necessary for a broad range of gainful employment and educational opportunities. Additionally, each student will be equipped with at least minimal job entry level skills in one of the job clusters. This will be accomplished in a variety of ways, including but not limited to: (1) enrollment in vocational education programs, (2) work experiences in the community, or (3) participation in some other occupational education experience.

Some students will elect not to pursue further education immediately after completing secondary school. These students will be provided an in-depth vocational education program to develop their knowledge and skills in a family of occupations within a job cluster. (For example: air pollution abatement and control within the environment cluster; fashion merchandising within the marketing and distribution cluster.) Basic knowledge essential to performing in other families of occupations within the job cluster will also be acquired by each student. Relationships of families within the cluster and between clusters will be explored so that students will contin-

uously be aware of additional opportunities available. They will be encouraged to pursue the necessary further education as their occupational aspirations broaden. It is essential, therefore, for students in a vocational education program to be equipped with the academic skills essential to the pursuit of further education in the field of their career interest.

Each senior high school student will receive the following kinds of experiences:

- (1) A "core" curriculum in the occupational cluster of his choice. This core curriculum will build upon the exploratory and entry-level skill development experiences at the junior high level and will provide higher levels of skill development when these skills are common to all the occupations in the cluster. Students preparing for job entry and students preparing for higher education will be enrolled in the cluster curriculum.
- (2) Basic subject matter areas such as language arts, social studies, mathematics, and science which are related to and which support the cluster core curriculum selected by the student.
- (3) A choice of electives designed specifically for job preparation and/or a choice of electives designed specifically to prepare for entry into further education in an area of his choice.

Consequently, all persons completing secondary school will be prepared to exercise two basic options--immediate employment and/or further education.

An attempt will be made to provide some work experience for all students sometime during their secondary school enrollment. Arrangements will be entered into with business, industry and other employees for the purpose of providing students with job entry level skills. Continued emphasis will be given to cooperative vocational education as one effective method of providing in-depth training for occupations.

Many students will choose to prepare for further education while in secondary school. These students will have limited time for in-depth occupational preparation. Minimal job entry level skills will be developed by these students through the cluster program, and the technique of work experience as discussed above, or through participation in some other occupational education experience.

#### GOAL 5

Goal: To provide services for placing every person in the next step in his development whether it be employment or further education.

The school system will provide a placement service which will assist every person leaving school to enter into the next step of his development.

The placement service will give special consideration to those persons leaving school before completing grade 12. Efforts will be undertaken to help the students find gainful employment based upon their previous

experiences. Short term courses to provide at least minimal job entry level skills for those persons leaving school before acquisition of basic job skills will be made available.

Students requesting assistance for job placement will be referred to specific job openings and assisted in every possible way to gain employment. Students who are leaving the geographical area of the school system will be referred to appropriate resource people at the new location. The placement service will be available to both youth and adults served by the schools.

A student choosing further education upon completion of secondary school will be assisted in locating and applying for entrance into an institution appropriate for his needs. Students will be assisted in every possible way to gain acceptance for enrollment.

#### GOAL 6

Goal: To build into the educational system greater utilization and coordination of all community resources.

There will be comprehensive planning for education which utilizes and coordinates all community resources as appropriate, in order to reach the goals and objectives of career education. Such planning will encompass the resources of public and private schools from early childhood education through grade 12, public and private post-secondary institutions, public and private colleges and universities, business, industry, labor, individual

practitioners, and any other public or private resource which will make education more meaningful and relevant. The total community will be involved in planning and implementing the educational program.

#### GOAL 7

Goal: To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system.

Emphasis will be given to making the educational system flexible in its entrance and exit requirements so that all persons may acquire the educational and occupational experiences to meet their needs when they want them. In other words, there will be no "dropouts" from the system.

Persons will be assisted by the school system to enter the world of work before completing secondary school when this option is exercised. The school system will be flexible enough in its re-entry requirements to permit all persons to continue their formal education when they desire. Alternatives such as re-entry into regular day school, evening school, or correspondence school and leaving opportunities through educational media will be utilized to accommodate the student's options directed toward the furthering of this formal education. Instruction will be individualized to meet the student's needs, while at the same time meeting basic requirements for graduation, or completion of prescribed curriculum.

Extensive adult classes will provide all persons with a means of upgrading or updating knowledge for their present employment or to acquire knowledge for new employment throughout their lifetime. Schools will need to cooperate with business and industry and various public and private agencies and institutions to assure all persons access to the training necessary for them to keep abreast of the changing job market created by technological change and other factors.

Career guidance and counseling services will be made available to all youth and adults leaving the system or planning for re-entry into the system.



WORKING PAPER  
May 10, 1971

CAREER EDUCATION: A MODEL FOR IMPLEMENTATION

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## Career Education -- A Model for Implementation

The central purposes of education--to prepare the young to accept the reality of constructive pathways to adulthood, to help them engage these pathways successfully, and to assist them in finding personal relevance in the life options available to them--are not being effectively accomplished for large numbers of youth in the school systems of our Nation. The day in which academic preparation needed to be the sole end product of the school system has long ago passed; yet schools are still operating on that basis, with learning for the world of work occurring on a piecemeal and fragmented basis.

One of the goals toward which the education system must direct itself is the provision for every student to acquire the skills which will allow him to make a livelihood for himself and for his future family, no matter at what level of the educational system he leaves. Such skills are not confined to the manipulative skills; they are all those by which one can use his capabilities in activities which contribute both to individual fulfillment and society's maintenance and progress.

Dr. Sidney P. Marland, U. S. Commissioner of Education, in his speech before the National Association of Secondary School Principals in Houston, Texas, on January 23, 1971, indicated his concern for the Nation's young people and their opportunity to prepare realistically for today's world of work. He asked "Shall we persevere in the traditional practices that are obviously not properly equipping fully half or more of our young people or shall we immediately undertake the reformation of our entire secondary education in order to position it properly for maximum contribution to our individual and national life?"

To make public education become relevant according to today's needs and the needs of the future, the entire school program must be restructured; and it is becoming increasingly evident that public education should be focused around the theme of career development. Recognizing this, the U. S. Office of Education has selected career education as a major program priority. Dr. Marland announced in the same speech that career education "will be one of a very few major emphases of the U. S. Office, priority areas in which we intend to place maximum weight of our concentrated resources to effect a thorough and permanent improvement."

Career education is a comprehensive educational program focused on careers, which begins in grade 1 or earlier and continues through the adult years. For elementary and secondary education, the program includes a structuring of basic subjects, grades 1-12, around the theme of career opportunities and requirements in the world of work. In elementary school, students are informed about the wide range of jobs in our society and the roles and requirements involved. In junior high school, students may explore several specific clusters of occupations through hands-on experiences and field observation, as well as classroom instruction. They will be assisted in selecting an occupational area for further specialization at the senior high

level. In senior high school, students pursue their selected occupational area, exercising one of three options--intensive job preparation for entry into the world of work immediately upon leaving high school, preparation for postsecondary occupational education, or preparation for four-year college. (See Table 1 suggesting career development experiences for each grade level.)

Those students preparing for postsecondary occupational education or four-year college entry will continue to be provided occupational cluster experiences including work experience where possible, with the academic subject areas being related to the professional area for which they are preparing. Students engaging in specialized job preparation will be provided with basic academic skills essential for further education. Consequently every student will leave the system with at least entry-level job skills and with facility in basic academic subjects sufficient to enable entry into further education.

Career education not only provides job information and skill development but also helps students to develop attitudes about the personal, psychological, social, and economic significance of work. Extensive guidance and counseling activities assist the student in developing self-awareness and in matching his interests and abilities against potential careers.

Finally, placement into an entry-level job or further education is guaranteed for every student in an effective career education program.

Thus, comprehensive career education includes a sequentially-developed education program offering career orientation, exploration, and job preparation for all students. A major benefit is that students' performance in basic subjects should improve as the entire curriculum is made relevant and more meaningful by being focused and unified around career education. Intensive guidance and counseling assist students in development of self-confident, mature personal attitudes; and guaranteed placement assures that the educational system will assume responsibility for the development of every student, meeting the need for accountability.

Occupational clusters, representative of the entire world of work and around which a career education system might be designed, are: Business and Office Occupations, Marketing and Distribution Occupations, Communications and Media Occupations, Construction Occupations, Manufacturing Occupations, Transportation Occupations, Agri-Business and Natural Resources Occupations, Marine Science Occupations, Environmental Control Occupations, Public Services Occupations, Health Occupations, Hospitality and Recreation Occupations, Personal Services Occupations, Fine Arts and Humanities Occupations, and Consumer and Homemaking-Related Occupations.

It is assumed that in preparing a new career education curriculum, relevant curriculum materials which have already been developed will

TABLE I  
SUGGESTED CAREER EDUCATION EXPERIENCES GRADES 1-12

GRADES: 1 —————> 12		100% PLACEMENT	
The phases of the program can be scheduled at grade levels compatible with the local grade structure.			
STUDENT DEVELOPS	SELF-AWARENESS AND UNDERSTANDING OF HIS INTERESTS AND ABILITIES	UNDERSTANDING OF HIS INTERESTS AND ABILITIES	INTERESTS AND ABILITIES
STUDENT DEVELOPS	AND PRACTICES DECISION-MAKING SKILLS	MAKING SKILLS	
STUDENT DEVELOPS	ATTITUDES ABOUT THE PERSONAL, SOCIAL, AND ECONOMIC SIGNIFICANCE OF WORK		
<p>OCCUPATIONAL AWARENESS:</p> <p>Student is informed about occupations through a series of clusters representing the entire world of work.</p>	<p>OCCUPATIONAL ORIENTATION AND EXPLORATION:</p> <p>Student explores several clusters of his choice.</p>	<p>OCCUPATIONAL EXPLORATION IN DEPTH, BEGINNING</p> <p>SPECIALIZATION:</p> <p>Student selects one cluster to explore.</p> <p>Develops entry-level skill.</p> <p>May change cluster if desired.</p>	<p>SPECIALIZATION:</p> <p>Student specializes in one cluster.</p> <p>Takes prerequisites for further education and/or intensive skill training for job entry.</p>
			<p>JOB</p>
			<p>NON-BACCALAUREATE PROGRAM</p>
			<p>BACCALAUREATE PROGRAM</p>

be used, with supplementary developmental efforts being conducted as necessary. A great deal of curriculum of this type is already "on the shelf," and more is being produced at this time. Examples of course materials already available for occupational awareness and exploration purposes are "The World of Construction" and "The World of Manufacturing," which were developed under a U. S. Office of Education grant at the Ohio State University, and materials developed for use at the elementary school level in Georgia, Texas, and New Jersey. Of course, extensive and well-validated curriculum materials are already available for job preparation in many occupations, such as electronics, clerical, stenographic, etc.

The development of a new career education system will require the accomplishment of differing objectives at each level of the existing school system. A list of these objectives along with some discussion of procedures for accomplishing them follows:

For Grade levels K-6 the objectives are:

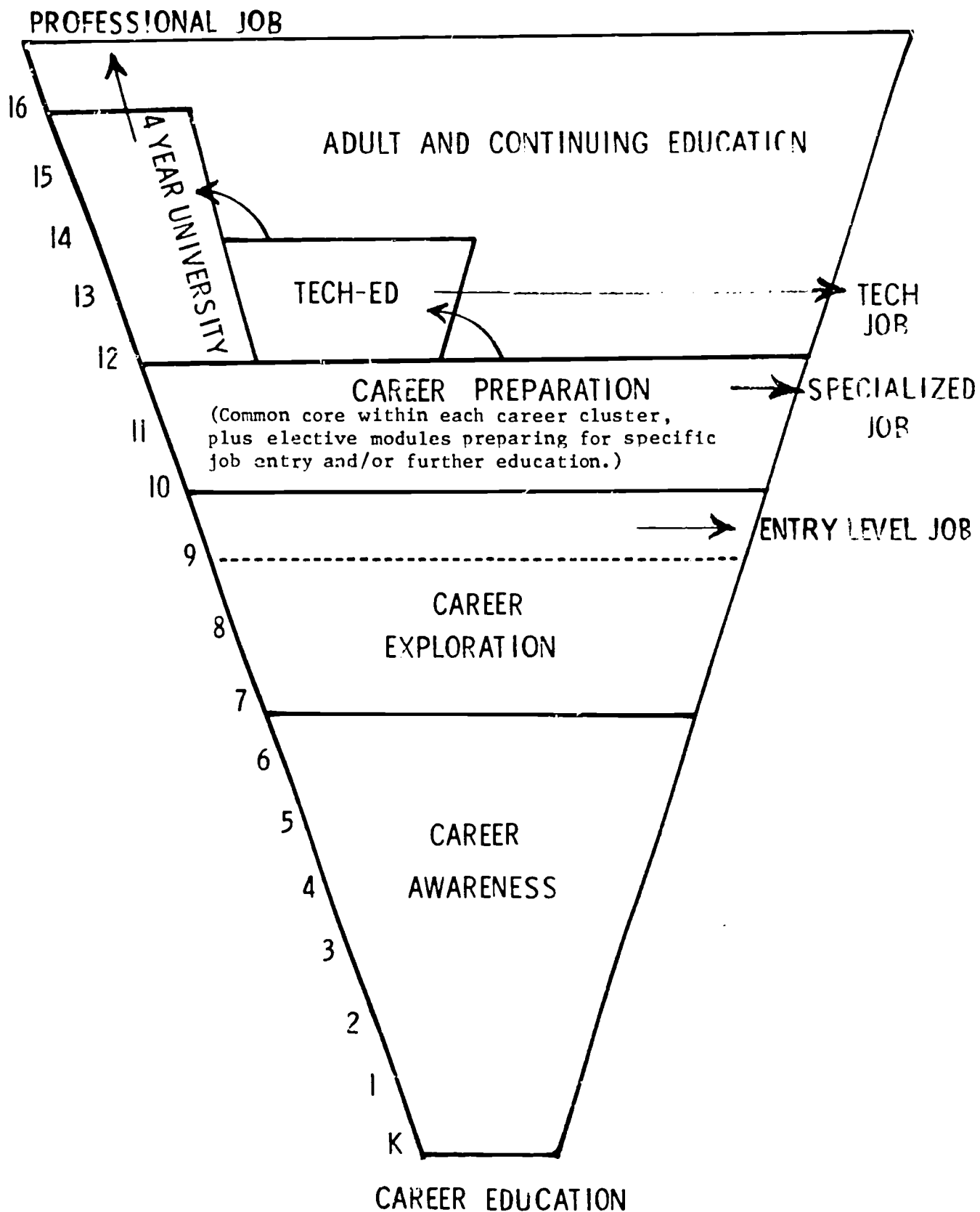
- to develop in pupils attitudes about the personal and social significance of work;
- to develop each pupil's self-awareness;
- to develop and expand the occupational awareness and the aspirations of the pupils;
- to improve overall pupil performance by unifying and focusing basic subjects around a career development theme.

The career education objectives at the 7th and 8th grade levels would be:

- to provide experiences for students to assist them in evaluating their interests, abilities, values and needs as they relate to occupational roles;
- to provide students with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for indepth exploration at the 9th grade level;
- to improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.

Grade level 9 and 10 career education objectives include:

- to provide indepth exploration and training in one occupational cluster leading to entry-level skill in one occupational area and providing a foundation for further progress, leaving open the option to move between clusters if desired;
- to improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme;



CAREER EDUCATION

- to provide guidance and counseling for the purpose of assisting students in selecting an occupational specialty for 11th and 12th grade levels with the following options: intensive job preparation, preparation for postsecondary occupational programs, or preparation for a four-year college.

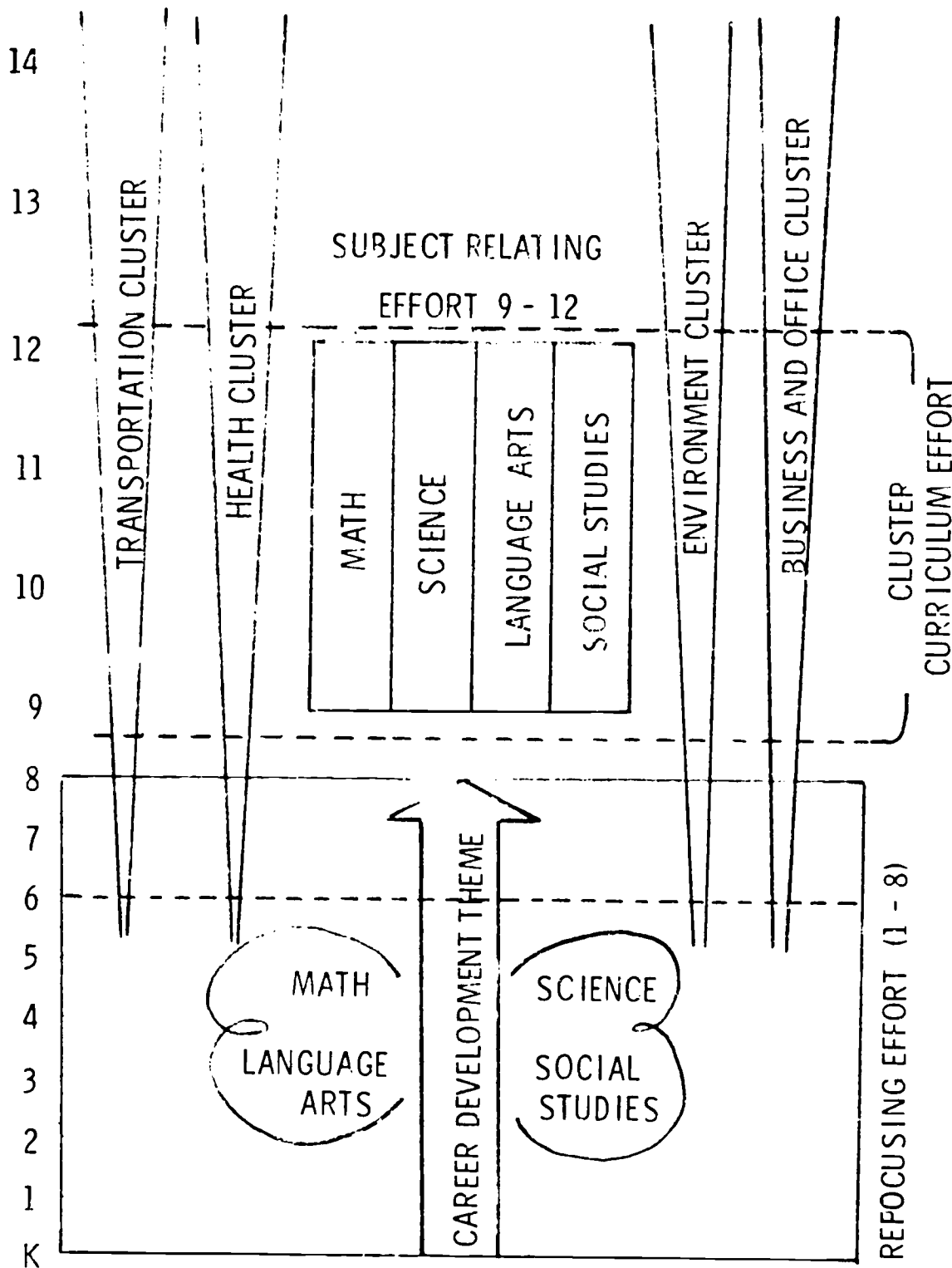
For Grades 11 and 12, objectives for career education would be:

- to provide every student intensive preparation in a selected occupational cluster, or in a specific occupation, in preparation for job-entry and/or further education;
- to increase the student's motivation to learn by relating his studies to the world of work;
- to provide intensive guidance and counseling, in preparation for employment and/or further education;
- to insure placement of all students, upon leaving school, in either: (a) a job, (b) a postsecondary occupational education program or (c) a four-year college program;
- to maintain continuous follow-through of all dropouts and graduates and to use the resulting information for program revisions.

A set of procedures has been designed by U.S.O.E.'s Bureau of Adult, Vocational, and Technical Education through which a school system might restructure its present activities in order to implement an educational program to meet the career education objectives outlined above.

Curriculum development at all grade levels, K-12, represents the central procedure around which other supporting activities would function. The curriculum development undertaking is actually a triple-pronged effort involving (1) an occupational cluster curriculum effort, (2) a curriculum refocusing effort for grades 1-8, and (3) a subject-matter relating effort in grades 9-12.

The largest and most involved component of the curriculum development undertaking is the cluster curriculum effort. This effort will involve 15 separate task forces, one for each of the 15 occupational clusters mentioned in the previous pages. Each of these cluster task forces will develop, in its occupational cluster, complete cluster-core curriculums for grades 9-12. Suitable instructional materials and media will be selected and/or developed for each occupational area. Each cluster task force will also develop, for its occupational cluster, a one-semester exploratory curriculum for grade 7 and 8 students, to include onsite observation, work experience, hands-on laboratory experience, role playing, and other appropriate activities. Suitable instructional materials and media will be selected and/or developed for this one-semester exploratory curriculum in each occupational cluster. Each cluster task force will also provide guidelines and material for use in grades K-6 and will insure that occupational information provided at the elementary school level is technically accurate and comprehensive.



THE TRIPLE-PRONGED EFFORT  
TO RESTRUCTURE THE EDUCATIONAL PROGRAM  
AROUND CAREER EDUCATION



The second component of the curriculum development undertaking is a major curriculum refocusing effort for grades 1-8. The task force responsible for this effort will create a system of behavioral objectives for grades 1-8 that reflect career development concepts and respond to differences in learner characteristics. Then four sub-task forces will be created, one each in the language arts, mathematics, sciences, and social studies. Each of the sub-task forces will select those career development behavioral objectives which can best be met in its subject area and will refocus that subject's curriculum around the career development behavioral objectives. After the subject area curriculums have been refocused, appropriate learning interventions will be chosen or developed by each of the sub-task forces. Products of current and recent curriculum development efforts will, of course, be analyzed and where appropriate to the career education concept, will be utilized, adapted, or built upon.

The third component of the curriculum development undertaking will be a subject matter relating effort for grades 9-12. For this effort, four subject area task forces will be established to relate the subject areas taught at grades 9-12 (science, language arts, social studies, and math) to the content of the curriculums established by the cluster curriculum task forces. The subject area task forces will identify those competencies necessary to each occupational cluster and will insure the inclusion of these competencies in the subject area objectives and activities. The resulting reoriented subject area curriculum will provide activities which are clearly identified with the occupational cluster and/or the specific occupation for which the student is preparing. The subject areas will be refocused around the occupational theme in such a way as to make the basic subject matter more meaningful and relevant to the students, thereby improving the student performance in the subject areas themselves.

Supporting the central curriculum development undertaking will be a variety of other activities. In most school systems, the hiring of additional counselors, para-professionals, and other personnel will be necessary to supplement existing staff with the numbers and types of people needed to implement the expanded and enriched career education offerings. Inservice education must be provided for supervisors, teachers, counselors, and paraprofessionals in order to familiarize them with the overall career education concepts and provide them with specific training in use of the new instructional materials and media. During the first year, when it will be necessary for all teachers to rework their lesson plans and make many changes in their instructional procedures, the local school district will probably want to provide overtime pay for the additional hours which the teachers will be putting in.

Additional equipment, tools, supplies, materials, and facilities will be needed for implementation of the career education program. These will vary from simple tools and materials used in the elementary grades, through the more complex apparatus needed for exploratory purposes at the junior high school level and on into complicated and

sophisticated equipment and facilities which may be needed at the senior high school level in each of the 15 clusters. It is believed, however, that a great deal of the equipment and facility problem can be alleviated by expanding the use of work experience programs, cooperative vocational education programs, and other measures to utilize existing facilities and equipment within the business and industrial community.

An obvious supporting activity which will be needed is the establishment of advisory councils in each of the occupational clusters. These councils should include representatives from management, labor, and various Government agencies. Steps must also be taken to establish an active and well-staffed placement service, which will work constantly to place all youngsters either in a job or in further education when they exit from the school system. The placement service will also establish and maintain a follow-through system in order to maintain contact with and secure feedback from former students.

The model presented here will effectively promote educational change in the direction of increased relevancy and meaning for young people.

WORKING PAPER  
OCTOBER 1972

BIBLIOGRAPHY ON CAREER EDUCATION

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## INTRODUCTION

The period from 1965 to 1972 saw the emergence of numerous journal articles and documents which were related to the type of educational program now referred to as "career education." This bibliography cites some of the more significant of these articles and documents.

The bibliography is divided into four sections. Section I, which is entitled "Selected References on Career Education," lists key documents dealing with the career education concept itself. Section II, which is entitled "Journal Articles," lists a variety of articles which have appeared in periodicals, dealing with the career education concept and some of its component parts. Section III, which is entitled "Background References Related to Career Education," lists numerous documents related to the career education concept or to various components and aspects of career education. Section IV, which is entitled "Continuing Sources of Information," lists several key information sources from which a continuing flow of career education information can be obtained in the future.

Many of the documents which are cited in Section I and Section III are now available through the ERIC System. Those documents which are identified by an "ED" number have been processed into the ERIC Collection and can be obtained from the ERIC Document Reproduction Service in accordance with the "Special Ordering Instructions" which are given on the following page. The documents not identified by an "ED" number must be ordered from the agency or organization which published them, as indicated at the end of each such entry. The journal articles, of course, must be located in back issues of the appropriate journals.

It is hoped that this bibliography will be useful to persons interested in familiarizing themselves with the career education concept and with some emerging techniques for the implementation of career education programs.

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SECTION IV  
CONTINUING SOURCES OF INFORMATION

1. Research in Education. Monthly abstract journal announcing recently completed research and research-related reports in the field of education.  
This monthly journal provides abstracts of recent research reports, related documents, and educational resource materials. Items related to career education can be located in the subject index under the heading of "Career Education." An "ED" number is provided for each abstract; this "ED" number can be used to order the entire document, either on microfiche or hard copy, from the ERIC Document Reproduction Service. A subscription to Research in Education can be obtained for \$21.00 per year from the U.S. Government Printing Office, Washington, D.C. 20402.
  
2. Abstracts of Research Materials in Vocational and Technical Education (ARM). Quarterly abstract journal announcing recently completed research and research-related documents in vocational, occupational, technical, and career education.  
This quarterly journal provides abstracts of recent research reports and related documents. Items related to career education can be located in the subject index under the heading of "Career Education." A "VT" number is provided for each abstract; this "VT" number can be used to secure the entire document on microfiche from a VT-ERIC Microfiche Set, available from the ERIC Document Reproduction Service. A subscription to ARM can be obtained for \$11.00 per year from The Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210.
  
3. Abstracts of Instructional Materials in Vocational and Technical Education (AIM). Quarterly abstract journal announcing recently developed instructional materials for use in vocational, occupational, technical, and career education.  
This quarterly journal provides abstracts of recently developed instructional materials and curriculum guides. Items related to career education can be located in the subject index under such headings as "Career Education," "Occupational Exploration," and "Occupational Information." A "VT" number is provided for each abstract; this "VT" number can be used to secure the instructional materials on microfiche from a VT-ERIC Microfiche Set, available from the ERIC Document Reproduction Service. A subscription to AIM can be obtained for \$11.00 per year from the Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210.

4. Current Index to Journals in Education (CIJE). Monthly publication citing and indexing current articles in the journal literature.

This monthly publication provides detailed indexing for articles appearing in more than 500 education and education-related journals. Articles related to career education can be located in the subject index under the heading of "Career Education." A subscription to CIJE can be obtained for \$39.00 per year from CCM Information Corporation, 866 Third Avenue, New York, N.Y. 10022.

5. Inform. Monthly newsletter identifying accurate, relevant career information sources and dissemination techniques for the active counselor.

This monthly newsletter, sponsored by APGA, places special emphasis on materials that normally do not come to the counselor's attention and on materials presenting information about new and emerging careers. A series of career resource bibliographies is provided as a supplement to the monthly newsletter. A subscription to Inform and the supplements can be obtained for \$25.00 per year from the National Career Information Center, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

6. Career World. Monthly career education magazine for high school students.

This magazine, published monthly from September through May, provides up-to-date career information for students in junior and senior high schools. Each issue contains a systematic examination of two career clusters, a guidance feature which helps each student find out about himself and his interests, detailed information on several specific occupations, a discussion of how current events are shaping future occupations, tips for getting part-time jobs while in school, etc. A subscription to Career World can be obtained for \$2.95 per student per school year (minimum of 15 students); order from Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois 60040.

7. Occupational Outlook Quarterly. Quarterly journal providing interesting and readable articles on the current outlook for occupations in a variety of career areas.

This quarterly journal, prepared by the U.S. Department of Labor, provides well-written, illustrated articles with titles such as: "Logging -- A Job for the Hardy," "Physician's Assistant -- Medical Occupation in the Making," "Business Machine and Computer Manufacturing -- Career Opportunities Are Excellent," "The Trucking Industry -- Highway to a Career." A subscription to Occupational Outlook Quarterly can be obtained for \$1.50 per year from the U.S. Government Printing Office, Washington, D.C. 20402.

WORKING PAPER  
January 3, 1972

CAREER CLUSTERS:  
AN ORGANIZATIONAL TECHNIQUE TO  
FACILITATE THE DELIVERY OF CAREER EDUCATION

prepared by

Staff Committees of the  
Division of Vocational and Technical Education

with coordination from

Michael Russo

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Division of Vocational and Technical Education  
Bureau of Adult, Vocational, and Technical Education  
U.S. Office of Education  
Washington, D.C.

1/3/72

## CAREER CLUSTERS

### An Organizational Technique to Facilitate the Delivery of Career Education

In a career education program, each student is helped to develop a very broad awareness of the full range of career options in the world of work. At the same time; he is helped to develop his own self-awareness, to become cognizant of his own strengths and weaknesses, his aptitudes and capabilities, and his interests and needs so that he can make a realistic consideration of himself in relation to the many career options available in the world of work. In addition, he is helped to practice and develop logical direction-setting and decision-making skills which will be useful to him throughout his lifetime in considering alternative career possibilities.

After becoming aware of the full range of career options in the world of work, each student is provided with opportunities to explore in considerable depth those kinds of careers which he feels are of most interest to him and most suited to his needs and capabilities. He has a chance, through realistic exploratory experiences, to test himself against the activities and requirements typical of a number of career areas of his choice.

He is then in a position to make a rational choice of an appropriate career goal. Needless to say, this thorough and systematic approach to career possibilities is far better for the individual than the currentl prevalent practices, which make career selection more a matter of happenstance than a rational activity.

Once a student has established for himself a tentative career goal, he is helped to plan an appropriate educational path to that goal, and he is provided with those educational programs and work experiences which will enable him to achieve the goal. For a given student, depending upon the nature of his particular career goal, the educational path may involve going through a four-year college, going to a two-year college, or going through job preparation experiences at the secondary-school level which will enable him to go directly to work when he leaves high school.

The problems of delivering this type of comprehensive career education are compounded by the complexity of the American economy and the diversity of the American labor force. The Dictionary of Occupational Titles, for example, lists more than twenty thousand individual jobs. Obviously, dealing with each of these individual jobs would be administratively impossible when designing and implementing a career awareness program or when providing other aspects of career education. The only feasible solution seems to be to group these jobs into a series of manageable clusters. While it is not possible to deal with twenty thousand separate jobs, it would be feasible to deal with 15 or 20 broad career clusters.

Any scheme which is developed for clustering jobs for career education purposes should meet four basic requirements:

1. The cluster scheme should be such that it encompasses all the jobs in the Dictionary of Occupational Titles. In other words, after the cluster scheme has been established, it should be possible to fit each and every job in the Dictionary of Occupational Titles into some one of the career clusters which have been designated.

2. Each cluster should include jobs at all levels, from entry-level through skilled jobs, technical jobs, and professional jobs. That is to say, each cluster should contain a logical career ladder of jobs requiring increasing levels of education.

3. Each cluster should be related to an identifiable group of employers. For example, if we have a cluster in the health occupations, it is possible to identify within the community a group of potential employers, such as hospital administrators, private physicians, and dentists, who could relate to this particular cluster. Similarly, if we have a cluster in the construction occupations it is possible to identify in a given community various construction contractors and construction firms who could relate to this career cluster.

4. The clusters should be enduring over time. That is, each cluster should represent a continuing societal function which will be carried on throughout the foreseeable future. For example, it can be assumed that for the foreseeable future our society will be manufacturing things, constructing things, transporting things and providing health services for the people. Therefore, clusters in the manufacturing occupations, the construction occupations, the transportation occupations, and the health occupations are likely to be enduring over time. Although individual jobs within these clusters may be phased out due to technological change, other new and emerging jobs will appear in each cluster to take the place of those phased out. If an individual has had well-rounded training in the common core of a particular cluster, his flexibility for moving to another job within that cluster will be facilitated, should his present job disappear as a result of technological change. Having mastered the common core of the cluster, he would be able, with a minimum amount of retraining, to move to another type of emerging job within that same cluster. This will provide individuals with the flexibility needed to cope with the changing nature of our economy and our labor force.

The U. S. Office of Education has developed a cluster scheme which, it is believed, meets the four requirements specified above. This cluster scheme consists of 15 career clusters, which are:



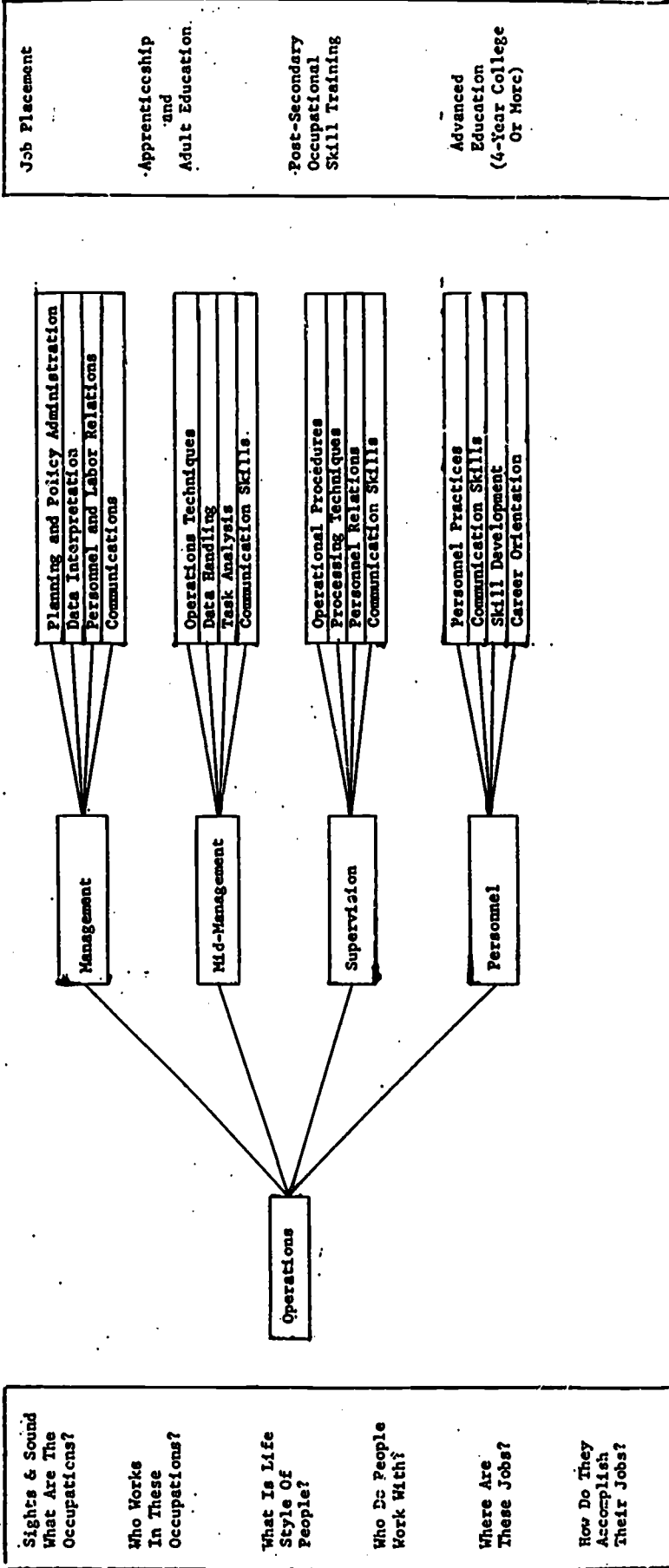
Construction Occupations Cluster  
Manufacturing Occupations Cluster  
Transportation Occupations Cluster  
Agri-Business and Natural Resources Occupations Cluster  
Marine Science Occupations Cluster  
Environmental Occupations Cluster  
Business and Office Occupations Cluster  
Marketing and Distribution Occupations Cluster  
Communications and Media Occupations Cluster  
Hospitality and Recreation Occupations Cluster  
Personal Service Occupations Cluster  
Public Services Occupations Cluster  
Health Occupations Cluster  
Consumer and Homemaking Occupations Cluster  
Fine Arts and Humanities Occupations Cluster

The attached charts represent a "first cut" at blocking out the scope of each cluster. Each of the 15 career clusters has been subdivided into a number of sub-clusters, which have been further "shredded out" into more discrete functions at increasing levels of specificity. The charts are still in draft form and will require considerable refinement, but they will serve to illustrate the nature and content of each of the clusters.

