

DOCUMENT RESUME

ED 139 977

CE 010 998

AUTHOR Allen, Alveta; And Others
 TITLE Personal Career Orientation. Performance Objectives. Criterion Measures. Home Economics.
 INSTITUTION Duval County School Board, Jacksonville, Fla.
 PUB DATE [75]
 NOTE 227p.; Best copy available

EDRS PRICE MF-\$0.83 HC-\$12.71 Plus Postage.
 DESCRIPTORS *Behavioral Objectives; Career Awareness; *Career Choice; *Career Planning; *Criterion Referenced Tests; Grade 7; Home Economics Education; Junior High Schools; Occupational Home Economics; Occupational Information; Personal Growth; *Vocational Development; Work Attitudes

ABSTRACT

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives for a personal career orientation course for seventh grade students. This 6- to 9-week course is designed to acquaint the student with personal qualities and characteristics necessary for success in the world of work. Consideration is given to the need for a positive attitude toward the dignity, worth, and satisfaction of work, and the dignity and value of all legitimate occupational pursuits. Emphasis is placed on means of determining one's interests and goals in life, evaluating these, and forming a plan to develop improved self-concept, relations with others, management of resources, personal nutrition, grooming, dress, and concern for becoming employable. Opportunities are given for critical thinking, problem-solving, and decisionmaking. A 50-item curriculum test (diagnostic) precedes the objectives. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

BEST COPY AVAILABLE

HOME ECONOMICS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERSONAL CAREER ORIENTATION

PERFORMANCE OBJECTIVES

CRITERION MEASURES

2

DUVAL COUNTY SCHOOL BOARD

ED139977

FE 010 958

DUVAL COUNTY SCHOOL SYSTEM

JACKSONVILLE, FLORIDA

PERSONAL CAREER ORIENTATION

PRE-VOCATIONAL WHEEL

HOME ECONOMICS

Dr. John T. Gunning
Superintendent of Schools

Dr. Donald W. Johnson
Associate Superintendent
for Curriculum

Mr. David A. Rigsby, Director
Vocational-Technical Education

Mrs. Frances K. Paysinger
Supervisor, Home Economics Education

SCHOOL BOARD

William E. Carter
Chairman

Wendell P. Holmes, Jr., Vice-Chairman
Mrs. Gene Miller
James S. Hornsby

Hugh Schulman
Joseph L. Cullen
William S. Mathias, Jr.

August 1974

F O R W A R D

This manual has been developed for use in teaching the Home Economics section of the Pre-Vocational Wheel in the 7th grade. It is written on a 6 weeks basis. The writers realize that time allotments will vary in different schools, and recommend that the teachers cover as much material as time allows.

This manual emphasizes hands on experiences rather than oral and written exercises. The suggested activities are given only as examples and the teachers should not hesitate to integrate their teaching ideas with this material. A request is made that copies of innovative materials and ideas be submitted to the Home Economics office so that they may be shared with other teachers and included in future planned revisions.

The accreditation standards prescribed by the State Department of Education are identified with the performance objective when applicable. A record should be kept of the compliance for use in evaluation of the Home Economics Program.

A C K N O W L E D G E M E N T S

This manual has been developed following guidelines established by S.A.F.E. (Systems Approach For Education) training program.

Recognition and appreciation are extended to the following educators who have assisted in the preparation of this manual:

Mr. David A. Rigsby, Director, Vocational-Technical Education

Mr. William H. Davis, Coordinator, Special Projects - Evaluation

Mrs. Joyce Miles, Student Coordinator, Child Care Services

Mrs. Wanda M. Montgomery, Coordinator, Home Economics Education

Mrs. Frances K. Paysinger, Supervisor, Home Economics Education

The following educators participated as writers of this manual:

Mrs. Alveta Allen, Highlands Junior High

Mrs. Elsie Hutchinson, Fletcher Junior High

Mrs. Thomasina McFarlin, Northwestern Junior High

Miss Colleen Owens, Matthew Gilbert Junior High

Mrs. Ruth C. Phillips, Jefferson Davis Junior High

Miss Patricia Shelley, Jefferson Davis Junior High

A special thanks goes to the typists:

Mrs. Margaret Rostron, Secretary, Home Economics

Mrs. Gwen Braxton, School Clerk, Smart Pope Livingstone-6th Grade Center

Miss Avis Fisher, Student, Samuel Wolfson Senior High

TABLE OF CONTENTS

COURSE DESCRIPTION	1
CURRICULUM OBJECTIVES	1-a
CURRICULUM OBJECTIVE TEST	2
CURRICULUM OBJECTIVE TEST KEY	6-a
 TERMINAL PERFORMANCE OBJECTIVES	
1.0	7
Keys to Tests	26
Appendix	27
 2.0	 40
Keys to Tests	51
Appendix	52
 3.0	 56
Keys to Tests	75
Appendix	76
 4.0	 85
Keys to Tests	100
Appendix	101
 5.0	 109
Appendix	123
Keys to Tests	
 6.0	 135
Keys to Tests	148
Appendix	149

COURSE DESCRIPTION

PERSONAL CAREER ORIENTATION

Accreditor No. 2709
Grade Level - 7th
Course Length - 6-9 Weeks

This 6 to 9 week segment of the Pre-Vocational Wheel acquaints the student with personal qualities and characteristics necessary for success in the world of work. Consideration is given to the need for a positive attitude toward the dignity, worth and satisfaction of work, and the dignity and value of all legitimate occupational pursuits.

Emphasis is placed on means of determining one's interests and goals in life, evaluating these and forming a plan to develop improved self-concept, relations with others, management of resources, personal nutrition, grooming, dress and concern for becoming employable. Opportunities are given for critical thinking, problem-solving and decision-making.

G O A L

- (1) To provide experiences for students to assist them in evaluating their interests, abilities, values and needs as they relate to occupational roles.
- (2) To assist students in developing personal qualities and characteristics necessary for success in the world of work.

CURRICULUM OBJECTIVE

Upon completion of this course, at least 76% of the students will demonstrate acquired knowledge of attitudes and personal skills that pertain to self concepts, relationships with others, grooming and dress, personal nutrition, and management of resources that will contribute to their employability as evidenced by completing the curriculum test with at least 70% proficiency.

PERSONAL CAREER ORIENTATION
CURRICULUM TEST

The following items are multiple choice items. Only one response is correct. Place the correct answer on the answer sheet provided. Do not write on this test.

1. In order to have a job anyone between the ages of 14 and 18 must have a (an)

a. education	d. work permit
b. driver's permit	e. c and d
c. social security card	

2. Successful employees must have the ability

a. to work well with others	d. a and b
b. to make friends	e. a, b, and c
c. to follow directions given by others	

3. Employees should be able to participate in good conversations by being

a. a time keeper	d. an alert critic
b. an alert listener	e. b and c
c. a speaker at the correct time	

4. Good nutrition is needed for job success; a recommended guide for good nutrition

a. eat whenever you are hungry	d. Basic Four Group
b. eat two or three meals daily	e. all of the above
c. eat what you want regularly	

5. A good worker needs good nutrition for

a. growth and repair of tissue	d. all of the above
b. protection against diseases	e. none of the above
c. vim and vigor	

6. An employee who starts the day with a smile, most likely

a. has a positive self-concept	d. had a good breakfast
b. had a pleasant send-off from home	e. all of the above
c. had a good nights rest	

7. Some types of jobs requires more energy therefore the employer will need

a. more calories	d. a and b
b. less calories	e. b and c
c. no increase in calories	

8. An employees attitude toward his work may be affected by his

a. early training at home	d. food intake
b. relationship with his boss	e. all of the above
c. association with people at work	

9. Working with other people satisfies a persons need for
 a. security d. a and b
 b. belonging e. b and c
 c. food
10. The human resources needed for a job are
 a. energy d. all of the above
 b. skill e. none of the above
 c. time
11. A person that has or wants a job should be able to
 a. make decisions d. all of the above
 b. manage his time e. all except a
 c. manage his energy
12. An employee who manages his time is likely to be
 a. late for work d. efficient
 b. slower than other employees e. none of the above
 c. working late to catch up on his work
13. Managing energy causes an employee to
 a. tire easily d. turn off lights
 b. complete his work and have energy left for other things e. none of the above
 c. Get his work done and does not have energy left for other things
14. The social skills of an employable person are:
 a. disrespect d. a and b
 b. follows directions e. b and c
 c. works well with others
15. A person's choice of jobs is usually determined by his
 a. values d. needs
 b. family e. a and d
 c. friends
16. The personality traits needed for employment are
 a. honesty d. all of the above
 b. reliability e. none of the above
 c. understanding
17. An employee who handles money should be
 a. honest d. friendly
 b. ambitious e. a and c
 c. reliable
18. The needs that may be meet through employment are
 a. food d. a and b
 b. clothing e. all of the above
 c. security
19. An employee who works with other people should be
 a. cooperative d. a and c
 b. cheerful e. a and b
 c. impatient

