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ABSTRACT

The instructional mode of the curriculum and the relationship of this mode to the conditions and constraints represented by the content and by the characteristics of the rural student are outlined in this Integrated Career Development Curriculum (ICDC) Instructional Statement. An instructional mode for the ICDC project using the Life Involvement Model (LIM) of instruction is described. The 3 instructional instruments which have been developed by the ICDC Project are learning units, decision-making carrier projects, and decision-execution carrier projects. Information is provided in the areas of LIM and curriculum guidelines, the teacher's role in ICDC, and implementation of the ICDC curriculum. The 3 appendixes include a sample learning unit with a description of the format, a sample prototype carrier project with a description of the format, and a catalogue of ICDC units coded to ICDC objectives. (PS)

INTEGRATED CAREER DEVELOPMENT CURRICULUM

Instructional Statement

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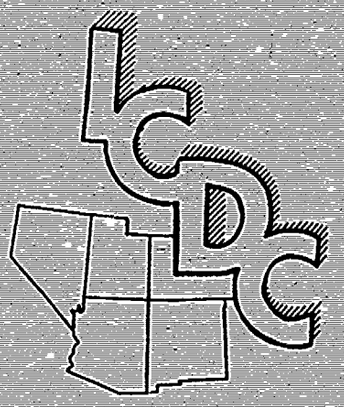

Western States Small Schools Project
Carson City, Nevada
September 1972

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WESTERN STATES SMALL SCHOOLS PROJECT
STATE DEPARTMENT OF EDUCATION
CARSON CITY, NEVADA 84107

ICDC INSTRUCTIONAL STATEMENT

by

Russell G. Merrell
and
Herbert R. Steffens

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WESTERN STATES SMALL SCHOOLS PROJECT

INTEGRATED CAREER DEVELOPMENT CURRICULUM

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PREFACE

In the ICDC Curriculum Statement the rationale, goals, assumptions and strategy of the ICDC Project were discussed. The Curriculum Statement also outlined the curriculum development design used to identify content, listed the curriculum and instructional objectives in the three domains of the curriculum and gave a description of the rural student in the rural setting. In short, the Curriculum Statement defined the "what" of the curriculum and the conditions that must be considered in developing the "how" of the curriculum.

This companion document, the ICDC Instructional Statement outlines the instructional mode of the curriculum and relates this mode to the conditions and constraints represented by the content and by the characteristics of the rural student. It is concerned with the "how" of the curriculum. A catalogue of learning units coded to the objective they support is also contained in this document.

ACKNOWLEDGEMENTS

The Integrated Career Development Curriculum Project of the Western States Small Schools Project was funded by the U. S. Office of Education, Bureau of Research. This Instructional Statement is the result of the efforts of many people including the Project Staff and the Project Advisory Council identified on the preceding page. The Project is especially indebted to Dr. Asahel Woodruff, University of Utah, whose Life Involvement Model of instruction is the basis for the instructional mode of the ICDC Project.

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SECTION I: AN INSTRUCTIONAL MODE FOR THE ICDC PROJECT

The ICDC Staff explored several patterns of instruction with a view to adopting or developing one which would meet the conditions listed in Appendix F of the ICDC Curriculum Statement. One pattern of instruction reviewed by the Staff was the Life Involvement Model (LIM) developed by Dr. Asahel D. Woodruff, University of Utah. The LIM met all of the conditions for instruction set for the ICDC Project. Moreover, it supplied a psychologically sound learning theory base as well as the practical mechanics for achieving the goals of the project. It was particularly appealing since its emphasis on real life tasks and "hands on" experiences provides for the central aspect of the learning that occurs in the home and in the workplace: it is learning by acting and experiencing the consequences of that action. Thus, the Life Involvement Model, was adopted for the ICDC Project.

A. The Life Involvement Model of Instruction

The LIM is an explicit and functional design for (1) duplicating in school the same kinds of want serving behaviors that are typical of the normal daily activities of human beings, and (2) associating with these want serving behaviors highly efficient strategies that promote the necessary concept formation and motor skill development required of the student while performing the want serving behaviors.

Want serving behaviors and the manner in which they are shaped are most accurately represented by the "biological model of adaptation," supplemented by several component forms of learning from established

psychological models. The synthesized model (shown in Figure 1 in reduced form) consists of a cybernetic cycle within the person (rectangles in Figure 1) tied to an interlocking cycle of interaction with the environment (circles in Figure 1).

People freely engage in two kinds of activities and interactions in life. First, as illustrated at step 1.0 in Figure 1, they explore things out of curiosity and, as a result, form percepts with subsequent organization into concepts at step 1.1. Second, they pursue in a purposeful way a series of specific goals to satisfy their needs. The selection of those goals is illustrated in Figure 1 by step 1.2, and the activities necessary for achieving the goals is shown by step 1.3 and the interlocking loop labeled 2.0, 2.1, and 2.2. The perceived consequences of achieving the goals (step 1.0) completes the cycle.

The two behaviors just described, namely exploring the environment and pursuing goals, activate the following "laws" of what may be called "Psychic Adaptation" (or learning):

1. Behavior is shaped by its immediate perceived consequences.
2. The shaping is specific to the particular bit of behavior going on, and does not generalize or transfer.
3. The shaping takes effect by altering the concepts, habits, and skills which were mediating that instance of behavior.
4. The shaping is involuntary and occurs whether the person is aware of it or not.
5. The efficiency and magnitude of the bahavioral shaping described above is greatly increased when the person's attention is focused on the critical properties of the processes and objects with which he is interacting.