Developed By: USOR/DVTE  
 DRAFT  
 Date: 9/14/71

CLUSTER FOR  
 BUSINESS AND OFFICE OCCUPATIONS

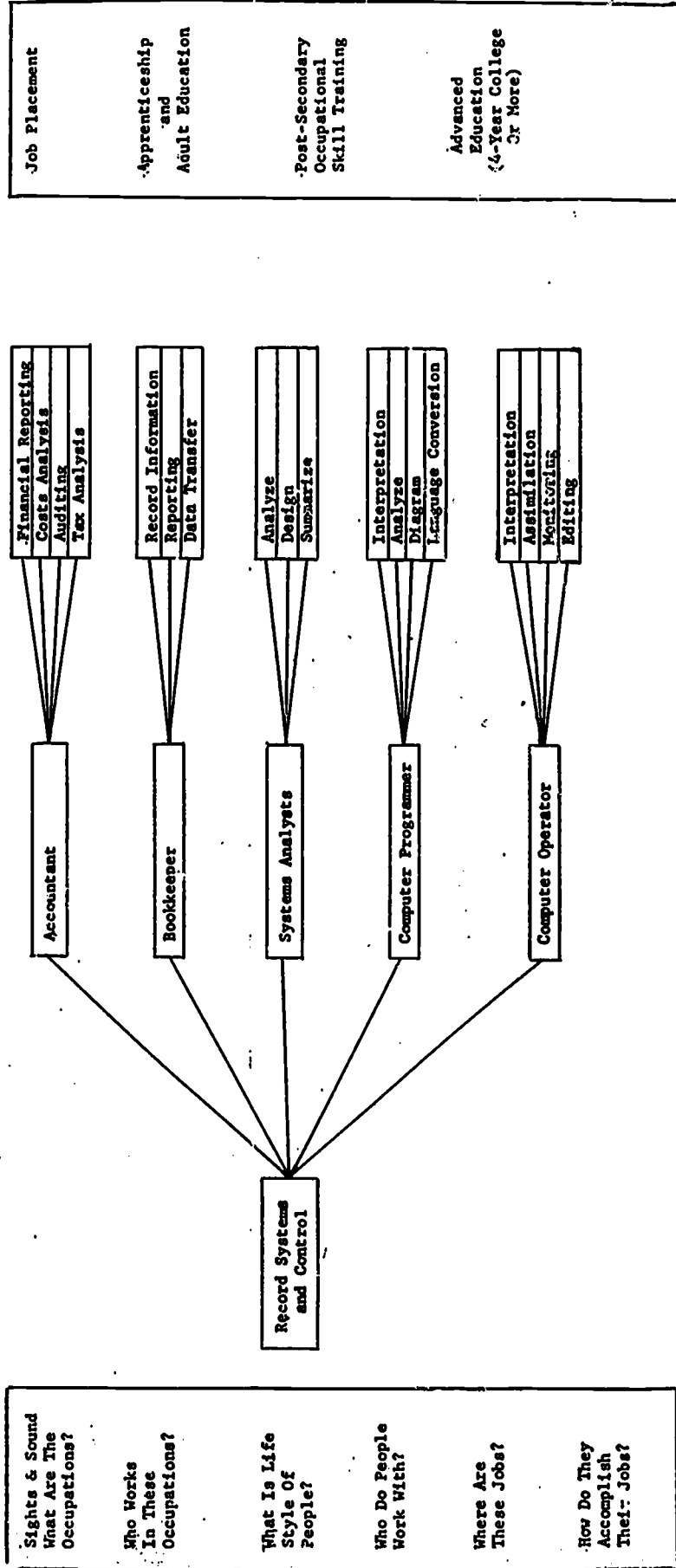
Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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CLUSTER FOR  
 BUSINESS AND OFFICE OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After: Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	



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CLUSTER FOR  
 BUSINESS AND OFFICE OCCUPATIONS

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The Occupations?

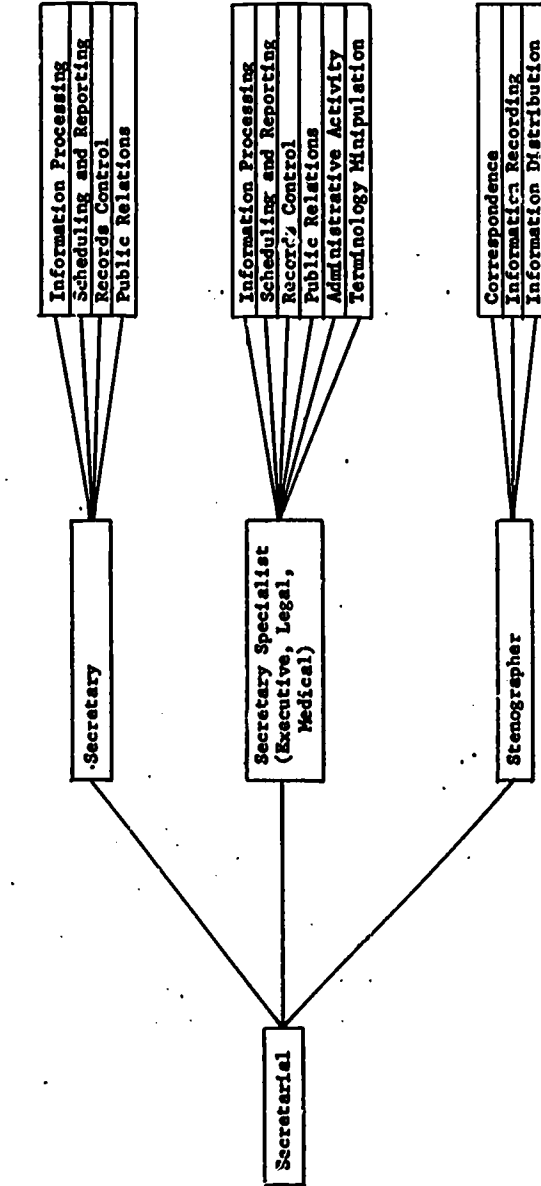
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)

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CLUSTER FOR  
 BUSINESS AND OFFICE OCCUPATIONS

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The Occupations?

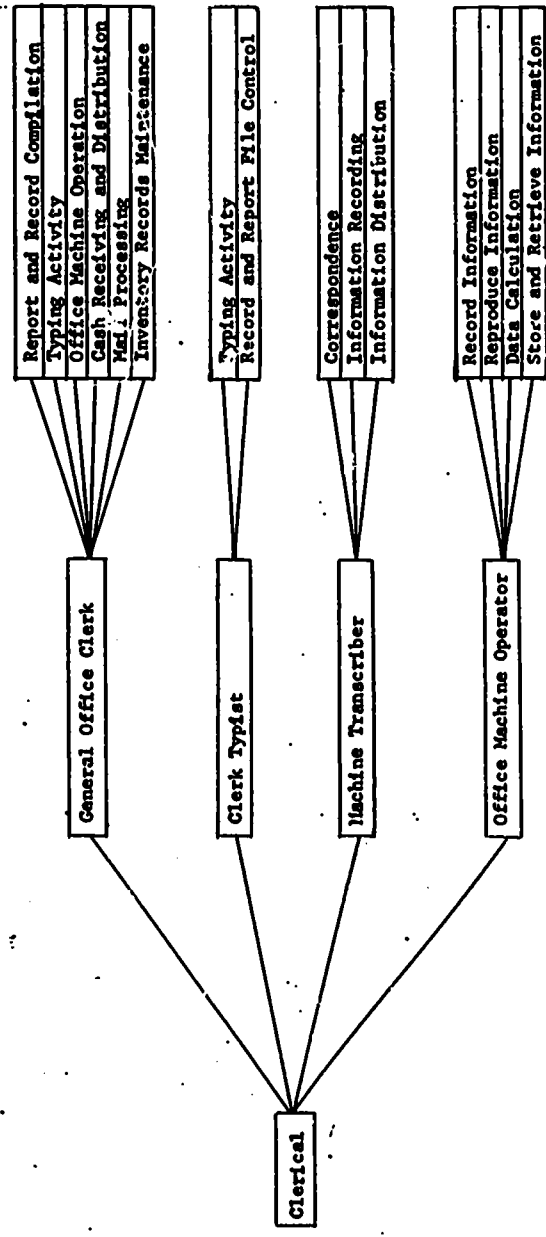
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education.

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)



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 Date 9/14/71

CLUSTER FOR  
 BUSINESS AND OFFICE OCCUPATIONS

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
What Are The Occupations?

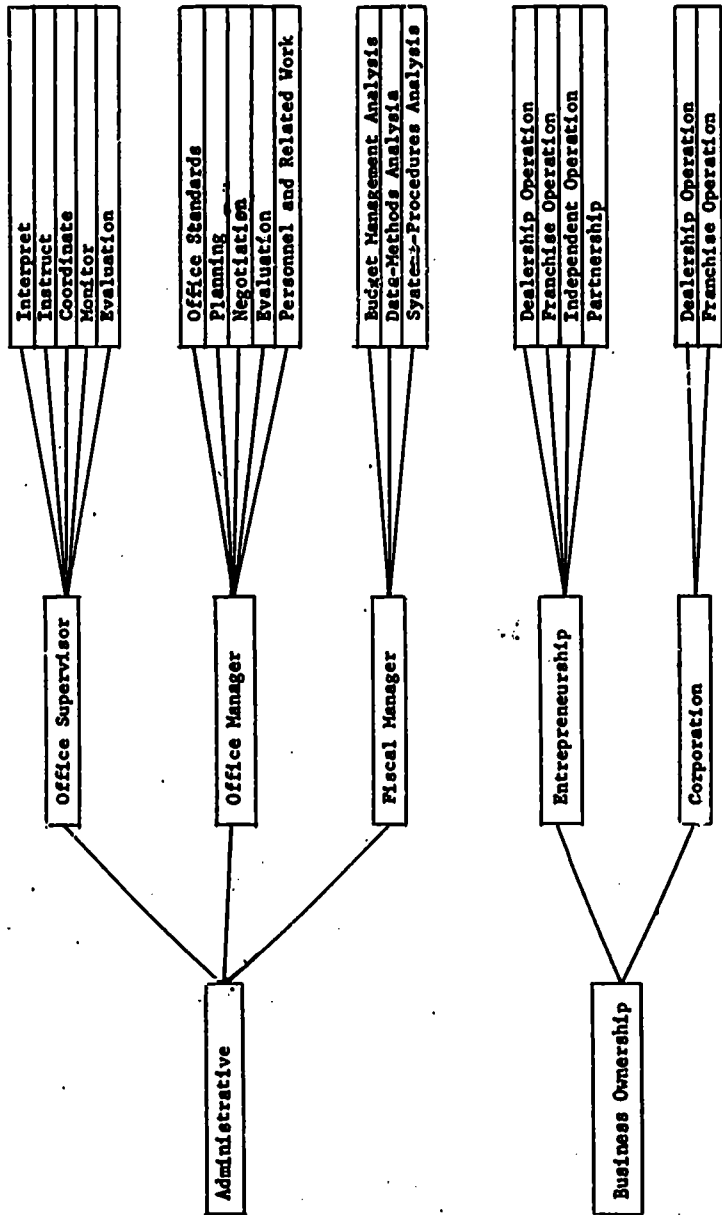
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

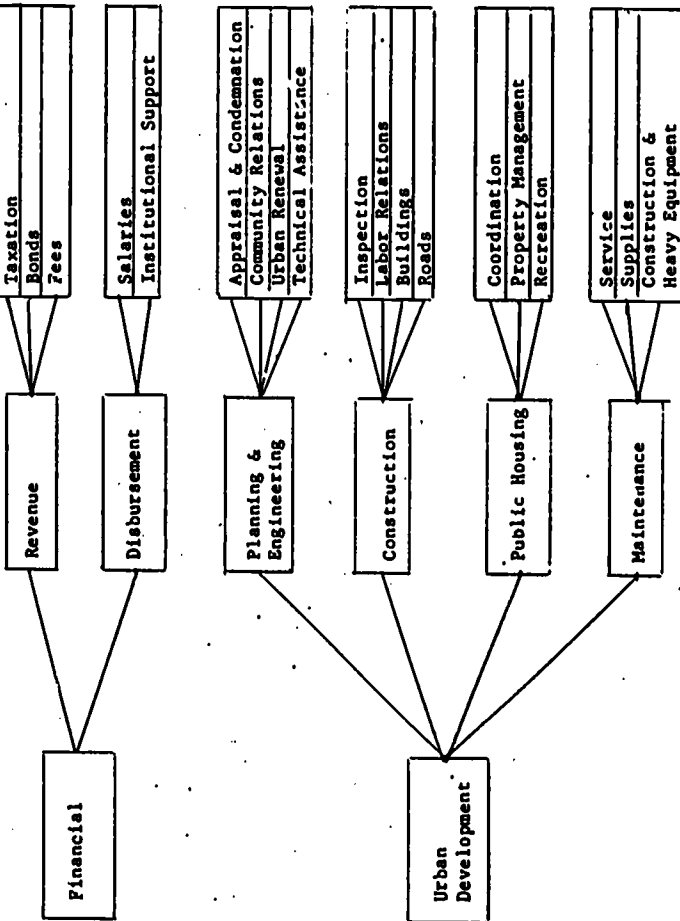
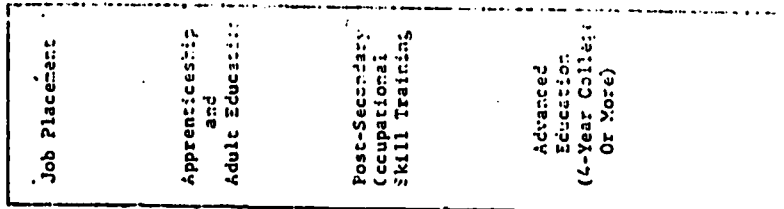
Advanced Education (4-Year College Or More)



Developed By: USC2/STTE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 PUBLIC SERVICE

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Area: Grade 12
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Sights & Sound  
 What Are The  
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Who Works  
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 Occupations?

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Where Are  
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How Do They  
 Accomplish  
 Their Jobs?



Developed by: USCW/ETIE  
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 Revised  
 DATE 4-1-71

Cluster for  
**PUBLIC SERVICE**

Elementary Education 1-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The Occupations?

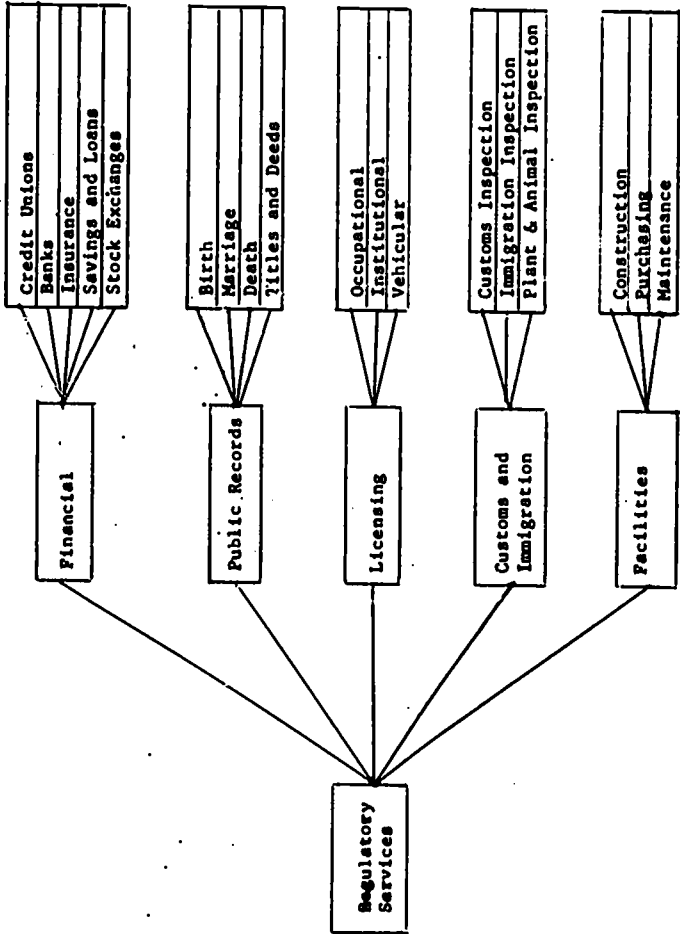
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Job Placement:

Apprenticeship and Adult Education:

Post-Secondary Occupational Skill Training:

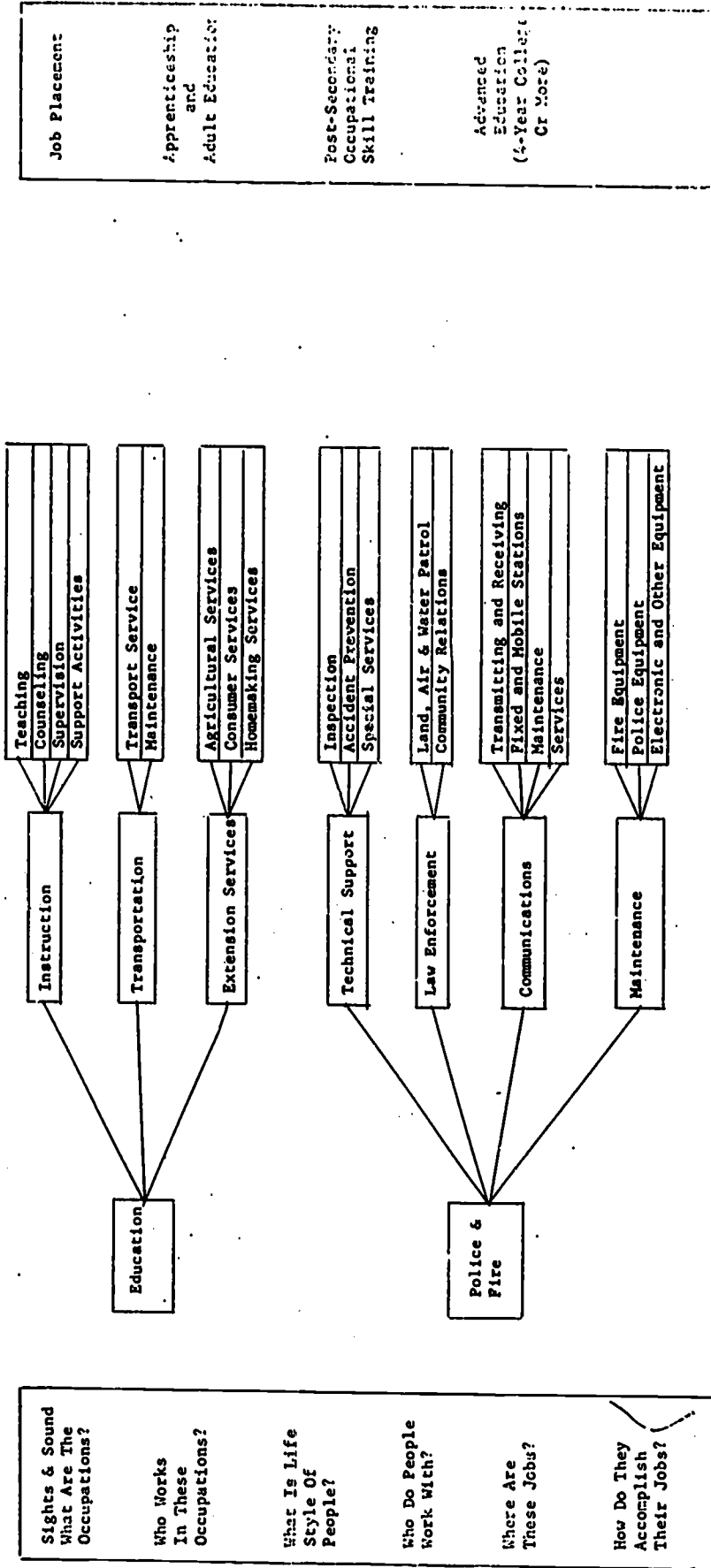
Advanced Education (4-Year College Or More)



Developed by: USOE/DVTE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 PUBLIC SERVICE

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After: Grade 12
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Sights & Sound  
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How Do They  
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Cluster for:  
**PUBLIC SERVICES**

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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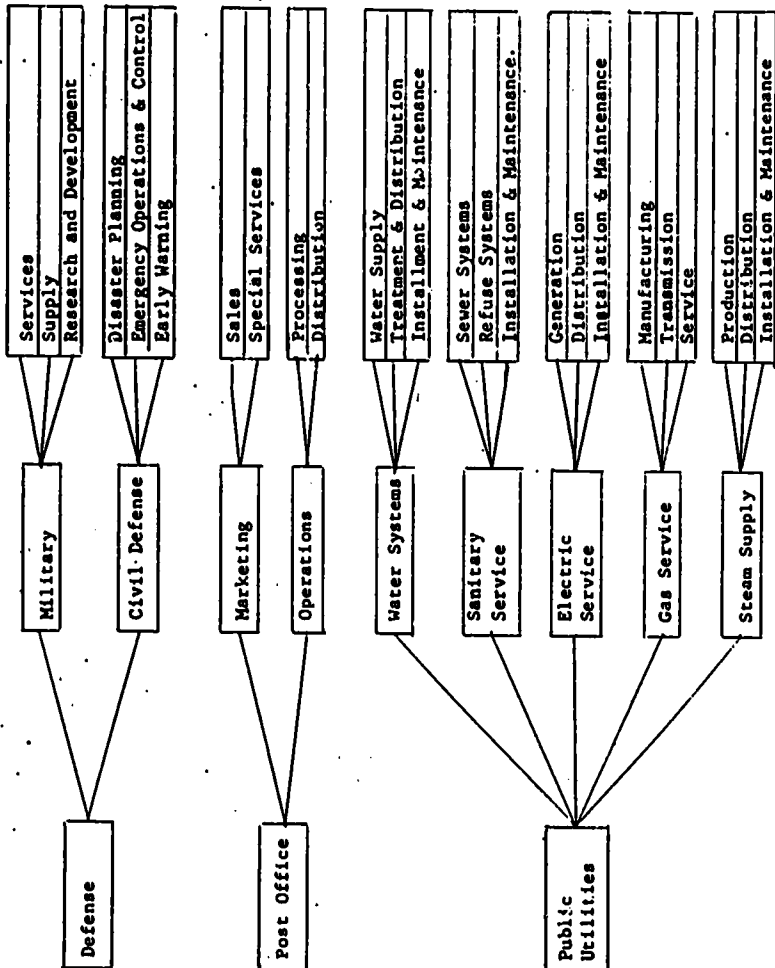
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Job Placement

Apprenticeship and Adult Education

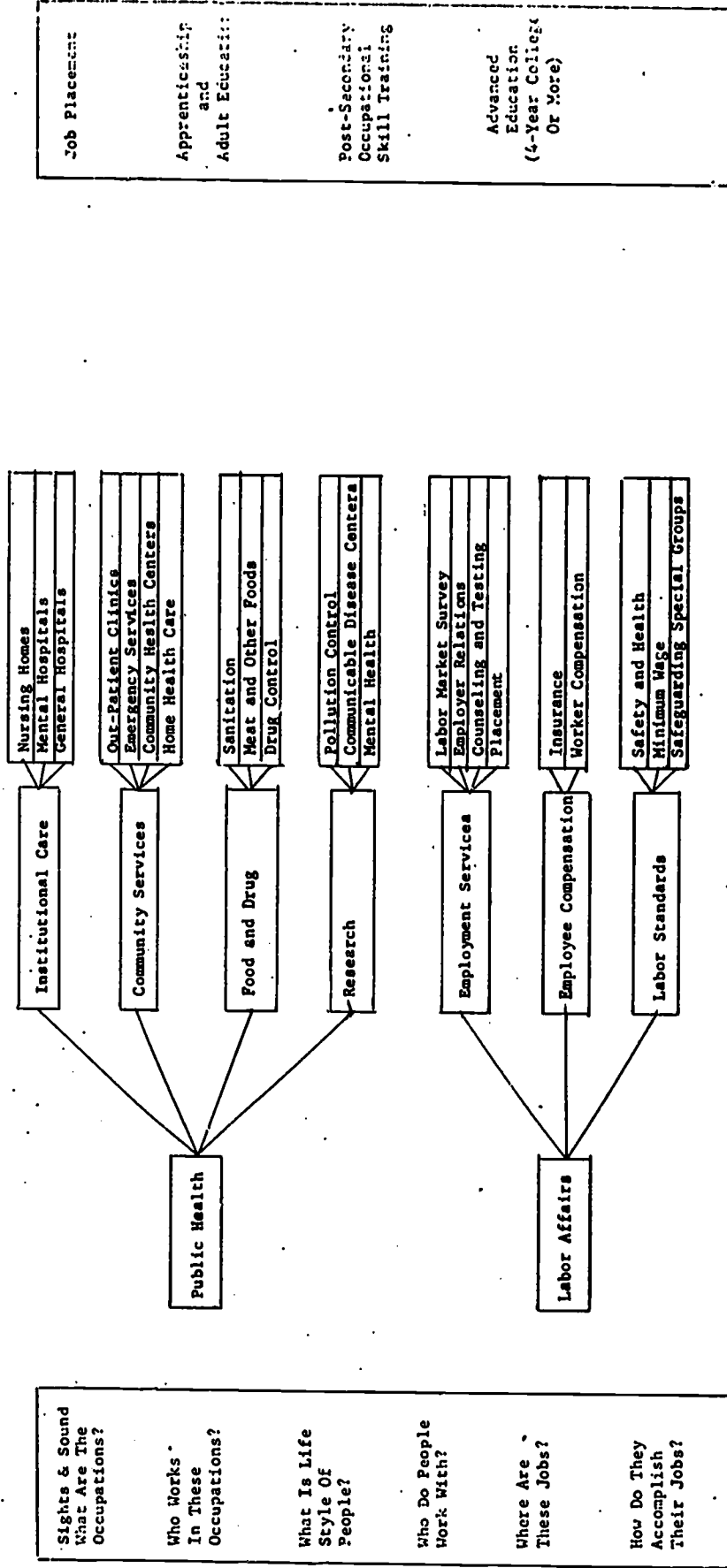
Post-Secondary Occupations: Skill Training

Advanced Education (2-Year College Or More)

Developed by: USCED/DATE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 PUBLIC SERVICE

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Area Grade 12
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Sights & Sound  
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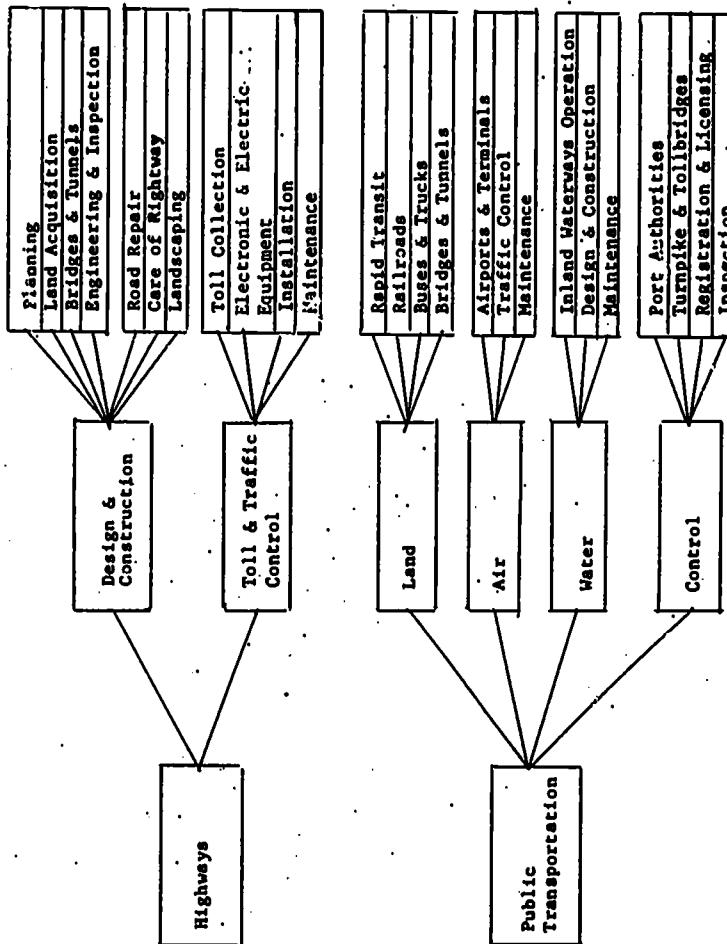
How Do They  
 Accomplish  
 Their Jobs?

Developed By: USOE/DATE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 PUBLIC SERVICE

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
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Job Placement  
 Apprenticeship and Adult Education  
 Post-Secondary Occupational Skill Training  
 Advanced Education (4-Year College Or More)

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 Revised  
 DATE 4-1-71

Cluster for  
 PUBLIC SERVICE

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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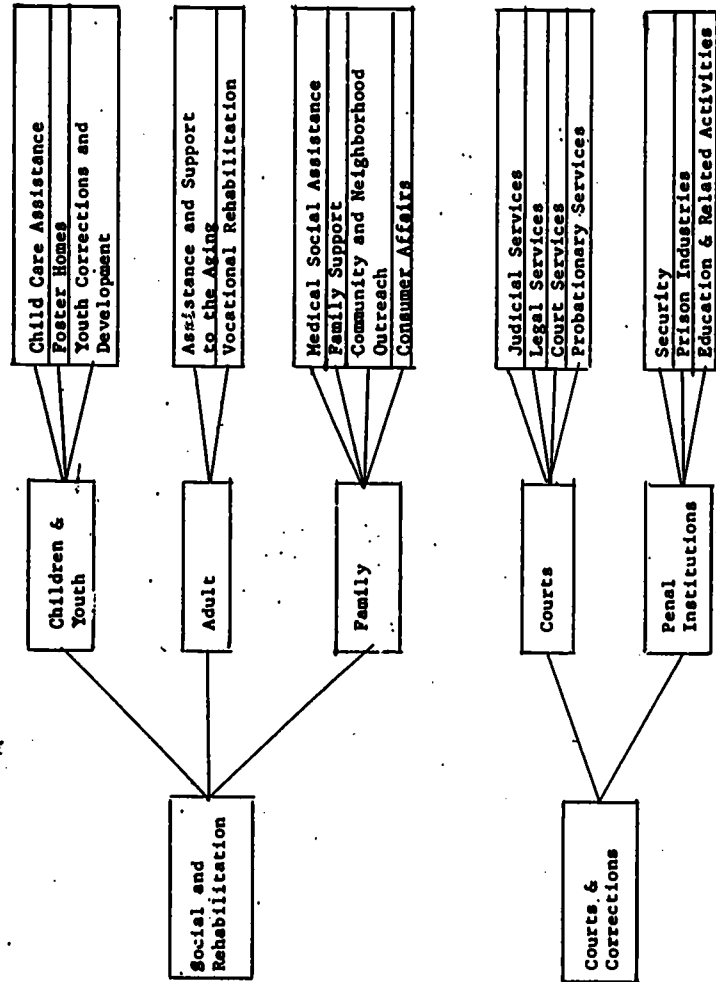
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Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupations: Skill Training

Advanced Education (4-Year College Or More)



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 Draft  
 Revised DATE: 4-1-71

Cluster for  
 PUBLIC SERVICE

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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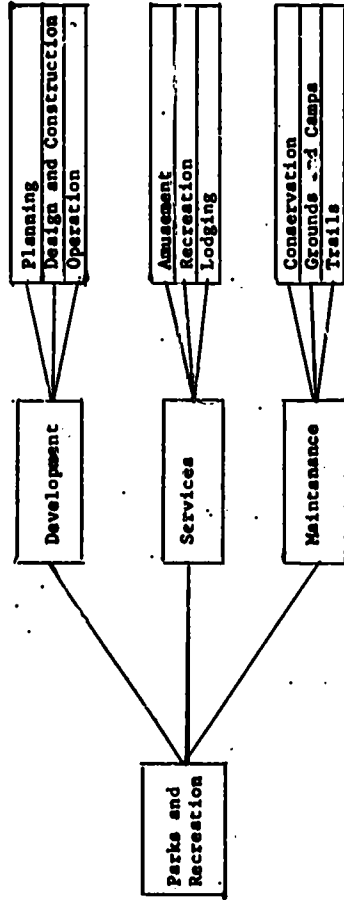
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Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

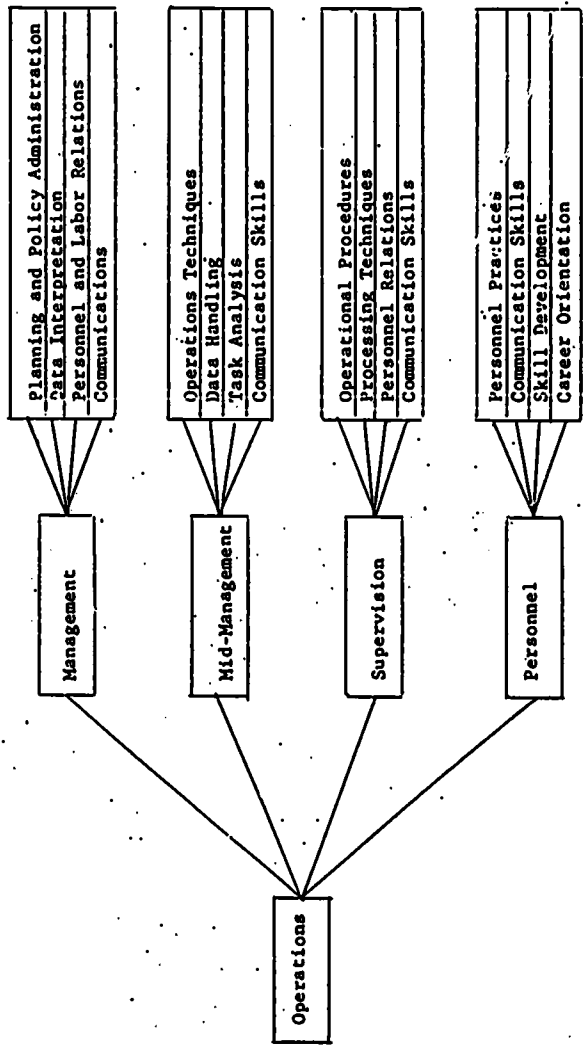
Advanced Education (4-Year College Or More)

Developed By: ESCB:MMZ  
 Draft  
 Revised  
 DATE: 4-1-71

Cluster for  
 MARINE SCIENCE OCCUPATIONS

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Add: Grade 12
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Sights & Sound What Are The Occupations?  
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Job Placement:  
 Apprenticeship and Adult Education:  
 Post-Secondary Occupational Skill Training  
 Advanced Education (4-Year College Or More)



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 DATE 4/1/71

Cluster for Marine Science Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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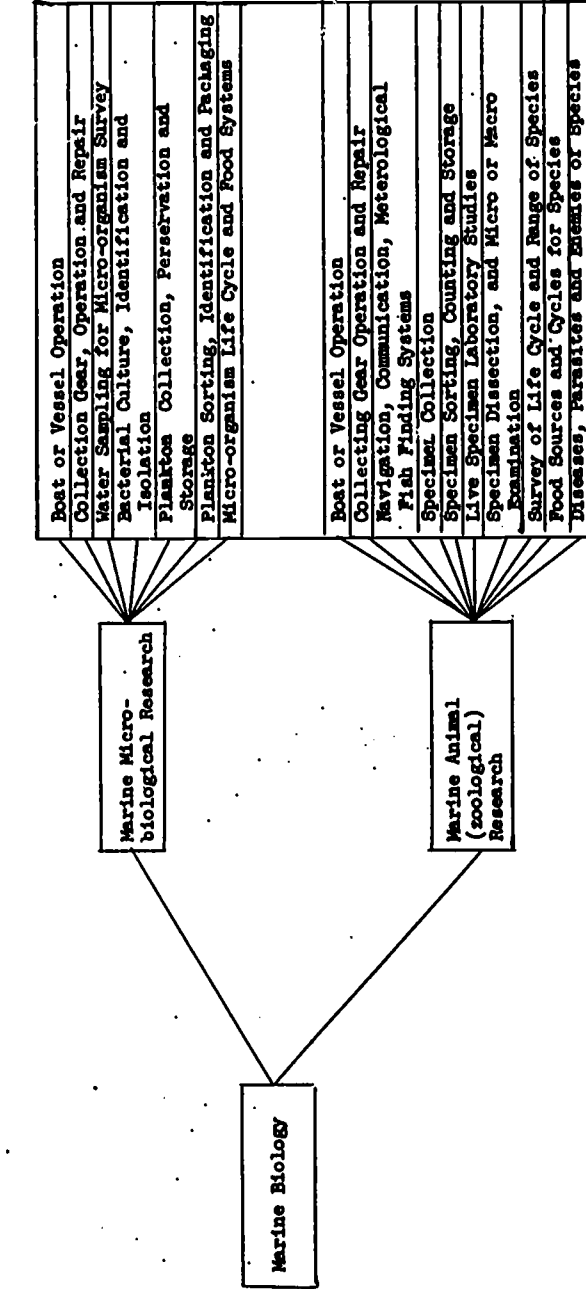
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Job Placement

Apprenticeship and Adult Education

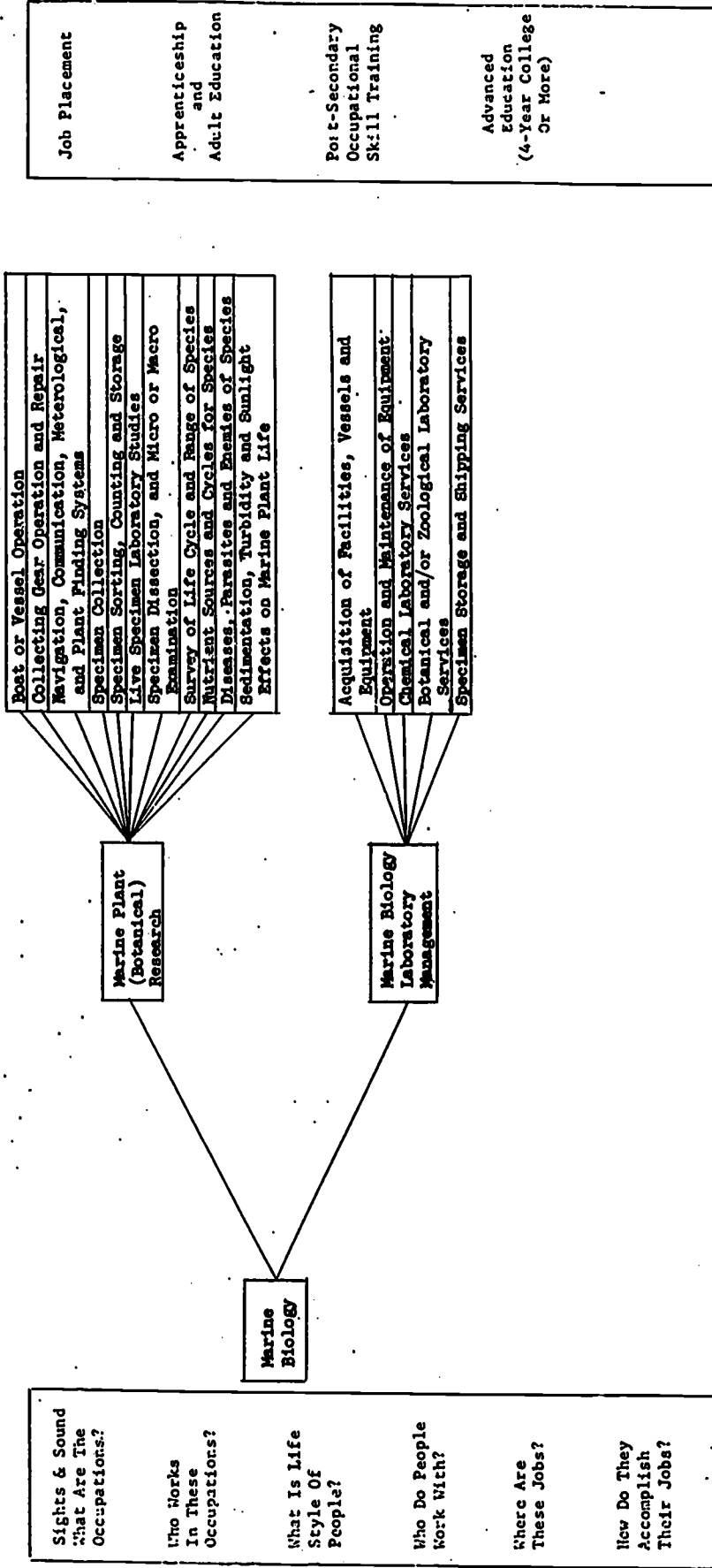
Post-Secondary Occupational Skill Training