20. An employable person
- a. wastes time
 - b. is self confident
 - c. has a negative attitude
 - d. is slow to change
 - e. is critical of others
21. A person who assists a more trained worker is a(n)
- a. foreman
 - b. aide
 - c. helper
 - d. a and b
 - e. b and c
22. Of the four levels of occupations an apprentice is the
- a. highest
 - b. next to the highest
 - c. next to the lowest
 - d. lowest
 - e. none of the above
23. Of the four levels of occupations a skilled worker is the
- a. highest
 - b. next to the highest
 - c. next to the lowest
 - d. lowest
 - e. none of the above
24. Of the four levels of occupations a professional is the
- a. highest
 - b. next to the highest
 - c. next to the lowest
 - d. lowest
 - e. none of the above
25. Of the four levels of occupations a semi-skilled worker is the
- a. highest
 - b. next to the highest
 - c. next to the lowest
 - d. lowest
 - e. none of the above
26. A good employee
- a. introduces himself to newcomers
 - b. doesn't disturb others belongings
 - c. has a good sense of humor
 - d. smiles often
 - e. all of the above
27. A good job satisfies a persons
- a. physical needs
 - b. emotional needs
 - c. clothing needs
 - d. a and c
 - e. a and b
28. An employee should talk
- a. curtly
 - b. correctly
 - c. sarcastic
 - d. unpleasantly
 - e. offensively
29. An employee that frowns often would seem
- a. satisfied
 - b. happy
 - c. dissatisfied
 - d. excited
 - e. hopeful
30. An employee may not work more than _____ hours a week without receiving extra pay.
- a. 10
 - b. 20
 - c. 30
 - d. 40
 - e. 50

31. An employee is required by law to be given time for
 a. lunch
 b. coffee or snack
 c. restroom use
 d. all of the above
 e. none of the above
32. No one may be discriminated against in employment due to
 a. age
 b. race
 c. sex
 d. all of the above
 e. only a and b
33. An employable person is
 a. clean
 b. cheerful
 c. friendly
 d. wealthy
 e. a, b and c
34. There are laws regulating an employee's
 a. wages
 b. age for working
 c. lunch time
 d. a and c
 e. a and b
35. Working may give a person
 a. security
 b. status
 c. satisfaction
 d. a and b
 e. a, b, c
36. The most common satisfaction(s) derived from working is (are)
 a. money
 b. status
 c. security
 d. a and b
 e. a and c
37. Working with or for people gives the satisfaction(s) of
 a. service to others
 b. desire to create things
 c. association to others
 d. a and b
 e. a and c
38. Decisions can be made by
 a. foremen
 b. assistants
 c. managers
 d. aides
 e. everyone
39. Which of the following are not appropriate for work:
 a. nails trimmed
 b. clean clothes
 c. underclothes showing
 d. socks or hose
 e. well groomed hair
40. A natural tendency for a given skill is a(n)
 a. production
 b. employability
 c. aptitude
 d. service
 e. technical
41. A person who is in charge of all or part of a business operation is a(n)
 a. supervisor
 b. manager
 c. foreman
 d. all of the above
 e. none of the above

42. An employee who slipped and fell on a wet floor could have avoided the accident by wearing
- a. safety goggles
 - b. hard hat
 - c. special shoes
 - d. apron
 - e. gas mask
43. Accidents on the job could be avoided if employees wore
- a. attractive clothing
 - b. warm clothing
 - c. protective clothing
 - d. clean clothing
 - e. stylish clothing
44. The way an employee is dressed is related to the way he
- a. sees
 - b. feels
 - c. hears
 - d. tastes
 - e. none of the above
45. The well dressed employee must consider
- a. clothing
 - b. accessories
 - c. make-up
 - d. hairstyles
 - e. all of the above
46. An employee's appearance can reveal his
- a. grooming habits
 - b. self-image
 - c. personality
 - d. mood
 - e. all of the above
47. Respect for others is shown by
- a. being clean
 - b. taking turns in conversation
 - c. not disturbing others belonging
 - d. b and c
 - e. a, b, and c
48. A well nourished person is usually
- a. pleasant
 - b. thoughtful
 - c. strong
 - d. calm
 - e. all of the above
49. Most employers want employees with
- a. good health
 - b. pleasing personality
 - c. good habits of cleanliness
 - d. positive self-concept
 - e. all of the above
50. To be an employable person, it is more important to develop
- a. aptitudes
 - b. occupational skills
 - c. personal attitudes and qualities
 - d. a and b
 - e. none of the above

PERSONAL CAREER ORIENTATION
Key To Curriculum Objective

1. e	24. a	47. e
2. e	25. c	48. e
3. e	26. e	49. e
4. d	27. e	50. c
5. d	28. b	
6. e	29. c	
7. a	30. d	
8. e	31. e	
9. d	32. d	
10. d	33. e	
11. d	34. e	
12. d	35. e	
13. b	36. e	
14. d	37. e	
15. e	38. e	
16. d	39. c	
17. e	40. c	
18. e	41. d	
19. e	42. c	
20. b	43. c	
21. e	44. b	
22. d	45. e	
23. b	46. e	

Answer Sheet

Name: _____

Period: _____

Score: _____

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 24. _____ | 47. _____ |
| 2. _____ | 25. _____ | 48. _____ |
| 3. _____ | 26. _____ | 49. _____ |
| 4. _____ | 27. _____ | 50. _____ |
| 5. _____ | 28. _____ | |
| 6. _____ | 29. _____ | |
| 7. _____ | 30. _____ | |
| 8. _____ | 31. _____ | |
| 9. _____ | 32. _____ | |
| 10. _____ | 33. _____ | |
| 11. _____ | 34. _____ | |
| 12. _____ | 35. _____ | |
| 13. _____ | 36. _____ | |
| 14. _____ | 37. _____ | |
| 15. _____ | 38. _____ | |
| 16. _____ | 39. _____ | |
| 17. _____ | 40. _____ | |
| 18. _____ | 41. _____ | |
| 19. _____ | 42. _____ | |
| 20. _____ | 43. _____ | |
| 21. _____ | 44. _____ | |
| 22. _____ | 45. _____ | |
| 23. _____ | 46. _____ | |

COURSE Personal Career Orientation

ACCREDITATION STANDARD X-4.158

TERMINAL PERFORMANCE

OBJECTIVE NO. 1.0

level 1-e,h,j.

Upon completion of a unit on self-concept, 76% of the students will demonstrate knowledge of attitudes and skills that contribute to their achieving a positive self-concept and employability by scoring at least 70% or by correctly answering at least 17 of the 25 possible correct responses.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		1.0	See attached list

1.0 Test: Personal Career Orientation

Directions: Circle the letter preceding the best answer(s)
Each question may have several correct answers.

1. Several factors that determine what a person is like and what he can do are:
 - a. values
 - b. personality
 - c. hair color
 - d. needs
 - e. heredity

2. A person's environment:
 - a. can be changed
 - b. can not be changed

3. A person's environment includes his:
 - a. school
 - b. ambition
 - c. church
 - d. desires
 - e. family

4. A person's natural physical characteristics are:
 - a. acquired
 - b. inherited

5. A person with good self-concept would have these values:
 - a. honesty
 - b. generosity
 - c. irresponsibility
 - d. independence
 - e. disloyalty

6. A person who values popularity might be found in which of the following jobs:
 - a. actor
 - b. cashier
 - c. T.V. news reporter
 - d. entertainer
 - e. dancer