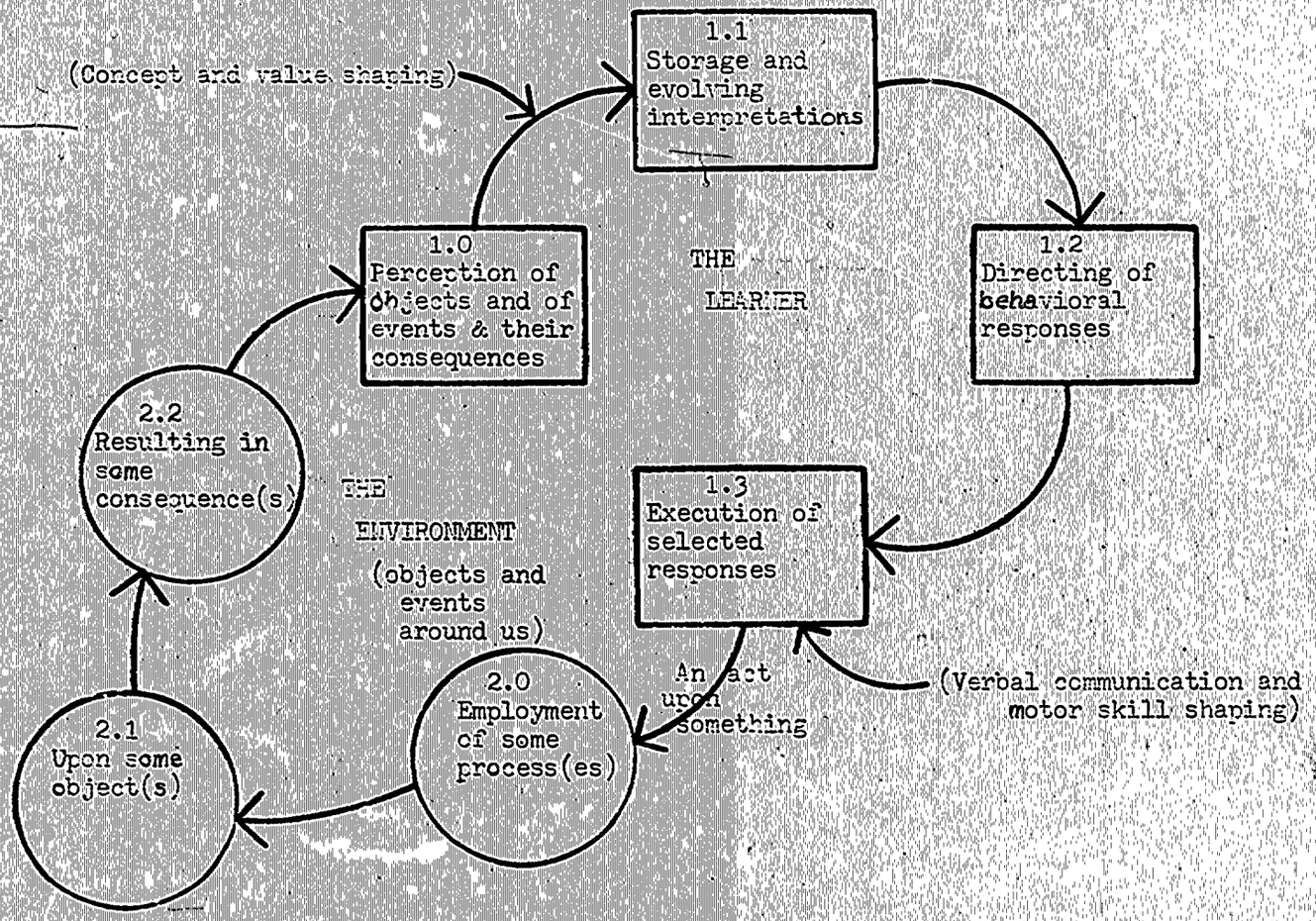


Figure 1. Model of Want Serving Behavior Within the Environment

Thus the LIM views the learner as a human being who is constantly seeking to satisfy his wants and in so doing is constatnly responding to and interacting with his environment. As he interacts with and tries to use his environment to satisfy his wants, he perceives the consequences of his behavior and adjusts it accordingly. When behavior change takes place, learning has occurred. Learning is incidental to, a by-product of, satisfying a want.

To illustrate: A fifteen or sixteen year old student feels a need to drive an automobile. To do this legally and without interference he must have a driver's credential. He has a "want" for such a credential. To obtain this credential he must "learn" the rules of the road and he must "learn" to operate an automobile effectively. His goal, the driver's credential and his tasks, to learn the rules of the road and to master the necessary competencies, are abundantly clear to him. Since his goal is want satisfying and he sees clearly what he must do to reach it, motivation, relevancy and interest in completing the tasks are automatically provided. He will undertake and successfully complete the learning tasks necessary to the achievement of the goal.

The LIM seeks to duplicate in the school this same kind of want serving behavior that is typical of the normal daily activities of human beings. Basically it would change the tasks the student performs in school from academic, abstract, verbalistic tasks usually irrelevant to daily life to tasks that engage the student in the pursuit of something he wants. Learning would be engineered as a by-product of such want serving behavior.

In ICDC the want serving tasks in which students become engaged are called Carrier Projects. These tasks "carry" the content identified by the project. Supporting these tasks or Carrier Projects are Learning Units based on the identified content.

SECTION II: THE ICDC INSTRUCTIONAL MATERIALS

Three instructional instruments have been developed by the ICDC Project to provide for student interaction with the content identified by the project. These are:

A. Learning Units

The content identified as appropriate by the ICDC project has been packaged into Learning Units. The Learning Units provide functional familiarity with the critical properties of the phenomena or content of ICDC. (1.1 in Figure 1). It is the goal of the school to have students interact with these Learning Units and thus develop in the students the competencies demanded by the ICDC content. The Learning Units have been designed to be used in support of Carrier Projects, want serving tasks engaged in by the students. The Learning Units are largely student manageable; however, some require interaction between students or between students and the community. In this respect the teacher's assistance will be needed in scheduling and in generally facilitating these activities.

Each phenomena identified with each instructional objective in ICDC is the basis for a Learning Unit. A Learning Unit is focused on a single object, event or process, or consequence (termed phenomenon in LIM) and is designed for purposive interaction with that phenomenon. As a result of becoming familiar with the critical properties of the phenomenon, the student's want serving behavior (behavior activated by the Carrier Project) is shaped. Appendix C is the catalogue of these units and the ICDC objective they are associated with. It will be noted that phenomena were not identified nor Learning Units developed for some

objectives in Basic Technology. This was the result of the need to prioritize because of inadequate funds and time in the project. Highest priority was given to those ICDC objectives not now being addressed in the 17 project schools as ascertained by a survey of those schools in the spring of 1969. It will also be noted that some objectives in the Career Guidance Domain do not require Learning Units but are achieved through the processes used in arriving at the other objectives. Finally, the Learning Units are not sequential in nature nor do they add up to a complete "course" in any area of the present program of studies. Rather they depend on the Carrier Project with which they are used to give them sequence and relevance. This is in keeping with the Life Involvement Model of instruction. Nor do they represent a "course" as presently identified in the curriculum, since in small schools a course dedicated to the objectives of this project does not exist - the reason for being of this project.

In Appendix A is a sample of the ICDC Learning Units and an explanation of the format.

B. Prototype Carrier Projects

A second type of instructional material developed by the ICDC Project is a series of prototype Carrier Projects.

In ICDC the vehicle used by the school to provide for student interaction with the Learning Units is the Carrier Project. These Carrier Projects are tasks in which the student is engaged because the end or goal of the task is something the student wants. They are real life tasks, not contrived, verbalistic exercises. For the student, learning is incidental to the successful completion of the task.

Ideally, the identification of Carrier Projects and an analysis of the task into production steps is done by the student or by the student and teacher cooperatively. The Carrier Project would be acceptable only when it meets the following four criteria:

1. The Carrier Project must lead to something the student wants and is thus motivationally attractive to him. The mere fact that an end product would be good for the student does not qualify it on this criterion. The product must be want serving to the student here and now.

2. The Carrier Project must require the acquisition of a tolerable load of new concepts, competencies, and/or skills for its completion - concepts, competencies, and/or skills identified in the ICDC curriculum.