Advanced Education  
 (4-Year College Or More)

Developed By: USOE/DVTE  
 Draft  
 Revised  
 DATE 4/11/71

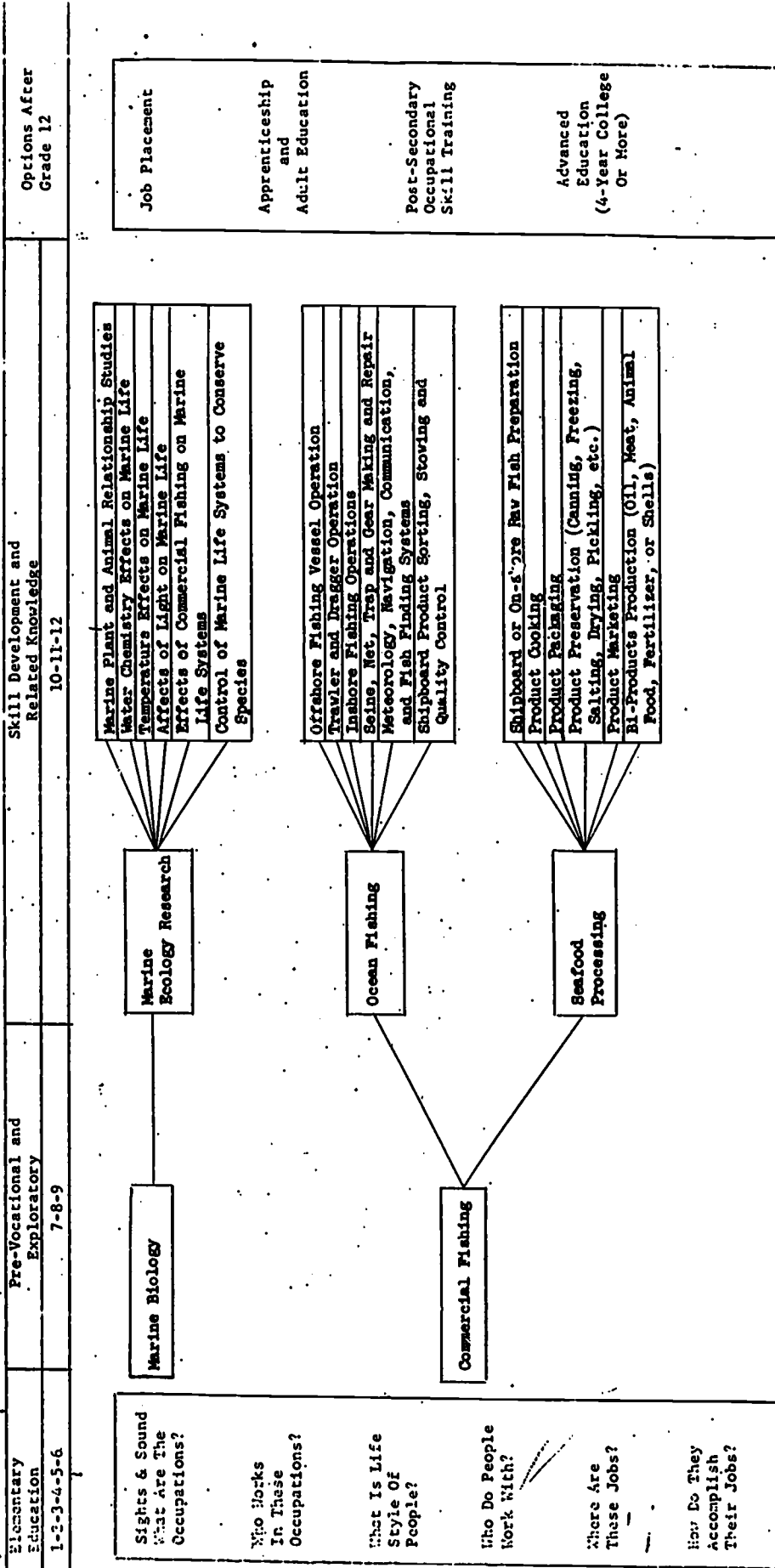
Cluster for Marine Science Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Developed By: USOE/DVTE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for Marine Science Occupations



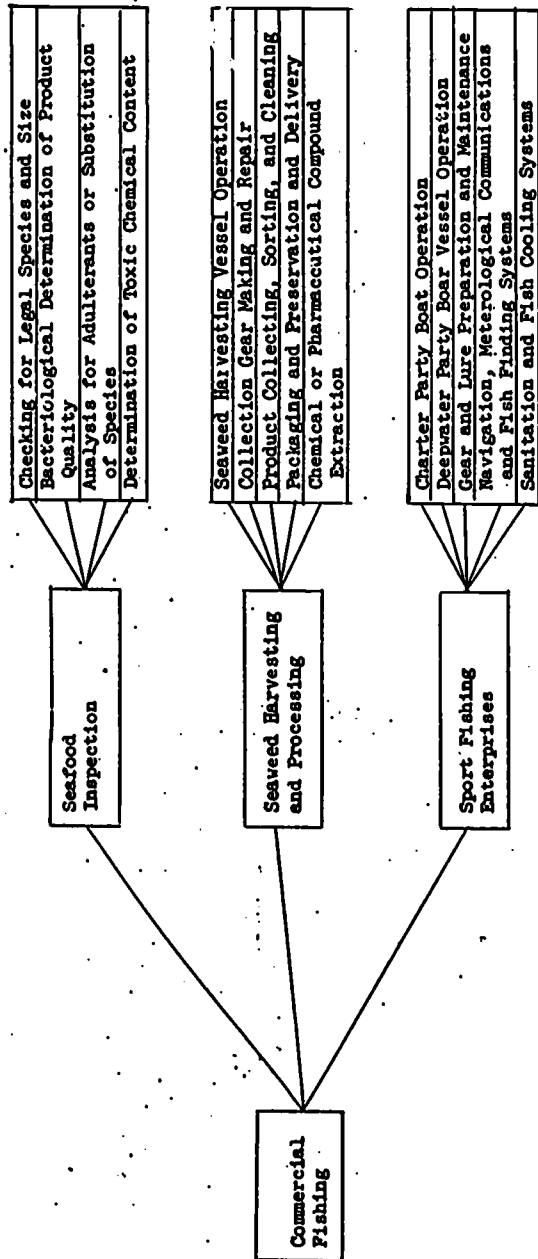
Developed By: USOE/DJTE

Draft  
Revised DATE 4/1/71

Cluster for Marine Science Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After: Grade 12
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Sights & Sound  
 What Are The  
 Occupations?  
  
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Job Placement  
  
 Apprenticeship  
 and  
 Adult Education  
  
 Post-Secondary  
 Occupational  
 Skill Training  
  
 Advanced  
 Education  
 (4-Year College  
 Or More)



Developed By: USOE/DVTE  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for Marine Science Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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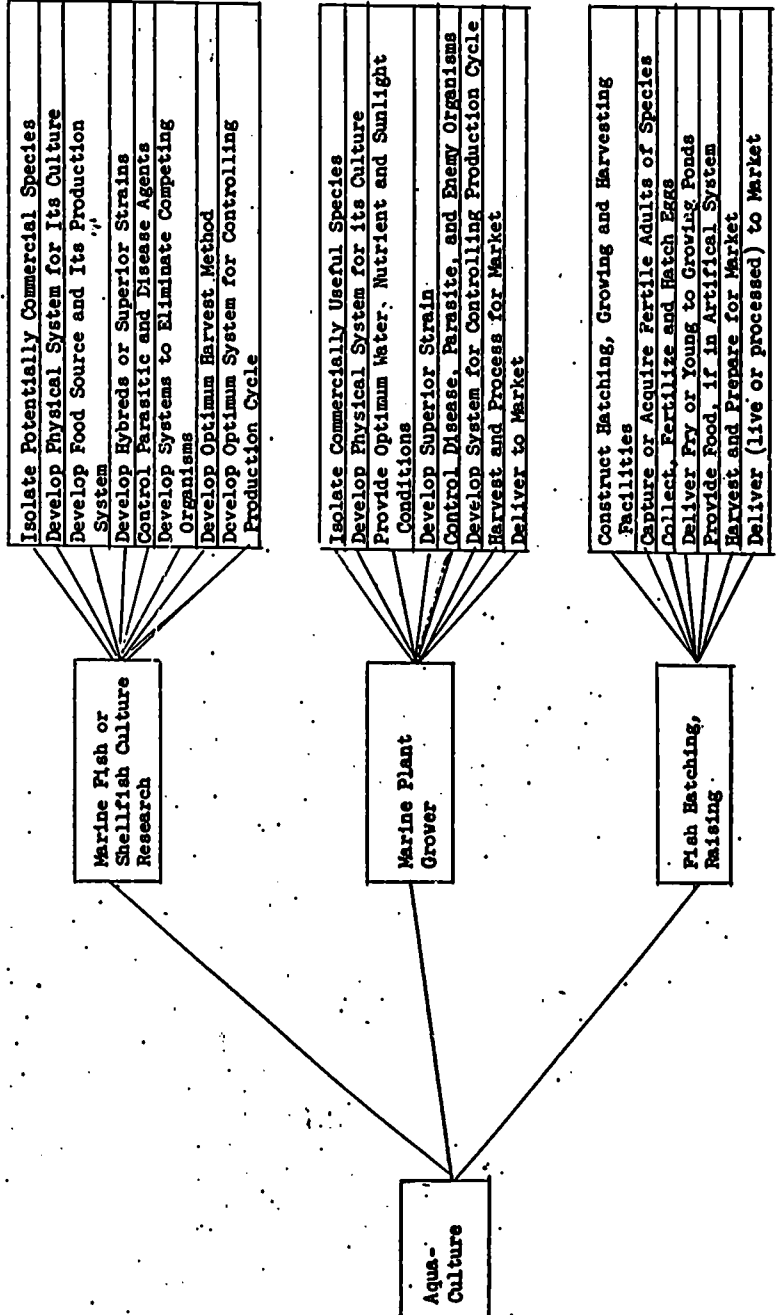
Who Works In These Occupations?

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Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

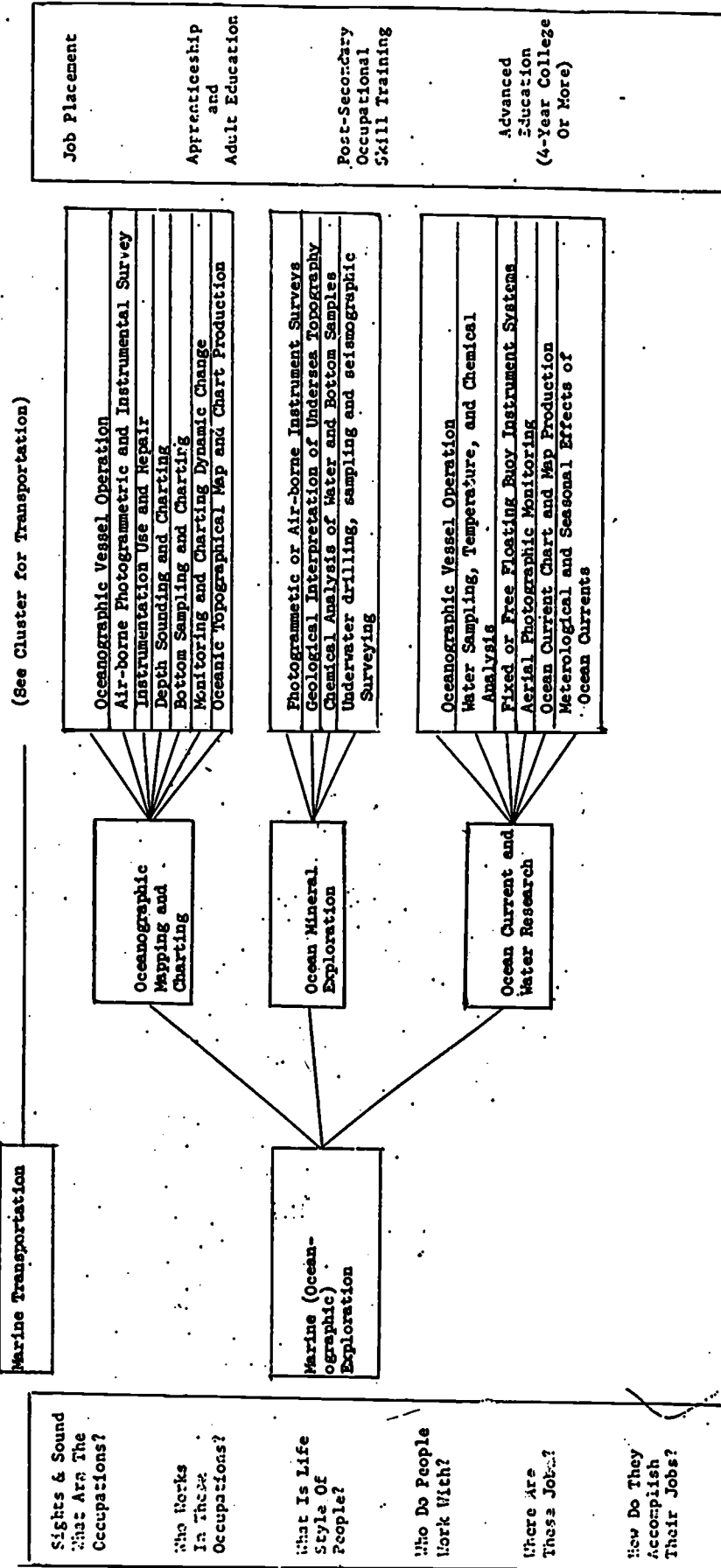
Advanced Education (4-Year College Or More)



Developed By: USOE/DVTC  
 Draft  
 Revised  
 DATE 4/1/74

Cluster for Marine Science Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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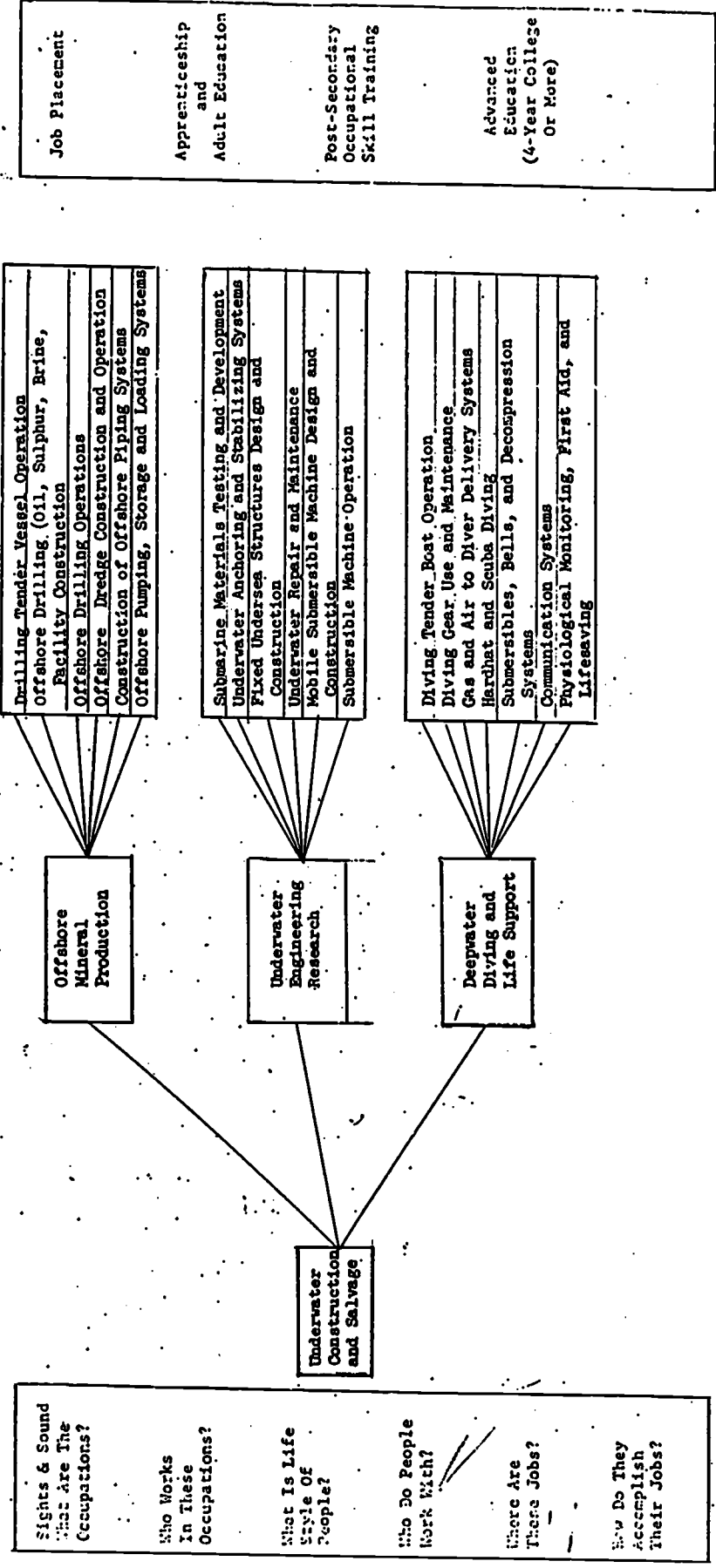
Sights & Sound that Are The Occupations?  
 Who Works In These Occupations?  
 What Is Life Style Of People?  
 Who Do People Work With?  
 Where Are These Jobs?  
 How Do They Accomplish Their Jobs?



Developed By: USOE/CTTE  
 Draft  
 Revised  
 DATE 4/1/77

Cluster for Marine Science Occupations

Elementary Instruction 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The  
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Who Works  
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What Is Life  
 Style Of  
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 Work With?

Where Are  
 These Jobs?

How Do They  
 Accomplish  
 Their Jobs?



Developed By: USOE/MTZ  
 Draft  
 Revised  
 DATE 4/1/91

Cluster for Marine Science Occupations

Elementary Occupation 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
What Are The  
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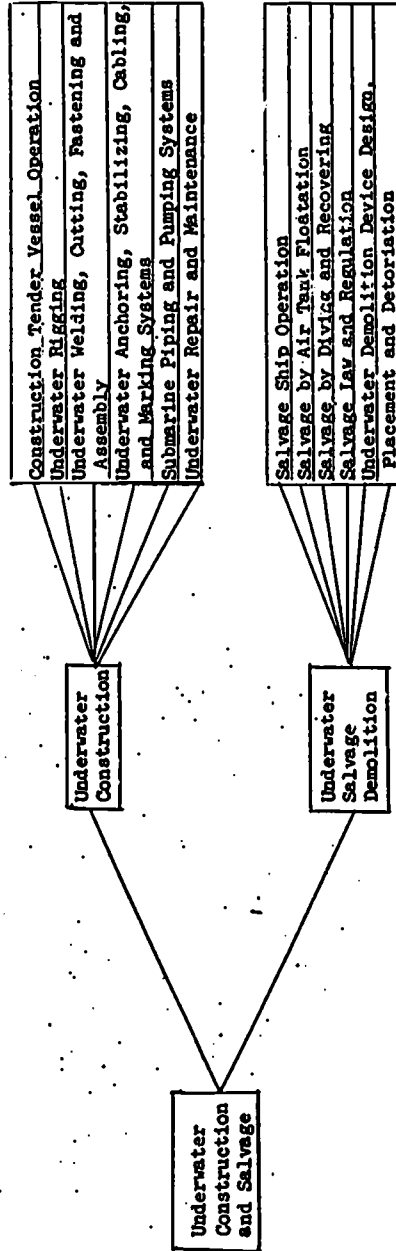
Who Works  
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How Do They  
Accomplish  
Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)





Developed by: USCOR-DE  
 Draft  
 Revised  
 DATE: 4-1-71

Cluster for  
 ENVIRONMENT

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Addressed Grade 12
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Sights & Sound  
 What Are The  
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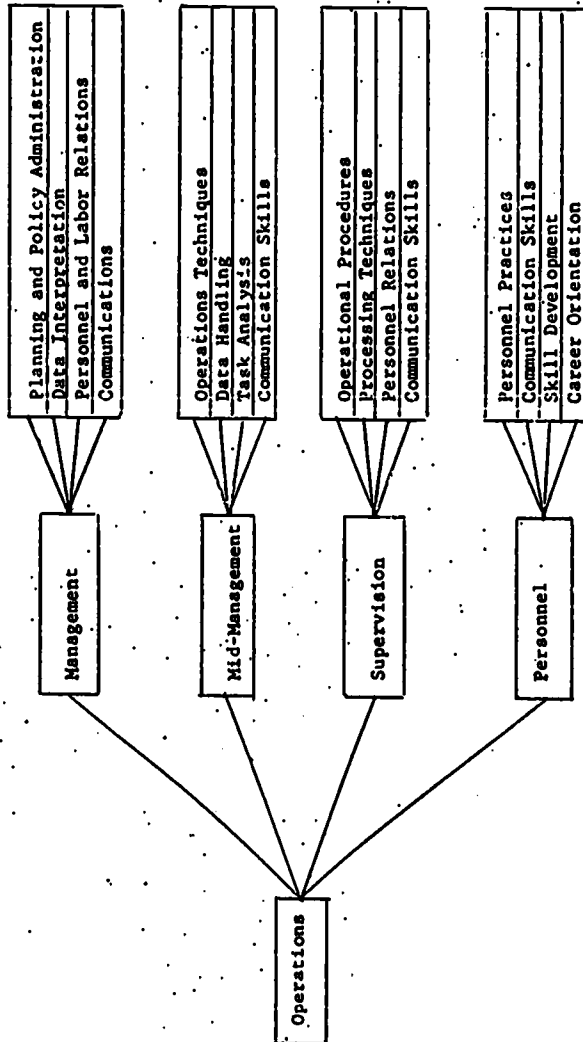
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Job Placement

Apprenticeship  
 and  
 Adult Education

Post-Secondary  
 Occupational  
 Skill Training

Advanced  
 Education  
 (4-Year College  
 Or More)

Developed By: USOE/DATE  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 Environment

Elementary Education 1-3-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
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 Their Jobs?

Research and  
 Experimentation

- Hydroponic Plant Culture Development
- Soil Transplant Science Development for Non-Arable Area Utilization
- Soil or Surface Stabilization and Erosion Resistance Systems Development
- Reclamation of Alkaline and Other Chemically Killed Soil
- Reduction of Total Water Required for Plant Production
- Development of Mineral Recovery Processes for Low Grade Ores
- Mineral Recycling Processes Development

Soil and Mineral  
 Conservation and  
 Control

- Planting
- Cultivating
- Harvesting
- Soil Nutrient and Water Conserving Practices
- Soil Stabilization and Erosion Prevention
- Fertilizer, Weed Killer and Other Chemical Utilization

Soil  
 Management

Mineral  
 Extraction

- Exploration
- Excavation
- Transportation
- Production
- Land Reclamation
- Wastewater Recycling
- Airborne Pollutant Control

Job Placement  
  
 Apprenticeship  
 and  
 Adult Education  
  
 Post-Secondary  
 Occupational  
 Skill Training  
  
 Advanced  
 Education  
 (4-Year College  
 Or More)



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Cluster for  
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Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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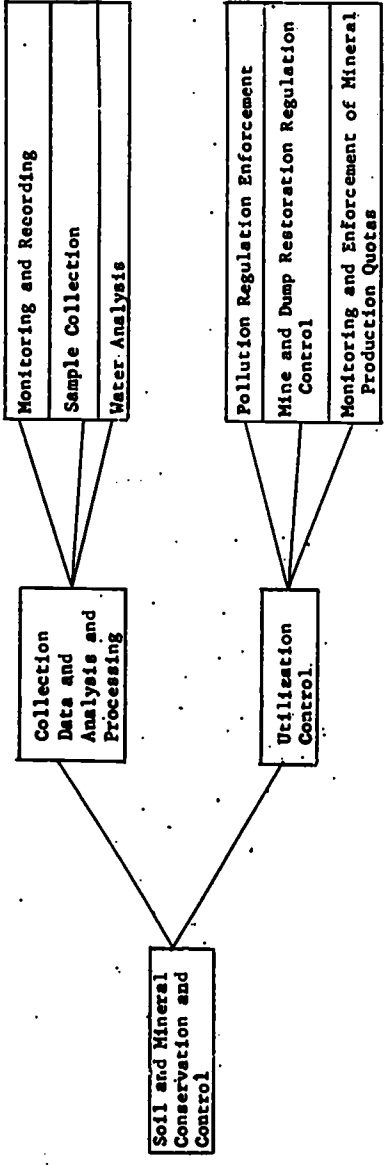
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Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

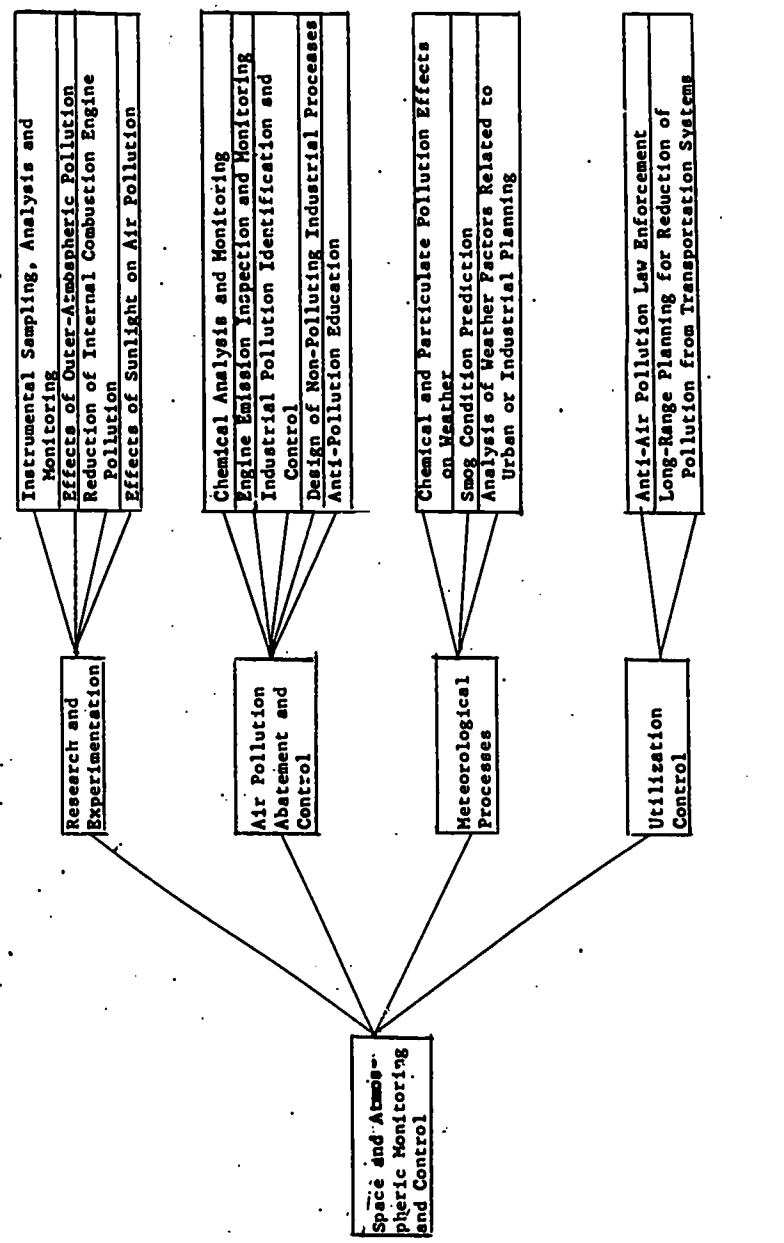
Advanced Education (4-Year College Or More)

Developed By: USOE/DVIE  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
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Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Job Placement  
 Apprenticeship and Adult Education  
 Post-Secondary Occupational Skill Training  
 Advanced Education (4-Year College Or More)



Developed By: USOS/DVTE  
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 Revised  
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Cluster for  
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Elementary Education 1-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Environmental  
 Health Services

Assessment

Maintenance

Services

Administration

Survey of Environmental Conditions.  
 Monitoring Potential Hazards  
 Recording and Reporting

Food Services and Handling  
 Hazards Control  
 Waste Disposal  
 Pest and Varmint Control  
 Water Sanitation

Regulation Enforcement  
 Education  
 Mass Health Services

Governmental Regulating  
 Community Services  
 Institutional Operations  
 Home Implementation  
 Industrial Safety Engineering

Job Placement

Apprenticeship  
 and  
 Adult Education

Post-Secondary  
 Occupational  
 Skill Training

Advanced  
 Education  
 (4-Year College  
 Or More)



Developed By: USOE/DVTE  
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Cluster for  
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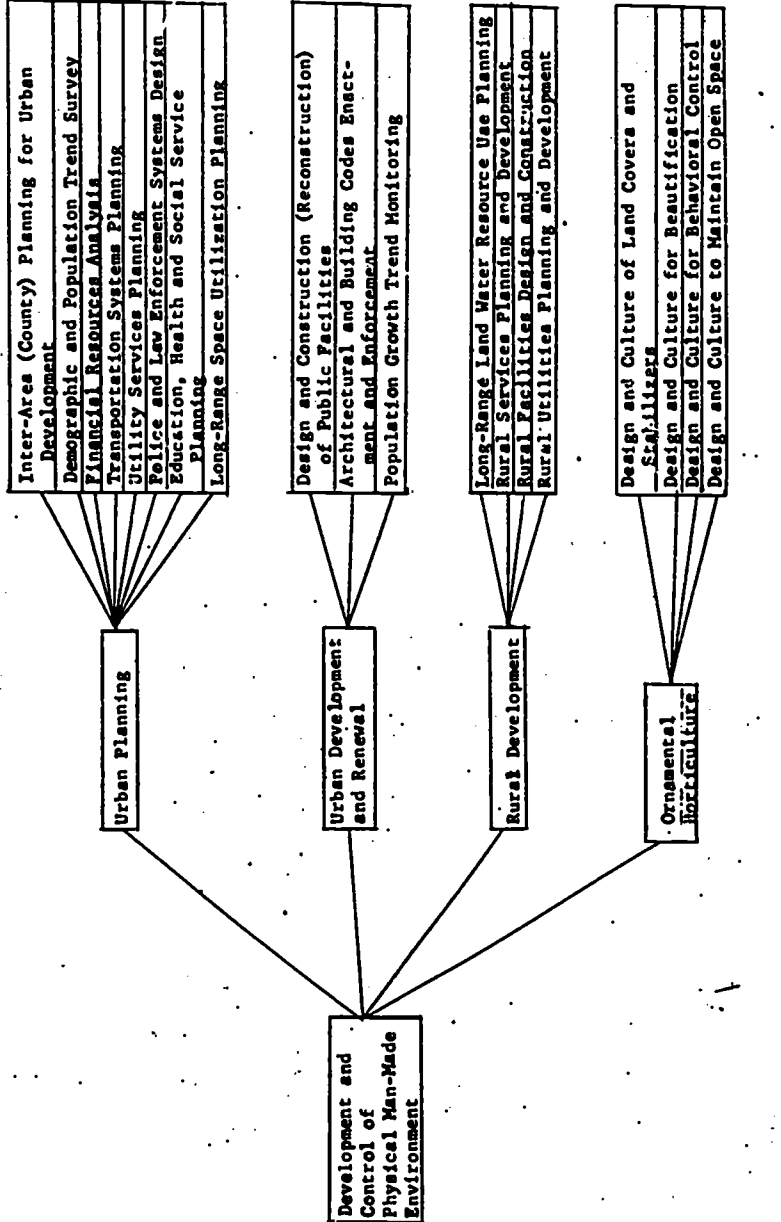
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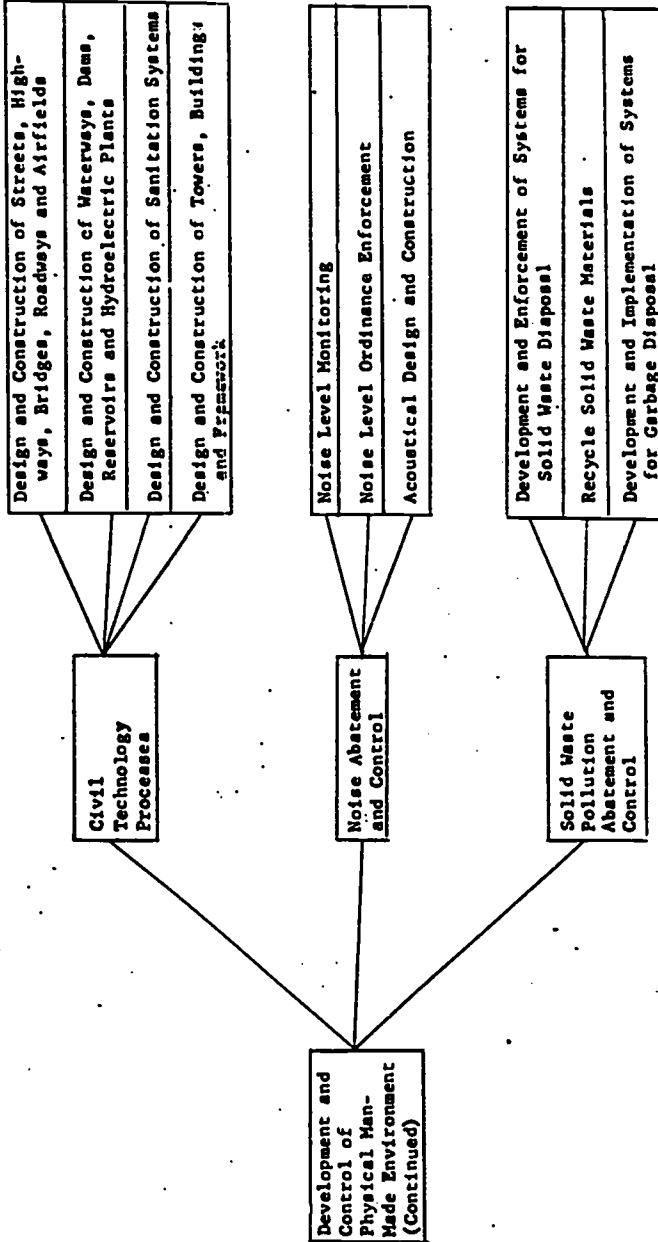


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Cluster for  
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Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Cluster for Environment

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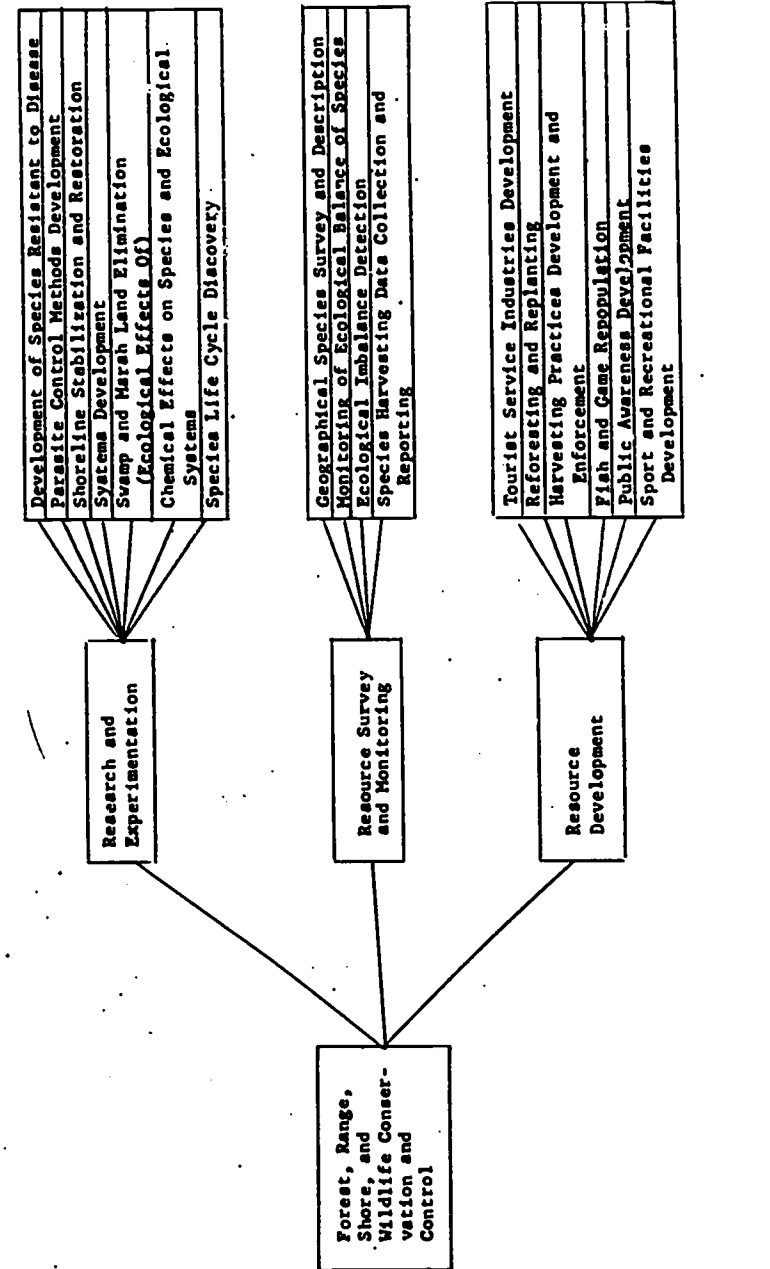
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Developed By: USOE/DVTE  
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Cluster for  
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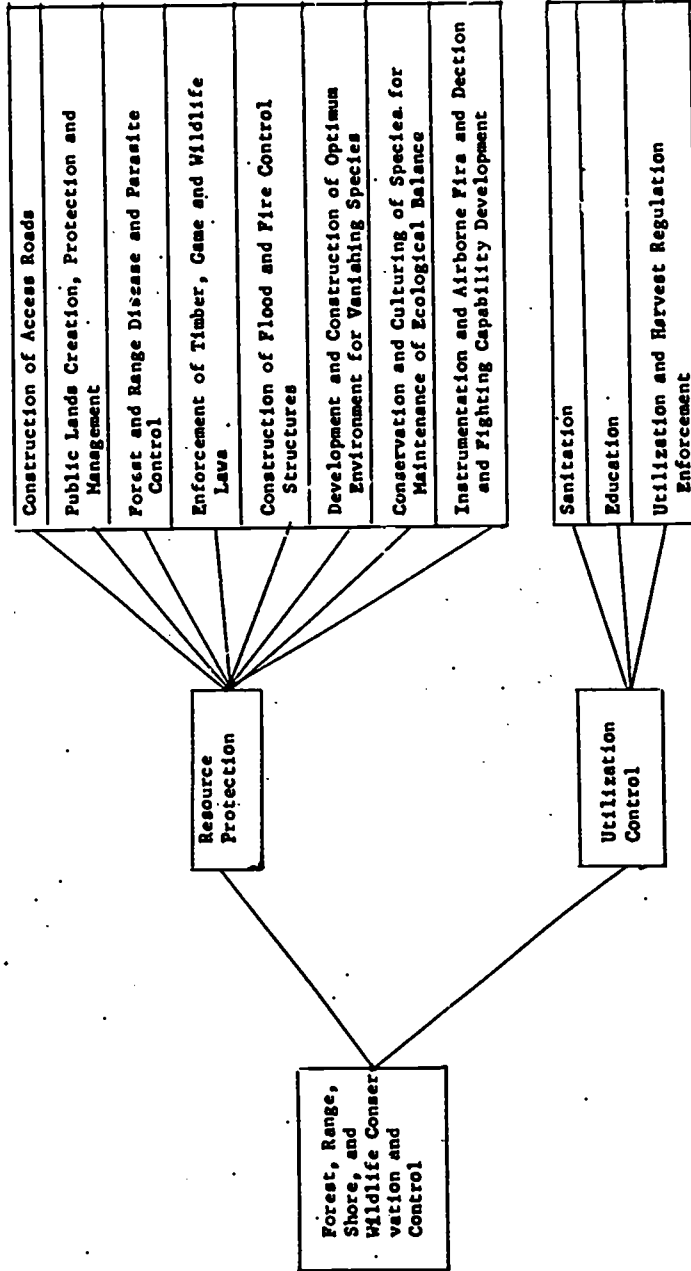
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Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