7. Two categories of needs are:

- a. physical
- b. clothing
- c. emotional
- d. money

8. A job should satisfy which emotional needs:

- a. belonging
- b. shelter
- c. security

9. Understanding is a(n):

- a. value
- b. need
- c. personality trait

10. An employee should have which of the following personality traits:

- a. consideration
- b. patience
- c. laziness
- d. tolerance
- e. friendliness

COURSE Personal Career Orientation

TERMINAL PERFORMANCE

OBJECTIVE NO. 1.0 (cont'd)X-4.153

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.1	After instruction on heredity and environment the student will demonstrate his acquired knowledge by completing the criterion measure with 100% proficiency	1.1	<p>Fill in the blank with an appropriate characteristic for you.</p> <ol style="list-style-type: none"> 1. An acquired (environmental) characteristic that I would like to change is _____. 2. An inherited characteristic I would like to change is _____. <p>Note: Teacher may ask students "why", but it should be graded subjectively.</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.1	Define inherited characteristics	1.1.1	Place a check by the best definition of inherited characteristics. 1. Characteristics that you are born with 2. Characteristics that you learn	1.1.1	Scramble game and/or card game See Appendix #1	
1.2	Recognize inherited characteristics	1.1.2	Circle the words that are inherited characteristics. shape of nose size of ears speech	1.1.2	<u>Lessons in Living</u> , Page 375 Display pictures of babies, students if possible, or pictures of the baby at an older age.	
1.3	Evaluate inherited characteristics	1.1.3	Check the traits that make you similar to your ancestors. A. Physical Development I am: <input type="checkbox"/> short <input type="checkbox"/> tall or <input type="checkbox"/> medium in height My facial features <input type="checkbox"/> are or <input type="checkbox"/> are not similar to those of my parents I am growing <input type="checkbox"/> faster or <input type="checkbox"/> slower than other people of my age	1.1.3	<u>Teen Horizons</u> , Page 7 (teacher reference only)	



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0
(cont'd)

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		1.1.3	<p>I have inherited a tendency toward <input type="checkbox"/> diabetes, <input type="checkbox"/> hemophilia, <input type="checkbox"/> acne, <input type="checkbox"/> color blindness, or <input type="checkbox"/> poor eye sight</p> <p>B. Mental Development</p> <p>My mental capacities are <input type="checkbox"/> below average <input type="checkbox"/> average or <input type="checkbox"/> above average</p> <p>I have a special talent in <input type="checkbox"/> music <input type="checkbox"/> art or <input type="checkbox"/> other _____</p> <p>C. Emotional Development</p> <p>I am: <input type="checkbox"/> quiet <input type="checkbox"/> withdrawn <input type="checkbox"/> outgoing <input type="checkbox"/> easy-going <input type="checkbox"/> hot-tempered</p> <p>I act like my <input type="checkbox"/> father <input type="checkbox"/> mother <input type="checkbox"/> grandmother <input type="checkbox"/> grandfather</p>			



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.4	Define environment	1.1.4	<p>Check the correct answers.</p> <p>Environment includes</p> <p>_____ people</p> <p>_____ churches</p> <p>_____ schools</p> <p>_____ programs</p> <p>Check the best statement for environment.</p> <p>_____ Environment includes the surroundings</p> <p>_____ Environment determines physical features</p>	1.1.4	<u>Lessons In Living, Page 276</u>	
1.5	Identify acquired characteristics	1.1.5	List ways the children imitate their parents.	1.1.5	<u>Enjoying Family Living, pp. 120-125</u>	
1.6	Evaluate environmental characteristics	1.1.6	<p>Check the traits that make up the community in which you live.</p> <p>I. Family and Home</p> <p>Am I: <input type="checkbox"/> an only child <input type="checkbox"/> a member of a large family</p> <p><input type="checkbox"/> a member of a medium sized family</p>	1.1.6	<u>Teen Horizon, Pages 18 & 19</u>	13 25

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0
(1.1.6.con't)

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		1.1.6	II. Family Relationships Do I: <input type="checkbox"/> live with both parents <input type="checkbox"/> live with one parent I am: <input type="checkbox"/> A natural <input type="checkbox"/> A foster <input type="checkbox"/> An adopted child Are my parents <input type="checkbox"/> permissive <input type="checkbox"/> strict in relation with children Family Resources <input type="checkbox"/> does only one parent work <input type="checkbox"/> do both parents work <input type="checkbox"/> do my parents rent <input type="checkbox"/> do my parents own the home that we live in Family Climate <input type="checkbox"/> do we move often <input type="checkbox"/> are we settled Friend and Companions <input type="checkbox"/> do my parents encourage me to bring friends home <input type="checkbox"/> do I enjoy friendships with both sexes <input type="checkbox"/> do I feel friendly toward older people			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.3
(1.1,6 cont'd)

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		1.1.6	<input type="checkbox"/> do my friends share the values, attitude and goals as I School and other Educational Opportunities <input type="checkbox"/> do school programs, services and activities offer interest and help for me <input type="checkbox"/> are my teachers helpful and stimulating to me <input type="checkbox"/> is my school equipped Community <input type="checkbox"/> does my neighborhood provide recreation for teens <input type="checkbox"/> are my neighbors concerned with community problems Church <input type="checkbox"/> are religious leaders concerned about teenagers <input type="checkbox"/> are church-related activities available to teenagers			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.7	Discriminate between inherited traits and traits acquired from our environment	1.1.7	Classify the following characteristics as being primarily inherited or primarily acquired by writing the traits under the appropriate headings (I & II) I. Inherited Traits II. Acquired Traits <u>Characteristics:</u> eye color manner of speech values sex mental capacity potential height physical resemblance to ancestors sewing skills eating habits fears and anxieties	1.1.7	See Appendix #2	

COURSE Personal Career Orientation #2709

TERMINAL PERFORMANCE

OBJECTIVE NO. 1.0 (cont'd)

X-4.144

Level 2-a,j

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES																												
1.2	After exploration and instruction the student will: 1. Define values and needs 2. Describe ways values and needs affect his actions and attitudes for employability by correctly completing 10 of the 14 items in the criterion measure	1.2	Arrange the terms given in column 2 under the correct headings found in column 1 PART I <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Column I</td> <td style="width: 50%; text-align: center;">Column II</td> </tr> <tr> <td>1. Needs</td> <td>1. sincerity</td> </tr> <tr> <td> (a)</td> <td>2. security</td> </tr> <tr> <td> (b)</td> <td>3. honesty</td> </tr> <tr> <td> (c)</td> <td>4. love</td> </tr> <tr> <td> (d)</td> <td>5. excitement</td> </tr> <tr> <td> (e)</td> <td>6. consideration</td> </tr> <tr> <td></td> <td>7. loyalty</td> </tr> <tr> <td>2. Values</td> <td>8. belonging</td> </tr> <tr> <td> (a)</td> <td>9. food</td> </tr> <tr> <td> (b)</td> <td>10. clothing</td> </tr> <tr> <td> (c)</td> <td></td> </tr> <tr> <td> (d)</td> <td></td> </tr> <tr> <td> (e)</td> <td></td> </tr> </table> PART II List 4 terms found in column 2 which contribute to employability 1. 2. 3. 4.	Column I	Column II	1. Needs	1. sincerity	(a)	2. security	(b)	3. honesty	(c)	4. love	(d)	5. excitement	(e)	6. consideration		7. loyalty	2. Values	8. belonging	(a)	9. food	(b)	10. clothing	(c)		(d)		(e)	
Column I	Column II																														
1. Needs	1. sincerity																														
(a)	2. security																														
(b)	3. honesty																														
(c)	4. love																														
(d)	5. excitement																														
(e)	6. consideration																														
	7. loyalty																														
2. Values	8. belonging																														
(a)	9. food																														
(b)	10. clothing																														
(c)																															
(d)																															
(e)																															

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.1	Define needs: (a) emotional (b) physical	1.2.1	1. Needs are: (A) a science (B) emotional and physical wants (C) a special right 2. Emotional needs are: (A) visable (B) invisible 3. Physical needs are: (A) material (B) non-material	1.2.1	<u>Enjoying Family Living</u> PP. 34-35, 54, 59, 79, 123, 140 212 <u>Teen Guide to Homemaking</u> PP. 42-45	
2.2	Recognize emotional needs	1.2.2	Place a check by the emotional needs ___ 1. clothing Key: ___ 2. love 1. B ___ 3. belonging 2. B ___ 4. food 3. A ___ 5. security 4. 2, 3, 5	1.2.2	Discuss "Man cannot live by bread alone".	
2.3	Identify the personal importance of emotional needs	1.2.3	Arrange the following needs in order of importance by placing a number next to the word (#1 being the highest). ___ love ___ belonging ___ security	1.2.3	<u>Enjoying Family Living</u> PP. 34-35	