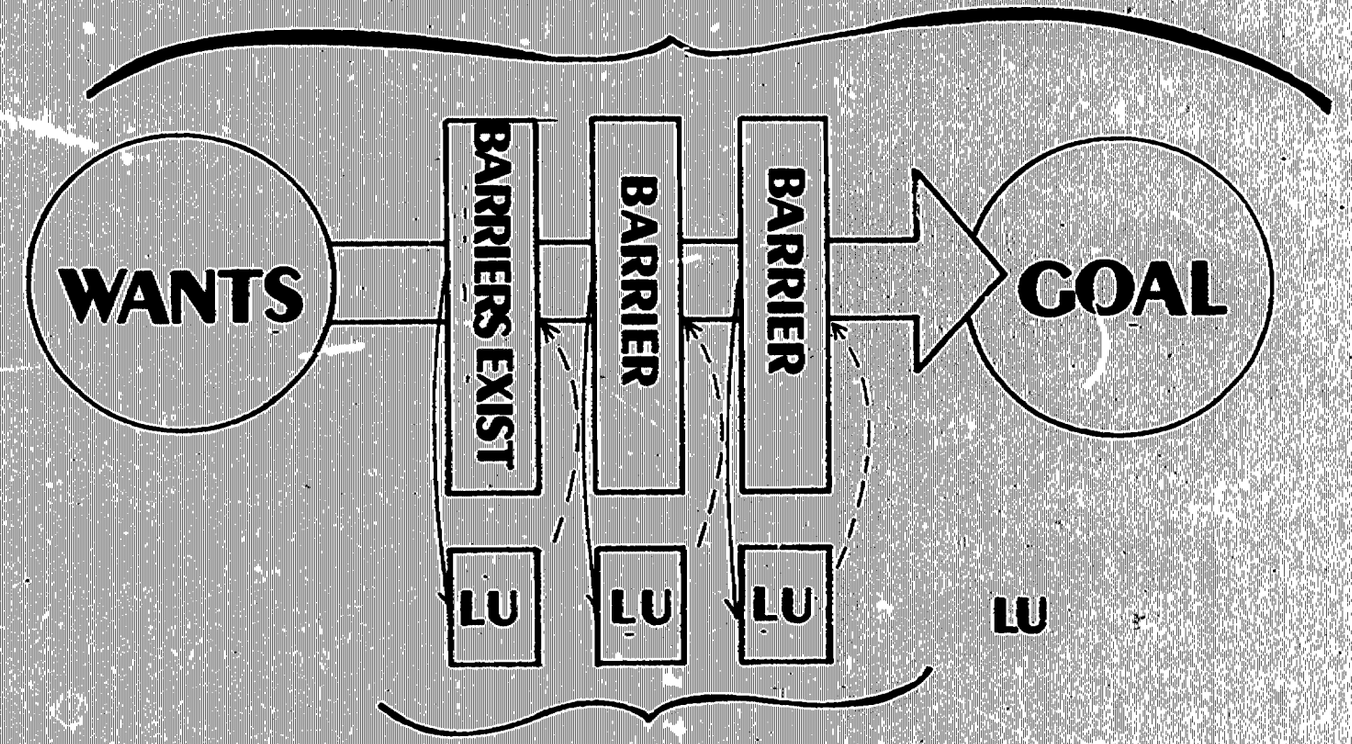
3. The student must be able to start on the Carrier Project with his existing competencies, and the task must look possible for him.

4. The task must be feasible in terms of the resources, human and material, available to the student.

If these criteria are met the student will be moving on the basis of his own motives and largely under his own self-direction toward a want satisfying goal and in the process he will be learning those things identified as important by the ICDC.

A Carrier Project, then, is a planned effort by a learner or by a learner and teacher to satisfy some want he recognizes by producing or obtaining something or by resolving an issue (making a decision) that concerns him. The task involved in the Carrier Project is not a "learning" act but a "getting" act - a typical adjustive behavior of the kind that constitute our daily lives. Learning units produced by the ICDC project are used to help the student succeed in these tasks, these adjustive behaviors, by providing the learning necessary to the completion of the task or carrier project. Figure 1 is a graphic representation of a Carrier Project.

CARRIER PROJECT



LEARNING UNITS SUPPLIED BY
THE PROJECT COVERING THE CONTENT
AT THE ICDC

FIGURE I

Carrier Projects, thus, may be of two types: (1) decision making Carrier Projects and (2) decision-execution Carrier Projects. Decision making Carrier Projects (1.2 in Figure 1) are those where the want satisfying goal is the making of a decision about a problem or taking a stand on an issue. Decision-execution Carrier Projects (1.3 in Figure 1) are those where the goal is the production of something or the getting of something that serves the want of the student. So in the identification of Carrier Projects, both types should be considered. The temptation is to focus only on decision-executing projects where a material product is the end result. However, often greater mileage in terms of the amount of appropriate content carried is obtained through the decision making carrier project.

A serious problem is sometimes presented to the student and to the teacher in using the Carrier Project approach with ICDC content. Carrier Projects cut across all disciplines. A Carrier Project that will "carry" a significant amount of the ICDC learning will usually demand information or the learning of competencies not a part of the ICDC content and thus not supported by learning units. Gaps will occur in the support materials used to carry out the production steps necessary to the successful completion of the project. As a consequence, a student might begin a project that meets all the criteria for an acceptable Carrier Project only to become frustrated and forced to discontinue his task because the necessary learning units or directions are unavailable. To help overcome this problem and still work toward the LIM mode of instruction, the project has developed some prototype Carrier Projects that, in the absence of locally developed Carrier Projects, may be used as a framework for the curriculum. These

prototype Carrier Projects may also be used as models for locally developed Carrier Projects. In addition to the prototype Carrier Projects it is suggested that gaps may also be filled by identifying people in the school or community who could act as consultant to provide the necessary learning essential to the Carrier Project but not covered in ICDC units or by identifying written materials, books, pamphlets, magazines, etc. that will fill the gaps.

The prototype Carrier Projects developed by ICDC are complete, giving the area of decision making or the product to be produced, the production steps that can be followed and the Learning Units or activities that will support the project. Students engaged in these projects will of necessity interact with most if not all of the content in the domains of Society and Work and Career Guidance. Some of these prototype Carrier Projects are short manipulative tasks that involve Basic Technology Units. The teacher may engage individual students, a small group of students, or a total class in these Carrier Projects. In most cases it will be desirable to have several students involved since the supporting units often require group discussion or group work. Different students may work at and complete these prototype Carrier Projects at differing degrees of time and depth. However, the student should be able to justify any decision made or position taken as a result of the project and any product result should meet specifications set forth in the project or determined in advance by the student himself. It should be noted that the prototype Carrier Projects can be modified or adjusted to meet the needs or abilities of the student, the demands of the local situation, or limitations inherent in the human resources available to the student.

Appendix B gives examples of prototype Carrier Projects and an explanation of their format.

SECTION III: LIM AND CURRICULUM GUIDELINES

The LIM was chosen as the instructional mode for ICDC because of its usefulness in meeting the guidelines of the project. An examination of the relevancy of this mode to the ICDC guidelines will illustrate this:

A. Instruction will be personalized.

The LIM provides individualized instruction first of all in the nature of the carrier task or project in which the student is engaged. This task is selected by the student because it serves his unique wants, and is thus personal to him. The LIM provides individualized instruction because of the learning units with which the student interacts in order to proceed with his Carrier Project. Only those units or parts of units that are necessary to the task at hand and which contain learning not already a part of the student's repertoire are used by the student. Motivation is derived not from teacher or school pressures or commands but from the student's desire to satisfy his own wants, thus the concepts, skills, and competencies he acquired are always incidental to and instrumental in meeting his own needs. Through the use of the LIM it is possible for each student in a class to be pursuing his own task but at the same time develop competencies determined by the ICDC designers as being a part of the ICDC content. The LIM makes possible direct focus on the individual student yet at the same time allows for the delivery of predetermined content such as that defined for the ICDC project.

B. Curriculum materials and student activities must be student manageable.

The first activity of a student in ICDC will be the determination of a Carrier Project and its analysis into production steps. Initially this will be done with the help of the consulting teacher who has been trained in this operation. However, it is anticipated that soon each student will have developed the capability of doing this job by himself or with a minimum of help from the teacher. Also, at first it is expected that the student will choose from a list of predetermined carrier tasks, but eventually he will be expected to generate his own. Once the task is determined and analyzed the student can manage his work on his own. Instructional units are coded, filed and are retrievable by the student. Units have been pre-tested for student manageability and revised as a result. The entire system provides for the highest degree of student manageability with the teacher playing a consultant rather than a mediating role. The curriculum materials provides the necessary expertize to cover the content. No longer is it necessary to limit the offering to students because of inadequate competencies on the part of the school staff.