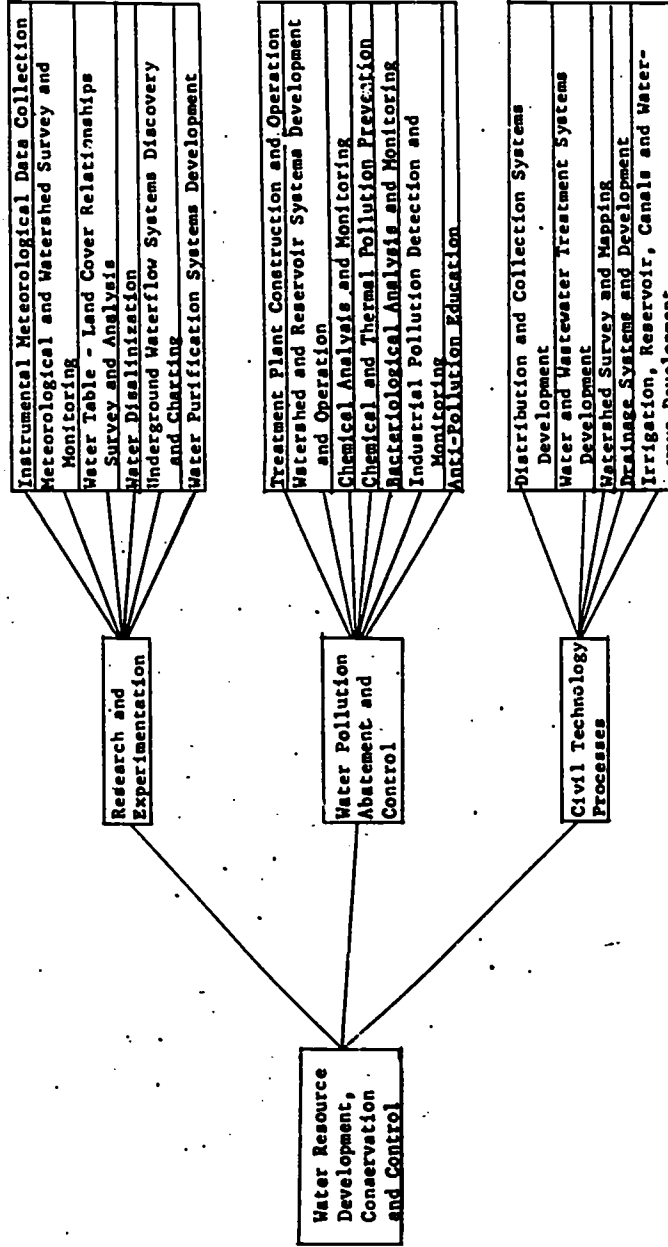
Advanced Education (4-Year College Or More)

Developed By: USOE/DVTE  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 Environment

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Rights & Sound  
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Job Placement  
  
 Apprenticeship  
 and  
 Adult Education  
  
 Post-Secondary  
 Occupational  
 Skill Training  
  
 Advanced  
 Education  
 (4-Year College  
 Or More)

Developed by: USCE/LWVE  
 Draft  
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Cluster for  
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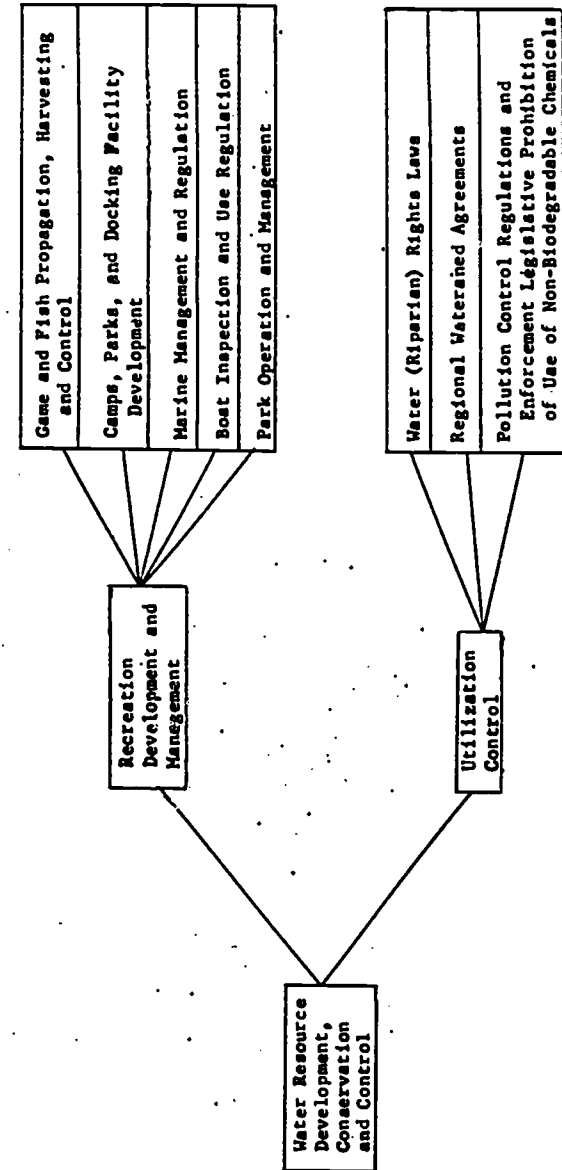
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What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)

Developed by: USOE  
 Draft  
 Revised  
 DATE: 3-1-71

Cluster for  
 FINE ARTS AND HUMANITIES

Pre-Vocational and Exploratory 1-2-3-4-5-6 7-8-9	Skill Development and Related Knowledge 10-11-12	Options after Grade 12
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Sights & Sound  
 What Are The  
 Occupations?

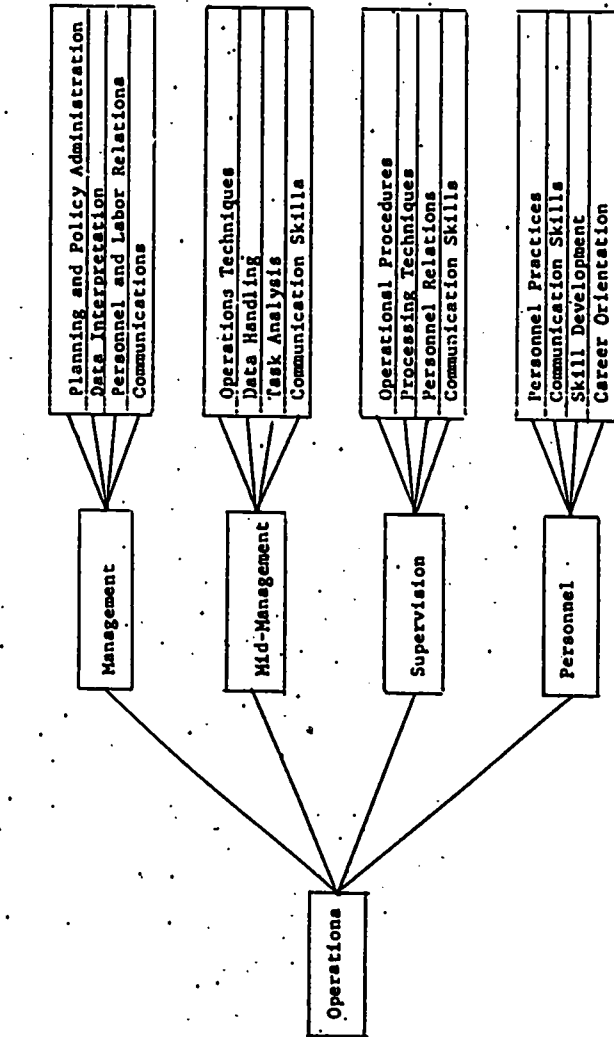
Who Works  
 In These  
 Occupations?

What Is Life  
 Style Of  
 People?

Who Do People  
 Work With?

Where Are  
 These Jobs?

How Do They  
 Accomplish  
 Their Jobs?



Job Placement:  
 Apprenticeship  
 and  
 Adult Education

Post-Secondary  
 Occupations:  
 Skill Training

Advanced  
 Education:  
 (4-Year College  
 Or More)

Developed By: USOE/ET  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for:  
**FINE ARTS AND HUMANITIES**

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Art: Grade 12
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Sights & Sound  
 What Are The Occupations?

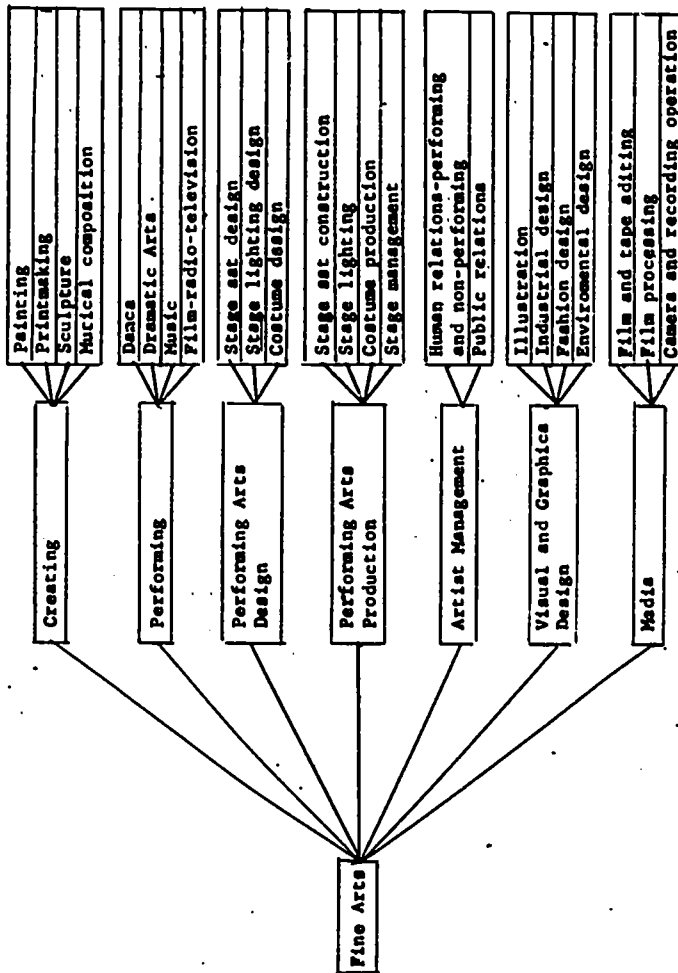
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

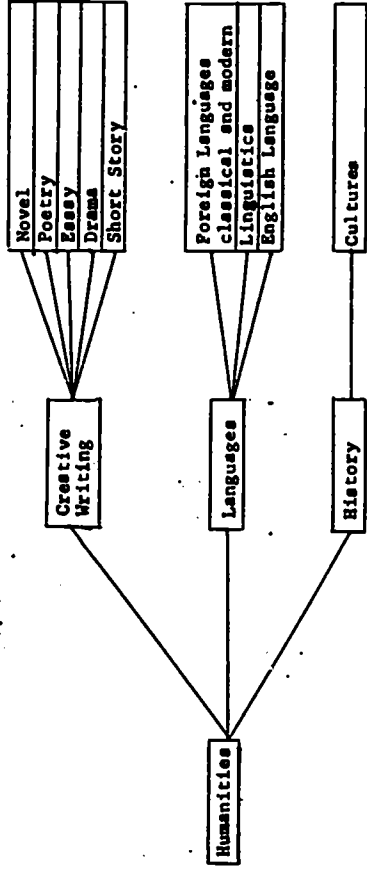
Advanced Education (4-Year College Or More)

Developed By: USOE/EVTE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 PINS ARTS AND HUMANITIES

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Aft.: Grade 12
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Sights & Sound  
 What Are The Occupations?  
 Who Works In These Occupations?  
 What Is Life Style Of People?  
 Who Do People Work With?  
 Where Are These Jobs?  
 How Do They Accomplish Their Jobs?



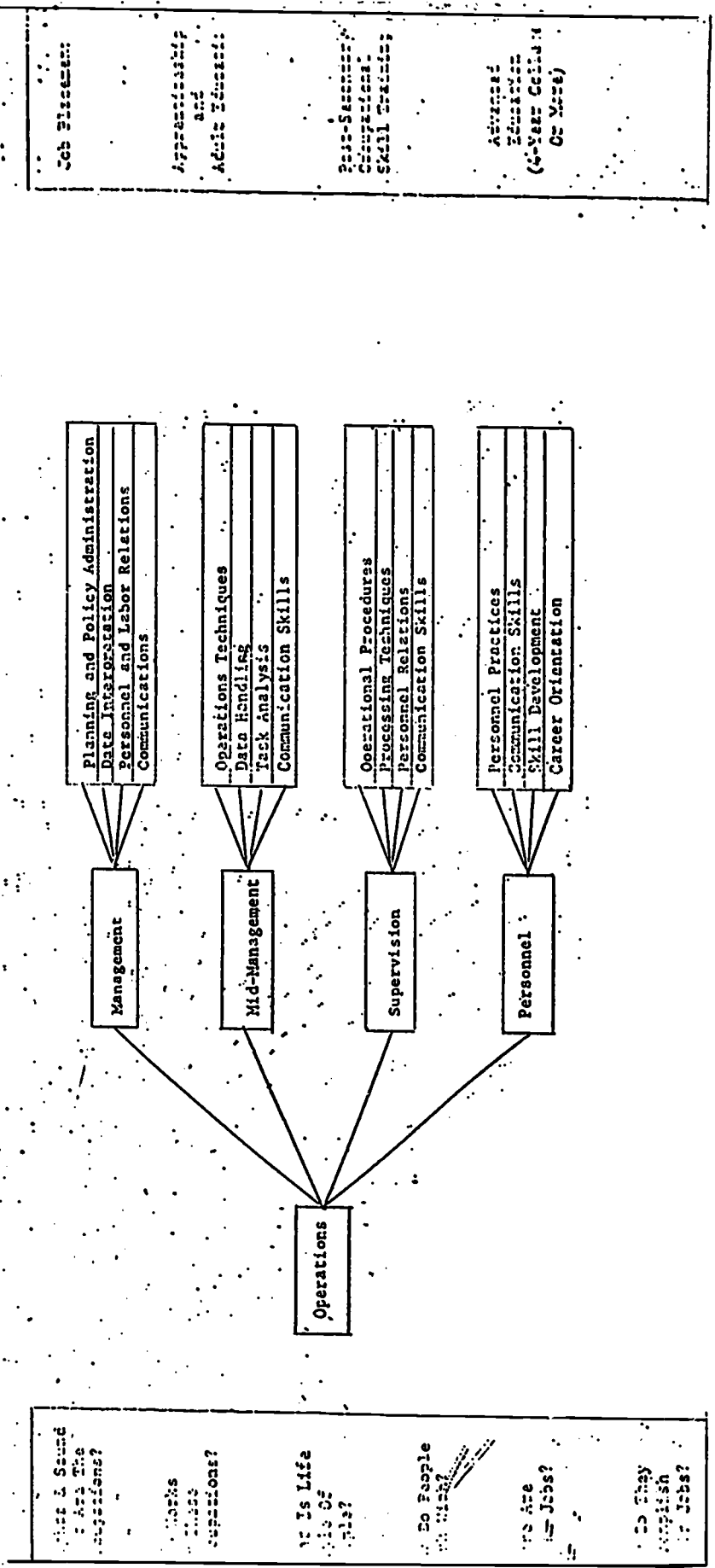
Job Placement  
 Apprenticeship and Adult Education.  
 Post-Secondary Occupational Skill Training  
 Advanced Education (4-Year College Or More)



Developed by: [unclear]  
 Draft  
 Revised  
 DATE: 1-1-71

Cluster for  
**HOSPITALITY AND RECREATION**

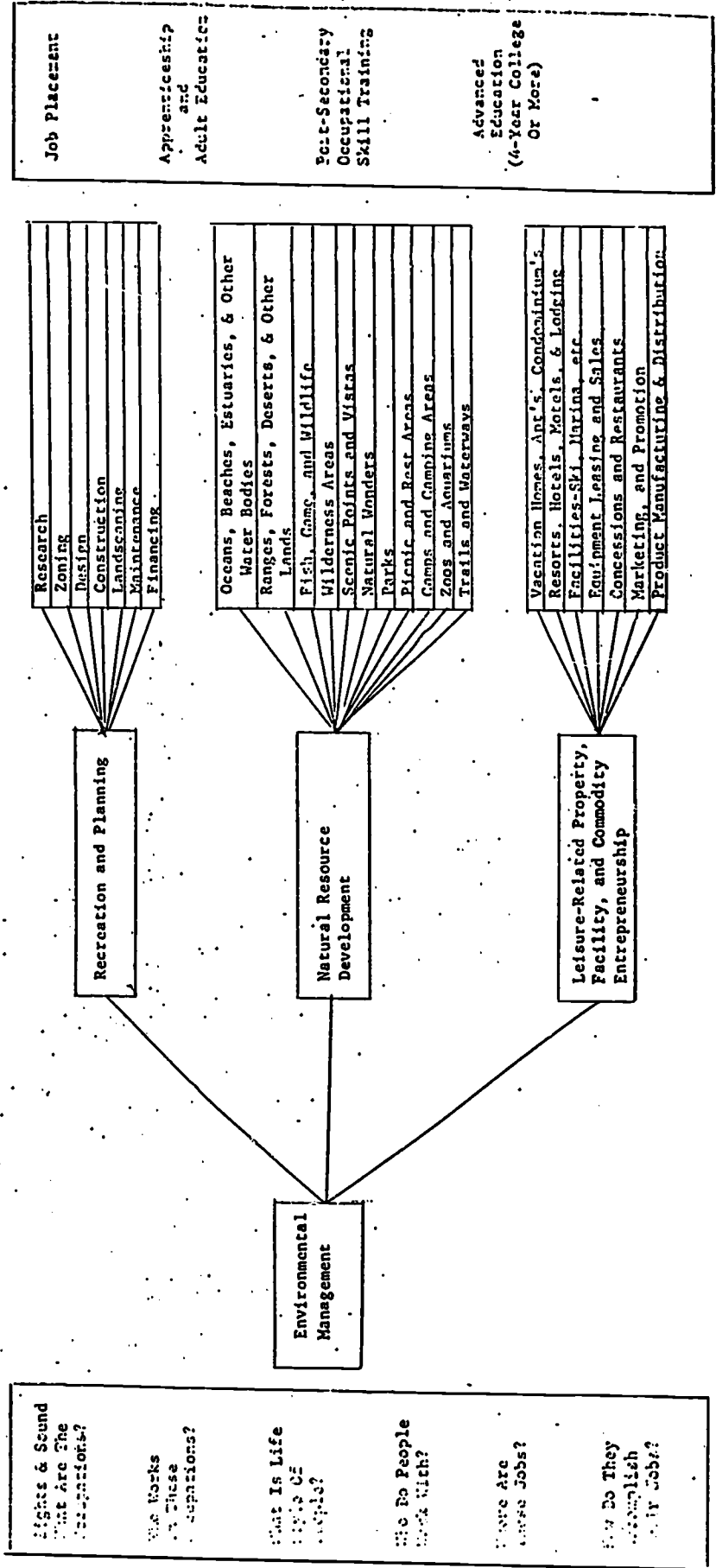
Industry Cluster	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	System Affinity Grade
1-4-5-6	7-8-9	10-11-12	



Developed By: USC2/2/71  
 Draft  
 Revised  
 Date: 4/11/71

Cluster for  
 RECREATION AND HOSPITALITY (TOURISM)

Secondary Education 7-8-9	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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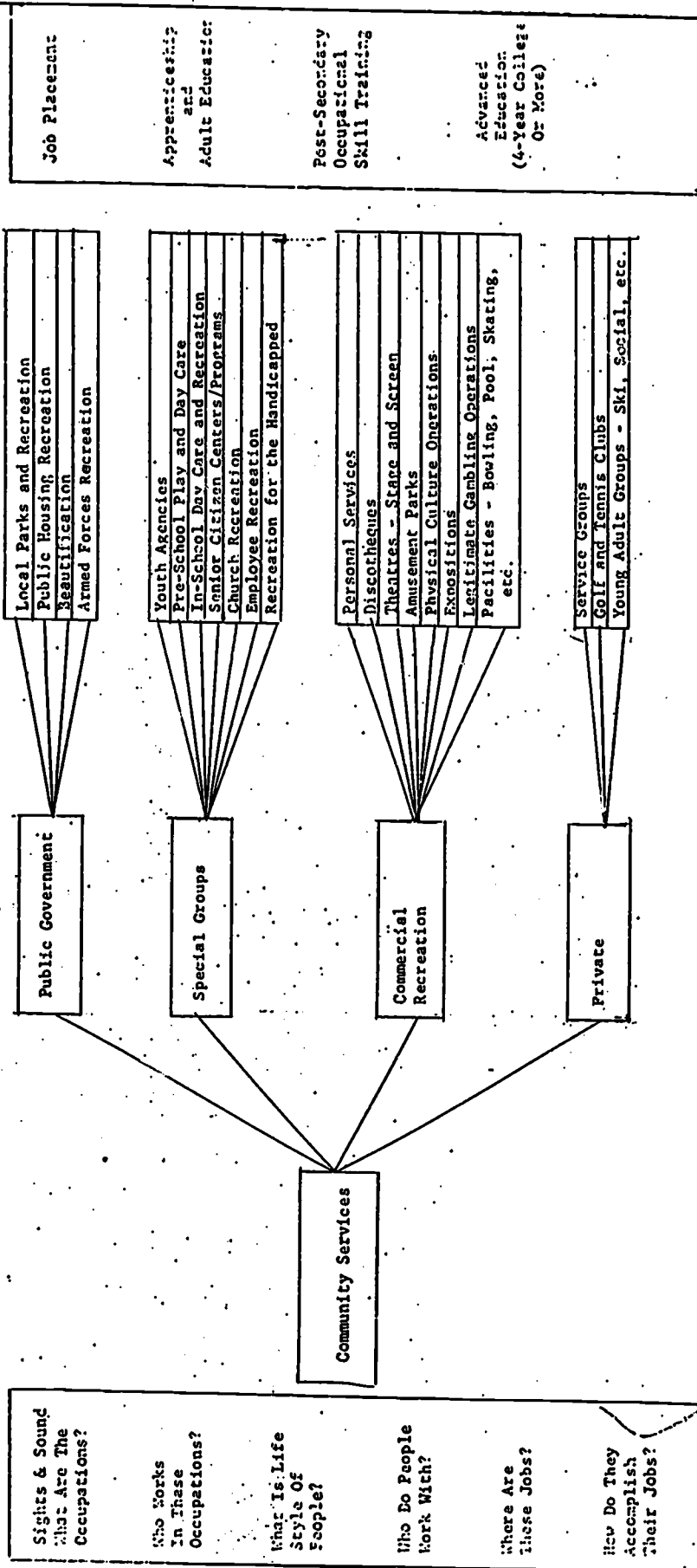




Developed by: SSO  
 Date: \_\_\_\_\_  
 Revised: \_\_\_\_\_  
 Date: 4/1/71

Cluster for  
 RECREATION AND HOSPITALITY (TOURISM)

Necessary Occupation 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Offered Grade 12
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Developed by: \_\_\_\_\_  
 Draft  
 Revised  
 Date 4/1/71

Cluster for  
 RECREATION AND HOSPITALITY (TOURISM)

Elementary Instruction 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Available Grade 12
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Sights & Sound  
 What Are The Occupations?

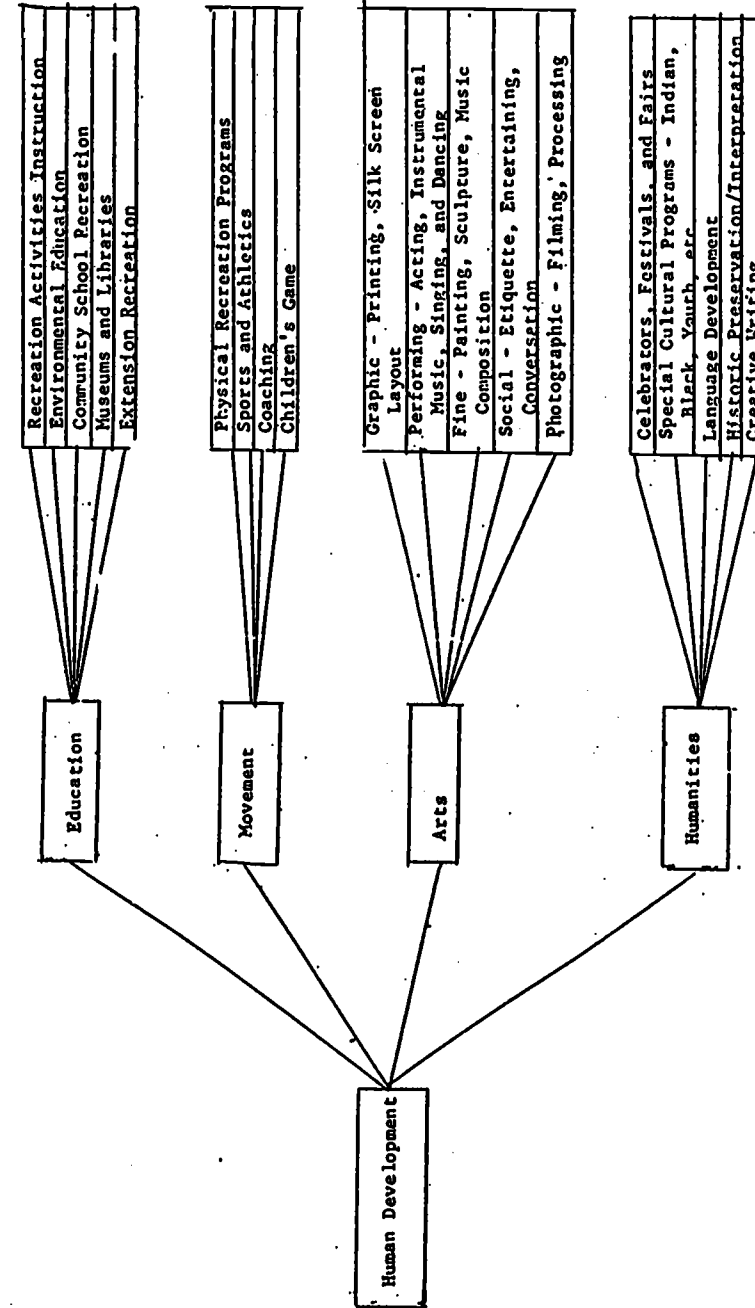
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)

Development by: [unclear]  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for

RECREATION AND HOSPITALITY (TOURISM)

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
What Are The  
Occupations?

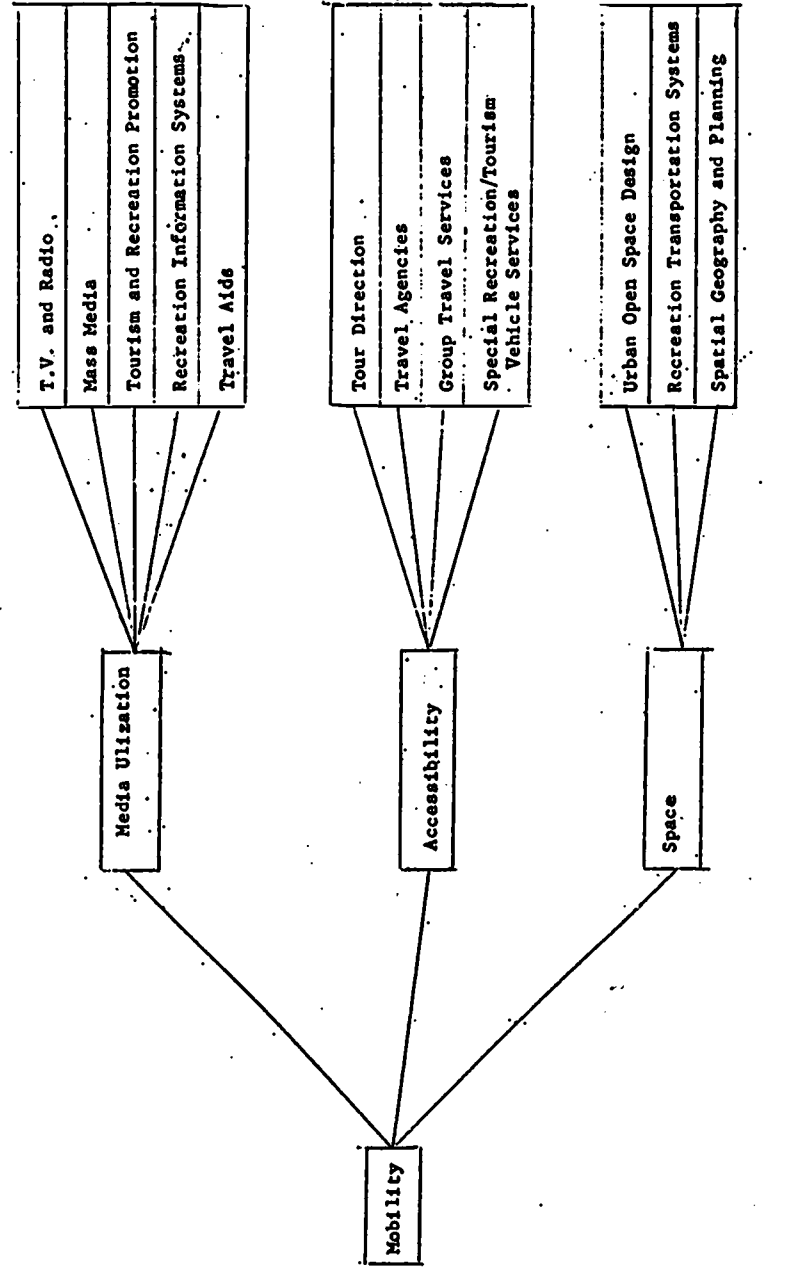
Who Works  
In These  
Occupations?

What Is Life  
Style Of  
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Who Do People  
Work With?

Where Are  
These Jobs?

How Do They  
Accomplish  
Their Jobs?



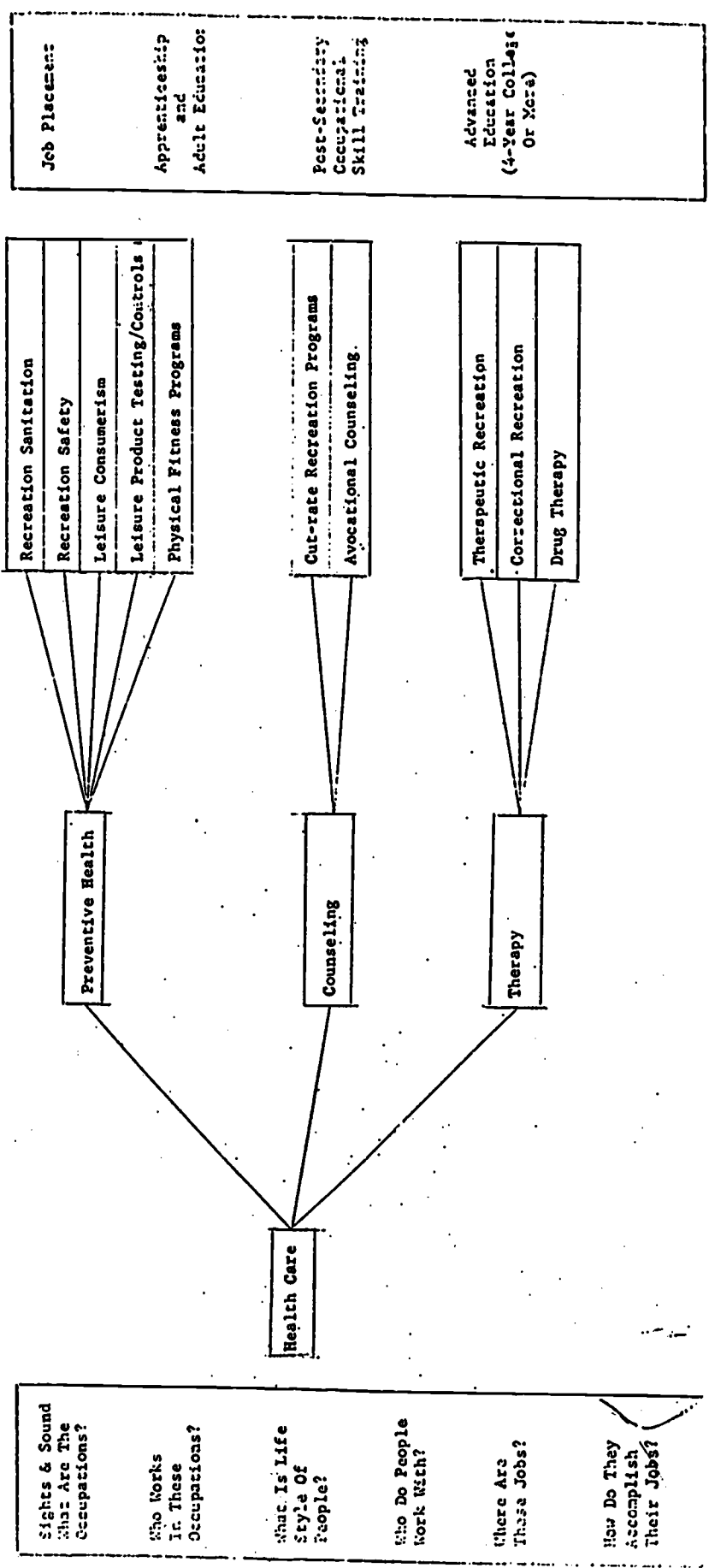
Job Placement:  
 Apprenticeship  
 and  
 Adult Education:  
 Post-Secondary  
 Occupational  
 Skill Training:  
 Advanced  
 Education  
 (4-Year College,  
 Or More)



Revised  
Draft  
Revised  
DATE 4/1/77

Cluster for  
RECREATION AND HOSPITALITY (TOURISM)

Secondary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	



Sights & Sound What Are The Occupations?  
Who Works In These Occupations?  
What Is Life Style Of People?  
Who Do People Work With?  
Where Are These Jobs?  
How Do They Accomplish Their Jobs?



Developed by: USCOT/...  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 TRANSPORTATION

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Area: Grade 12
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Sights & Sound  
What Are The Occupations?

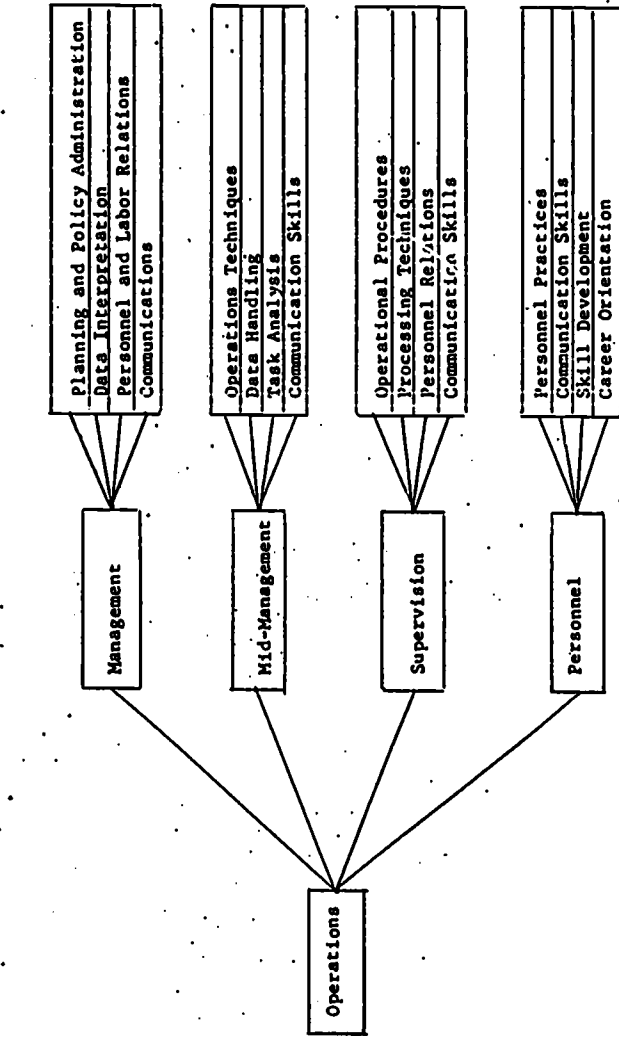
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupations Skill Trainings

Advanced Education (4-Year College Or More)



Developed By: USOE/DITE  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 TRANSPORTATION

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The  
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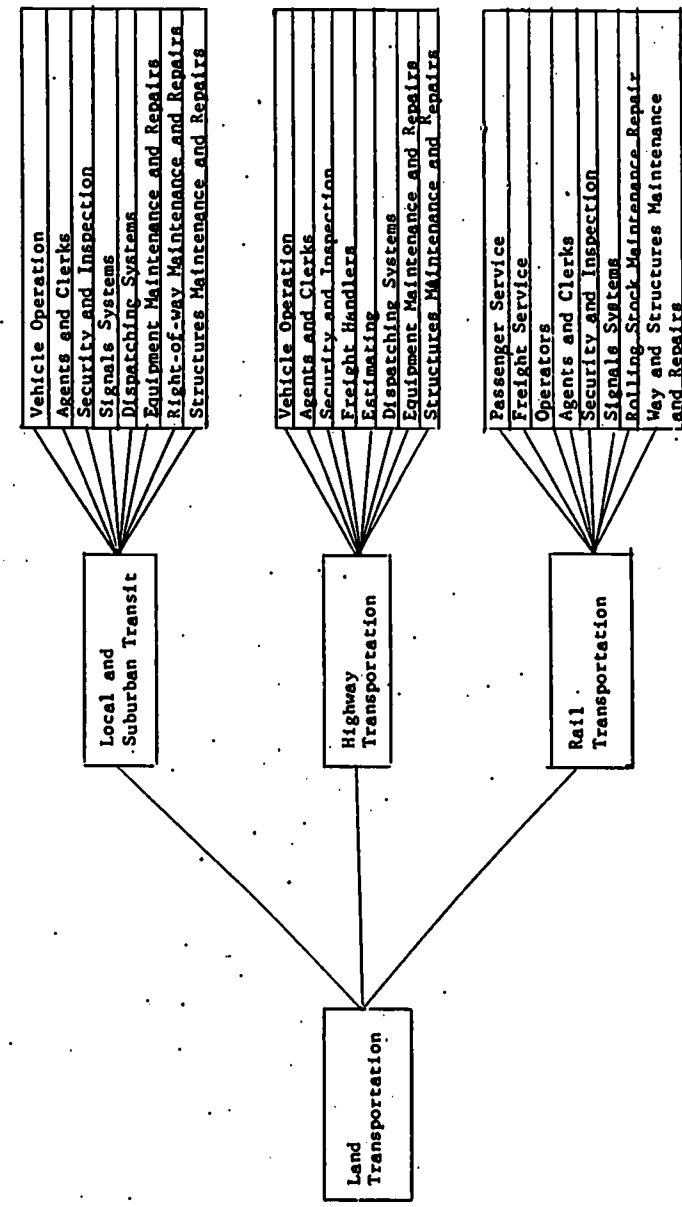
Who Works  
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What Is Life  
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Who Do People  
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Where Are  
 These Jobs?