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE _____

INTERIM PERFORMANCE OBJECTIVE _____

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA/SELECTION	TIME REQUIRED												
2.4	Recognize the needs that are met through (being employed) employment	1.2.4	<p>Match the terms in column B with the best answer in column A</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Column A</u></td> <td style="text-align: center;"><u>Column B</u></td> </tr> <tr> <td>1. security</td> <td>A. payments</td> </tr> <tr> <td>2. food</td> <td>B. employee relationships</td> </tr> <tr> <td>3. belonging</td> <td>C. contract or union</td> </tr> </table> <p>Key: c, e, b</p>	<u>Column A</u>	<u>Column B</u>	1. security	A. payments	2. food	B. employee relationships	3. belonging	C. contract or union							
<u>Column A</u>	<u>Column B</u>																	
1. security	A. payments																	
2. food	B. employee relationships																	
3. belonging	C. contract or union																	
2.5	Define and recognize values	1.2.5	<p>Fill in the blank:</p> <p>_____ are those things which are important to you.</p> <p>Key: Values</p>	1.2.5	<p>Exploring Values Through Minutes Debas Appendix #3 & 4</p>													
2.6	Comprehend how a person's values relate to his occupational goals	1.2.6	<p>Match the occupation on the right a person would most likely go in- to with the values that are listed on the left</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Values</u></td> <td style="text-align: center;"><u>Occupations</u></td> </tr> <tr> <td>1. excitement</td> <td>A. nurse</td> </tr> <tr> <td>2. education</td> <td>B. teacher</td> </tr> <tr> <td>3. fame</td> <td>C. pilot</td> </tr> <tr> <td>4. early retirement</td> <td>D. actor</td> </tr> <tr> <td>5. helping people</td> <td>E. military service</td> </tr> </table> <p>Key: c, b, d, e, a</p>	<u>Values</u>	<u>Occupations</u>	1. excitement	A. nurse	2. education	B. teacher	3. fame	C. pilot	4. early retirement	D. actor	5. helping people	E. military service	1.2.6	<p>Appendix #5 The Key sheet</p>	
<u>Values</u>	<u>Occupations</u>																	
1. excitement	A. nurse																	
2. education	B. teacher																	
3. fame	C. pilot																	
4. early retirement	D. actor																	
5. helping people	E. military service																	



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0
(cont'd)

INTERIM PERFORMANCE OBJECTIVE 1.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.7	Relate how personal values contribute to job success	2.7	Check the values which will contribute to job success: ___ 1. honesty ___ 2. loyalty ___ 3. incens.oration ___ 4. sincerity Key: 1, 2, 4			

COURSE PERSONAL CAREER ORIENTATION #2709

TERMINAL PERFORMANCE

OBJECTIVE NO. 1.0 (cont'd)X-4. 140

level 2a

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.2	After instruction and discussion the student will identify personal qualities, attitudes and behavior patterns which contribute to employability by correctly responding to 5 of 7 statements.	1.3	See Attached List

I P O Test 1.3

Directions

Teacher: Write the list of personality traits for all students to see, then read the story, pausing to let students choose the appropriate personality trait from the list.

Students: Listen to the following story and when the teacher pauses, choose the personality trait from the list which best describes the person in the statement.

PERSONALITY TRAITS

friendly	patient
cooperative	honest
understanding	reliable
ambitious	

A student of Jacksonville Jr. High School has a part-time job at an animal hospital. The student really enjoys animals and it is for this reason that the student never misses a day of work (pause #1).

The work involves seeing people as well as animals. The student tries to be nice and smiles to all of the customers (pause #2).

In the workroom, many of the instruments are left out for the employees to use with the understanding that the employees will take care of them and return them to the proper place (pause #3).

It is also in this room that the money is kept (pause #4).

All of the animals are kept in the next room. The student enjoys visiting the sick animals and petting them. (pause #5)

Some of the animals are not used to strange people and may bark or snip at the employees, but in time the animal will become friendly if the employee keeps trying (pause #6).

The animals' cages have to be cleaned once a day but sometimes this student cleans them out two or three times. (pause #7)

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3	Recall personality traits and attitudes	1.3.1	List 5 personality traits Examples: friendly congenial honest cheerful considerate understanding reliable trustworthy	1.3.1	Appendix 6 Appendix 7	
2	Differentiate between desirable and undesirable personality traits and attitudes	1.3.2	Check the desirable personality traits ___ 1. irresponsible ___ 2. cooperative ___ 3. ambitious ___ 4. cheerful ___ 5. insincere ___ 6. impatient ___ 7. tolerant ___ 8. enthusiastic Key: 2, 3, 4, 7, 8	1.3.2	Appendix 8 Appendix 9	

FUNCTIONAL PERFORMANCE ANALYSIS

PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
personality traits and s	1.3.3	Place in the block a #1 if very good, #2 if good, or #3 if fair 1. Is money important to you? 2. Is prestige important to you? 3. Do you have patience? 4. Do you have self-control? 5. Can you tolerate frustration? 6. Do you think you answered all of the above honestly? _____			
personal traits and s in relation to employ-	1.3.4	See Attached List			

1.3.4 (cont'd)

Place a check under the appropriate answer

PERSONALITY:

	YES	NO	SOMETIMES
Am I personable and well liked by most people?			
Are my clothes and general appearance pleasing?			
Do I use good manners? courteous, polite talking?			
Am I a happy, enthusiastic person?			
Can I be a responsible person?			
Do I like to work with or around many people?			
Do I prefer to work around just a few people?			
Do I prefer to work alone?			
Do I like to work with older people? about my age? children?			
Do I like to serve others?			
Do I like a private job that gives me personal satisfaction?			
Am I active, one who likes to move around while working?			
Do I prefer a quiet sitting down job?			
Do I like to do the same things over and over?			
Do I like to do many different types of jobs during the day?			
Do I like clean, neat surroundings while working?			
Does it really matter as long as I enjoy the work?			
Do I mind getting dirty or messy during work (clean) up latter)			
Do I like routine work? not much brain work?			
Do I want to work near home?			
Do I want to travel?			
Do I want to learn more as I work?			

Keys To Test

1.0

- | | |
|---------------|----------------|
| 1. a, b, d, e | 6. a, c, d, e |
| 2. a | 7. a, c |
| 3. a, c, e | 8. a, c |
| 4. b | 9. c |
| 5. a, b, d | 10. a, b, d, e |

1.1

- I. brown eyes, height, hair texture, diabetes, sex
 II. parents, home, skill, hobbies, friend

1.2

Part I:

Needs: security, love, belonging, food, clothing

Values: sincerity, honesty, excitement, consideration,
 loyalty

Part II:

sincerity, honesty, consideration, loyalty

1.3

- | | |
|----------------|------------------|
| 1. reliable | 5. understanding |
| 2. friendly | 6. patient |
| 3. cooperative | 7. ambitious |
| 4. honest | |

Appendix 5

The students values may be interpreted as (2, 4, 6, 9, 12)
 leisure time, (16) individuality, (5) independence, (11, 13, 14)
 excitement, (7, 13) fame, (1) security.

Appendix #1

Unscramble the words then rearrange the words to form a complete sentence.

rithnieed - twih - era - eth - stheo - tcearriashtcics - oyu - ronb

Key: The inherited characteristics are those you are born with.

Write the alphabet then number each letter such as A-1, B-2, C-3 to de-code the following words. Place dashes (-) between letters, (/) slashes between words.

20-8-5/9-14-8-5-18-9-20-5-4-3-8-1-18-1-3-20-5-18-9-19-20-9
-3-19/1-18-5-20-8-15-19-5/22-15-21/1-18-5-2-15-18-14/23-9
-20-8.

Key: Same as above

Who Am I?

Inherited Traits

Acquired Traits



--

→ The Individual ←

--

--

Classify the following characteristics as being primarily inherited or primarily acquired by writing the traits in the correct squares above:

- Your eye color
- Your manner of speech
- Your values
- Your sex (male or female)
- Your mental capacity
- Your potential height
- Your physical resemblance to ancestors
- Your skill in sewing
- Your eating habits
- Your fears and anxieties

Appendix #3

EXPLORING VALUES THROUGH MINUTE DRAMAS

Minute Drama I

Scene: Living Room. Mother and daughter are cleaning.

Daughter: Mom, may we throw this old vase away? It is just horrible! The colors are so-so awful; I can't see any reason for keeping it.

Mother: I wouldn't begin to throw out that vase. Why your father gave that vase to me before we were married. It is so very dear to me. I always thought it was rather beautiful. (with a dreamy look in her eyes) I guess I'm just sentimental.

NARRATOR

What is important to the daughter?

To the mother?

Minute Drama II

Scene: Living Room. Mr. Davi has just come in after a hard day's work.

Wife: Dear, this may be the last evening you will be sitting in that old chair. Remember you said I could get some new furnishings? Well, I picked out a lovely chair for you, dear. I'll be glad to get rid of that old one.