C. The curriculum and instruction will provide for a consultant and diagnostic role for the teacher.

When every student is engaged in a want satisfying task using project designed materials, the teacher can no longer play the traditional roles of dispensing knowledge, assigning lessons, and in general mediating all learning. Rather, the teacher will have the time to function as a consultant and a diagnostician. The student, at least initially, will need help in planning his Carrier Project and help in mobilizing the

necessary resources to move toward its completion. The teacher will have the time to provide this help. Helping the student choose and become involved in a suitable Carrier Project will involve both consultative and diagnostic skills. The teacher's knowledge of the community will be exploited as the community resources are catalogued and used to help the student in his Carrier Project. This change of roles will make possible a manageable operation by the teacher, one in which he can experience success and thus job satisfaction as compared with his present unmanageable, frustrating task in the small school. In short, the LIM provides a system wherein the teacher can function in roles best suited for him and where the student is the beneficiary.

D. The curriculum must be relevant to the student.

In any school the problem of making a pre-determined content relevant in the eyes of the student is an overwhelming one. By and large the student is told that he is to learn certain concepts because they will be of value to him in later life. Unfortunately, this rationale is not of sufficient power to provide relevance in the eyes of most students. The LIM provides relevance through the Carrier Project. The student is engaged in a task of producing something which meets a want in his life, thus the activities associated with this effort have immediate and total relevance for him. Given such a task, the task itself provides relevance to the learning incidental to the accomplishment of the task. This is the power of the LIM - it provides for immediate relevancy as well as motivation and transfer of learning.

E. The curriculum will provide appropriate group work and activities.

Most instructional strategies will provide for group work. The LIM is no exception. Carrier Projects are being identified which are group projects. This is particularly true in the Society and Work and Career Guidance domains. Even Carrier Projects that are essentially individual in nature often will require group participation at certain times. Learning units often require small groups as well as large group interaction.

F. The curriculum will provide for integration.

The extent to which this curriculum is "blended" into the present course content in the project schools will depend upon the organization for instruction in the particular school. The instructional materials and mode are compatable with such "blending" or they could serve as a base for a complete, new course. The LIM can be used with any organization for instruction so long as a degree of individualization is acceptable by the school. Carrier Projects can be undertaken within the context of any regular course if this is the desire of the school. The supportive learning units can be used as supplemental materials in a regular course as well, although this is not the recommended use of these units. The instructional products of the project, Carrier Projects and supportive Learning Units, can be used by students in existent classes, by students in a separate class organized for this purpose, or by students independently at their own initiation. In any case the integration as originally envisioned by the project is made operational through the LIM.

The Carrier Project also provides a vehicle for integration of content over the three domains. Prototype carrier tasks have been developed

that "carry" some objectives in all three domains. It is especially possible to relate the objectives in Society and Work and Career Guidance through common Carrier Projects.

It is possible for the student to tie instruction together when he can relate instruction and the pieces of instruction back to a want serving task in real life situations. The achievement of a Carrier Project goal is the integrating, unifying force. The Carrier Project then is a vehicle that insures that the bits of instruction are related as they each fit into the accomplishment of the overall task.

G. The curriculum should include the specified resources and materials.

Except for those items known to be at all the project schools, materials, equipment, and resources necessary for the completion of a learning unit are supplied as a part of that unit. These units are self-contained and complete. However, references are sometimes made to materials that support in depth inquiry beyond those available in the units and the school itself will make the decision as to whether or not to provide these materials to students.

H. The curriculum must be cost effective.

The project staff is convinced that the LIM will provide better instruction with very little increase in cost after the initial development work is completed. The 1972-73 test of the curriculum will provide data as to whether or not this assumption is correct.

I. The curriculum must provide articulation with post high school experiences available to the target population.

The identification of content has been accomplished with reference to goals rather than with reference to articulation with post high

school training institutions. Informal contacts with such institutions in Utah support the assumption that the content as identified will be useful preparation for the training offered in these institutions. The processes following in the completion of a Carrier Project provide decision making competencies of value both in subsequent work, education or training experiences.

J. The curriculum will provide for planned work experiences. Carrier Projects based on work experiences have been designed by the project staff. Such experiences provide excellent carriers of some of the objectives in all three domains and are relatively easy to design. Teachers in project schools should be able to design and supervise such projects.

K. The curriculum and/or instructional system must provide for the mobilization and utilization of community resources.

The student manageable materials plus the power of the Carrier Project make many of the traditional time consuming roles of the teacher obsolete. It has been pointed out that the teacher with the ICDC curriculum will have time for other desireable roles. One of these, already tested in the WSSSP Career Selection Project is that of mobilizing community resources in support of a school program. This role will be expanded as a result of ICDC. Time will be made available to the teacher, and work experience Carrier Projects will demand he do this job. Implementation training for project personnel will emphasize the importance as well as techniques suitable to this task.

L. The curriculum will contain motivational components that have the power to overcome motivational problems with some rural students.

The Carrier Projects represent a strategy for duplicating in school

the same kind of want serving behaviors that are typical of the normal daily activities of human beings. By engaging students in activities that are want serving, motivation as well as transfer are assured. The learning that takes place automatically becomes relevant because it is essential to successful completion of the want serving task. The learning is incidental to completion of the task, but so long as it is "carried" by the task (essential to its completion) no problem with motivation exists. When want serving behavior on the part of the student is activated, the problem of motivation that frustrates the academic behaviors approach is solved.

M. <u>The curriculum must provide for local valuation and improvisation to meet local needs</u>.

In the discussion of LIM and integration it was pointed out that the implementation design for this curriculum will depend on the organization for instruction of a specific school. The only requirement for use of this curriculum in a school is that the school be able to live with a degree of individualized instruction. Local identification and analysis of carrier tasks either by the teacher or students leave the curriculum wide open to local variation. In addition, the Learning Units may be modified in the activities (2nd) column to meet local differences and local capabilities.

SECTION IV: THE TEACHER'S ROLE IN ICDC

The Life Involvement Model of Instruction requires a different relationship between teacher and student from that in the traditional classroom, a different role definition for each. In general, the responsibility for learning should shift toward more on the part of the student and less on the part of the teacher. The teacher becomes more of a facilitator and consultant and less a dispenser of information.

Specifically here are some functions the teacher performs in the ICDC instruction:

1. Engage the student in a task. This will include helping the student identify and analyze a want serving task or Carrier Project and in the case of the prototype carrier projects stimulate the student to undertake the project. It might also include the initiation of some venture or interest stimulating activities to get the student interested in pursuing a Carrier Project. It would also include creating an environment that is supportive of independent learning on the part of the student.

2. Facilitate the student's pursuit of the goal in the Carrier Project. The teacher should arrange schedules and the time for students to interact with other students and the community as required in his Carrier Project. The teacher should help the student with any problems or frustrations that occur in the pursuit of the Carrier Project. The teacher should help the student when necessary to identify material, facility and human resources necessary for the completion of his task.

3. Help the student as a consultant in setting up his project and in filling any gaps that occur in available learning materials supportive of the Carrier Project.