How Do They  
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 Their Jobs?



Job Placement

Apprenticeship  
 and  
 Adult Education

Post-Secondary  
 Occupational  
 Skill Training

Advanced  
 Education  
 (4-Year College  
 Or More)



Developed by: USOE/DATE 3  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 TRANSPORTATION

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Aff: Grade 12
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Sights & Sound  
 What Are The Occupations?

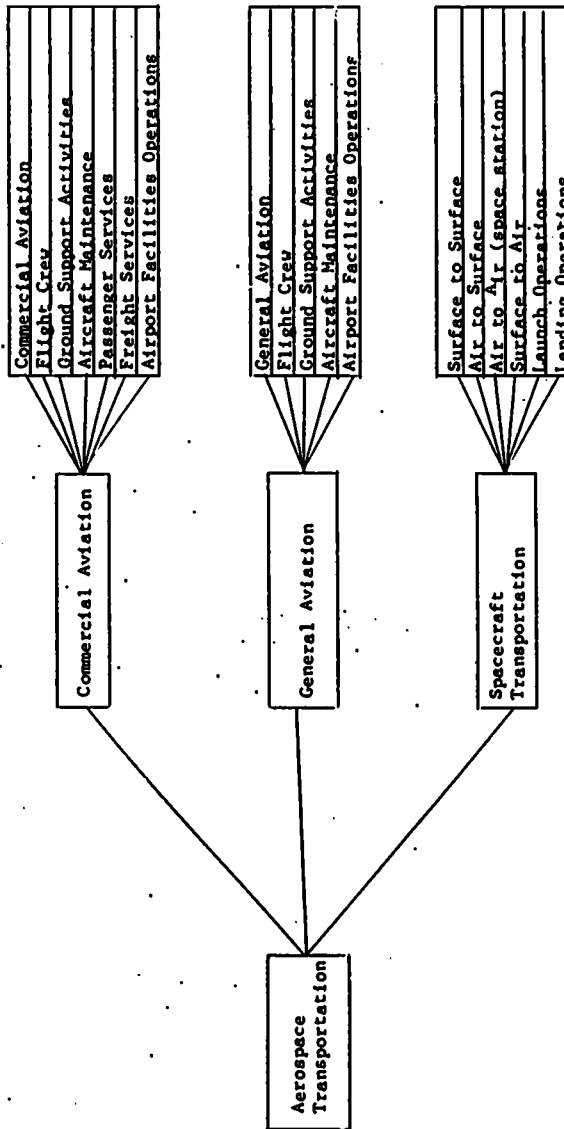
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

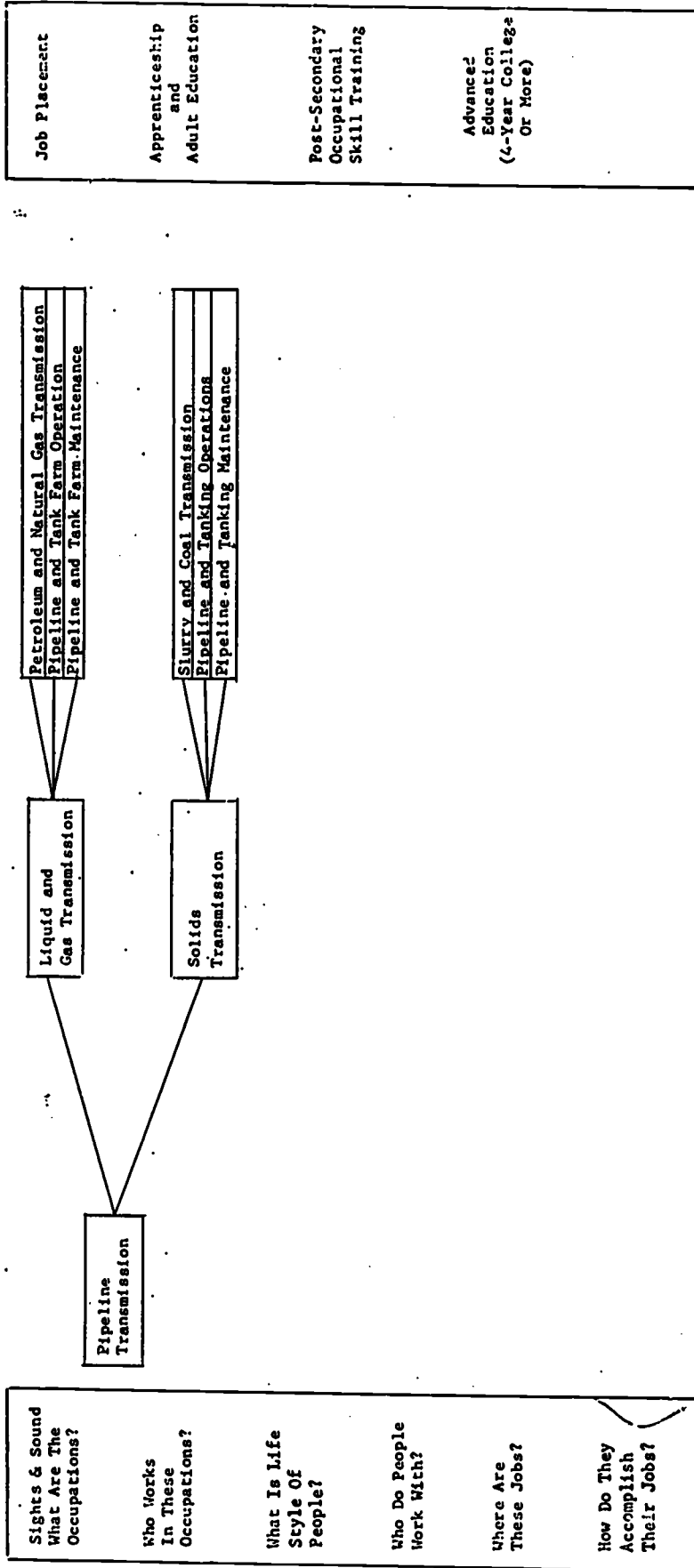
Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)

Developed By: USOE/DITE 4  
 Draft  
 Revised  
 DATE 4//71

Cluster for  
 TRANSPORTATION

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Developed By: USOE/DVTE  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 TRANSPORTATION

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The Occupations?

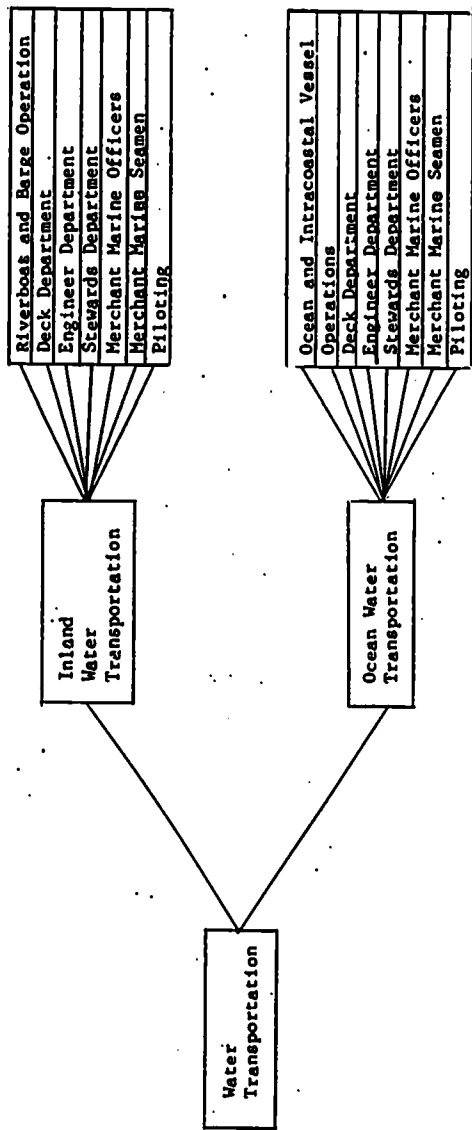
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement:

Apprenticeship and Adult Education

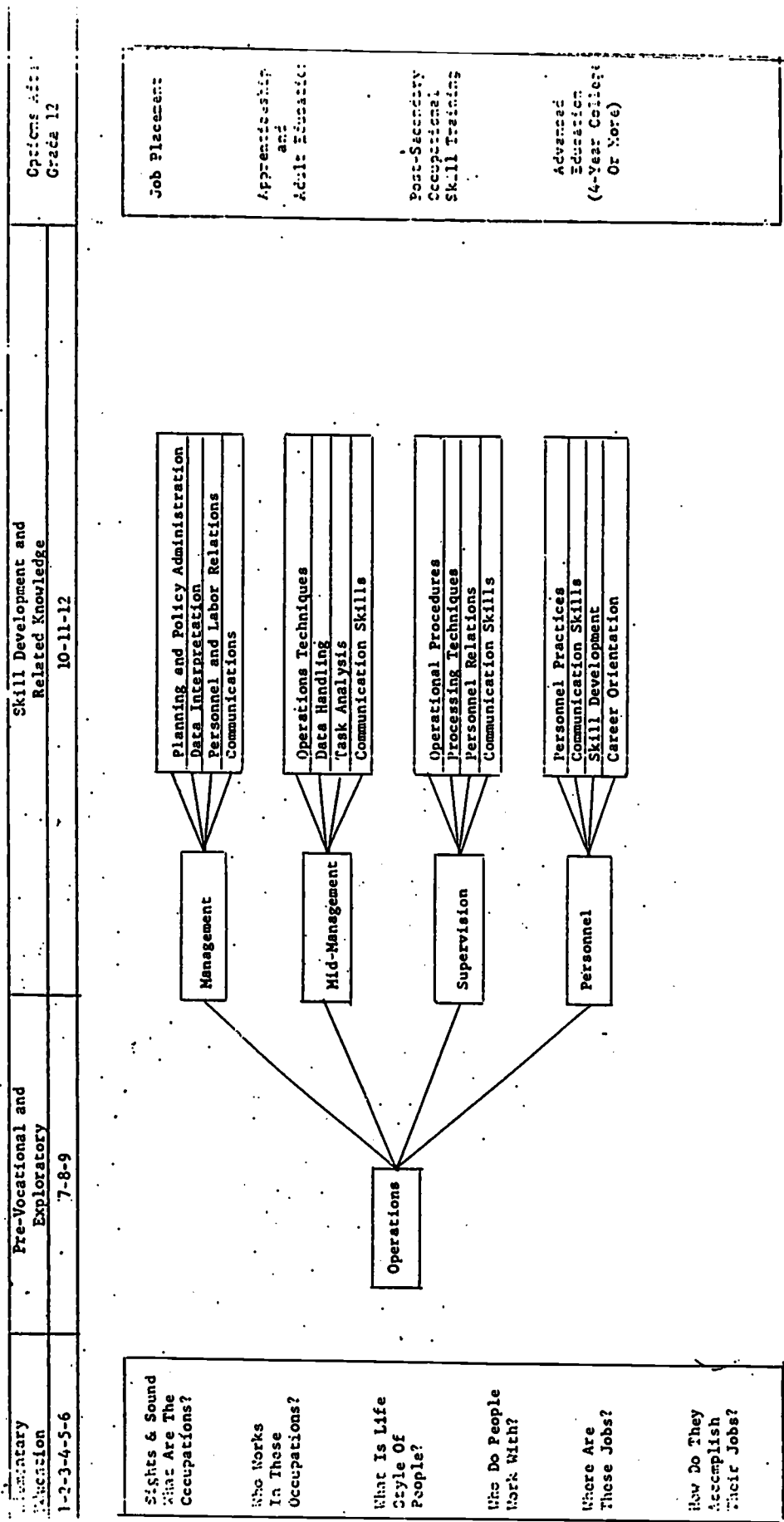
Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)



Developed For: USDOE  
 Draft  
 Revised  
 DATE: 4-1-71

Cluster for  
 CONSTRUCTION



Developed by: USOE/DVTE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for Construction

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After: Grade 12
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Sights & Sound  
What Are The Occupations?

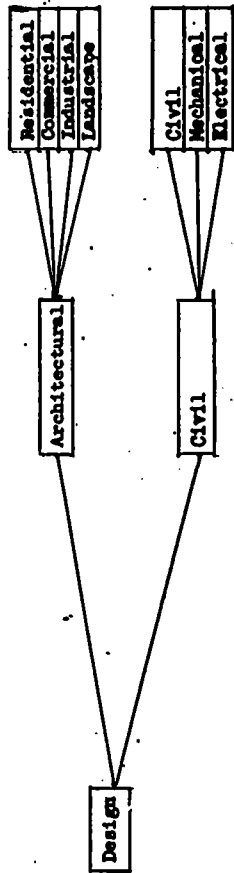
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education:

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)

Developed By: USCET/...  
 Draft:  
 Revised  
 DATE 4-1-71

Cluster for Construction

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
What Are The Occupations?

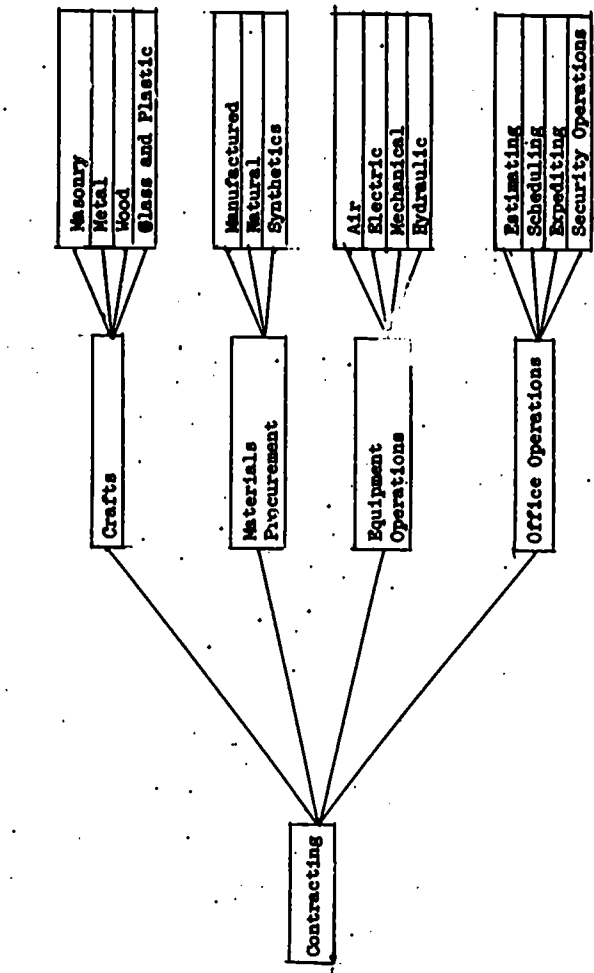
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

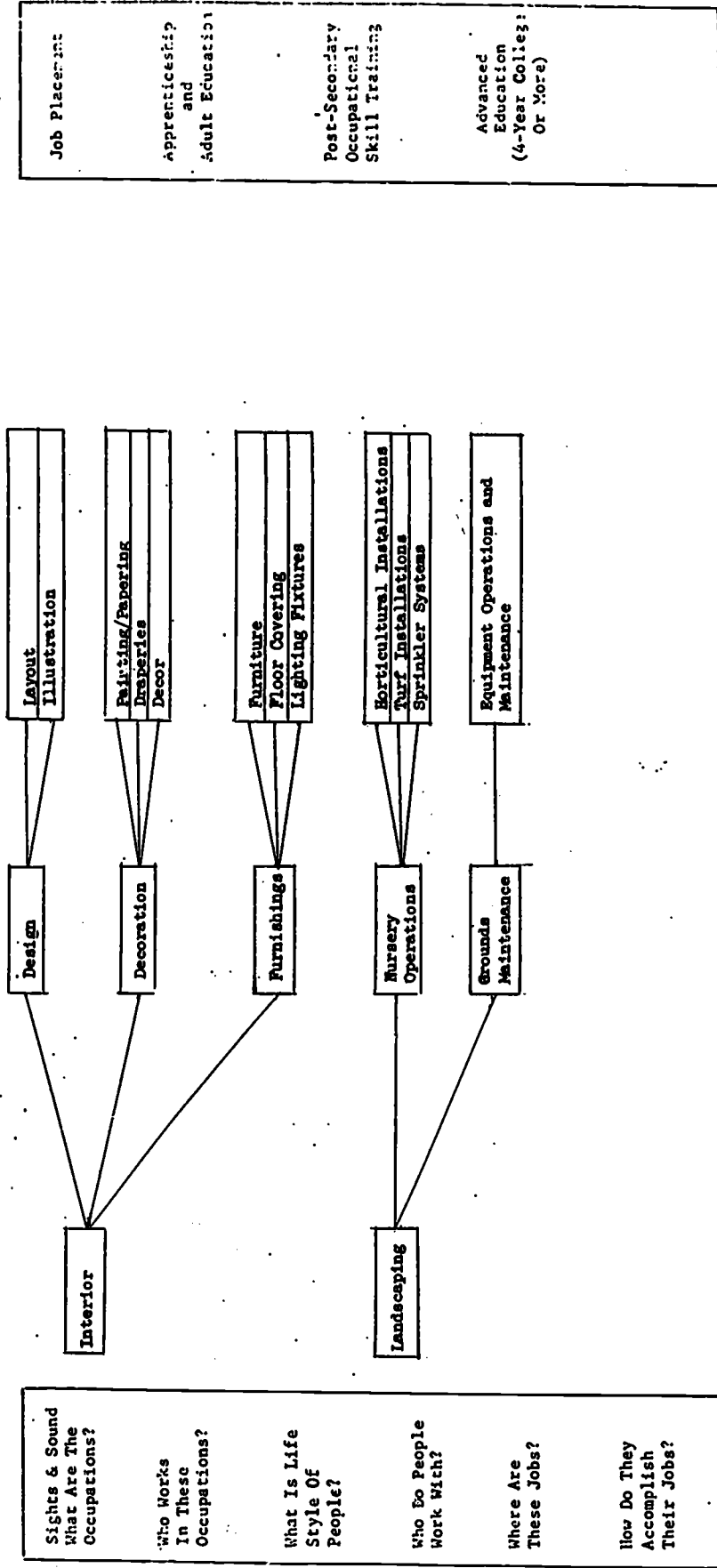
Advanced Education (4-Year College Or More)



Developed by: USOE/LMTE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for Construction

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Developed by: USOE/DATE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for Construction

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options after: Grade 12
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Sights & Sound  
What Are The Occupations?

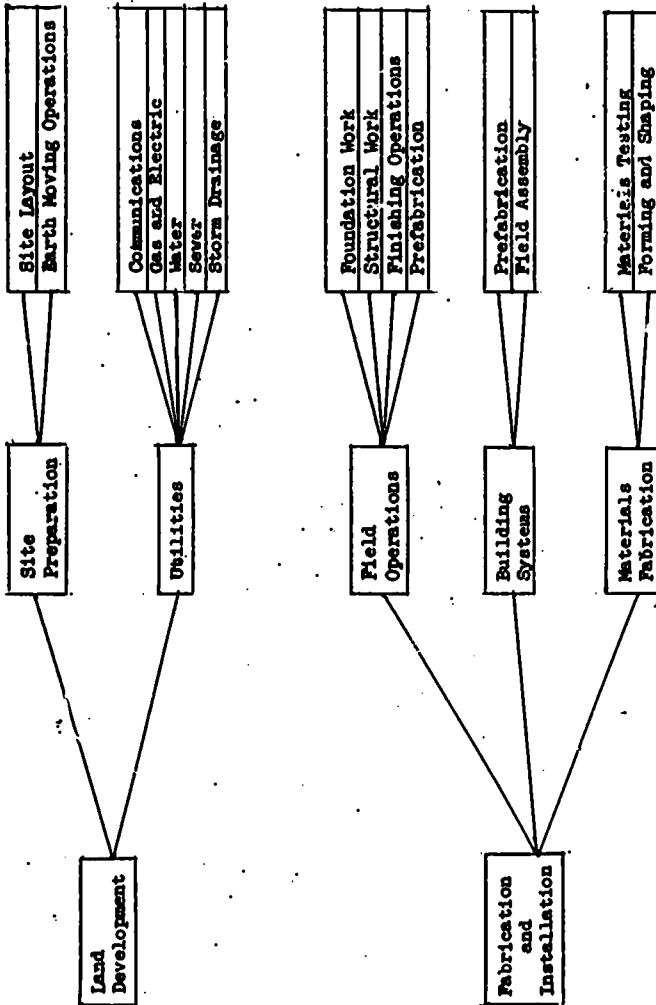
Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education:

Post-Secondary Occupational Skill Training

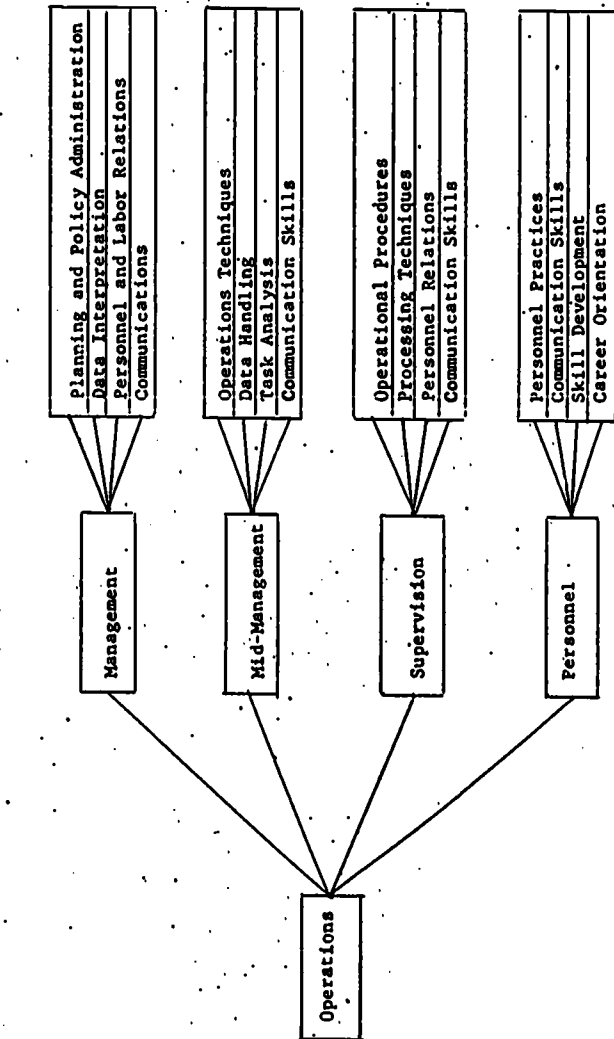
Advanced Education (4-Year College Or More)

Developed by: USSER, L. J.  
 Draft  
 Revised  
 DATE: 4-1-71

Cluster for  
 MANUFACTURING

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Cipicms Area Grade 12
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Sights & Sound That Are The Occupations?  
 Who Works In These Occupations?  
 What Is Life Style Of People?  
 Who Do People Work With?  
 Where Are These Jobs?  
 How Do They Accomplish Their Jobs?



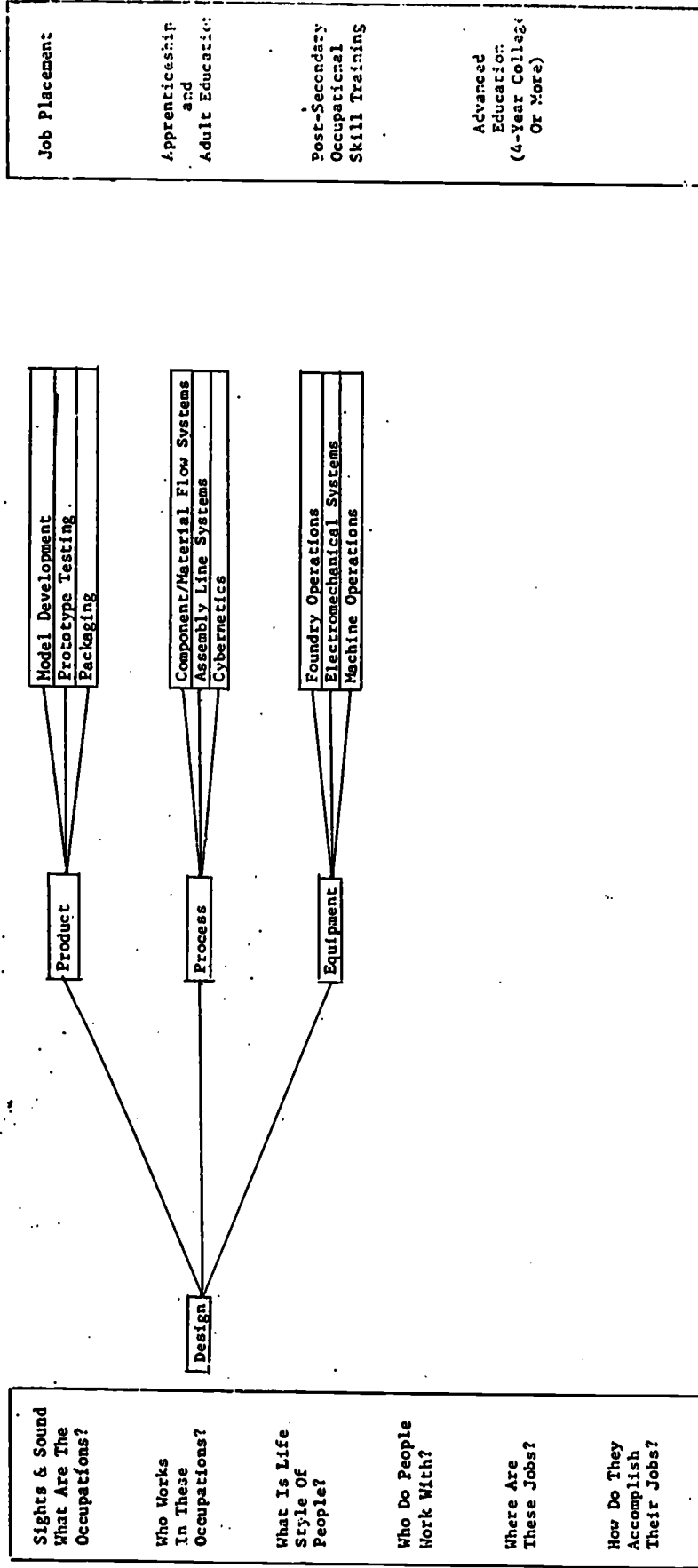
Job Placement  
 Apprenticeship  
 Adult Education  
 Post-Secondary Occupational Skill Training  
 Advanced Education  
 (4-Year College Or More)



Developed By: USOE/S:TE  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 MANUFACTURING

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After: Grade 12
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Sights & Sound  
 What Are The Occupations?

Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?

Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Trainings

Advanced Education (4-Year College Or More)

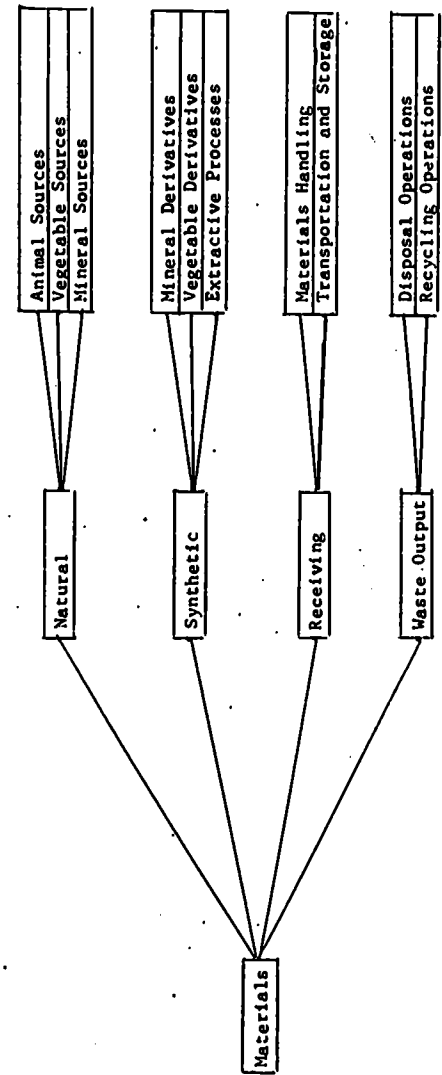


Developed by: USOE/SVIE  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 MANUFACTURING

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After: Grade 12
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Sights & Sound What Are The Occupations?  
 Who Works In These Occupations?  
 What Is Life Style Of People?  
 Who Do People Work With?  
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 How Do They Accomplish Their Jobs?

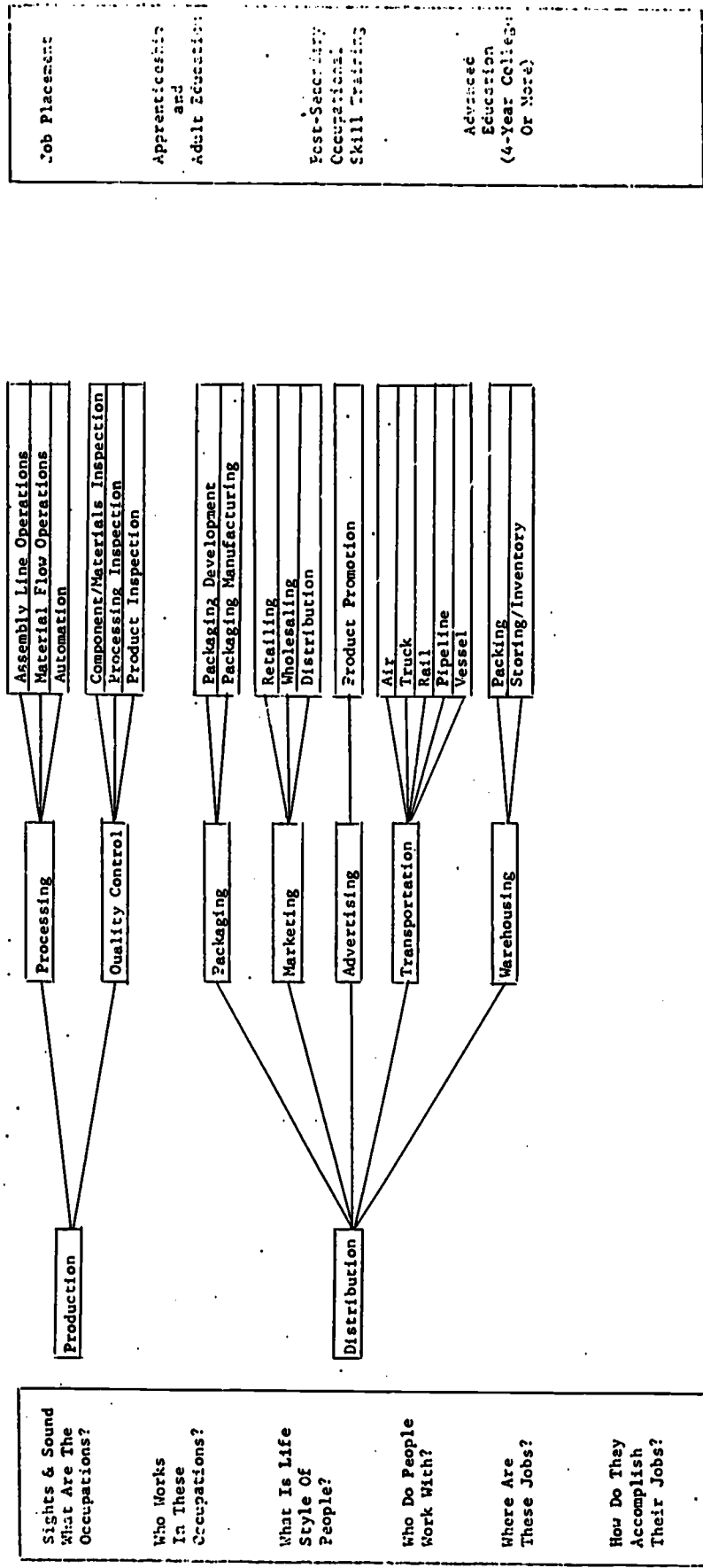


Job Placement  
 Apprenticeship and Adult Education  
 Post-Secondary Occupational Skill Training  
 Advanced Education (4-Year College Or More)

Developed By: USCE/...  
 Draft  
 Revised  
 Date: 4/4/71

Cluster for  
 MANUFACTURING

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Area: Grade 12
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Sights & Sound  
 What Are The Occupations?

Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

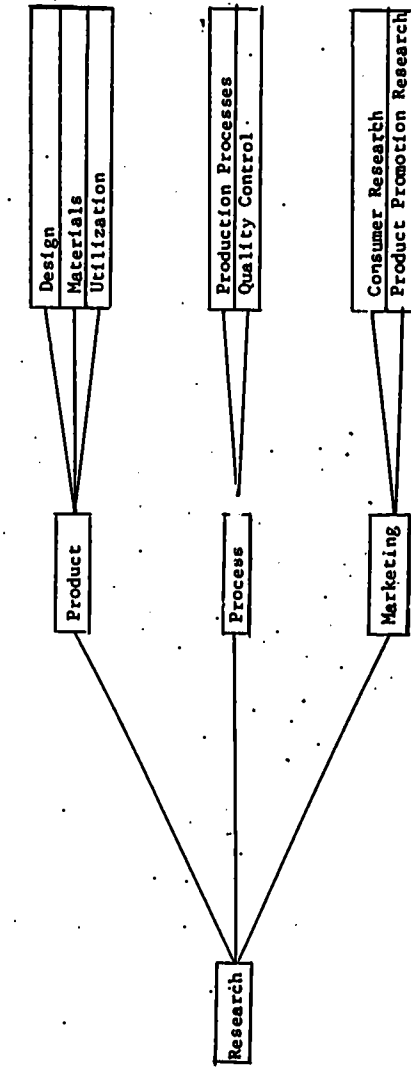
Where Are These Jobs?

How Do They Accomplish Their Jobs?

Developed By: USOE/DM:E  
 Draft  
 Revised  
 DATE 4/2/71

Cluster for  
 MANUFACTURING

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Act 2 Grade 12
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Sights & Sound  
 What Are The  
 Occupations?

Who Works  
 In These  
 Occupations?

What Is Life  
 Style Of  
 People?

Who Do People  
 Work With?

Where Are  
 These Jobs?

How Do They  
 Accomplish  
 Their Jobs?