Husband: What, get rid of this chair! What is life coming to? A man can't even have a comfortable chair in his own home. We have had this chair for years dear. I just can't see getting another one when this one is so comfortable.

What is the wife valuing?

The Husband?

Minute Drama III

Scene: Mother and daughter are having a discussion in the bedroom of the daughter's new home.

Mother: I just can't see spending all that money for decorating this guest bedroom. My gracious, it's pretty, and I'll bet it is comfortable. But, all that expense for a guest room seems a bit foolish to me. Looks like you would have wanted to spend that money on your own room.

What is important to the mother?

To the daughter?

Minute Drama IV

Scene: Upstairs. Aunt Jane is being shown the house for the first time.

Aunt Jane: Linda and Joan have separate rooms. Looks to me like it would be better if they shared a room. If the girls shared a room, there would be only one room to furnish.

Mrs. Liston: I know it would be easier; however, you must understand that both Joan and Linda like to be alone sometimes. We think this is important. They need privacy.

What is Aunt Jane valuing?

What is Mrs. Liston valuing?

Minute Drama V

Scene: Moving Day

Father: Margaret, Margaret, where did you put my rock collection? Yes, yes, my rock collection, I want it in the den. This house won't seem like home without it.

Margaret: John, I think it is in the box in the basement by the washing machine. It has a green cord around it. It is marked rock collection. I'll be glad for you to get it in the den too. Having your hobbies around does make our house seem like home.

What is Father valuing?

Margaret?

Personal Coat-of-Arms

1

2

3

4

5

6

Appendix #4 (Cont')

DIRECTIONS: Answer each of the following questions by drawing in the appropriate area of your coat of arms a picture, design or symbol.

1. What do you regard as your greatest personal achievement to date?
2. What do you regard as your family's greatest achievement?
3. What is the one thing that other people can do to make you happy?
4. What do you regard as your own greatest personal failure to date?
5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?
6. What three lines would you most like to be said of you if you died today?

Appendix #5

The "Perfect Job"

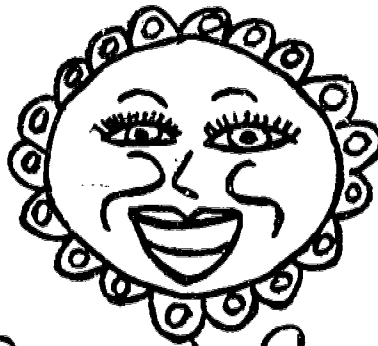
If you could have the "Perfect Job", which of these do you value the most. Place the number #1 by the value that means the most to you, #2 second, and so on.

- _____ 1. Job security
- _____ 2. little responsibility
- _____ 3. work near home
- _____ 4. short work week
- _____ 5. be your own boss
- _____ 6. good vacation
- _____ 7. The Boss' job
- _____ 8. pleasant surroundings
- _____ 9. holidays
- _____ 10. personal interests
- _____ 11. travel
- _____ 12. early retirement
- _____ 13. fame
- _____ 14. variety
- _____ 15. high pay
- _____ 16. using creativity

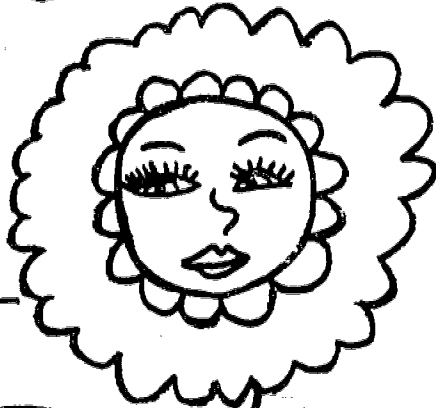
Is Your Personality in Full Bloom?



Cheerful



Congenial



Considerate



Understanding

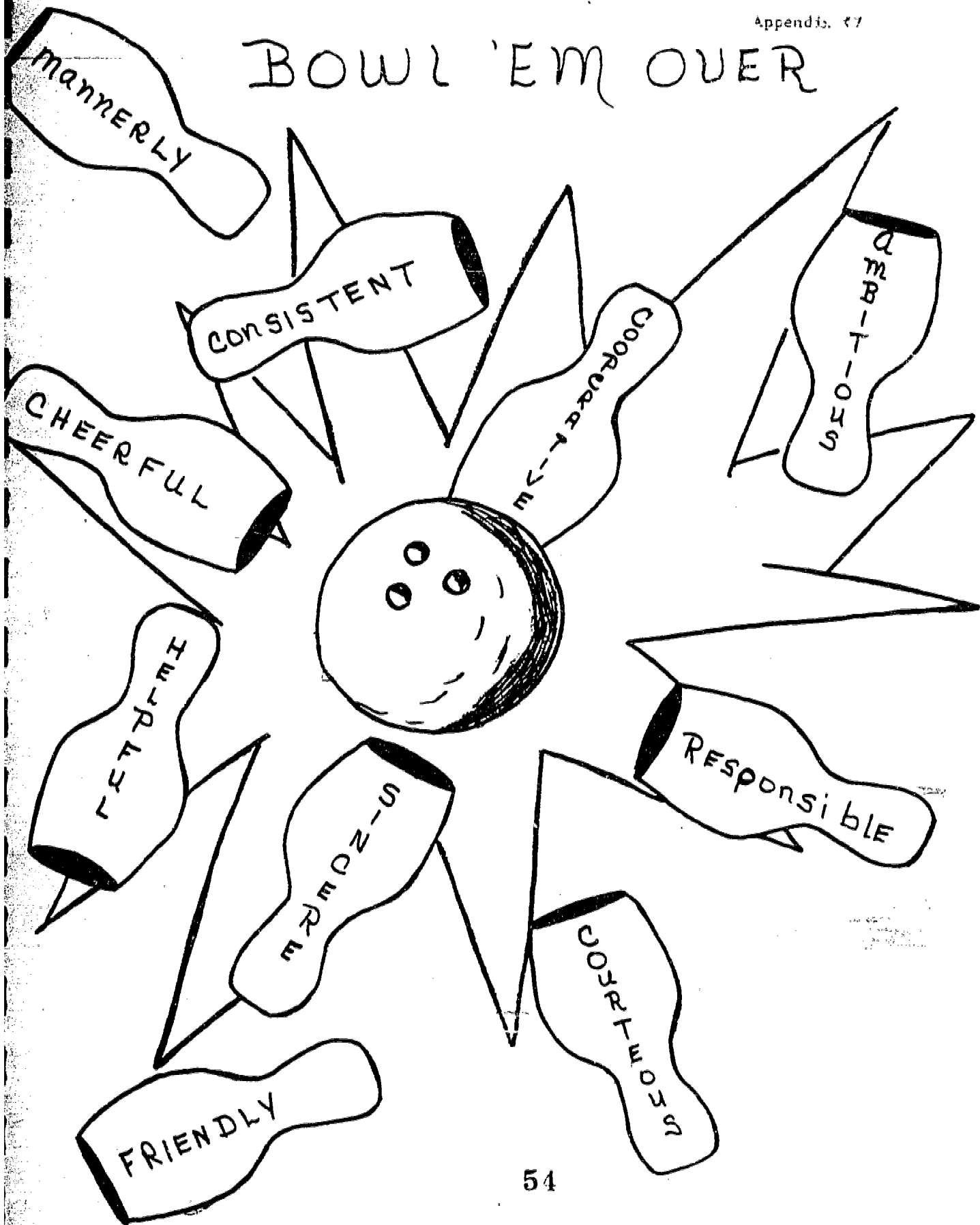


Trustworthy



Reliable

BOWL 'EM OVER



TEST YOUR MATURITY

	Frequently	Occasionally	Never
1. Do you have fits of temper when things do not go your way?			
2. Are you making the most of your talents and abilities?			
3. Do you constantly pity yourself?			
4. Is your first impulse to be kind on all occasions?			
5. Can you accept disappointments gracefully?			
6. Do you interrupt people when they are talking because you wish to speak?			
7. Do you have lots of friends?			
8. Do you dislike meeting new people?			
9. Can you see another person's point of view without getting angry?			
10. Do you look for the good instead of the faults in others?			
11. Do you accept a job and stick to it until you have finished?			
12. Can you easily forgive others when they do wrong?			
13. Are your feelings easily hurt?			
14. Are you critical of other people?			
15. Are you at ease in groups?			