4. Monitor the work of the student. The teacher should keep or cause the student to keep a record of his progress through the ICDC content or Learning Units.

5. Become familiar with the ICDC materials and with the LIM instruction. If this is done the role the teacher will fill will become quite clear as a result.

SECTION V: IMPLEMENTATION OF THE ICDC CURRICULUM

The way that a school is organized for instruction is to be the major consideration in the implementation strategy designed by that school in using the ICDC curriculum. The Life Involvement Model of instruction has built-in flexibility and the ICDC curriculum can be an effective part of almost any school program. The only requirement of the curriculum is that in its use there be a commitment to individualized, personalized instruction. The Learning Units are not effective used in a lock step mode with all students going through curriculum unit by unit. The Learning units were designed for use with Carrier Projects and are most effective when used in this way. Any school considering the use of the ICDC curriculum should recognize that this curriculum was designed for all students in a small school. The content is focused on career preparation in general and thus is appropriate for every student. This is not to say that the school must provide exposure to the curriculum to every student. Rather it simply adds to the implementation possibilities in the school since any student would be eligible to pursue it.

Listed below are six possible implementation modes for the ICDC curriculum. There are undoubtably others. These are listed since each has been used or is being used by project schools with some success:

1. The curriculum may be blended into existing classes. This was the mode of operation originally envisioned by the project: integration of this curriculum into existing classes. Carrier Projects which are supported by Learning Units from the Society and Work and Career Guidance domains are appropriate for use in social studies and English courses. Carrier Projects using Basic Technology units can be useful in business, industrial arts, career exploration and any vocational classes that may be in the school.

This mode of implementation requires that all members of the staff who use ICDC materials be familiar with those materials and with the LIM instruction. The ICDC publication Teacher's Handbook on the Use of Integrated Career Development Curriculum Project Materials would be useful for this purpose.

2. The curriculum may be used as a basis for a career education class. Locally identified and developed Carrier Projects could be used as a framework for such a class, or the prototype Carrier Projects will provide such a framework. A combination of locally developed Carrier Projects and selected prototype Carrier Projects would be effective.

3. The curriculum lends itself well to use by individual students in independent study. Every effort has been made to make both the mode of instruction and the Learning Units student manageable. As a result students are able to work in these materials with a minimum of teacher help. The Project publication Student's Handbook on the Use of ICDC Materials will help the student operate independently in the ICDC curriculum.

4. The curriculum can be used to support mini-courses in the school. Many schools are finding short, single objective courses effective with some students. A Carrier Project such as the prototype Carrier Project "Making a Tentative Career Decision" will make an excellent base for a mini-course. The nature and specifications of the Carrier Project can be adjusted to meet specific needs of students and to meet time constraints. Another use of the curriculum in mini-courses is to base the mini-course on one of the instructional objectives of ICDC such as "The student will demonstrate the capacity for self-assessment in relation to vocational decision making" and use the Learning Units coded to this objective as instructional material. This latter approach would have maximum effectiveness only if the objective selected was one motivationally attractive to the student.

5. The curriculum can be used as a supplement to a career exploration program. Where the student is getting on-the-job experience as part of such a program, appropriate Learning Units can be used in connection with that experience. In this case the success on the job becomes the Carrier Project.

6. The curriculum can be used as a part of a guidance program. Carrier Projects locally developed or prototype, can be used in group guidance classes or independently by students under the direction of the guidance counselor.

APPENDIX A: A SAMPLE LEARNING UNIT WITH A DESCRIPTION OF THE FORMAT

I. Example of a Learning Unit

UNIT: Developmental Nature of Vocational (Career) Decision Making

This unit will help you understand that vocational decision making is a developmental process, not an isolated event.

Now look for the following critical properties:	You can see these properties by doing the following:
1. Seldom does a person decide on one vocation and follow that vocation throughout his life.	1. a. Talk with at least three persons who have retired or are near retirement age. See how many occupations they have had during their working life. b. With a group of three or four other students discuss the statement "many jobs of the future are not yet known." Write down any conclusions you arrive at.
2. The world of work is constantly changing. a. New jobs are constantly created. b. Old jobs are constantly being phased out.	2. a. In the interview with the people in "1a" above, see if the major occupation of each has changed over the years. b. Take one major occupational area in your community (farming, ranching, mining, lumbering, etc.) and indicate how job duties in this occupation have changed over the past 50-75 years. c. Look for articles in books, periodicals, newspapers, pamphlets on possible future changes in occupations. Write a brief summary of these and indicate how at least two of them will change the kinds of things people do on the job (physical operations, hours of work, rewards, etc.)

Now look for the following critical properties:	You can see these properties by doing the following:
3. The individual (you) may change. a. Physically b. Needs and desires, motivation c. Emotionally d. Intellectually e. Socially	3. a. Interview an older person (50-60 years of age) and get their perception of how people change. See attached interview schedule.
4. Changes in the world of work plus changes in the person make changes in jobs inevitable. While many people will follow the same general occupation all of their lives, (lawyer, farmer, machinist, etc.), the job duties within this occupation will change. These changes have implications for considering your occupational future and for developing in you the capacity to plan occupational or job changes throughout your life.	4. With a group of your classmates (5-10) discuss the statements in column 1 #4. Consider the following. a. How am I likely to change in the future. b. How is the world of work likely to change in the future. c. How in the future can I reassess myself and the world of work to meet these changes (see units on self and world of work). See suggested questions for discussion attached.

II. Unit format

A. Title

1. Tells what the unit is about and a supplementary statement below the title tells how the unit is designed to help the student.

B. Critical Properties

1. The essential components of whatever the unit is about as it relates to the task at hand.

C. Activities column (you can see these properties by doing these things).

1. Here are listed activities and materials with which the student can interact in order to recognize or understand the particular critical property bearing the same number in the critical properties column.

2. The teacher and student should use their own considered judgement as to the number of these activities the student completes. The object is for the student to understand thoroughly the critical property concerned.

3. These activities have been designed in some units to provide for individualization where several activities are included under one critical property, students have some choice as to what activity and how many activities they will do. Again the object is for the student to understand the critical property.

4. Emphasis has been placed on getting the student to get direct perception, feel, see, etc. to discuss, to interview, to survey, in short to think about the critical property rather than to read about it. In the guidance units in particular, the student is asked to get a picture of himself through introspection and reflection of how others see him.

D. Evaluation

Some units contain an evaluation section. This is merely to help the student see if he has really understood the critical properties of the unit. These are not to be used to judge the student or to grade him. The real evaluation of the student's competency in the subject of the unit lies in whether or not having completed the unit, he can now proceed with his carrier project.

APPENDIX B: SAMPLE PROTOTYPE CARRIER PROJECTS WITH A DESCRIPTION OF THE FORMAT

A Decision Making Carrier Project: Making a Tentative Career Choice

Of critical importance to your future are those decisions which lead to your choice of a career. This carrier project can help you in making some of these decisions in a reasoned way. It can help you reduce the operation of chance in your choice of a career. The first column will suggest the steps you might follow in arriving at a tentative career choice. The second column refers you to helps that are available to you in carrying out the steps in the first column.