Job Placement

Apprenticeship  
 and  
 Adult Education:

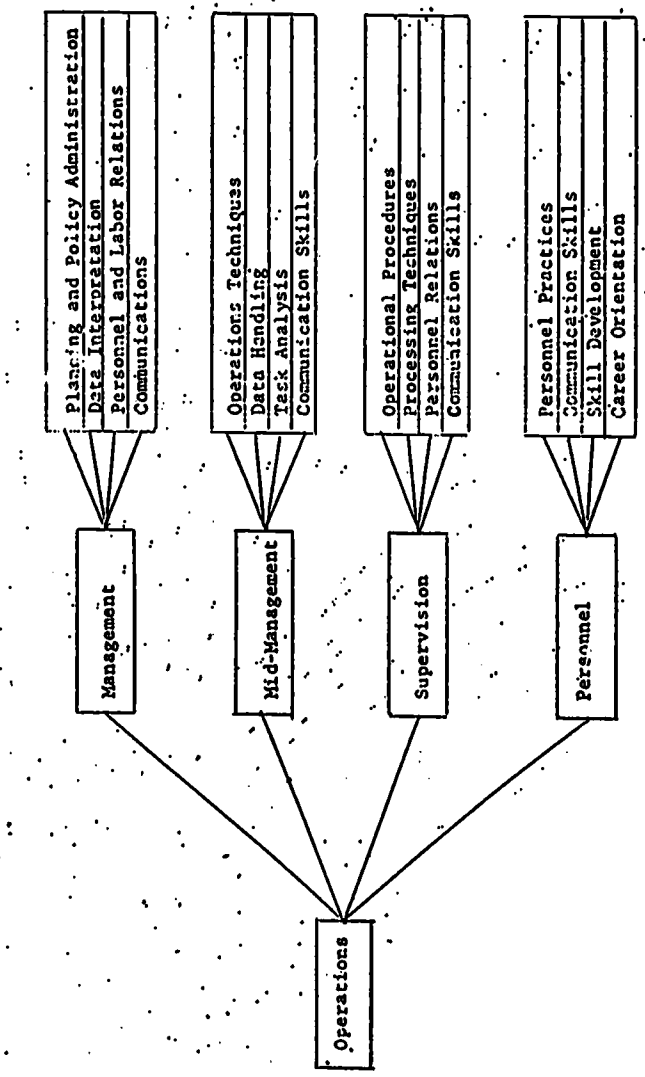
Post-Secondary  
 Occupational  
 Skill Training

Advanced  
 Education  
 (4-Year College  
 Or More)

Developed by: MHA  
 Draft  
 Revised  
 Date: 6-1-71

Cluster for  
 Communication and Media

Industry Occupation	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Career Area Grade 12
3-4-5-6	7-8-9	10-11-12	



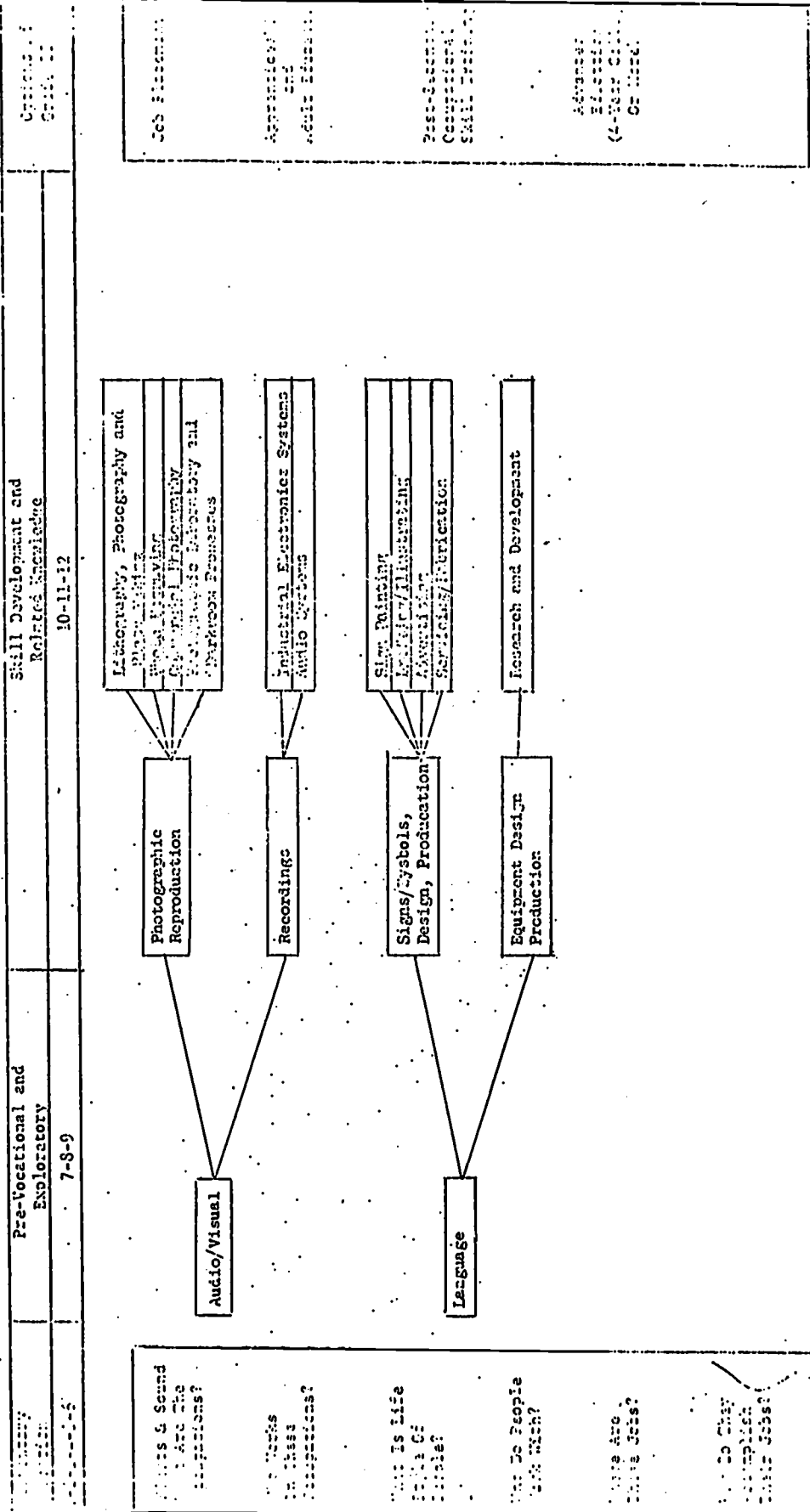
Job Placement:  
 Apprenticeship  
 Adult Education  
 Post-Secondary  
 Education  
 Skill Training  
 Advanced  
 Education  
 (4-Year College  
 or More)

Does it sound like the operations?  
 Does it work?  
 Is it life?  
 Do people do this?  
 Are there jobs?  
 Do they do this?



Office  
 Division  
 Date 4-1-71

Cluster for  
 Communication and Media



What is Sound  
 and the  
 Implications?

What are  
 the  
 Implications?

What is Life  
 and the  
 Implications?

What do People  
 and Mean?

What are  
 the  
 Implications?

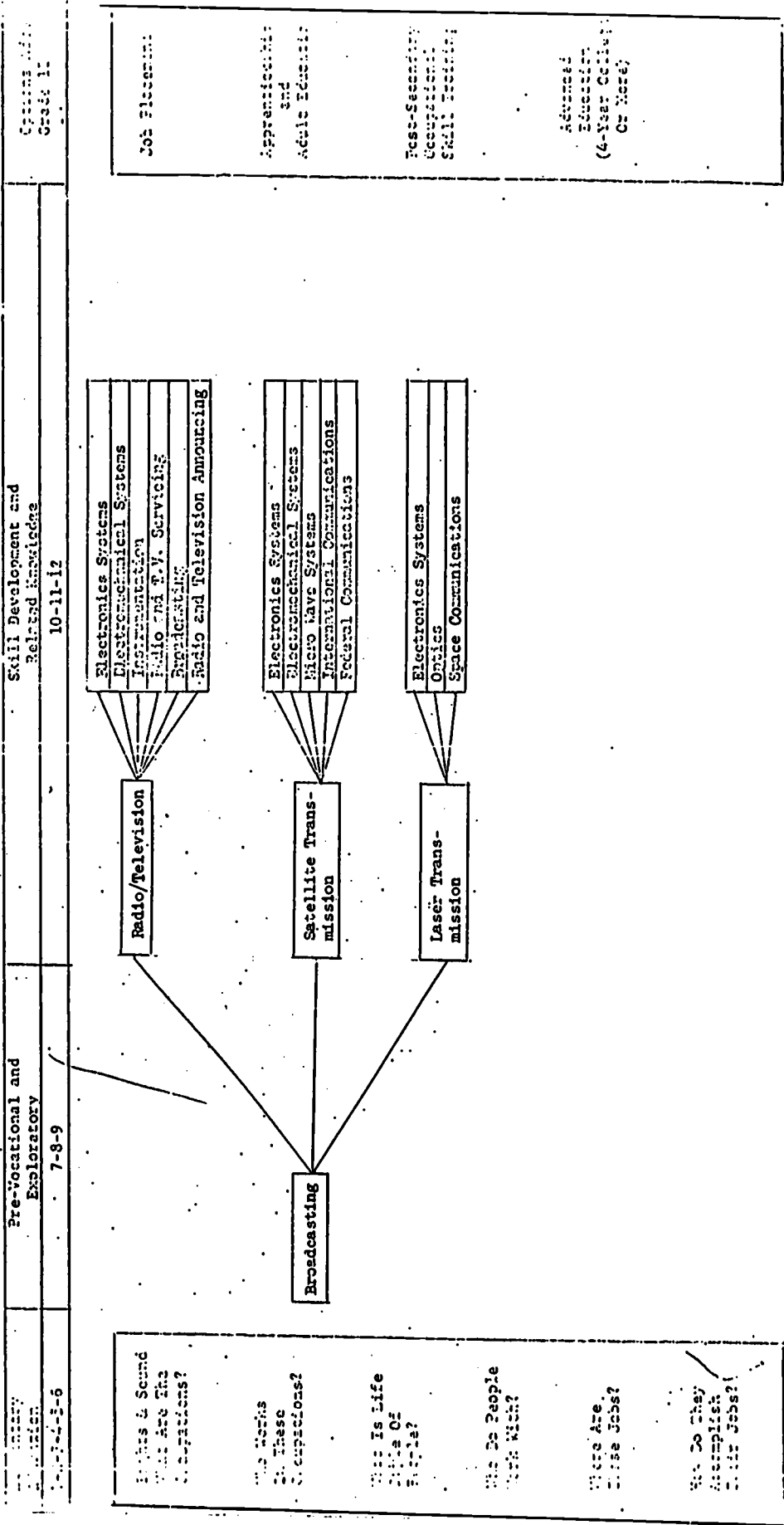
What do they  
 and Mean?

What are  
 the  
 Implications?



Grade:  
 Revised  
 Date: 4-1-71

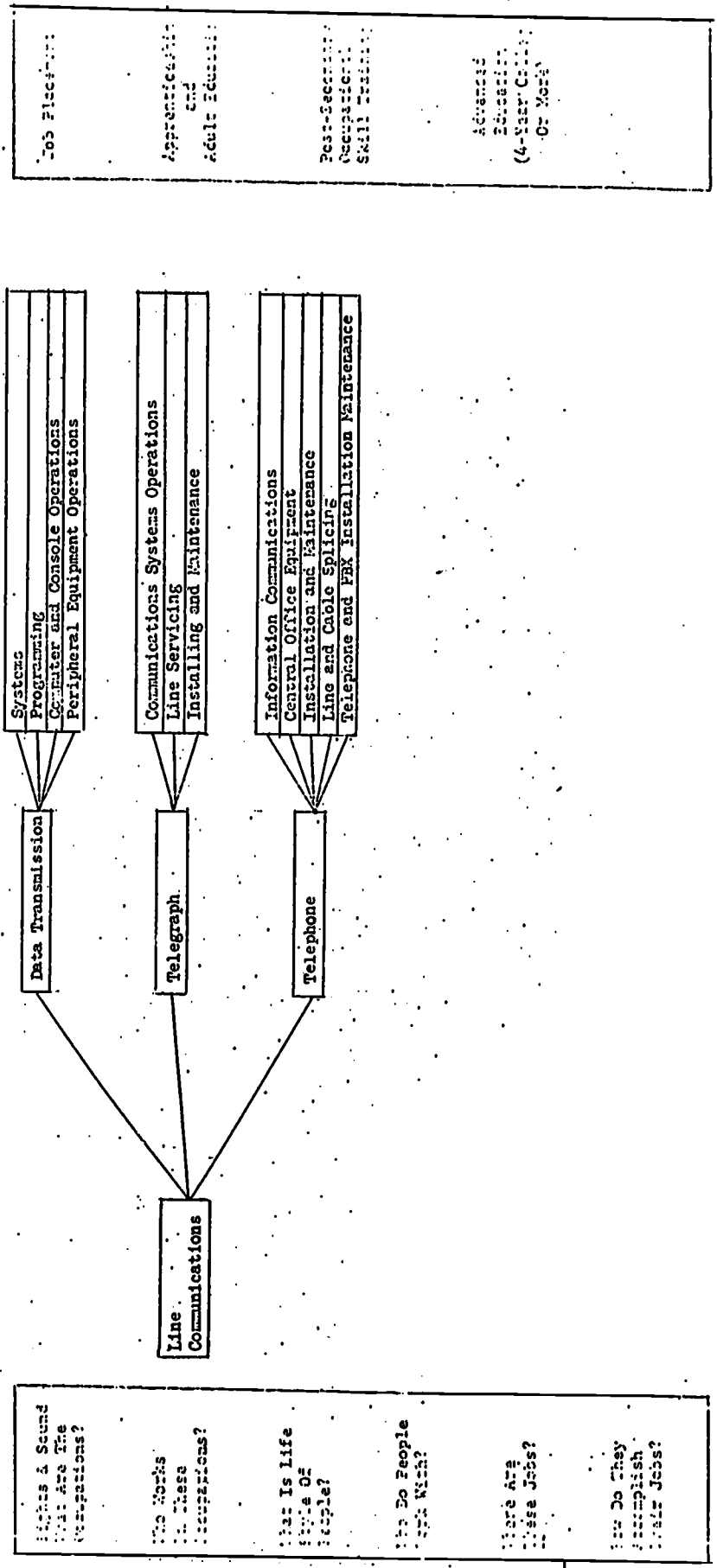
Cluster for  
 Communication and Media



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 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 Communication and Media

Secondary	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options List
7-8-9	7-8-9	10-11-12	Grade 10



What Are the Occupations?  
 Who Works in these Occupations?  
 What Is Life Like for People?  
 What Do People Want?  
 What Are These Jobs?  
 How Do They Accomplish Their Jobs?

Of Note  
 (4-Year College)





Developed by: USCIB  
 Date: \_\_\_\_\_  
 Revised: \_\_\_\_\_  
 Date: 4-1-71

Cluster for  
**MARKETING AND DISTRIBUTION OCCUPATIONS**

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Available Grade 12
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Sights & Sound  
What Are The  
Occupations?

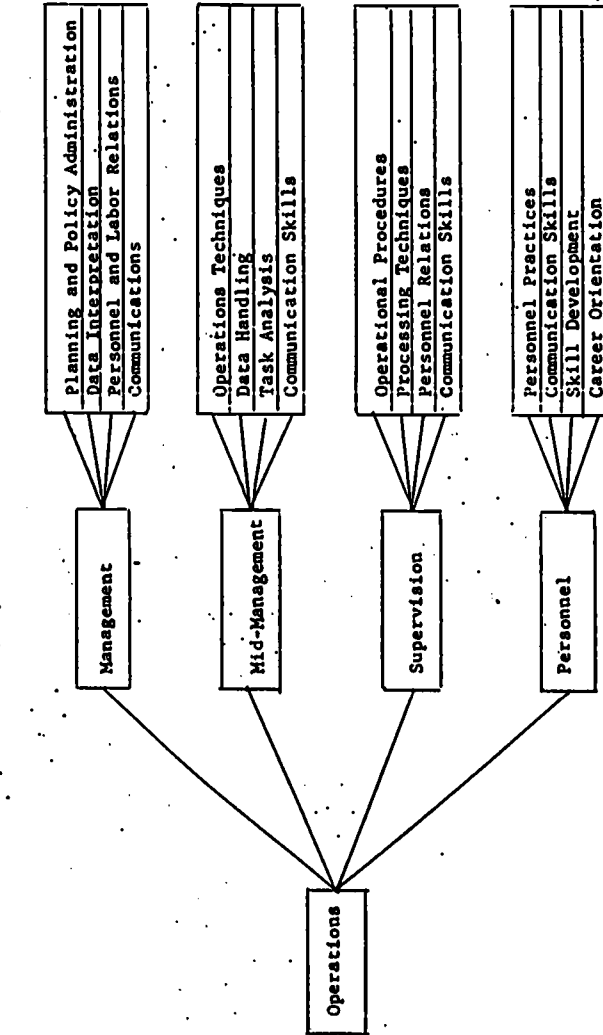
Who Works  
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What Is Life  
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People?

Who Do People  
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Where Are  
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How Do They  
Accomplish  
Their Jobs?



Job Placement

Apprenticeship  
and  
Adult Education

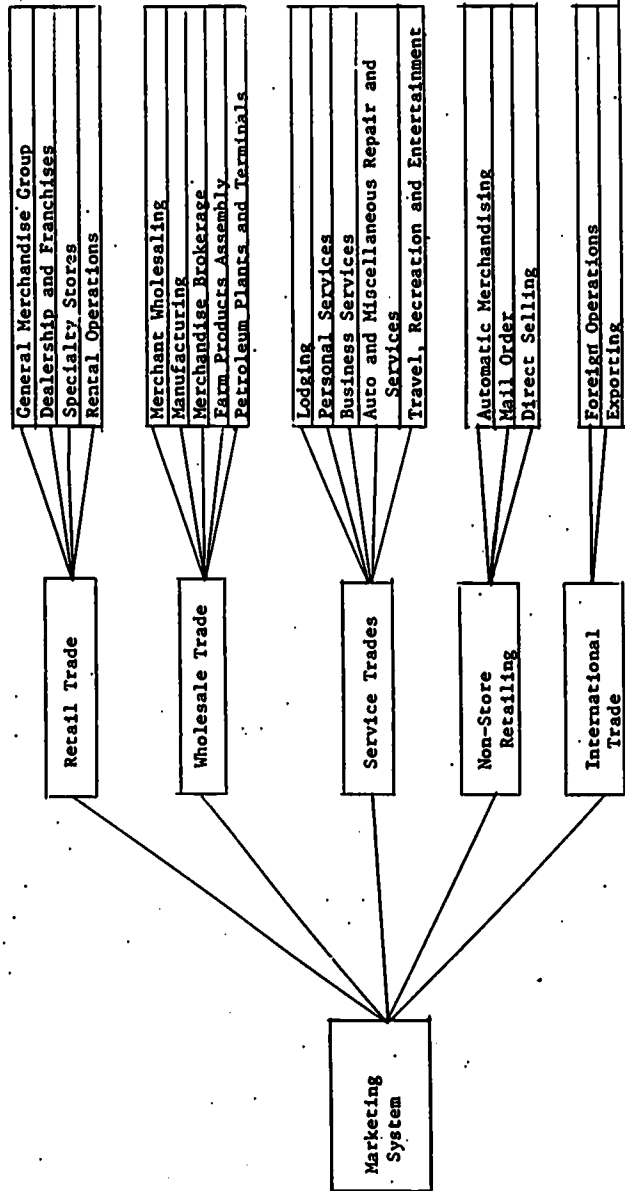
Post-Secondary  
Occupations  
Skill Training

Advanced  
Education  
(4-Year College  
Or More)

Developed By: USOE/DYTE  
 Draft  
 Revised  
 DATE 4//71

Cluster for  
 Marketing and Distribution Occupations

Elementary Education 1-1-3-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The  
 Occupations?  
 Who Works  
 In These  
 Occupations?  
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 Their Jobs?

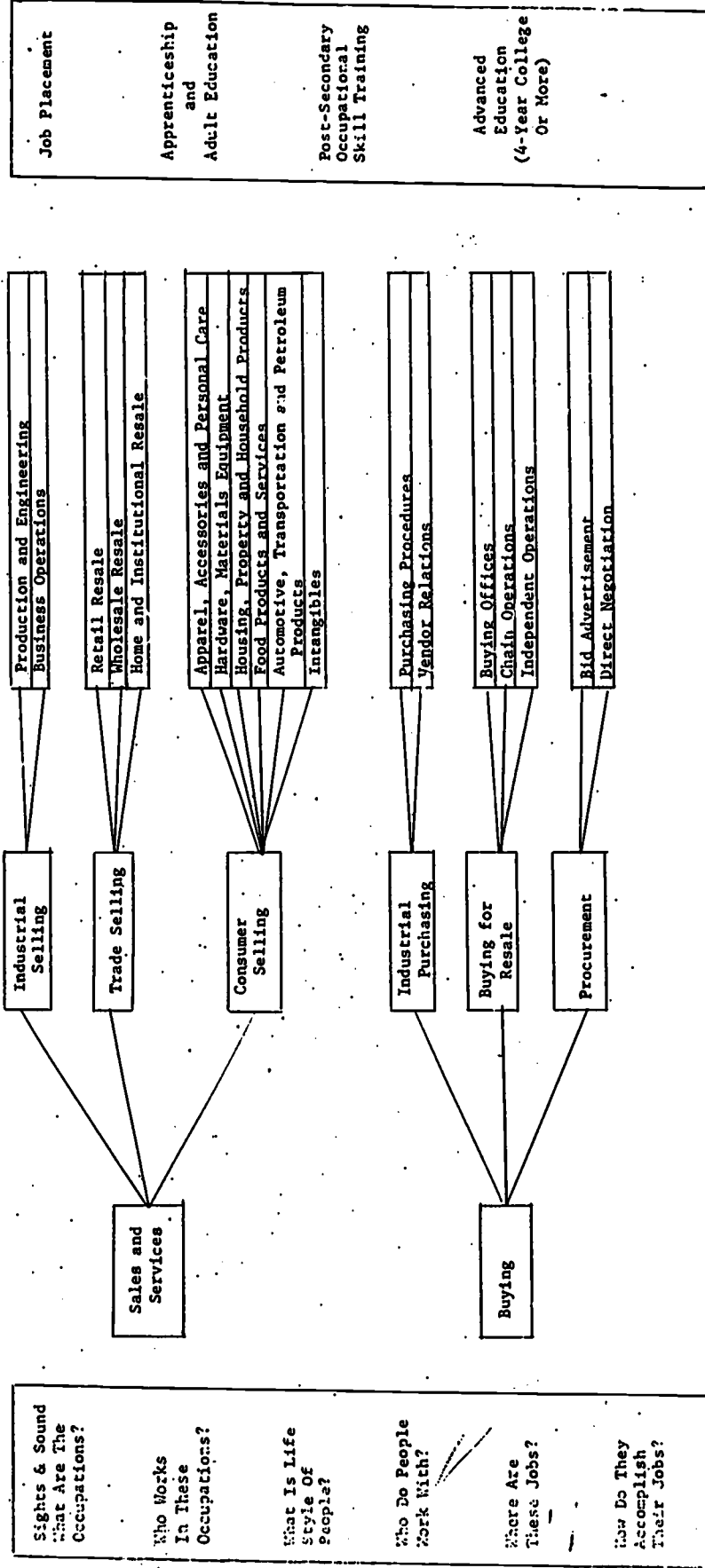
Job Placement  
 Apprenticeship  
 and  
 Adult Education  
 Post-Secondary  
 Occupational  
 Skill Training  
 Advanced  
 Education  
 (4-Year College  
 Or More)



Developed By: USOE/DVTE  
 Draft  
 Revised  
 DATE: 1/71

Cluster for  
 Marketing and Distribution Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Developed By: USOE/DVTE  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 Marketing and Distribution Occupations

Elementary Education 1-3-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The  
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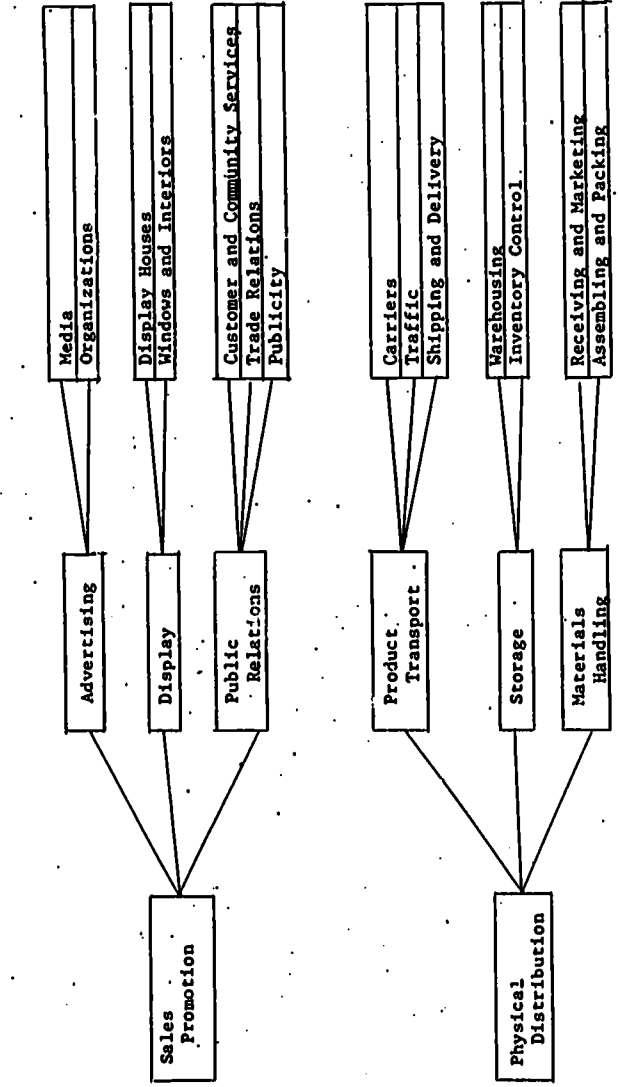
Who Works  
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 Occupations?

What Is Life  
 Style Of  
 People?

Who Do People  
 Work With?

Where Are  
 These Jobs?

How Do They  
 Accomplish  
 Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)

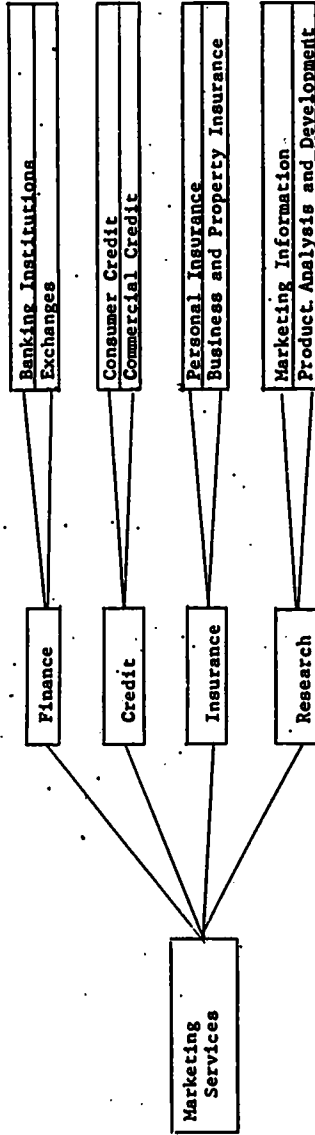


Developed By: US02/DVTE  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 Marketing and Distribution Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound That Are The Occupations?  
 Who Works In These Occupations?  
 What Is Life Style Of People?  
 Who Do People Work With?  
 Where Are These Jobs?  
 How Do They Accomplish Their Jobs?



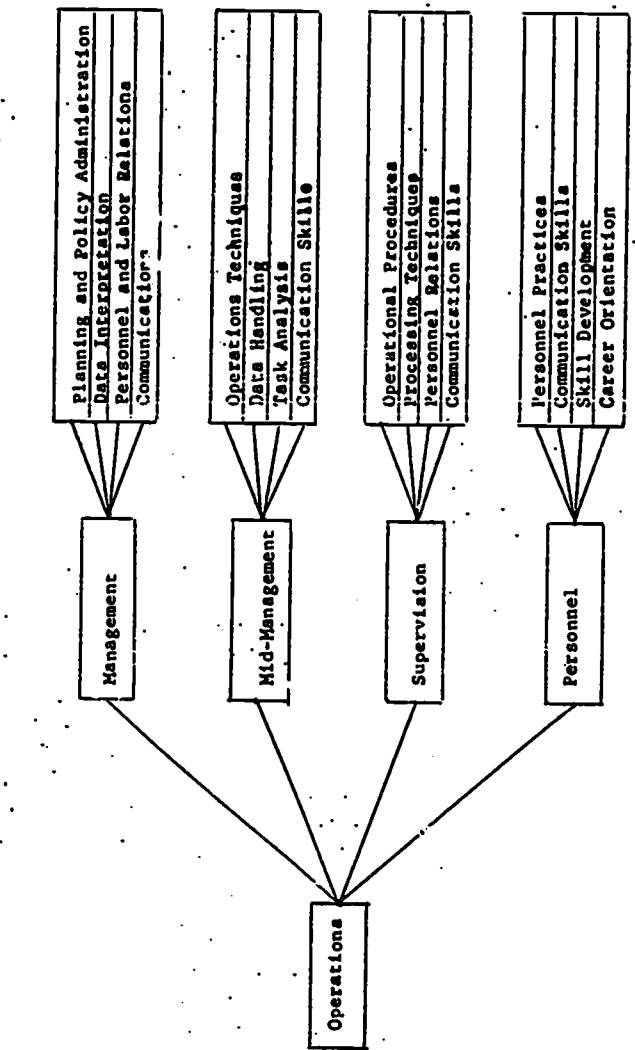
Job Placement  
 Apprenticeship and Adult Education  
 Post-Secondary Occupational Skill Training  
 Advanced Education (4-Year College Or More)

Developed by: USC...  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 HEALTH OCCUPATIONS

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The  
 Occupations?  
 Who Works  
 In These  
 Occupations?  
 What Is Life  
 Style Of  
 People?  
 Who Do People  
 Work With?  
 Where Are  
 These Jobs?  
 How Do They  
 Accomplish  
 Their Jobs?



Job Placement  
 Apprenticeship  
 and  
 Adult Education:  
 Post-Secondary  
 Occupational  
 Skill Training  
 Advanced  
 Education  
 (4-Year College  
 Or More)

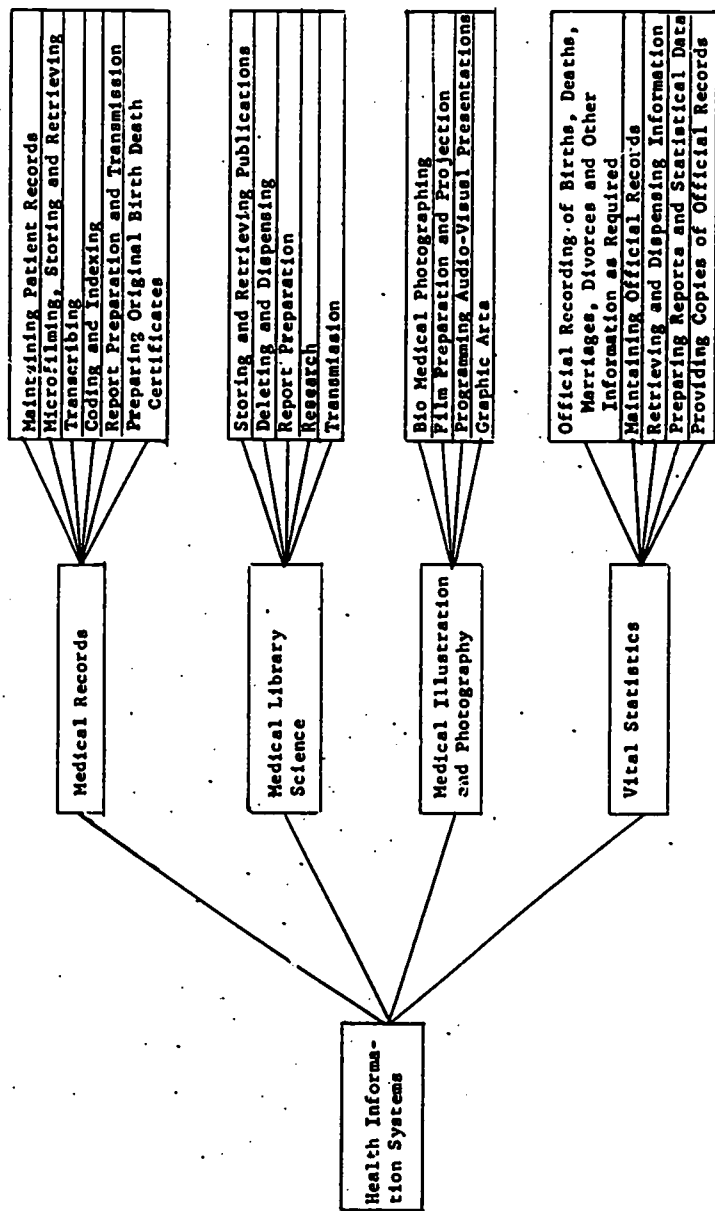


Developed By: USOE/SYTE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 Health Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After: Grade 12
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Sights & Sound  
 What Are The Occupations?  
 Who Works In These Occupations?  
 What Is Life Style Of People?  
 Who Do People Work With?  
 Where Are These Jobs?  
 How Do They Accomplish Their Jobs?



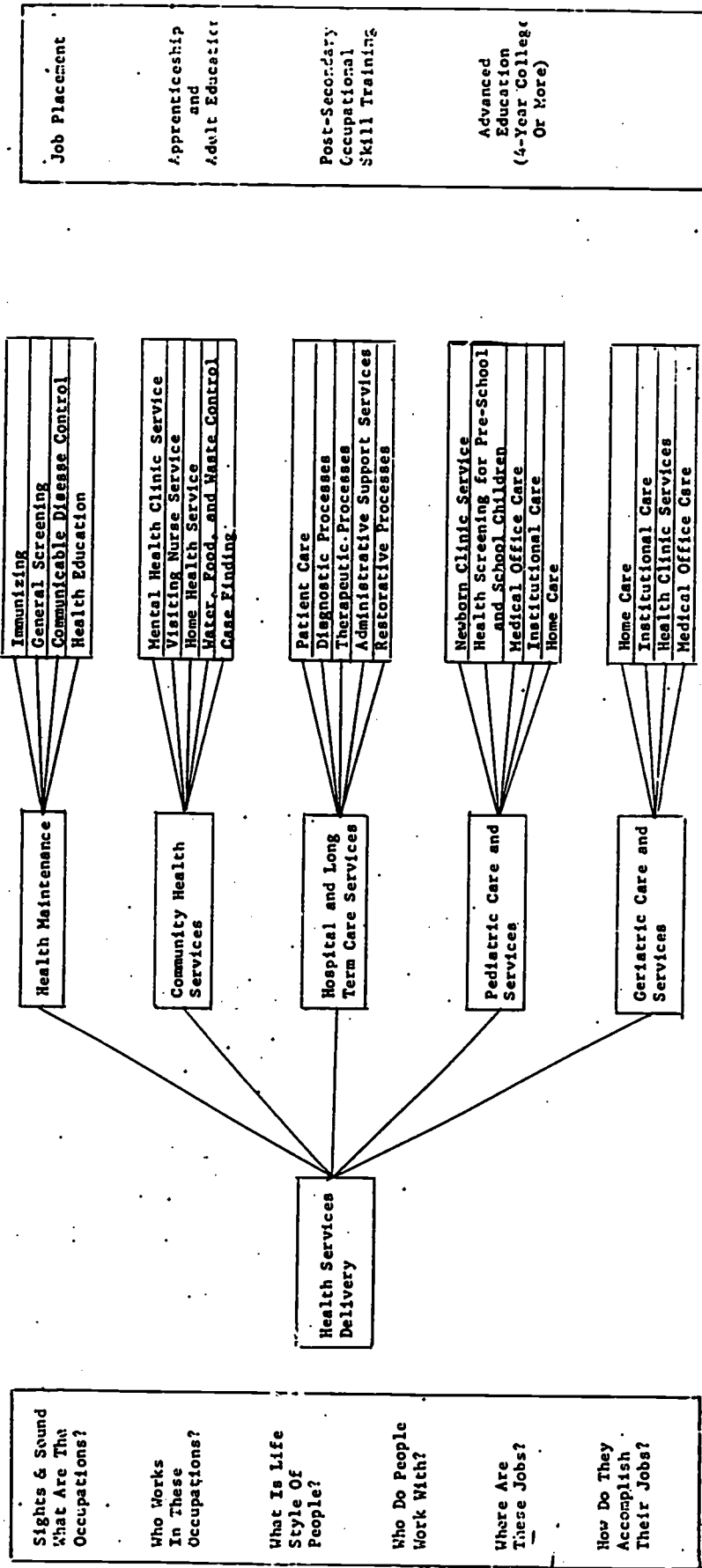
Job Placement  
 Apprenticeship and Adult Education  
 Post-Secondary (Occupational Skill Training)  
 Advanced Education (4-Year College Or More)



Developed by: USOE/CITE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 Health Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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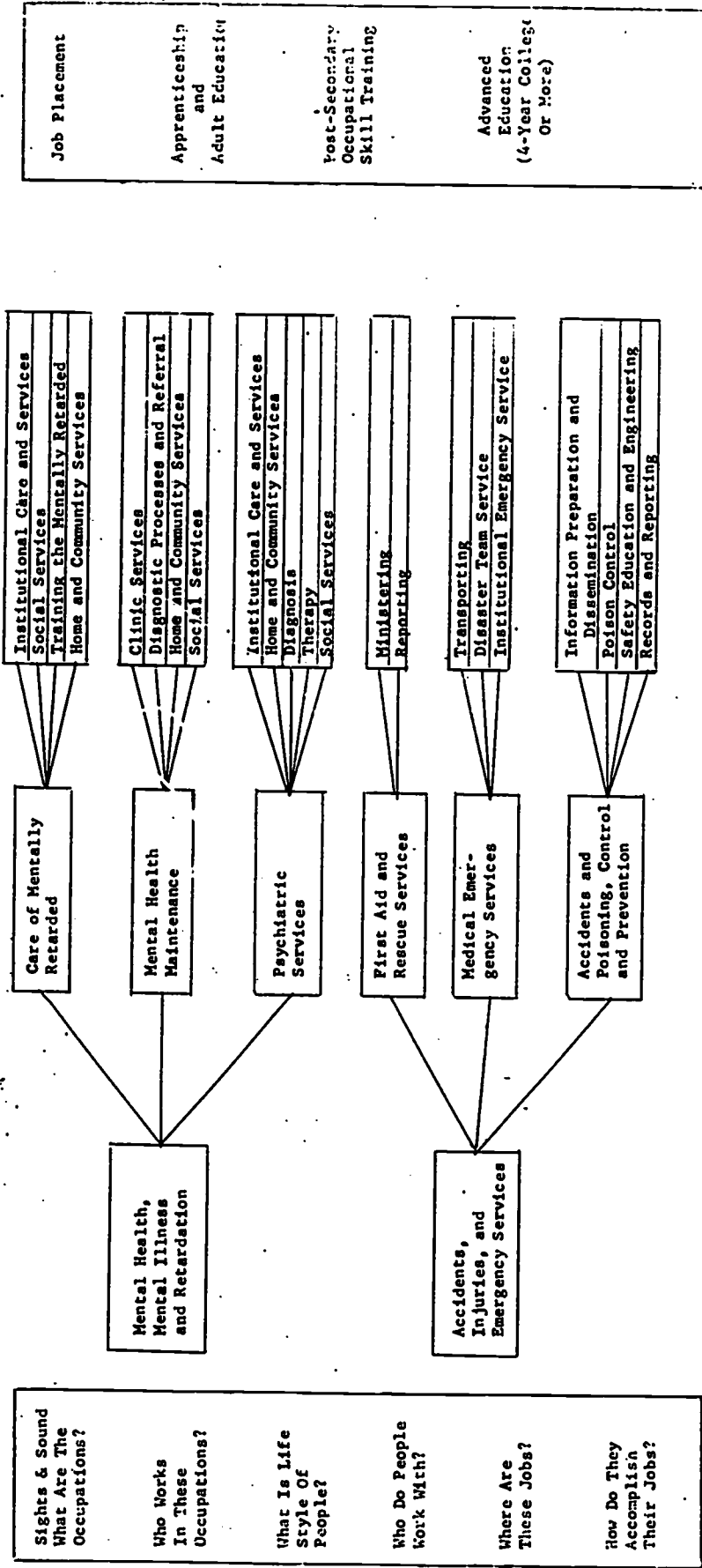




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 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 Health Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After: Grade 12
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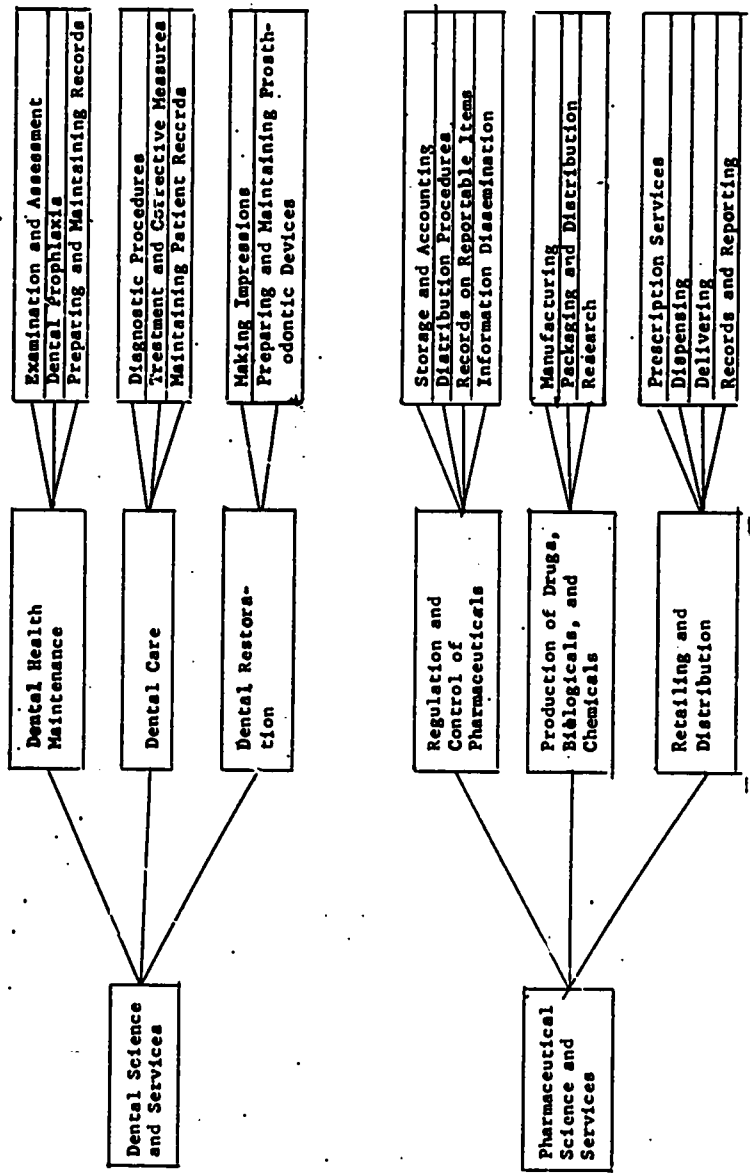


Developed By: USOE/DVTE  
 Draft  
 Revised  
 DATE: 4-1-71

Cluster for  
 Health Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Afro: Grade 12
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Sights & Sound  
 What Are The Occupations?  
 Who Works In These Occupations?  
 What Is Life Style Of People?  
 Who Do People Work With?  
 Where Are These Jobs?  
 How Do They Accomplish Their Jobs?