	Frequently	Occasionally	Never
16. Do you hesitate to make your own decisions?			
17. Do you feel other people have all the luck?			
18. Do you dislike asking for help?			
19. Do you try to get others to talk instead of talking about yourself?			
20. Do you worry about your health?			
21. Do you enjoy daydreaming rather than actually doing things?			
22. Do you like to be the center of attention?			
23. Do you feel you have to do what the group does?			
24. Do you put things off?			
25. Do you cry over little things?			
26. Are you shy?			
27. Can your family and others depend on you?			
28. Can you take a joke?			
29. Are you generous to others with your time?			
30. Do you feel you are tired when there really is no reason for it?			

skit illustrating personality types. Assign students into the various roles of the skit. It is recommended that students be given some time to practice their roles. The class may discuss the skit when it is completed and decide which person or persons they would like to be.

THE MAGIC LOOKING GLASS

NARRATOR: Today we are going to perform a bit of magic right here in class. I am able to show you a magic looking glass. As we look into this magic looking glass perhaps you will see yourself as others see you. Wait a minute, I am beginning to have a vision right now. Yes, it looks like old faithful complaining Carol. I wonder what her main complaints are this morning. Let's listen.

COMPLAINING CAROL: I am so tired this morning. My mother made me wash dishes last night and my hands are still rough. That science teacher gave me 2 pages extra work for the days I missed. That is just terrible. I hate the color of the sky and there is too much sand in my shoes. I wish these classrooms weren't so cold. Aren't those school lunches terrible? I just hate every thing.

NARRATOR: Carol really thinks she has problems, doesn't she? Did any of you see yourself in Carol? Sometimes we feel that we need to complain about a problem but do you complain all the time? Better you should be like Cheerful Charlene. As we re-enter our magic world, we find Charlene knocking on the door of her grandmother's house. Let's see if she is happy or sad today.

CHEERFUL CHARLENE: (Scene opens as Charlene knocks on the door of her grandmother's house. Her grandmother is inside rocking and knitting.)

Gram: Come in.

Charlene: Hi Grams, I just thought I'd drop by and say hello on my way home from school. I can't stay long though as I must get home and babysit for my little brother Tommy. Mother, is going to the beauty shop.

Gram: It was thoughtful of you to come by Charlene. Seeing your bright smiling face cheers me up. Don't you dislike babysitting after a hard day at school?

Charlene: Well, there are other things I could do but I know mom feels so much better with her hair fixed. I think Tommy enjoys going for a walk with me, too. I had better go. I'll see you tomorrow after school.

Gram: Good by Charlene. My that little visit gave me a lift. Such a thoughtful girl.

NARRATOR: There is quite a difference between Carol and Charlene. Do you accept responsibilities and tasks as cheerfully as Charlene or are you an unhappy grumbler? The magic looking glass seems to be pointing on Conceited Clarence now. It looks like we might catch him just before he enters Science class. Hey, Clarence, how are things going?

Appendix 27
(Continued)

CONCEITED CLARENCE: I've got all A's so far in science and I am doing fabulous work in all my other classes, too. My teachers really like me. They think I am so smart. Do you like my new suede jacket? It cost \$50. I notice lots of girls looking at me. Do you like P.E.? That's one thing about me. I can usually win most games I play. Got to go now, be careful, don't touch my jacket.

NARRATOR: Wow, I guess we know what Clarence thinks of himself. I mean, we all know you have to like yourself but he goes overboard. I wonder why he needs to brag like that. Do you suppose he really feels insecure and unloved? I hope none of you out there saw yourself that time. It wasn't a very nice reflection. Wait a minute, I think I see Sarcastic Sarah coming up to the Magic Looking Glass. Boy, she can say some pretty mean things. I guess I had better speak to her. "Sarah, how are you today?"

SARCASTIC SARAH: Amy, that is such a pretty dress you have on today. Isn't that the same dress you wore a couple times last week? Wow, look at that teacher's hair. I guess she really thinks she is a fashion plate. Did you hear the way Marie answered that question, (mimic fashion) "Yes, Ma'am. I'll do that right away, Ma'am." People make me sick.

NARRATOR: People like that make me so angry. I think that if I saw Sarcastic Sarah in my mirror, I would think right away how I could change my personality. I don't think Sarah has many friends. Here comes someone that just looks friendly. I think his name is Freddy. Friendly Freddy would be a good name for him.

FRIENDLY FREDDY: Hi, There! You are the new girl in school, aren't you? We are glad to meet a new student. You are from Georgia, aren't you? Someone told me you play the piano well. Perhaps you could join our band. Have you met all your teachers yet? Why don't you walk with me to math and I'll introduce you to some of the kids. (Choose a girl to be the new student. student simply responds with yes and no to the questions asked.)

NARRATOR: My magic mirror is zeroing in on the juicy gossip of the week in the gossip headquarters, Gossiping Gertrude's bedroom. Gossiping Gertrude is very bad about spreading rumors. Let's listen and see what she is saying on the telephone to Mary.

GOSSIPING GERTRUDE: (Scene opens as Gertrude sits on the bed and talks on the telephone.) Mary, have I got some news for you. Frieda Frankenstein got a real whipping by her mother after coming home late last Saturday night. Now don't tell anyone because Frieda made me promise not to tell anyone. I heard a rumor that Mr. Anderson's class in P.E. really ran all over him and half of them went to the store for icee's. I guess I don't have anymore news. What's that? (Pause) You failed your last English Exam! Gee, that is really tough. Well, so long, I've got to go. (Hangs up the phone) Hey, I can't wait to talk to Jane to tell her about Mary's failing her English test.

NARRATOR: So that's the latest scoop. If you saw yourself in the magic mirror, think how easily you could lose friends being like Gossiping Gertrude. Do you think Mary will remain her friend after she tells everyone about her failing her English exam? I feel so sorry for people that are so shy like poor Susan. Watch Susan through the magic mirror and see how it is like to be shy. The scene opens in the guidance office. Mr. Rayburn, the guidance director is talking with Susan. Let's listen in.

Appendix #9 (Con't)

SHY SUE: (Stage--a man sitting behind a desk and a young girl in front of the desk. Her head is down so it is difficult to see her face.)

Mr. Rayburn: Sue, I asked you to come to me so we could talk about the problem you have of being so shy.

Susan: (lifting her head just a little) I don't want people to laugh at me. I don't read very well and I don't speak English too well either.

Mr. Rayburn: Are you very quiet at home also, Susan?

Susan: No, I know everyone there. They won't laugh at me. I have to take care of my little brothers and sisters.

Mr. Rayburn: Why don't you read lots of stories to your brothers and sisters. In this way you could improve both your English and your reading ability. Do you have any special interests, Susan?

Susan: Well, I do a lot of crocheting at home.

Mr. Rayburn: The home economics teacher has a needle work club before school every morning. Perhaps if you joined the club you would meet some people with the same interests as you. Oh, and another thing, Susan, you have such pretty brown eyes. Don't be afraid to look at other people and smile---

Susan: Thank you very much for the advice, Mr. Rayburn. I'll ask my mother if I can join that club.

NARRATOR: I think now Sue realizes that she has a lot to be proud of and that people will respect her for being brave and speaking out. Perhaps that new club will help her. Talker Tina is the last personality our magic mirror will show. She is certainly not shy, oh no, she talks too much. Just listen. That's all you can do with Tina around.

TALKER TINA: (Scene opens with Tina and Rachael sitting in the lunchroom eating lunch.)

Tina: I'm sorry we don't have a longer lunch period. I like to take time to enjoy my meal. You know I used to hate green beans until one day I was so hungry that even green beans tasted good. I guess I have liked them ever since.

Rachael: I like most vegetables. My mother-----

Tina: (Interrupting Rachael) I guess I'll eat about anything now. Boy, these hamburgers are good. I wonder what science class will be like today.

Rachael: They did do experiments second period? I think they made-----

Tina: I wonder what dress I should wear tomorrow. I guess my blue one. Say did I ever tell you the story of the time my mother saw a mouse in the kitchen. Well, it was so funny-----

NARRATOR: As we leave Tina the talker, we leave her still talking. Chances are Rachael will be finding a new friend soon. A new friend that will be interested in listening to her as well as talking about herself. Well, folks, I'm losing my magical powers. The magic mirrors have shown us all the personalities they are going to for today. Remember it is never too late to change poor personality characteristics into good characteristics. We hope you enjoyed our magic show.

COURSE Personal Career Orientation

ACCREDITATION STANDARD _____

TERMINAL PERFORMANCE

OBJECTIVE NO. 2.0X-4.158 level l-e,h,i

After various learning experiences, 76% of the students will evaluate how inter-personal relationships affect employability as evidenced by correctly answering 14 of the 20 items.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		2.0	See attached test-

TPO. Test 2.0

DIRECTIONS: Place a plus (+) before each situation that leads to job success and minus (-) before each which will lead to failure.