STEPS TO FOLLOW	HELP AVAILABLE TO YOU
1. Investigate the factors important in career choice and development.	1. ICDC units on: a. Vocational Decision Making (1311.0) b. Developmental Nature of Vocational Decision Making (1312.0) c. Chance (1317.0) d. Critical Effect of Initial Occupational Choice (1315.0) e. Career Decision Making (1313.0) f. Occupational Prestige (1316.0) g. Education (1314.0)
2. Be aware that help is available to you in career decision making.	2. Significant others, friends, teachers, ICDC units, government agencies - these and many more sources of information and help are available to you. As you proceed in this carrier project, seek out these people and things that can help you and use their help. Units on: Sources of Information Concerning World of Work (1321.0) Sources of Livelihood in Your Community (1323.0) Identifying Significant Others (1325.0)

STEPS TO FOLLOW	HELP AVAILABLE TO YOU
3. Begin the process of career decision making. a. Acquire some knowledge about yourself. (1) What you can do physically. (2) What you can do psychologically. (3) What you want to do. b. Put this knowledge about yourself together in a description of yourself or in a list of things about yourself. c. Integrate knowledge of self with knowledge of world of work. (1) Acquire some knowledge of world of work.	3. a. The following ICDC units will help you gain knowledge about yourself: (1) What you can do physically: (a) Assessment of "Things I can do Physically" (1342.0) (2) What you can do psychologically, units on: (a) Needs (1343.4) (b) Aptitudes (1342.1) (c) Values (1343.1) (d) Interests (1343.5) (1343.6) (3) What you want to do, units on: (a) Needs (1343.4) (b) Values (1343.1) (c) Aspirations (1343.3) (d) Interests (1343.5) (1343.6) b. Putting all of the above together: (1) Unit on Integrating Knowledge About Self (1341.2) c. Try the following activities: (1) Do units on: (a) Sources of Information Concerning World of Work. (1321.0) (b) Sources of Livelihood (1323.0) (c) Matching (1331.0) (d) Introductory units to: /1/ Machines & Mechanical Principles /2/ Spatial Principles /3/ Electrical Principles /4/ Numerical and Human Relations

STEPS TO FOLLOW	HELP AVAILABLE TO YOU
	(2) Choose (with your teacher) one or more units under each of the above areas (1 through 4) and work them through.
	(3) Arrange with your teacher to visit and observe at least 5 work situations in your community or area. List the physical and mental requirements that appear to be necessary for the worker in each of these situations.
	(4) Arrange through your teacher to participate in at least one on-the-job experience to last a minimum of forty hours, if possible, in an area in which you have interest.
	(5) Use any Basic Technology units that apply to your on-the-job experience.
d. Practice hypothetical career decision making.	d. Use Life Career games.
e. Make your tentative career decision.	e. Units on:
(1) Justify your decision on the basis of what you know about yourself and what you know about the world of work.	(1) Small Group Discussion (1353.0)
(2) Discuss this choice with and justify it to:	(2) Signigicant Others (1325.0)
(a) Others in your class (b) Significant Others.	
(3) Revise decision if necessary.	

A Decision-Execution Carrier Project

Developing a Plan for Achieving my Career Choice

This Carrier Project will help you plan to reach your chosen career goal. The end product of this Carrier Project is a written Career Achievement Plan that meets the specifications listed below. Column one lists the steps you might follow in developing this plan and column two identifies some help available to you in following each step.

Specifications:

1. Your goals, short range and long range, related to your choice of career will be included in the plan.
2. The training and/or education necessary to attain these goals will be identified with the questions of where, when, time required and cost answered.
3. Licensing or apprenticeship requirements will be included.
4. List of any equipment necessary will be included.
5. Alternate goals in relation to career choice in the event your first choice is blocked or become an impossible goal will be identified.

Steps to Follow	Help Available to You
1. Review the requirements of the career you have chosen.	1. Review any information you gathered on job requirements in Carrier Project on Making a Career Decision. See Occupational Handbook and list job requirements for the career you have chosen.
2. Review the personal characteristics you will bring to that career.	2. Review the information about yourself gathered in doing the Carrier Project on Career Decision Making.
3. Identify both entry and long range goals in terms of your career choice.	3. Unit on Personal Goals.(1343.9) See Step 3c of Career Decision-Making Carrier Project. Unit on Integrating Knowledge About Self. (1341.2) Unit on Matching.(1333.0)

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Steps to Follow	Help Available to You
4. Outline the training and/or education necessary to attain your goals both entry and long range. Include: a. Where I can get this training and/or education. b. Where I can get it. c. How long it will take to complete. d. How much it will cost. e. Where I can get the necessary resources, particularly money to complete the training.	4. Units on: a. Sources of Information Concerning the World of Work. b. Review units in step 3 of Career decision-making Carrier Project. c. College, university, technical institutes and technical college catalogues. d. Check with local employment security office for information. e. Talk with parents or significant others (see unit on Significant Others) about resources to complete your training. f. Discuss the problem of training with others in your class.
5. Identify licensing or apprenticeship requirements applicable to your career choice if any.	5. Look at information about jobs identified in #4 above.
6. List alternative goals in relation to career choice that may be needed if or when your first choice is blocked in some way, such as if funds run out; illness changes you physically or the occupation you have chosen phases out.	6. Reassess self and reassess World of Work by completing the "Matching Personal Characteristics" unit in the light of the changed circumstances.
7. Write your plan to meet the specifications including any alternatives.	7. Unit on Report Writing (1351.0)
8. You may want to talk your plan over with someone else.	8. Discuss your plan with other students or with a person you trust.

II. Parts of the Carrier Project Format

A. Title

1. Tells what the project is about. It identifies the problem area in which a decision is to be made, a stand is to be taken, or the product that is to be made.

2. In the prototype carrier project, the title will give the teacher and/or student the first clue as to whether or not they wish to undertake the project.

B. Specifications

1. Tells what the finished product must be like to how a decision or stand must be justified in order to be acceptable. Specifications may also define some elements of the process necessary for acceptability of the project.

2. These should be determined and written down in advance of work on the project by the student or the student and teacher. In student initiated projects, the specifications must be approved by the teacher.

3. In prototype projects, these can be modified with the approval of the teacher. In some cases no specifications have been written, leaving this up to the teacher and student.

C. Production Steps (Steps to Follow)

1. A sequential road map or path to the successful completion of the project.

2. These steps result from a careful analysis of the task involved in the project. It is important that all of the steps be identified, that they are in sequential order, that they are of manageable size and that they are feasible for the student to undertake.

3. The production steps should be agreed upon by student and teacher and written down.

4. In the case of a locally initiated carrier project, it may be necessary to solicit the aid of another teacher or a community resource person to identify all of the steps in a given project.

5. In the prototype carrier projects, the production steps listed may be modified or even a new route laid out if this seems desirable to the student and is approved by the teacher.

D. Help Available to You

1. In this column is listed all of the helps available to or needed by the student to accomplish the production steps in the first column. Here again, in a locally initiated project, a community person or another teacher may be useful in identifying these aids.

2. In the prototype carrier projects, all of the project materials that apply to the production step are listed. In some cases, the student may accomplish the production step without the use of all these materials. If the student and teacher feel this is the case, the student should not be required to go through all of the suggested materials.

III. Procedures for Writing a Carrier Project.

A. Select a goal or product (becomes the title).

1. Must meet the standards for educational value.

2. Must be suitable for the intended learner.

B. Determine specifications for reaching the goal (description of finished product.

1. Identify maturity level of student for whom intended. Write according to that maturity level.

2. List essential qualities of the finished product.

3. List desirable qualities of the finished product.

4. Check each specification and eliminate or change those that are not practical - cost, availability of materials, time, etc. List on form under SPECIFICATIONS.