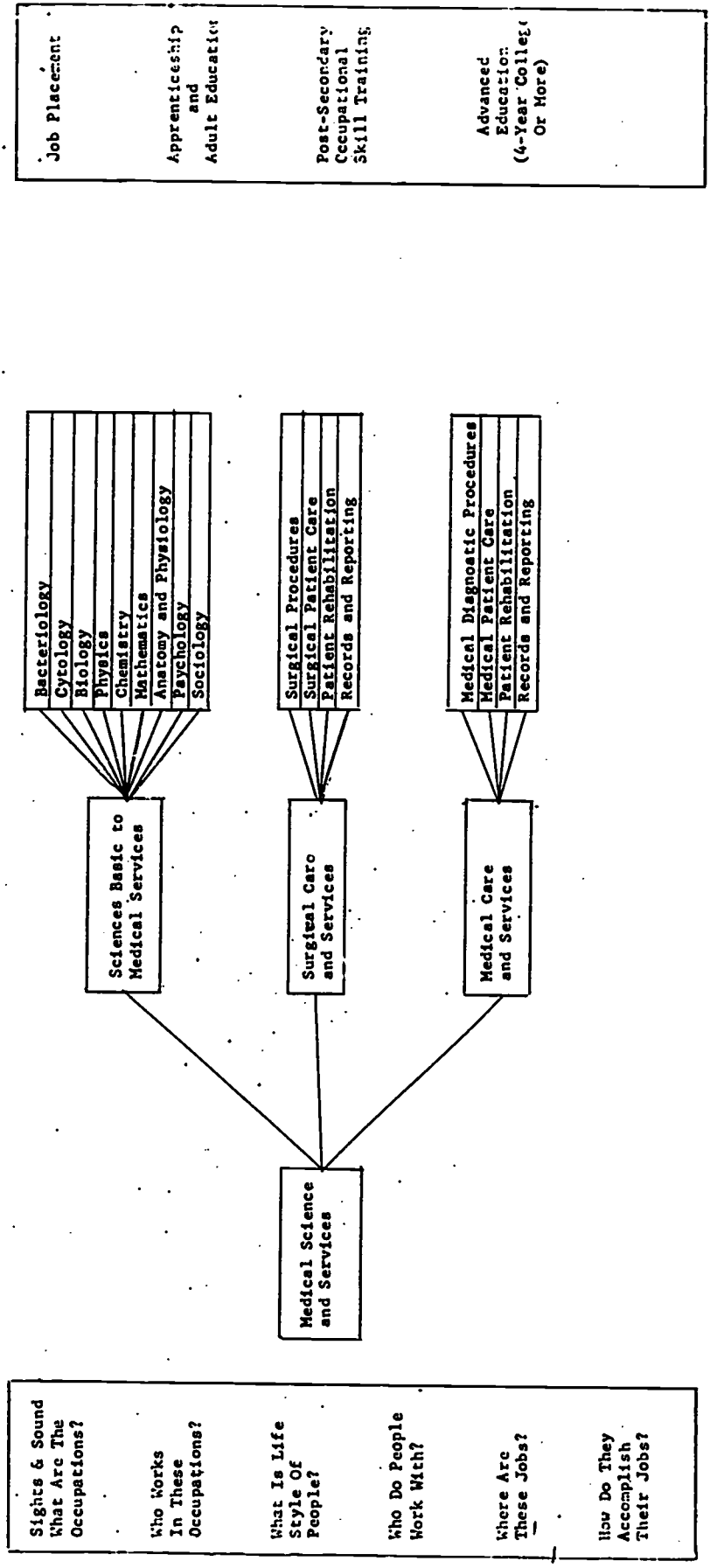
Job Placement  
 Apprenticeship and Adult Education:  
 Post-Secondary Occupational Skill Training  
 Advanced Education (4-Year College Or More)



Developed By: USCE/SMI  
 Draft  
 Revised  
 DATE 6-1-71

Cluster for  
 Health Occupations

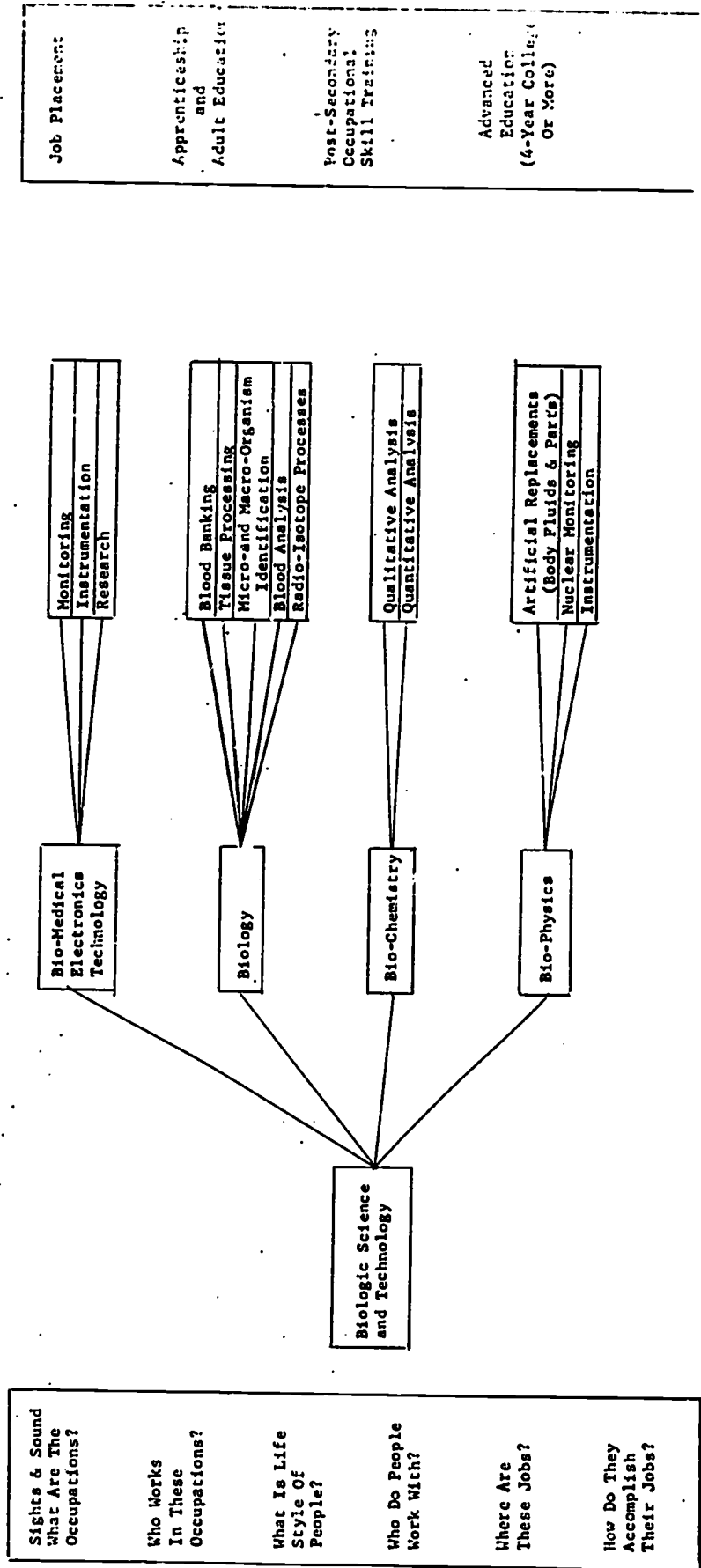
Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After: Grade 12
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Developed By: USOE/CITE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 Health Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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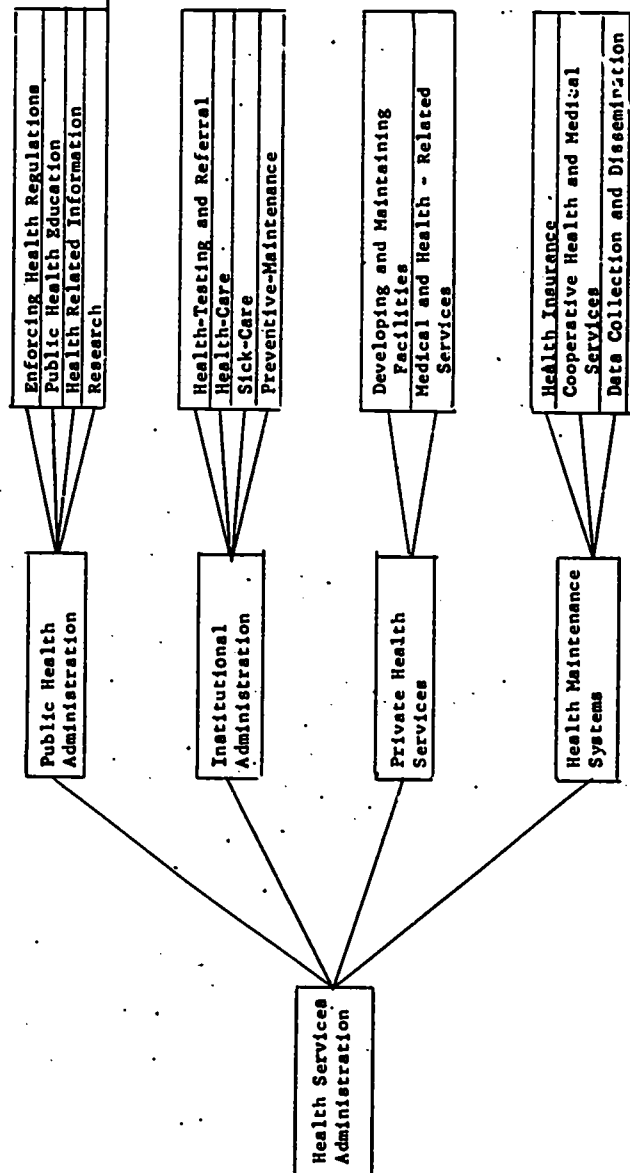


Developed By: USOE/DWTE  
 Draft  
 Revised  
 DATE 4-1-71

Cluster for  
 Health Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After: Grade 12
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Sights & Sound  
 What Are The Occupations?  
 Who Works In These Occupations?  
 What Is Life Style Of People?  
 Who Do People Work With?  
 Where Are These Jobs?  
 How Do They Accomplish Their Jobs?



Job Placement  
 Apprenticeship and Adult Education  
 Post-Secondary (Occupational) Skill Training  
 Advanced Education (4-Year College Or More)

Developer: L. J. ...  
 Draft: ...  
 Revised: ...  
 Date: 4-1-71

Cluster for  
**PERSONAL SERVICES OCCUPATIONS**

Secondary Education 1-3-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Available Grade 12
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What are the  
distinctive  
occupations?

Who works  
in these  
occupations?

What is the  
life style of  
people?

Who do people  
work with?

Where are  
these jobs?

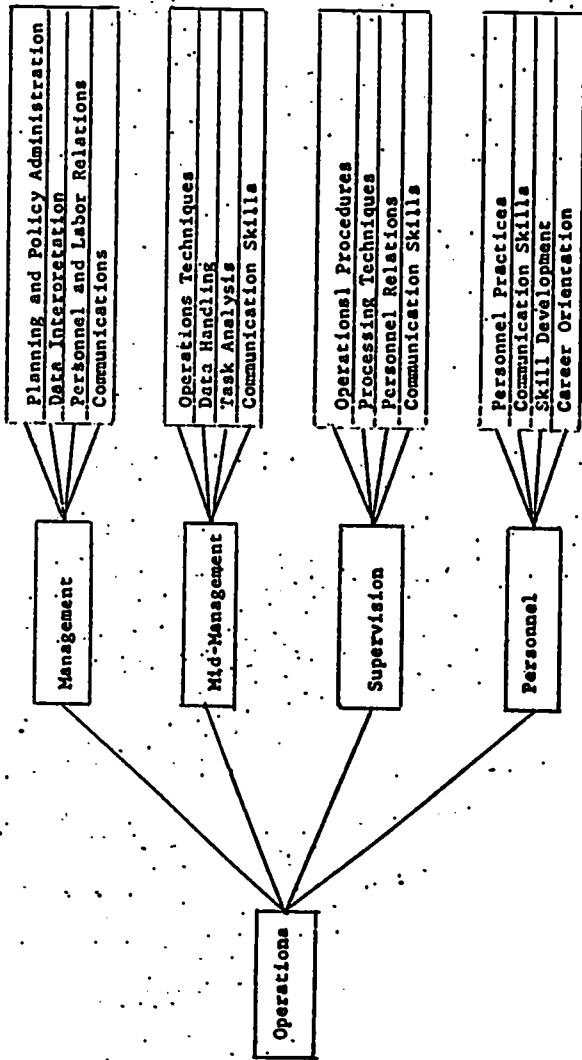
How do they  
accomplish  
their jobs?

Job Placement

Apprenticeship  
and  
Adult Education

Post-Secundary  
Occupations  
Skill Training

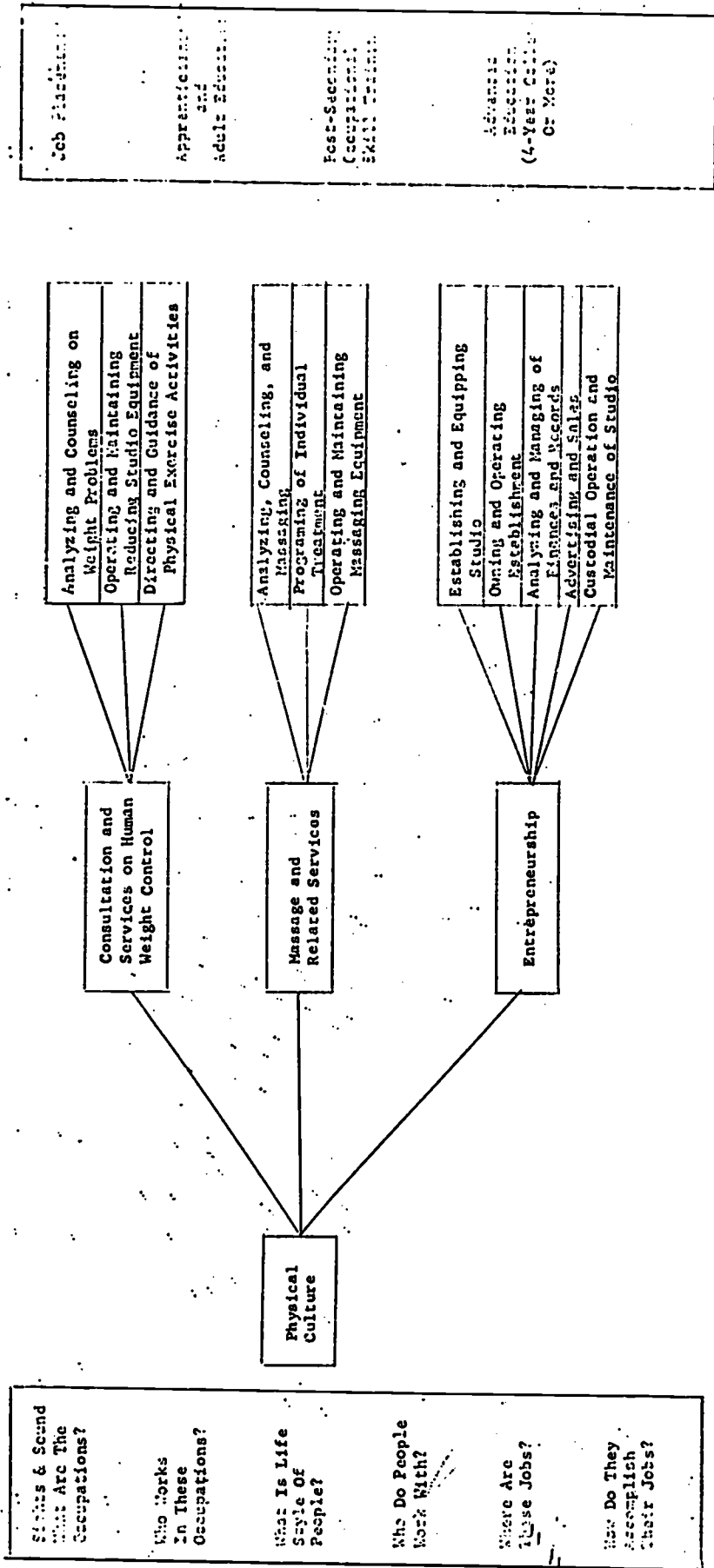
Advanced  
Education  
(4-Year College  
Or More)



Developed by: \_\_\_\_\_  
 Date: 4/1/71

Cluster for  
 Personal Service Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	College and Grade 13
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DATE 4/1/71

Cluster for  
Personal Service Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Career Guidance
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Sights & Sound  
What Are The Occupations?

Who Works In These Occupations?

What Is Life Style Of People?

Who Do People Work With?

Where Are These Jobs?

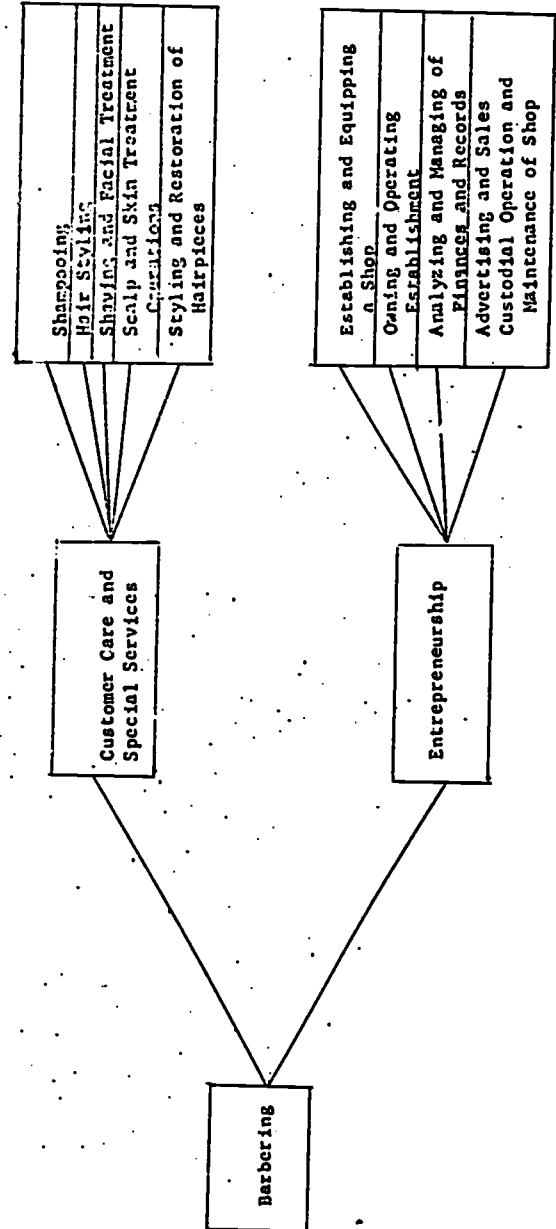
How Do They Accomplish Their Jobs?

Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)

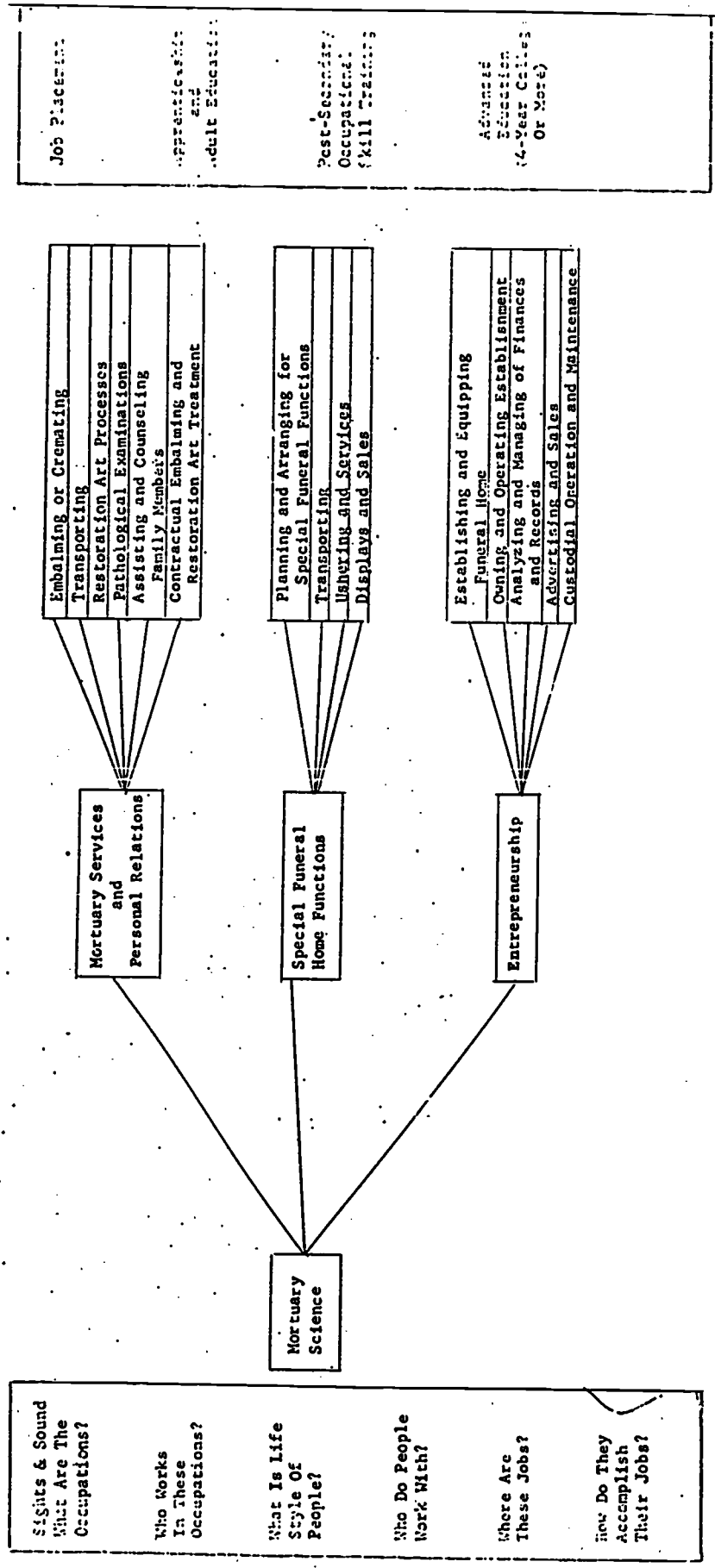




Developed by: [Name]  
 Draft  
 Revised  
 Date 4/1/71

Cluster for  
 Personal Service Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Adult Grade 12
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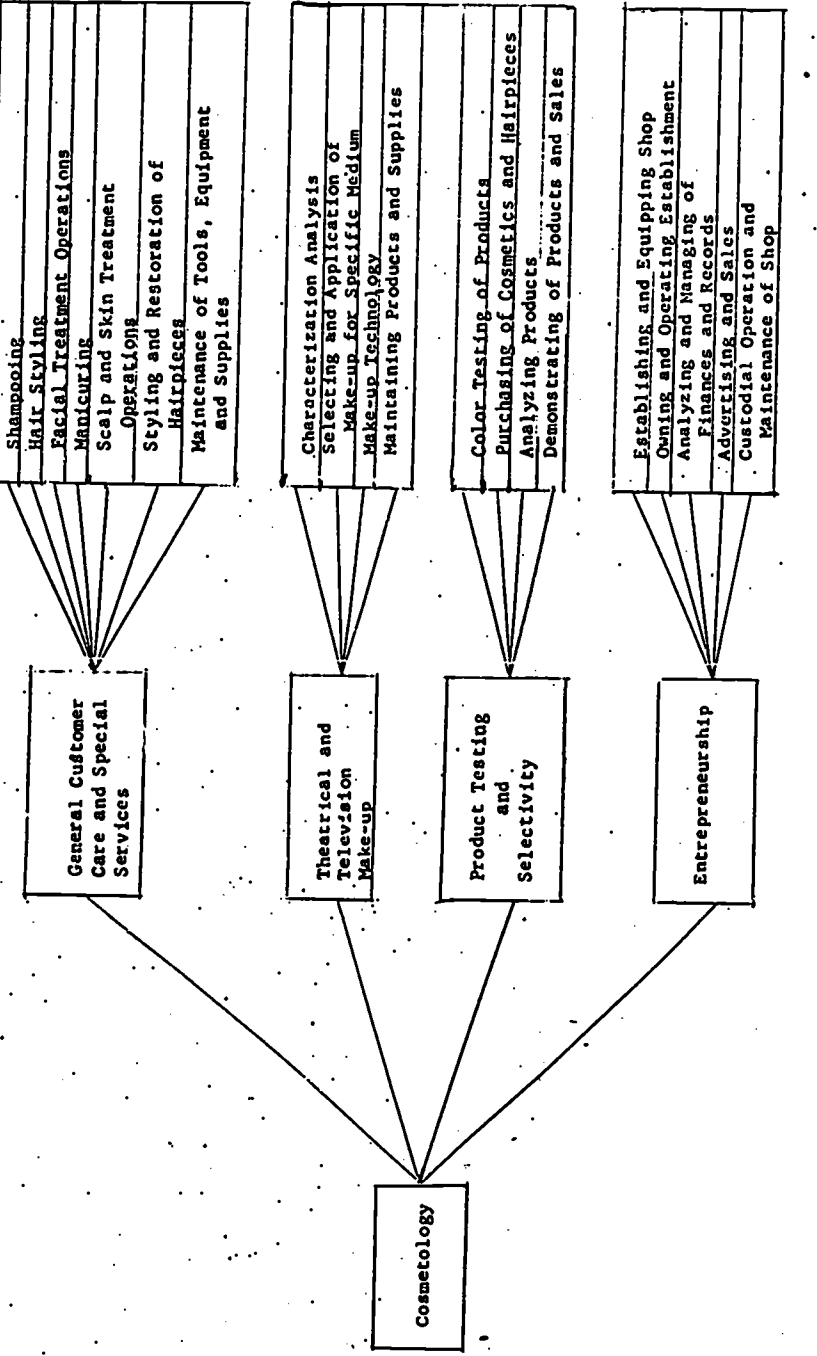


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 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 Personal Service Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Careers Adult Grade 12
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Sights & Sound  
 What Are The Occupations?  
 Who Works In These Occupations?  
 What Is Life Style Of People?  
 Who Do People Work With?  
 Where Are These Jobs?  
 How Do They Accomplish Their Jobs?



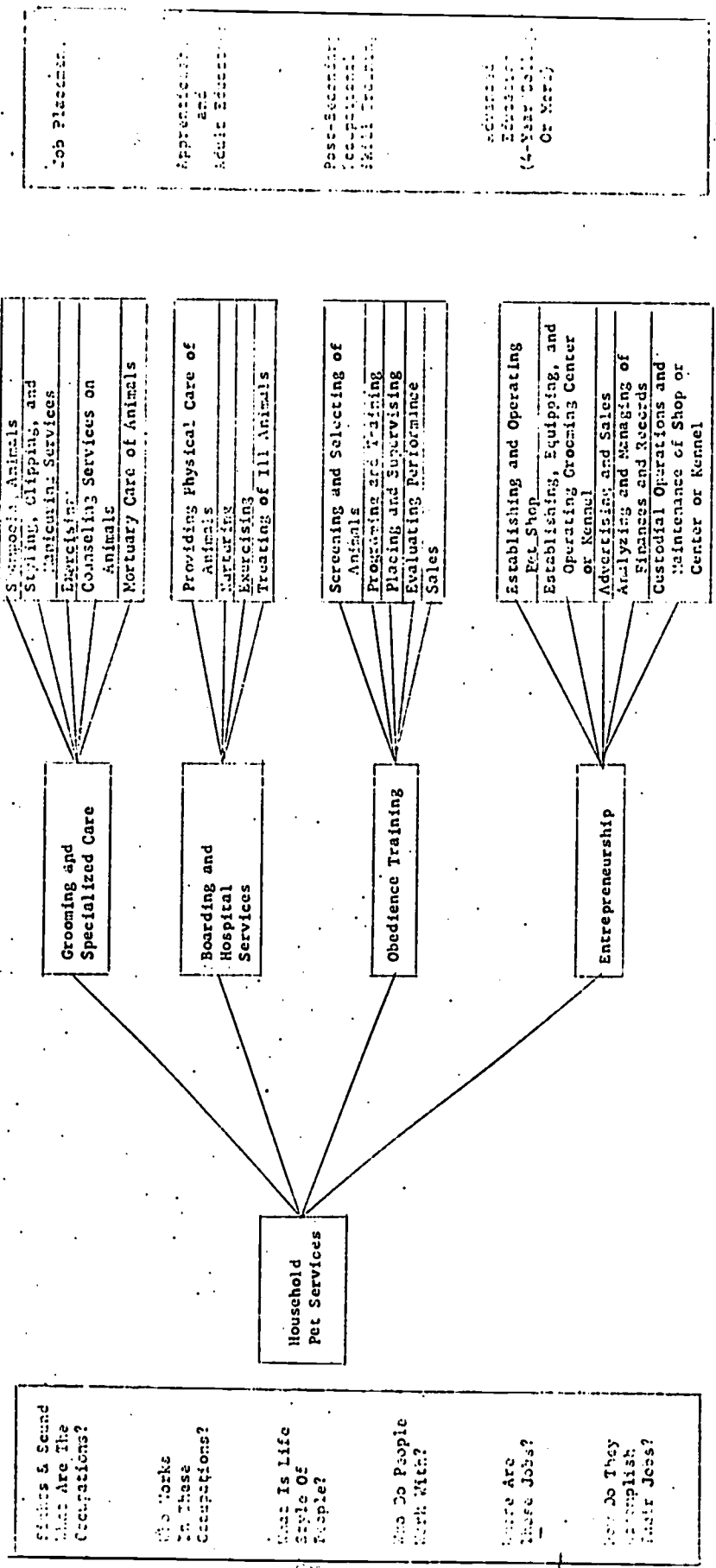
Job Placement  
 Apprenticeship and Adult Education  
 Post-Secondary Education  
 Skill Training  
 Advanced Education (4-Year College Or More)



Developed by: 2322...  
 Date: 4/1/71

Cluster for  
 Personal Service Occupations

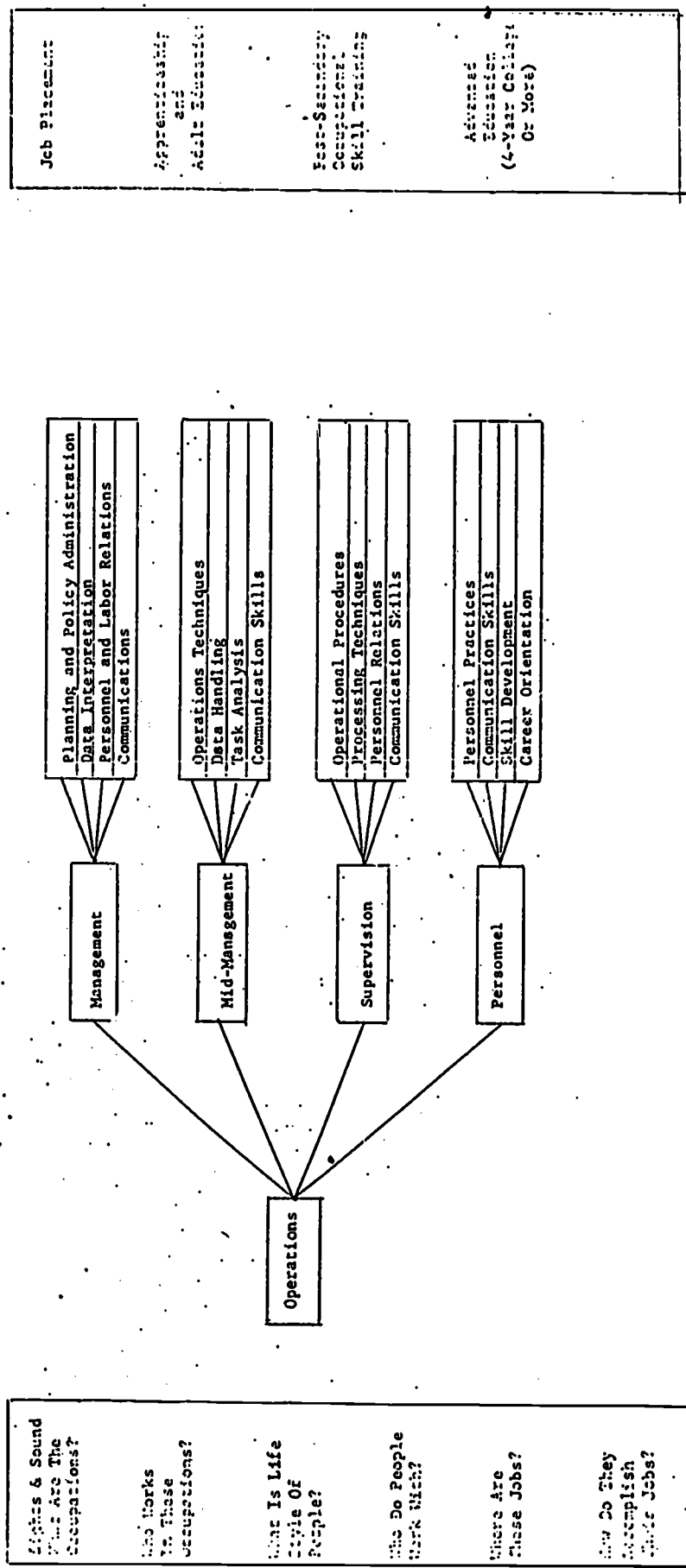
Secondary Occupation 7-3-4-5-5	Pre-Vocational and Exploratory 7-3-9	Skill Development and Related Knowledge 10-11-12	Content Area Grade 10
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Developed by: USCIS  
 Grade: 10-12  
 Revised: 4-1-71  
 Date:

Cluster for  
 CONSUMER AND HOME MAKING -- RELATED OCCUPATIONS  
 (Home Economics)

Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options Area: Grade 10
1-3-4-5-6	7-8-9	10-11-12



What's & Sound  
 What Are The  
 Occupations?

Who Works  
 In These  
 Occupations?

What Is Life  
 Like Of  
 People?

Who Do People  
 Work With?

Where Are  
 These Jobs?

How Do They  
 Accomplish  
 Their Jobs?