- ___ 1. Clerk is rude to customer.
- ___ 2. Saleslady helps mother with an injured child.
- ___ 3. Typist shrugs the shoulders when given extra work.
- ___ 4. Telephone operator says "Thank-you" and "You're welcome."
- ___ 5. Manager smiles at customers and employees.
- ___ 6. Head waitress helps the new waitress set a table.
- ___ 7. Stock boy didn't put the tomatoes in the right section.
- ___ 8. Clerk knocks on manager's door before entering.
- ___ 9. One secretary talks about a bloody movie during lunchtime.
- ___ 10. Bag boy looks at the customer during their conversation.
- ___ 11. Saleslady sits down or slumps over the counter to wait on customers.
- ___ 12. When asked to re-do a report the secretary asked very curtly "Why?"
- ___ 13. The cashier listened to every word the manager said about running the new machine.
- ___ 14. Salesman returned the labels he had borrowed from another employee.
- ___ 15. The clerk complemented someone on a new outfit.
- ___ 16. Busboy takes tips from table as he clears it.
- ___ 17. Paperboy yells loudly in the mornings as he throws his papers.
- ___ 18. Babysitter uses the telephone whenever she likes.
- ___ 19. Yard-boy works quietly until he finishes the job.
- ___ 20. Stockboy yells across store for instructions.

COURSE Personal Career Orientation

TERMINAL PERFORMANCE

OBJECTIVE NO. 2.0 (cont'd)X-4.158level 1-e,h,j.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.1	The student will be able to see the effect that social skills have on employability as evidenced by correctly answering 4 out of the 5 questions	2.1	<p>Match the jobs in column A with the social skill that is needed most for that job in column B.</p> <p style="text-align: center;">Column A</p> <p>___ 1. Receptionist</p> <p>___ 2. Nurse's Aide</p> <p>___ 3. Comedian</p> <p>___ 4. Teacher</p> <p>___ 5. Minister</p> <p style="text-align: center;">Column B</p> <p>a. ability to follow directions closely.</p> <p>b. ability to work well with others.</p> <p>c. ability to meet people.</p> <p>d. good sense of humor.</p> <p>e. positive attitude.</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.1	Recognize 5 social skills	2.1.1	Place a check by the social skills: <input type="checkbox"/> ability to meet people <input type="checkbox"/> negative attitude <input type="checkbox"/> show disrespect of others <input type="checkbox"/> able to work with others <input type="checkbox"/> understand others <input type="checkbox"/> bad sense of humor <input type="checkbox"/> follows directions <input type="checkbox"/> ability to make friends	2.1.1	<u>Young Living</u> (Chap. 3)	
1.2	Comprehend that social skills are learned at home first.	2.1.2	Discussion and unwritten evaluation. Each student must tell the class about one experience at home that helped him develop a social skill. (ex: Leave others belongings alone; respect for others).	2.1.2	<u>Lessons In Living</u> (Pages 335-339) Take a "Pre-test on Manners" Appendix #10 Prepare skits: Examples a. making introductions b. using good table manners c. using telephones d. conducting one's self properly in public. Sponsor a "Courtesy Week" for the school. a. make posters b. contribute to school newspaper c. prepare skits and programs dealing with courtesy d. devise activities for homeroom use	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.3	Relate how social skills are needed for employability	2.1.3	<p>Match the social skills in Column B with the best statement in Column A.</p> <p style="text-align: center;">Column A</p> <ol style="list-style-type: none"> 1. Employee does what he is told 2. Smiling receptionist 3. Enjoys working wherever he is told 4. Laughs at others jokes 5. Doesn't disturb belongings of others 6. Helps others during a rush <p style="text-align: center;">Column B</p> <p style="text-align: center;">(Social Skills)</p> <ol style="list-style-type: none"> a. ability to meet people b. ability to work well with others c. good sense of humor d. follows directions e. respects others f. positive attitude g. actions show you feel <p>Key:</p> <ol style="list-style-type: none"> 1. d 2. a 3. f 4. c 5. e 6. b 7. g 	2.1.3	Working With Others, Family Development Series-pp. 58-60	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.1.4	Demonstrate social skills	2.1.4	<p>Each student must complete the checklist during the social activity.</p> <ol style="list-style-type: none"> 1. Get to know 2 people you don't know. _____ 2. Get to know 1 person better. _____ 3. Say "Thank you" whenever anyone did something for me. _____ 4. Talked about something other than myself. _____ 5. Complimented someone sincerely. _____ <p>Note: The student would have others initial their card as they complete each activity.</p>	2.1.4	<p>Depending on the time of year, have a social activity that might occur in an office. It may be a Christmas, going away, or birthday party.</p> <p>Play "People Bingo". Each student has a blank Bingo card and has to have others sign it until it is full. Then cut strips of paper with each students name on the paper. Then proceed with a regular Bingo game.</p> <div data-bbox="1193 1144 1339 1386" style="text-align: center;"> <pre> B I N G O X </pre> </div> <p>See Appendix #11 Progress Record</p>	

COURSE Personal Career Orientation

TERMINAL PERFORMANCE

OBJECTIVE NO. 2.0 (cont'd)

X-4.153 level 3-c

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.2	The student will apply the techniques of communication to interpersonal relationships by correctly answering 7 out of 10 questions	2.2	See attached

I.P.O. 2.2

DIRECTIONS: Fill in the blank in Column I with the best answer from words in Column II

Column I

1. Be alert and _____ when listening.
2. Avoid _____ replies and conversations.
3. Avoid offensive or _____ topics.
4. Avoid _____ another's statements or grammar.
5. Avoid _____ remarks and unkind comments about other people.
6. Avoid critical _____ at the dinner table.
7. Make _____ conversation.
8. Good posture and poise communicates _____.
9. A ready smile communicates _____.
10. Looking at the person speaking to me communicates _____.


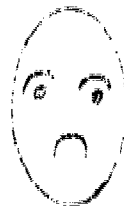


Column II

1. friendliness
2. correcting
3. sarcastic
4. respect
5. pleasant
6. embarrassing
7. self-confidence
8. conversation
9. curt
10. interested

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0






INTERIM PERFORMANCE OBJECTIVE 2.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.1	Define verbal and non-verbal communication-	2.2.1	Match the word with its appropriate definition. _____ A. Verbal _____ B. Non-verbal 1. actions 2. speaking	2.2.1	Young Living pp. 20-25.	
2.2	Recognize forms of non-verbal communication	2.2.1	Match the pictures that communicates the appropriate feeling. _____ 1. Sad _____ 2. Happy A.  B.  C.  D.  Have students draw or cut from magazines, 5 non-verbal communications, and describe	2.2.1	Discuss non-verbal communication posture dress bodily expression Young Living pp. 20-25.	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.3	Analyze effects on interpersonal relationships of these forms of non-verbal communication	2.2.3	<p>Match the pictures with the corresponding sentence.</p> <ol style="list-style-type: none"> 1. I would like these people as friends 2. I would not like these people as friends 			
			<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>A. </p> </div> <div style="text-align: center;"> <p>B. </p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <p>C. </p> </div> <div style="text-align: center;"> <p>D. </p> </div> </div> <div style="text-align: center; margin-top: 20px;"> <p>E. </p> </div>			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED																		
2.4	Recognize elements of verbal communication	2.2.4	Check the elements of verbal communication: <ol style="list-style-type: none"> 1. Good listener 2. Take over conversation 3. Make pleasing responses 4. Make no responses 5. Tone of voice 	2.2.4	Tech Horizons pages 70-72 Have role-play on gossiping or play the "gossip" game. Have students listen to their voice on the tape recorder. Role play "proper" telephone etiquette.																			
2.5	Summarize the factors involved in verbal and non-verbal communication.	2.2.5	Check factors involved in verbal communication and the ones involved in non-verbal communication or both <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30%; text-align: center;">Verbal</td> <td style="width: 30%; text-align: center;">Non-Verbal</td> <td style="width: 40%;"></td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td>1. ability to listen</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td>2. be alert</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td>3. be pleasant</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td>4. be respectful</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td>5. be critical</td> </tr> </table>	Verbal	Non-Verbal		_____	_____	1. ability to listen	_____	_____	2. be alert	_____	_____	3. be pleasant	_____	_____	4. be respectful	_____	_____	5. be critical			
Verbal	Non-Verbal																							
_____	_____	1. ability to listen																						
_____	_____	2. be alert																						
_____	_____	3. be pleasant																						
_____	_____	4. be respectful																						
_____	_____	5. be critical																						