C. Identify and analyze tasks

1. List production steps which are necessary to complete carrier projects according to specifications.

2. Place steps in sequential order and list under STEPS on form.

D. Identify the helps necessary for successful completion of the step by the student.

IV. Check List for Writing a Carrier Project

A. _____ Title

Does the wording make for good filing?
Does it accurately describe the project?
Is it the name of a product?

B. _____ Specifications

Are they clearly written?
Do they describe the finished product in enough detail for evaluation?
Are they realistic for age level?
Are materials readily available?

C. _____ Steps

Are the steps in logical order?
Are the steps the right size?
Is a diagram or picture necessary?
Are appropriate Units, or resources cited?
Is vocabulary level appropriate?

D. _____ Help Available

Are sufficient helps identified and available with each step to assure the successful completion of that step by the student?

APPENDIX C: CATALOGUE OF ICDC UNITS CODED TO ICDC OBJECTIVES

Code:

1000 - Project goal
100 - Program goals
10 - Curriculum goals
1 - Instructional goals (Learning Units)
.1 - Task goals (Learning Units)

1000.0: A curriculum that will enhance the career opportunities of youth who attend small, rural high schools, particularly those who will ultimately become employed in the urban society.

1100.0: The curriculum will prepare students in skills and knowledge which will be useful in a wide variety of occupations. This is the basis for the domain of Basic Technology.

1110.0: At the completion of the Basic Technology program the student demonstrates that he has learned parts of basic tasks in the area of Machines and Mechanical principles and that he can demonstrate the use of basic technological capabilities and apply knowledge so gained to the process of choosing a career.

1110.1 Introduction to the Mechanical Area

1111.0: The student will display capabilities indicative of proficiency in the use of general mechanical principles.

1111.1: Elementary applied principles
1111.2: Optics
1111.3: Bearings
1111.4: Aerodynamics
1111.5: Solid, Liquid, Gas Transformation
1111.6: Pistons and Other Drive Mechansims (also 1115.6)
1111.7: Mountings (Also 1114.4 and 1115.4)

1112.0: The student will display capabilities indicative of proficiency in the safe use and care of common tools.

1112.1: Common Hand Tools
1112.2: Selected Special Tools

1113.0: The student will display capabilities indicative of proficiency in the practical application of measurement tools and techniques.

1113.1: Systems of Measurement
1113.2: Platform Balance Scale
1113.3: Using the Vernier Caliper
1113.4: Micrometer
1113.5: Pressure and Vacuum Gauges, Thermometers, & Pyrometers
1113.6: Using the Rule

1114.0: The student will display capabilities indicative of proficiency in tasks involving stationary equipment operation.

1114.1: Common Power Equipment
1114.2: Large Operating Equipment (also 1115.2)
1114.3: Valves
1114.4: Mountings (See 1111.7)

1115.0: The student will display capabilities indicative of proficiency in tasks involving vehicular operations.

1115.1: Vehicular Motion
1115.2: Large Operating Equipment (Also 1114.2)
1115.4: Mountings (See 1111.7)
1115.6: Pistons and Other Drive Mechanisms (See 1111.6)

1116.0: The student will display capabilities indicative of proficiency in tasks involving connections and fitting operations.

1116.1 Connections, Fittings, and Fasteners

1117.0: The student will display capabilities indicative of proficiency in tasks involving fluid systems operations.

1117.2: Leak Detection
1117.3: Filtering
1117.4: Safety Devices and Thermostats

1120.0: At the completion of the Basic Technology program the student will demonstrate that he has developed relevant concepts and skills related to electrical principles.

1120.1: Introduction to the Electrical & Electronics Area

1121.0: The student will display capabilities indicative of proficiency in tasks involving electrical principles.

1121.1: Producing Electrical Power
1121.2: Electricity and Electronic Tools and Assembly
1121.3: Electrical Circuits
1121.4: Electrical Components and Their Uses
1121.41: Transformers
1121.42: Relay
1121.43: Transistor
1121.44: Resistors
1121.45: Electric Fuses
1121.46: Semiconductor Diodes
1121.47: Inductors
1121.48: Capacitor
1121.5: Symbols Used for Electrical Components
1121.6: Electrical Codes
1121.7: Alternating Current
1121.8: Basic Principles of Electrical Flow
1121.9: Ohm's Law

1122.0: The student will display capabilities indicative of proficiency in tasks involving electronics principles.

1122.1: Reading Electronic Symbols
1122.2: Antennas
1122.3: Using the Multimeter
1122.4: Vacuum Tube

1123.0: The student will display capabilities indicative of proficiency in tasks involving electro-mechanical principles.

1123.1: Electro-Mechanical Symbols
1123.2: Electro-Mechanical Converters
1123.3: How Electro-Mechanical Converters Work

1124.0: The student will display capabilities indicative of an understanding of electrical safety.

1124.1: Electrical Safety

1130.0: At the completion of the Basic Technology program, the student will demonstrate that he has developed relevant concepts and skills and competencies related to spatial principles.

1130.1: Introduction to the Spatial Area

1131.0: The student will display capabilities indicative of proficiency in tasks involving structural principles.

According to an ICDC survey of project schools, these principles are being considered in the present curriculum in general science and physics; hence, no units were prepared in this area.

1132.0: The student will display capabilities indicative of capabilities in the layout and visualization of spatial principles.

1132.11: Compasses (Bow Pencil)
1132.111: Templates
1132.12: T-Square
1132.13: Protractors
1132.14: Dividers
1132.15: Ruling Pens
1132.16: 2H & 4H Pencils
1132.17: Scaling Rules
1132.18: French Curve
1132.19 Triangles
1132.20: Use of Scaling
1132.21: Draw an Object to Full Scale
1132.22: Measuring a Drawing
1132.23: Labeling and Dimensioning a Drawing
1132.24: Reducing the Size of an Object
1132.25: Increasing the Size of an Object
1132.26: Line Types
1132.30: Associating Tools and Procedures
1132.40: Selecting Tools and Procedures for Orthographic Drawing

1132.41: Orthographic Drawing
1132.42: Orthographic Drawing of a Cone
1132.50: Selecting Tools and Procedures for Isometric Drawing
1132.51: Isometric Drawing
1132.52: Isometric Drawing of a Cube
1132.60: Geometric Constructions
1132.70: Layout of a Funnel
1132.80: Layout of a Rectangular Box

1140.0: At the completion of the Basic Technology program, the student will demonstrate that he has developed relevant concepts and skills and competencies related to Chemical and Biological Principles.

A survey of project schools showed this area of the curriculum already receiving attention. As a result, since it was necessary to prioritize the production of units in Basic Technology, no units were developed in this area.

1150.0: At the completion of the Basic Technology program, the student will demonstrate development of concepts, skills, and competencies related to numerical operations.

1150.1: Intro. to Numerical & Human Relations Area (also 1160.1)

1151.0: The student will display capabilities indicative of proficiency in the application of arithmetic conventions.

Our survey revealed that instruction in arithmetic convention was a part of the regular curriculum in project schools. As a result the ICDC Project developed no units in this area.

1152.0: The student will display capabilities indicative of some understanding of computer operations.

1152.1: Types of Computers
1152.2: Function of a Computer
1152.3: Computer Applications

1153.0: The student will display capabilities indicative of proficiency of basic aspects of money management.