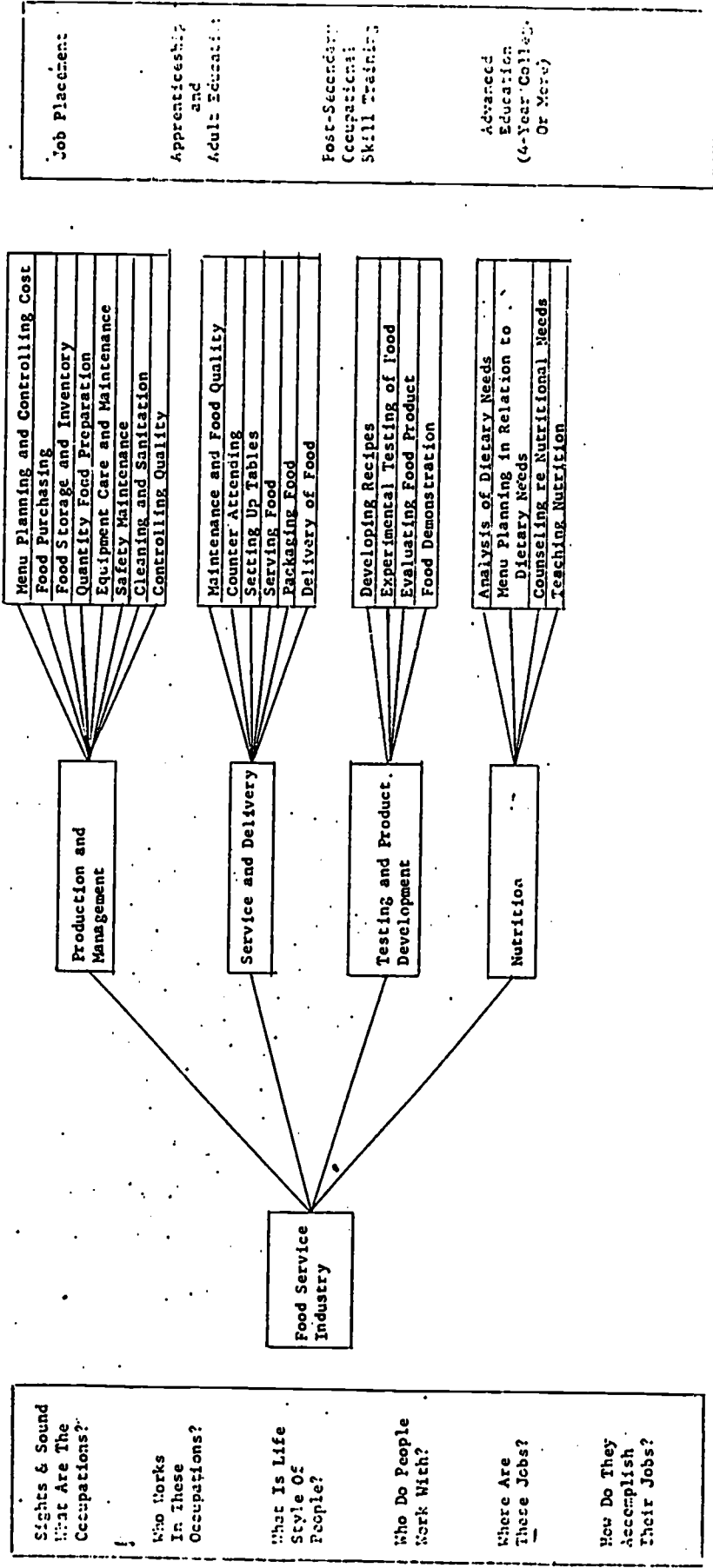


Developed by: USCET-112

Draft  
Revised  
DATE 4/1/71

Cluster for  
Consumer and Homemaking Education -- Related Occupations

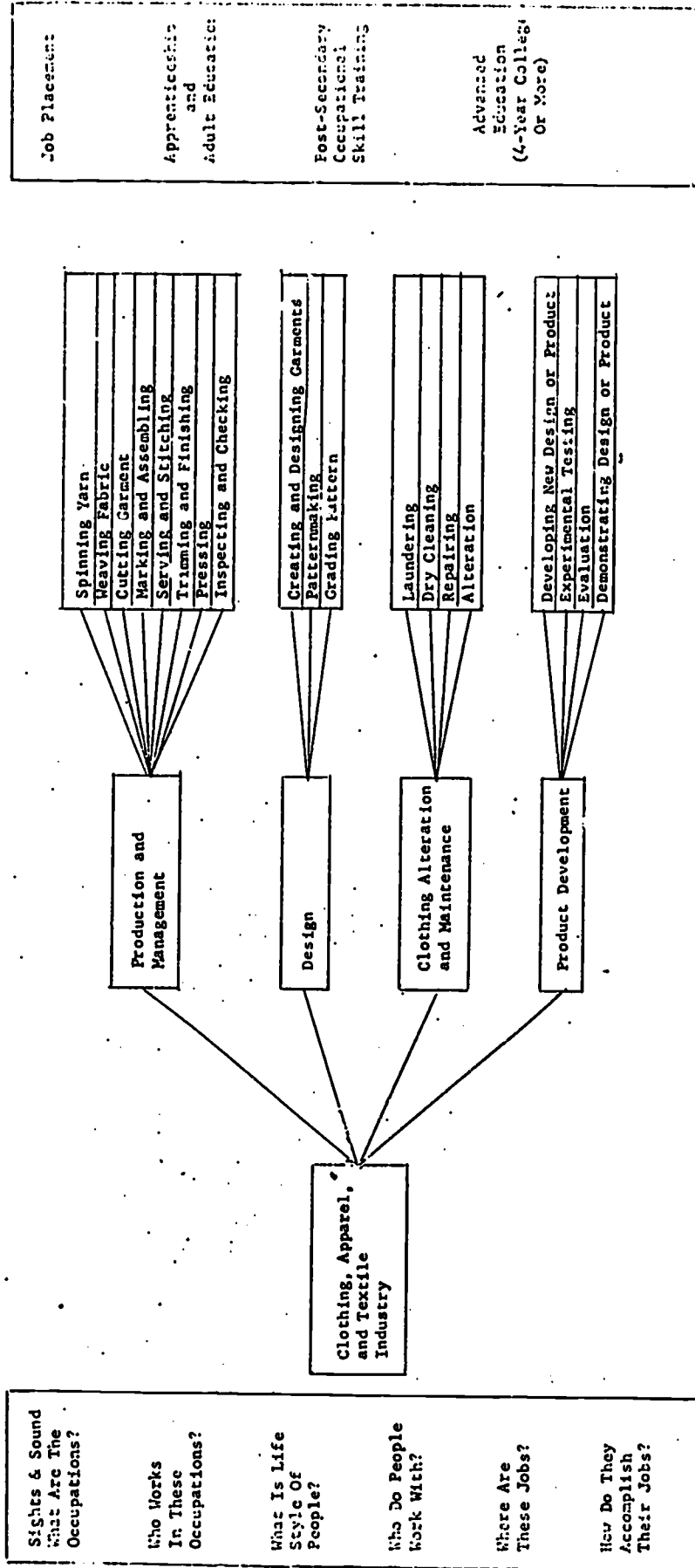
Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Developed by: USDA  
 Draft  
 Revised  
 DATE 4/1/71

Cluster for  
 Consumer and Homemaking Education -- Related Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Available Grade 12
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Developed by: [unclear]  
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 Revised  
 DATE 4/1/71

Cluster for  
 Consumer and Homemaking Education -- Related Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Available Grade 12
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Starts & Sound  
 What Are The  
 Occupations?

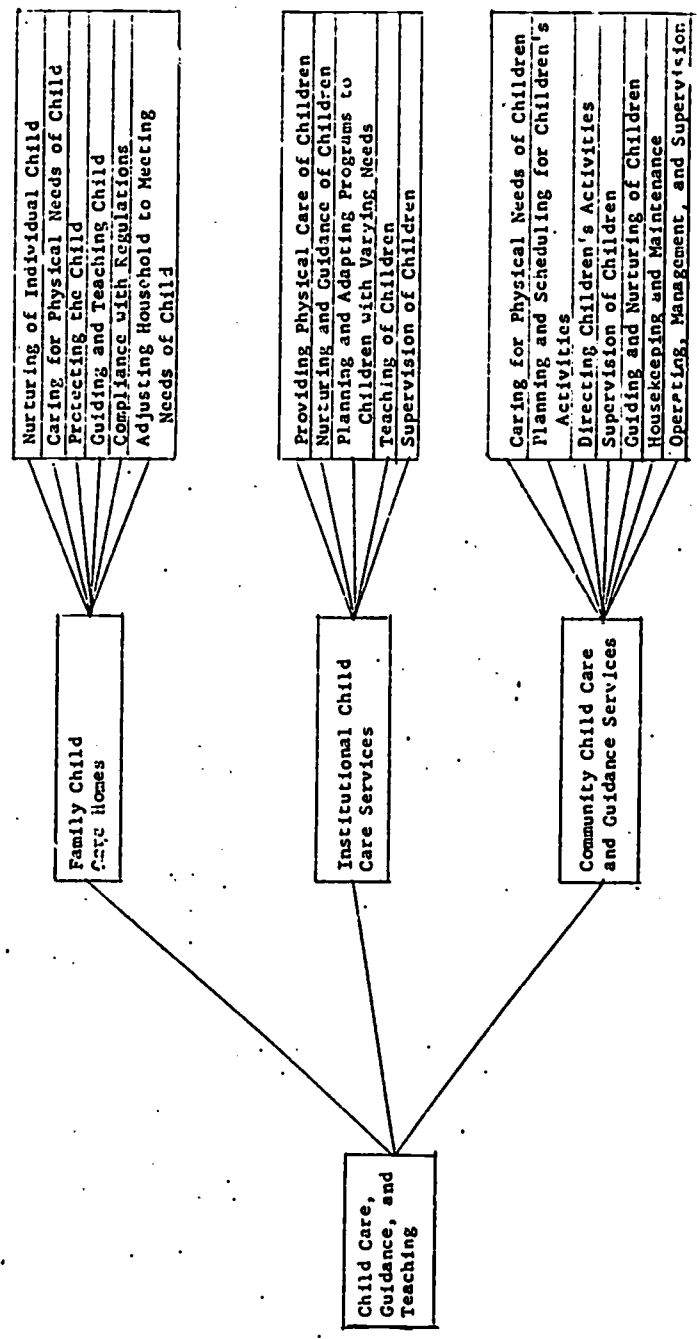
Who Works  
 In These  
 Occupations?

What Is Life  
 Style Of  
 People?

Who Do People  
 Work With?

Where Are  
 These Jobs?

How Do They  
 Accomplish  
 Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)

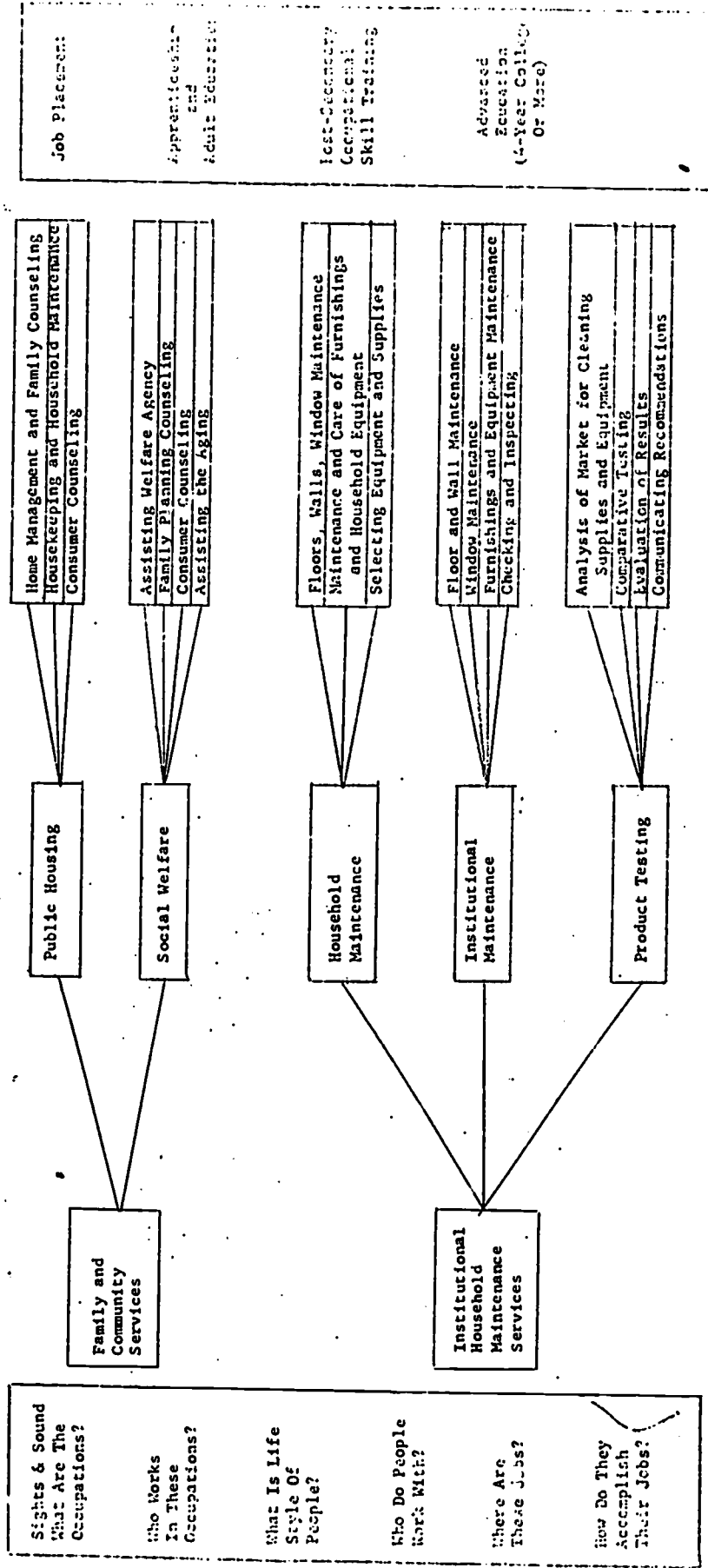


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 Draft  
 Revised DATE 4/1/71

Cluster for

Consumer and Homemaking Education -- Related Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Student Ability Grade 12
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Developed By: USCSE/1972  
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 DATE: 4/1/71

Cluster for  
 Consumer and Homemaking Education -- Related Occupations

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Offered: Grade 12
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Sights & Sound  
 What Are The  
 Occupations?

Who Works  
 In These  
 Occupations?

What Is Life  
 Style Of  
 People?

Who Do People  
 Work With?

Where Are  
 These Jobs?

How Do They  
 Accomplish  
 Their Jobs?

**Dual Labor**  
 Homemaking  
 Inter-Changeable  
 Technician for  
 Homemaking

Home Management

- Identifying Family Goals, Values, and Standards
- Decision Making
- Identifying and Planning of Household Tasks
- Developing Homemaking Skills
- Organizing, Implementing, and Adjusting Plan of Operation
- Evaluating Results from Operations

Consumerism

- Assessment of Needs
- Comparative Analysis of Products
- Decision Making and Utilization of Resources
- Purchasing
- Utilization of Product
- Evaluation of Product

Personal-Family Relationships

- Assessment of Individual and Family Needs
- Identifying Individual and Family Goals, Values, and Standards
- Developing Relationship and Problem Solving Skills
- Nurturing of Family Members
- Communication

Job Placement

Apprenticeship and Adult Education:

Post-Secondary: Occupational Skill Training

Advanced Education (4-Year College Or More)



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 DATE 4/1/71

Cluster for  
 Consumer and Homemaking Education -- Related Occupations

Essential Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Aff: Grade 12
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Sights & Sound  
What Are The  
Occupations?

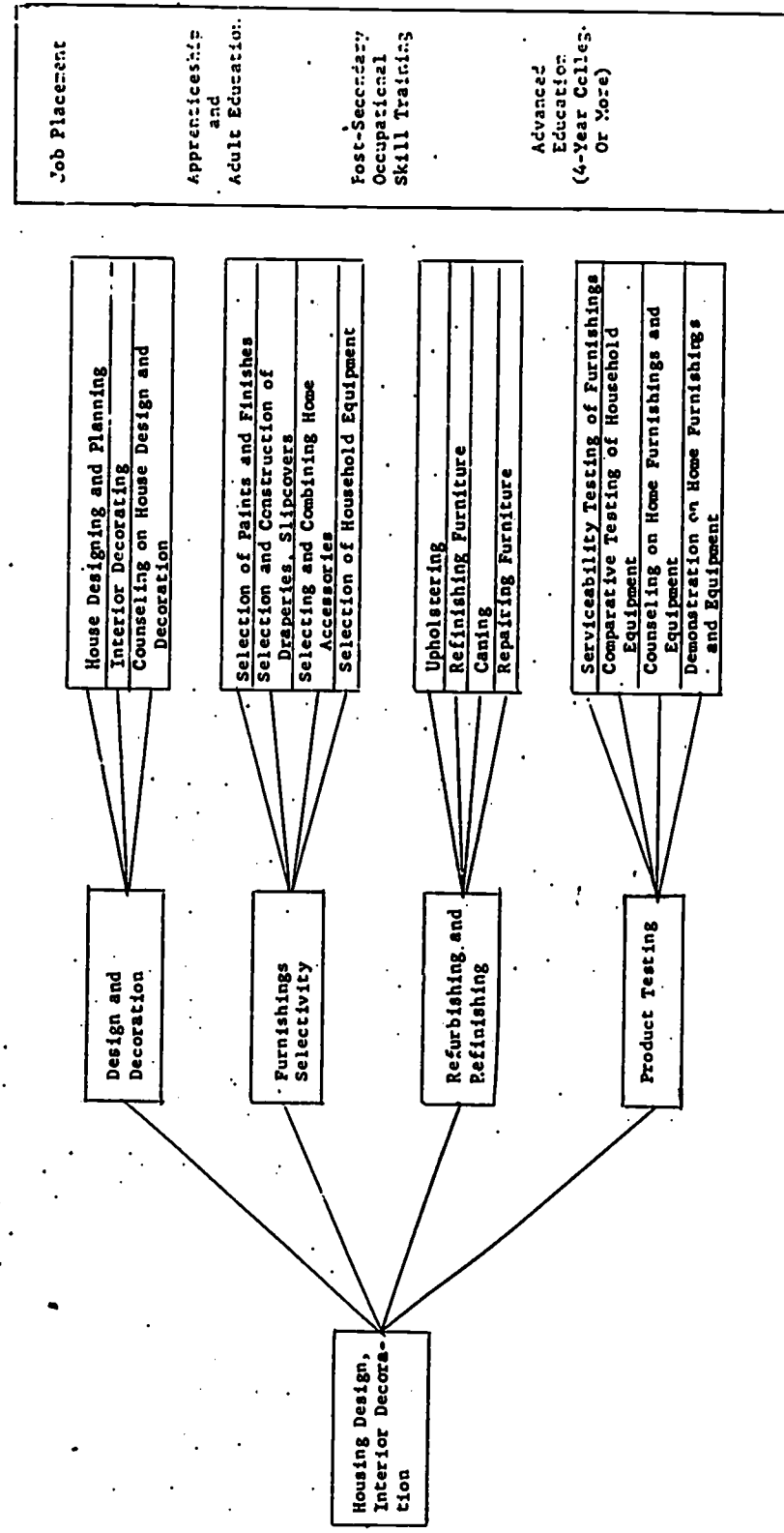
Who Works  
in These  
Occupations?

What Is Life  
Style Of  
People?

Who Do People  
Work With?

Where Are  
These Jobs?

How Do They  
Accomplish  
Their Jobs?



Developed by: USOE, 1971  
 Draft  
 Revised  
 DATE: 4-1-71

Cluster for  
 AGRI-BUSINESS AND NATURAL RESOURCES

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Area: Grade 12
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Sights & Sound  
What Are The  
Occupations?

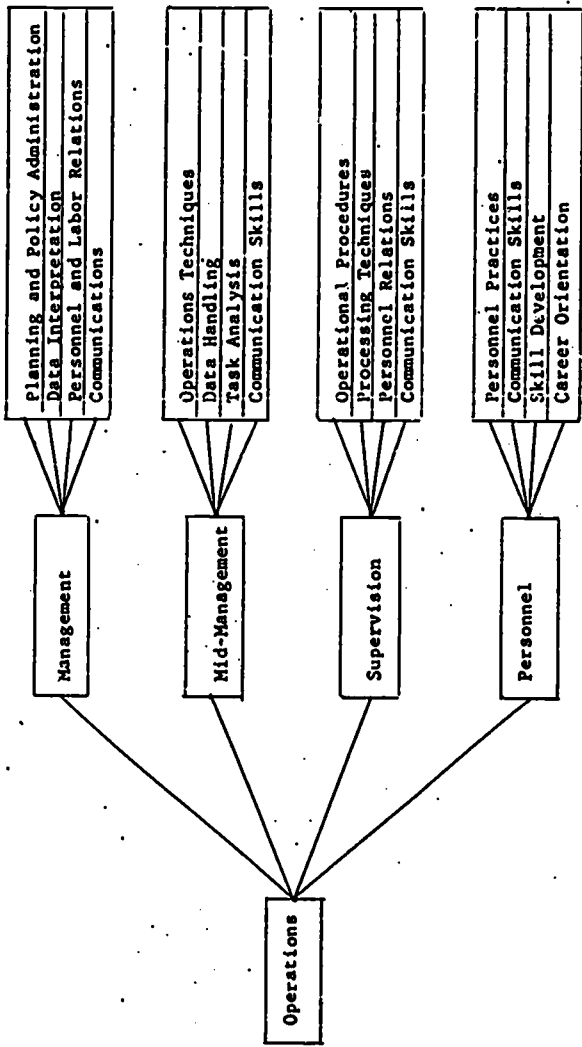
Who Works  
In These  
Occupations?

What Is Life  
Style Of  
People?

Who Do People  
Work With?

Where Are  
These Jobs?

How Do They  
Accomplish  
Their Jobs?



Job Placement

Apprenticeship  
and  
Adult Education

Post-Secondary  
Occupations  
Skill Training

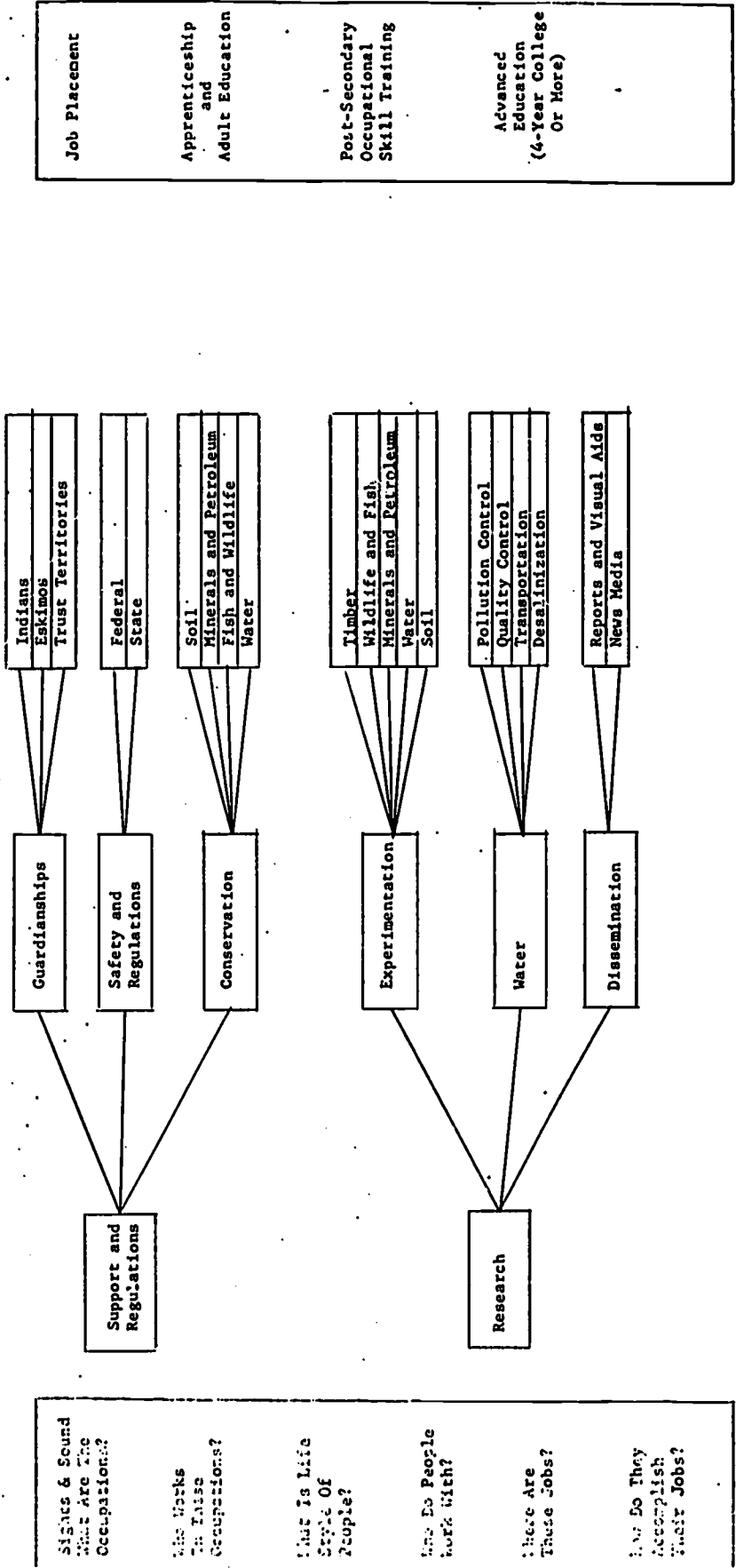
Advanced  
Education  
(4-Year College  
Or More)



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 Draft  
 Revised  
 DATE 4/6/71

Cluster for  
 AGRI-BUSINESS AND NATURAL RESOURCES  
 (Natural Resources)

Elementary Instruction 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Developed By: USOE/DVTE  
 Draft  
 Revised  
 DATE 4/6/71

Cluster for  
 AGRI-BUSINESS AND NATURAL RESOURCES  
 (Natural Resources)

Elementary Education 1-1-3-6-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The Occupations?

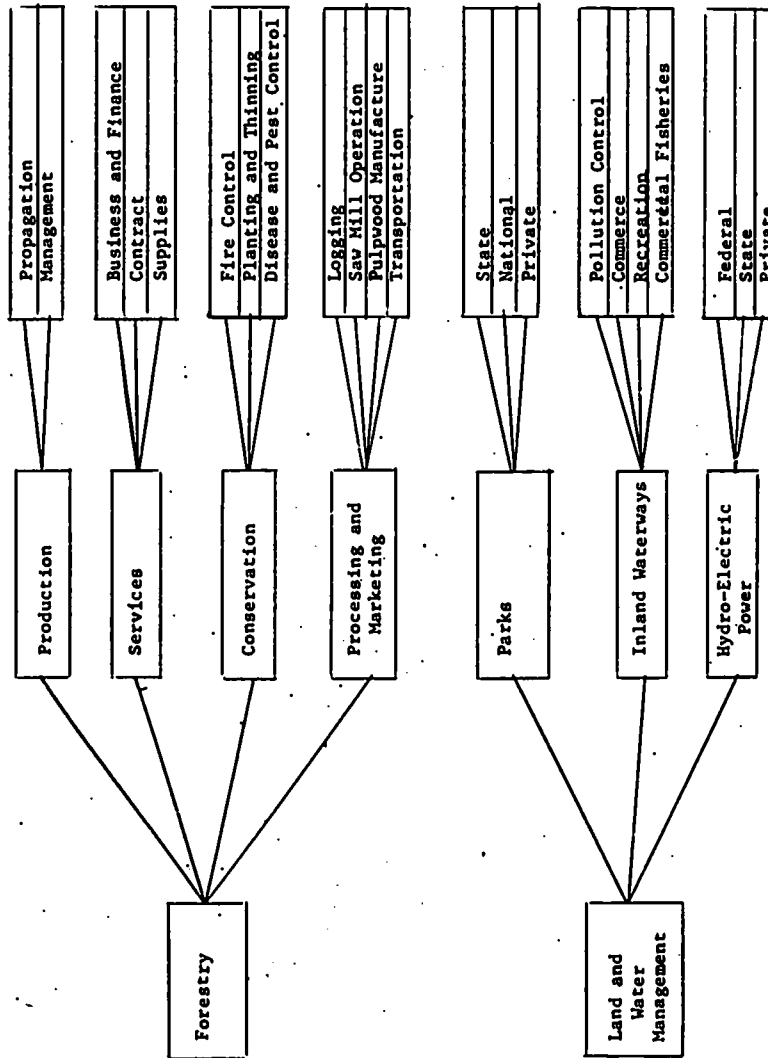
Who Works In These Occupations?

What Is Life Style Of People?

How Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-year College Or More)

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Cluster for  
 AGRI-BUSINESS AND NATURAL RESOURCES  
 (Natural Resources)

1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The  
 Occupations?

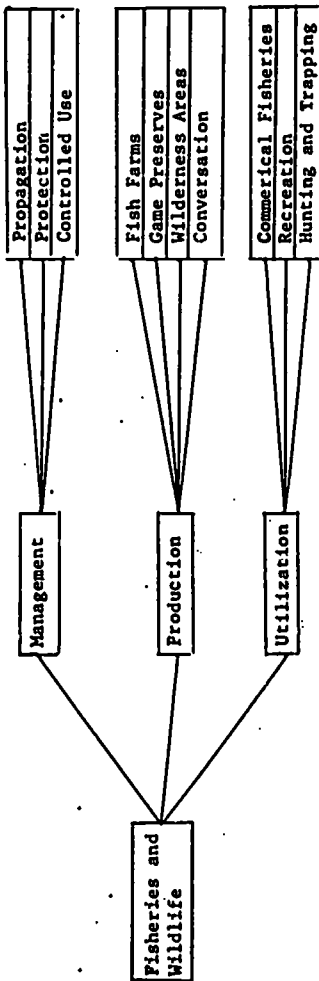
Who Works  
 In These  
 Occupations?

What Is Life  
 Style Of  
 People?

Who Do People  
 Work With?

Where Are  
 These Jobs?

How Do They  
 Accomplish  
 Their Jobs?



Job Placement

Apprenticeship  
 and  
 Adult Education

Post-Secondary  
 Occupational  
 Skill Training

Advanced  
 Education  
 (4-Year College  
 Jr More)

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 Draft  
 Revised  
 DATE 4/6/71

Cluster for  
 AGRIL-BUSINESS AND NATURAL RESOURCES  
 (Natural Resources)

1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The  
 Occupations?

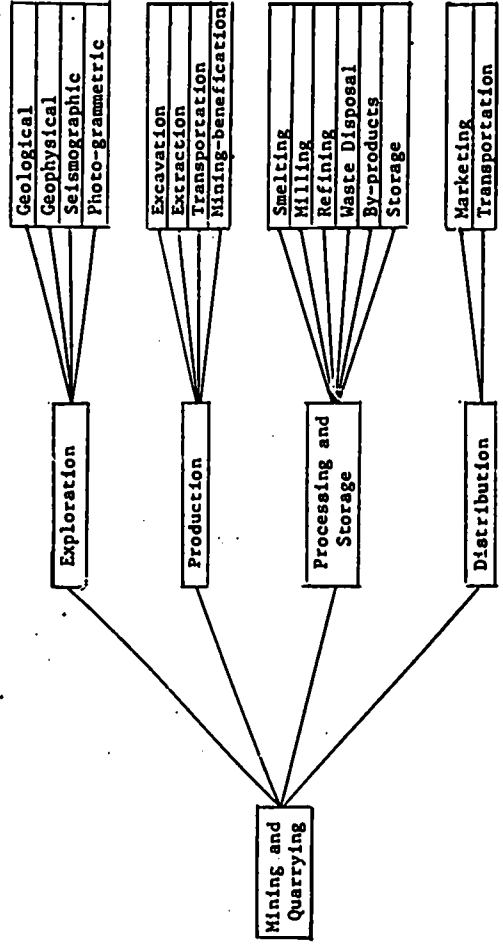
Who Works  
 In These  
 Occupations?

What Is Life  
 Style Of  
 People?

How Do People  
 Work With?

Where Are  
 These Jobs?

How Do They  
 Accomplish  
 Their Jobs?



Job Placement

Apprenticeship  
 and  
 Adult Education

Post-Secondary  
 Occupational  
 Skill Training

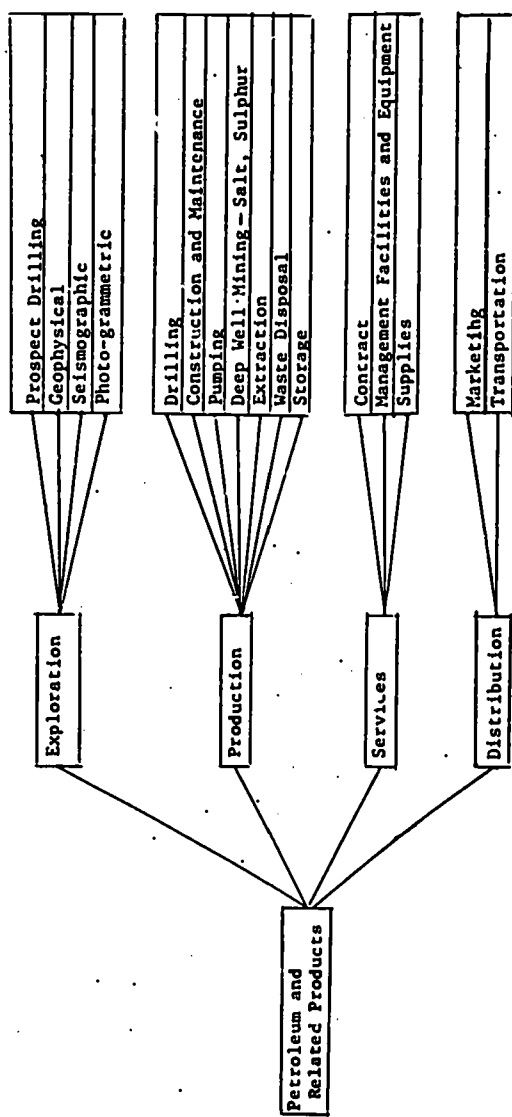
Advanced  
 Education  
 (4-Year College  
 Or More)

Developed By: USOE/DVTE  
 Draft  
 Revised  
 DATE 4/6/71

Cluster for  
 AGRI-BUSINESS AND NATURAL RESOURCES  
 (Natural Resources)

Community Mission 7-8-9	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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What are the  
 occupations?  
 What are the  
 occupations?  
 What is the  
 life style of  
 people?  
 Who do people  
 work with?  
 Where are  
 these jobs?  
 How do they  
 accomplish  
 their jobs?



Job Placement  
 Apprenticeship and Adult Education  
 Post-Secondary Occupational Skill Training  
 Advanced Education (4-Year College Or More)



Developed By: USOE/DWZE  
 Draft  
 Revised  
 DATE 4/6/71

Cluster for  
 AGRY-BUSINESS AND NATURAL RESOURCES  
 (Agri-Business)

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
 What Are The  
 Occupations?

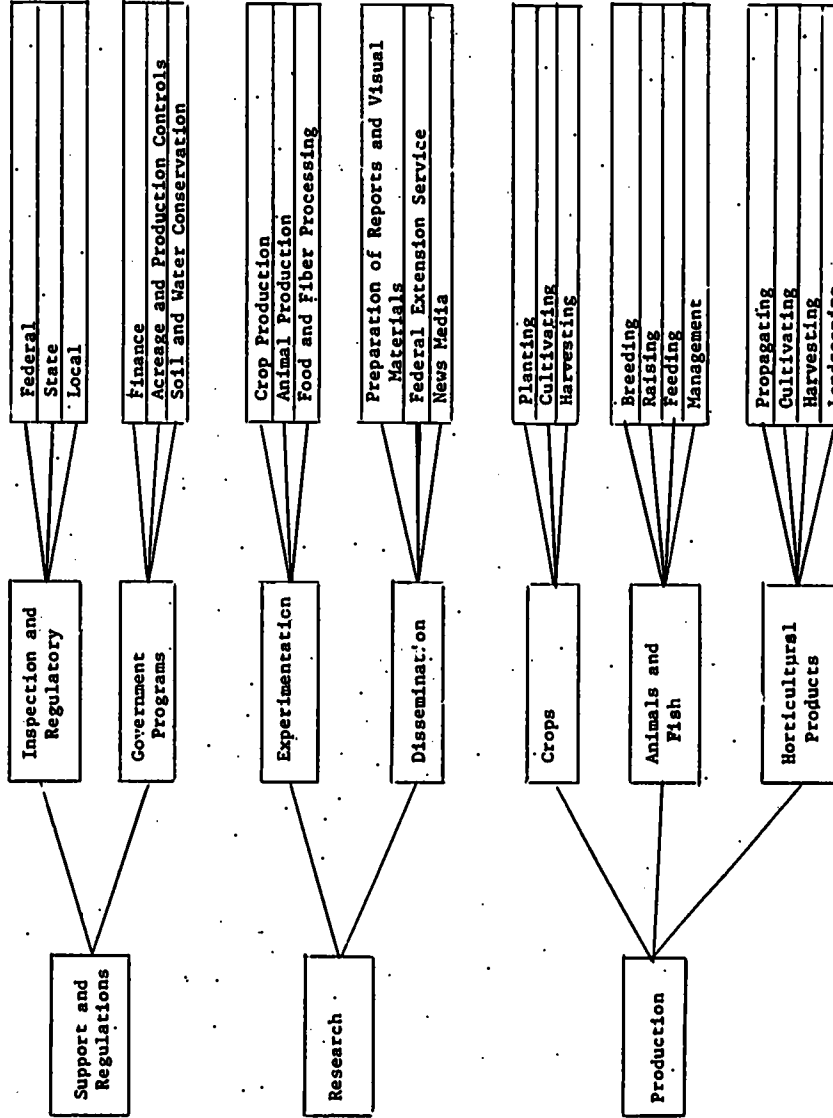
Who Works  
 In These  
 Occupations?

What Is Life  
 Style Of  
 People?

Who Do People  
 Work With?

Where Are  
 These Jobs?

How Do They  
 Accomplish  
 Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)



Developed By: USOE/DVIE  
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 Revised  
 DATE 4/6/71

Cluster for  
 AGRI-BUSINESS AND NATURAL RESOURCES  
 (Agri-Business)

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options After Grade 12
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Sights & Sound  
What Are The  
Occupations?

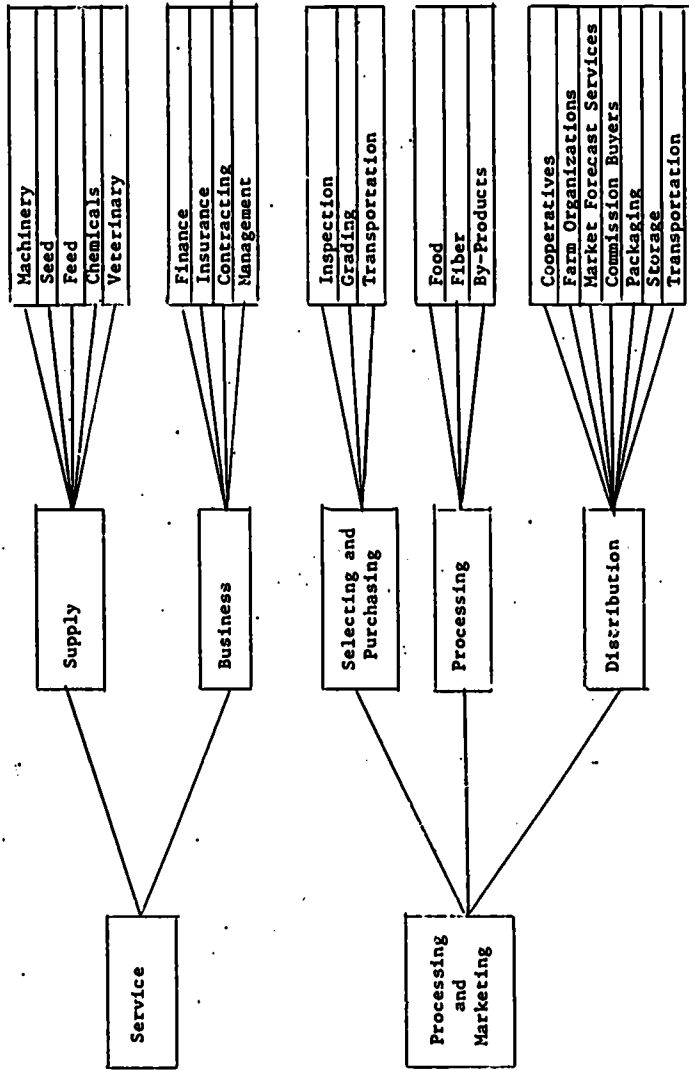
Who Works  
In These  
Occupations?

What Is Life  
Style Of  
People?

Who Do People  
Work With?

Where Are  
These Jobs?

How Do They  
Accomplish  
Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College Or More)