1153.1: Interest Rates
1153.2: Mortgages
1153.3: Savings Accounts
1153.4: Checking Accounts
1153.5: Investments
1153.6: Types of Income
1153.7: Types of Loans
1153.8: Charge Accounts

1154.0: Insurance

1160.0: At the completion of the Basic Technology program the student will demonstrate the development of concepts, skills, and competencies related to human relations and communicative skills.

1160.1: Introduction to the Numerical & Human Relations Area (see 1150.1)

1161.1: The student will display capabilities indicative of proficiency in general work habits.

1161.1: Dress and Grooming
1161.2: General Work Habits
1161.3: Supervision
1161.4: Job Conventions
1161.5: Work Social Structure
1161.6: Job Interview

1162.0: The student will display capabilities indicative of proficiency in sales procedures.

1162.1: Sales Approach
1162.2: Sales Demonstration
1162.3: Suggestion Selling
1162.4: Selling Objections
1162.5: Closing the Sale
1162.6: Advertising
1162.7: Using the Telephone

1200.0: The curriculum will help students develop those concepts about the systems and processes of our society which generate, define, and lend meaning to work.

1210.0: The student will demonstrate an understanding of his community as it is and its relationship to and comparison with the county, region, state, and nation.

1211.0: Rural Community - Essential Factors in Composition
1212.0: Urban Community - " " " "
1213.0: Designing and Implementing a Community Survey

1213.1: Using Simple Statistics
1213.2: Measures of Central Tendency - The Mode
1213.3: Measures of " " - The Median
1213.4: Measures of " " - The Mean
1213.5: Frequency Distribution
1213.6: Proportion
1213.7: Bar Graphs
1213.8: Simplifying Data

1214.0: Sources of Livelihood in your Community (also 1323.0)
1215.0: Community Organizations (also 1224.0)
1216.0: Defining Community
1216.1: Values in a Rural Community
1217.0: Planning
1218.0: Outside Factors that Affect a Community

1218.1: Alienation

1219.0: Census

1220.0: The student will demonstrate an awareness and understanding of forces causing rapid change in society including the explosion of knowledge, industrialization, urbanization, changing patterns of organization in society.

1221.0: Commercial Farming
1222.0: Ecology
1223.0: Pollution
1224.0: Community Organizations (See 1215.0)
1225.0: Interdependence (also 1233.0)
1226.0: Sources of Economic Information (also 1322.0)
1227.0: Suburbs
1228.0: Diversity of Population in Urban Areas
1229.0: Knowledge Explosion

1229.1: Transportation
1229.2: Population Trends
1229.3: Processes Inherent in Industrialization

1230.0: The student will demonstrate an awareness of the changing world of work and an understanding of the effect of the forces of change on the world of work.

1231.0: Developmental Nature of Career Decision Making (also 1311.0; 1381.0)
1232.0: Sources of Information Concerning World of Work (also 1321.0)
1233.0: Interdependence (see 1225.0)
1234.0: Coping with Change
1235.0: Standard of Living
1236.0: Labor Unions
1237.0: Small Businesses
1238.0: Tourist and Resort Business

1240.0: The student will demonstrate his ability to utilize his understandings in 1210.0, 1220.0, and 1230.0 to outline the choices his community faces.

1241.0: Carrier Project on the Community Survey (see C5)
1242.0: Carrier Project on Rural Urban Conference (see C10)
1243.0: Community Action
1244.0: Racism
1245.0: Ethnic Groups

1250.0 The student will demonstrate his ability to describe the specific effect of work on one's life style - his career choices and their social implications.

1251.0: Life Styles
1252.0: How Jobs Affect Life Styles
1253.0: Consumption
1254.0: Leisure Time
1255.0: Financing Business Enterprises
1256.0: Production
1257.0: Credit

1300.0: The curriculum will provide students with skills, knowledge and competency to make wise decisions, particularly career decisions.

1310.0: The student will demonstrate an awareness and understanding that vocational decision making is a developmental process and one of the major factors involved in the process.

1311.0: Developmental Nature of Vocational Decision Making (also 1381.0)

1313.0: Career Decision Making (also 1383.0)
1314.0: Education (also 1384.0)
1315.0: Critical Effects of Initial Occupational Choice (also 1385.0)
1316.0: Occupational Prestige (also 1386.0)
1317.0: Chance (also 1387.0)

1320.0: The student will demonstrate that he knows the resources available in his school and community to assist him in the process of vocational decision making.

1321.0: Sources of Information Concerning World of Work (see 1232.0)
1322.0: Sources of Economic Information (see 1226.0)
1323.0: Sources of Livelihood in Your Community (see 1214.0)
1324.0: Interviewing
1325.0: Identifying Significant Others

1330.0: The student will feel a need to formulate systematic vocational and related educational plans.

1331.0: Matching Personal Values and Abilities with Occupational Choices
1332.0: Weighing Factors
1333.0: Matching Personal Characteristics with Career Opportunities. Also see C7 - "Developing a Plan for Achieving My Career Choice" and C9 - "Making a Tentative Career Choice."

1340.0: The student will demonstrate the capacity for self-assessment in relation to vocational decision making.

1341.0: Feelings of Self in Career Decision Making

1341.1: Self Image
1341.2: Integrating Knowledge About Self
1341.3: Self Assessment
1341.4: Personality

1342.0: Assessment of Things I Can Do Physically

1342.1: Aptitudes
1342.2: Physical Abilities
1342.3: Determining Abilities (also 1343.8)

1343.0: Assessment of Things "I Want to Do."

1343.1: Values
1343.2: Autobiography
1343.3: Aspirations
1343.4: Needs
1343.5: Determining Interests
1343.6: Discovering Interests
1343.7: Keeping a Diary, Journal, or Log
1343.8: Determining Abilities (See 1342.3)
1343.9: Personal Goals, Short Range
1343.91: Personal Goals, Long Range

1344.0: Use of Leisure Time

1350.0: The student will demonstrate the capacity to explore vocational and educational options in relationship to vocational decision making.

1351.0: Report Writing
1352.0: Function of Research
1353.0: Small Group Discussions
Also see C7 - "Developing a Plan for Achieving My Career Choice" and C9 - "Making a Tentative Choice."

1360.0: The student will make simulated vocational decisions for the purpose of practicing the process of vocational decision making.

1361.0: Life Career Games

1370.0: The student will crystallize his own vocational preferences and begin to lay the groundwork for eventual implementation of these preferences.

1371.0: The following Carrier Projects will deliver this objective:
C7 - "Developing a Plan for Achieving My Career Choice"
C8 - "Staying or Leaving This Community"
C9 - "Making a Tentative Career Choice"

1380.0: The student will demonstrate an awareness that vocational decision making is a life-long process involving continuous reappraisal of self, vocational options, and related career goals and will demonstrate he has the competencies to undertake such reappraisal.

1381.0: Vocational Decision Making (See 1311.0)
1382.0: Developmental Nature of Career Decision Making(1231.0; 1312.0)
1383.0: Career Decision Making(See 1313.0)
1384.0: Education (See 1314.0)
1385.0: Critical Effects of Initial Occupational Choice (See 1315.0)
1386.0: Occupational Prestige (See 1316.0)
1387.0: Chance (See 1317.0)

1390.0: The student will become self-reliant in terms of vocational planning, implementation of vocational and related educational plans, and will embark on a career pattern after leaving high school.

1391.0: There are no specific units designed directly for this outcome; rather, all of the units, all of the Carrier Projects are specific to these outcomes.

1400.0: Units not based on content, but which will help the students in specific Carrier Projects.

1401.0: Producing a Slide-Sound Presentation