Answer Sheet

T.P.O. Test

2.0

Plus (+): 2, 4, 5, 6, 8, 10, 13, 14, 15

Minus (-): 1, 3, 7, 9, 11, 12, 16, 17, 18, 19, 20

2.1

c, a, d, b, e

2.2

1. interested
2. curt
3. embarrassing
4. correcting
5. sarcastic
6. conversation
7. pleasant
8. self-confidence
9. friendliness
10. respect

GOOD MANNERS PRETEST

(True-False)

- _____ 1. If you are introduced to someone but forget the name later, you may ask him/her to repeat it for you.
- _____ 2. It is not necessary to include a person's title (such as Doctor or Captain) when making an introduction.
- _____ 3. A woman never stands for an introduction.
- _____ 4. When you ask a new person to come to your party, you must introduce him to the rest of the group.
- _____ 5. When you are visiting someone in his home, it is okay for you to stay longer than you planned if you are having a good time.
- _____ 6. If you spend the night with a friend and they have no maid, you will embarrass them by trying to help.
- _____ 7. When you are visiting in the home, you must follow the family's routine, even if it is inconvenient for you.
- _____ 8. It is more proper to be twenty minutes late for a party than to be on time.
- _____ 9. When you arrive at a party, you should greet your hostess before you join the other guests.
- _____ 10. It is considered good manners to talk only to the people you know at a party.
- _____ 11. You should not use better manners at a fancy restaurant than you use at home.
- _____ 12. If you see a dish on the menu with which you are not familiar, you should ask the waitress.
- _____ 13. If you sneeze at the table, you must excuse yourself.
- _____ 14. If you accidentally spill some food or drink on the person next to you, you must help them clean it off.
- _____ 15. To act grown up at the table, you should taste everything.
- _____ 16. You should ask to be excused before leaving the table.
- _____ 17. You should help pass dishes and see that everyone is served before you begin to eat.

- _____ 18. A gentleman always rises when an older person enters a room.
- _____ 19. When entering a crowded room, a gentleman should lead a woman across the room.
- _____ 20. A lady or gentleman should be nice to everyone, even those who displease him.
- _____ 21. A lady or gentleman should always follow rules of etiquette even if it means hurting someone's feelings.
- _____ 22. It is not necessary to send a "thank you" note immediately.
- _____ 23. When a door is closed, you always knock before entering.
- _____ 24. When you make a telephone call and the other party answers you immediately say, "Who's speaking?"
- _____ 25. You should never offer to do something for someone unless you know it will be graciously received.

PROGRESS RECORD

GUIDES TO BEING THOUGHTFUL OF OTHERS.

DIRECTIONS: In the left hand column, check those items on which you need to work. In the spaces on the right, keep a record of your progress. Report to the class the three characteristics you found hardest to do and the three items you found the easiest to do.

	SUN	MON	TUE	WED	THUR	FRI	SAT	SUN
_____ 1. Was respectful of the opinions of others.								
_____ 2. Trusted other people.								
_____ 3. Laughed at my mistakes.								
_____ 4. Kept my temper under control.								
_____ 5. Did not tell things told to me in confidence.								
_____ 6. Complimented someone sincerely.								
_____ 7. Did not violate the privacy of others.								
_____ 8. Showed generosity to friends.								
_____ 9. Did not gossip.								
_____ 10. Did not take friends for granted.								
_____ 11. Talked about something other than myself.								
_____ 12. Got to know some better.								

	SUN	MON	TUE	WED	THU	FRI	SAT
_____ 13. Made a new acquaintance.							
_____ 14. Did something for a friend.							
_____ 15. Did something at home without being asked.							
_____ 16. Was especially kind to a shy or younger person.							
_____ 17. Gave special attention to an older person.							
_____ 18. Said, "Thank you" whenever anyone did something for me.							

COURSE Personal Career Orientation

ACCREDITATION STANDARD _____

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0

X-4.158 level 1-e,h,i

After planned experiences, demonstrations and lectures the students will relate the importance of good grooming and personal appearance to employability and social acceptance by correctly responding to 7 out of the possible 10 correct responses.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
			See attached

T.P.O. 3.0

GROOMING and DRESS for EMPLOYABILITY

DIRECTIONS: From the list below list the 10 clothing and grooming factors that an employer or a fellow employee would find distracting about the girl in Figure A.



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Figure A

- | | | |
|--------------|------------|-----------|
| 1. hair | 6. jewelry | 11. bra |
| 2. acne | 7. purse | 12. dress |
| 3. eyelashes | 8. nails | 13. slip |
| 4. smile | 9. hose | |
| 5. scarves | 10. shoes | |

T.F.O. 3.0

GROOMING and DRESS for EMPLOYABILITY

DIRECTIONS: From the list below list the 10 clothing and grooming factors that an employer or a fellow employee would find distracting about the boy in Figure A.



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Figure A

- | | | |
|---------------|------------|-------------|
| 1. hair | 5. scarf | 9. tank top |
| 2. acne | 6. jewelry | 10. shoes |
| 3. sunglasses | 7. hat | 11. jeans |
| 4. nose | 8. smile | 12. no belt |

COURSE Personal Career Orientation

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0 (cont'd)

X-4.146 level 2-a.j.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES																																																																																																																																					
3.1	The student will demonstrate his knowledge of personal grooming and utilization of grooming aids as evidenced by scoring 80 out of 90 points during a one week program.	3.1	<p>The teacher will prepare a wall chart and each day the students will rate themselves. They will receive 3 points in each category. Maximum of 18 points daily; 90 points for one week.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 150px;">neat and clean hair</td> <td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td> </tr> <tr> <td>mani-cured nails</td> <td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td> </tr> <tr> <td>teeth brushed</td> <td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td> </tr> <tr> <td>clean body and odor free</td> <td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td> </tr> <tr> <td>clean and neat clothing and shoes</td> <td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td> </tr> <tr> <td>face cleaned and proper make-up</td> <td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td> </tr> <tr> <td>face cleaned (Boys)</td> <td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td><td>M</td><td>T</td><td>W</td><td>R</td><td>F</td><td>S</td> </tr> </table>	neat and clean hair	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	mani-cured nails	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	teeth brushed	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	clean body and odor free	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	clean and neat clothing and shoes	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	face cleaned and proper make-up	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	face cleaned (Boys)	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S
neat and clean hair	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S																																																																																																																						
mani-cured nails	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S																																																																																																																						
teeth brushed	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S																																																																																																																						
clean body and odor free	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S																																																																																																																						
clean and neat clothing and shoes	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S																																																																																																																						
face cleaned and proper make-up	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S																																																																																																																						
face cleaned (Boys)	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S																																																																																																																						



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.1	Define: grooming antiperspirant clean	3.1.1	Fill in the blank spaces with the correct word. 1. A _____ helps prevent body odor. 2. A _____ cream which dissolves hair. 3. _____ means free from dirt. 4. _____ means personal care. Key: 1. deodorant 2. depilatory 3. clean 4. grooming	3.1.1	Lessons In Living, Page 208 Have each student choose and demonstrate one of the grooming steps during a 2-day class period, at the end of this I.P.O. 3.1. "Grooming for Boys and Girls" pamphlet by Avon.	
1.2	Define three types of baths 1. tub 2. shower 3. sponge	3.1.2	Match kinds of baths in column A with definitions in column B <u>Column A</u> 1. tub bath 2. shower bath 3. sponge bath <u>Column B</u> _____ A. Dirt rinsed away by spraying water _____ B. Soaking in a tub of water _____ C. Used when there is no tub or shower Key: A. 2 B. 1 C. 3	3.1.2	Young Living Pages 168, 251	



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0
(con't)

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.1.3	Define: complexion cosmetics medicated blemishes	3.1.3	<p>Match the word with the definition.</p> <p>_____ a. complexion</p> <p>_____ b. cosmetics</p> <p>_____ c. medicated cosmetics</p> <p>_____ d. blemishes</p> <p>1. lipsticks, powder, mascara and other beauty aids</p> <p>2. a chemical added to a lotion, cream or alcohol to help dry up blemishes</p> <p>3. the appearance of your skin: ex. face</p> <p>4. pimples, blackheads</p> <p>Key: <u>3</u> a. <u>1</u> b. <u>2</u> c. <u>4</u> d.</p>			

FUNCTIONAL PERFORMANCE ANALYSIS

AL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

ING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
y the three types of	3.1.4	Check the three types of skin 1. acne 3. oily 2. dry 4. normal <u>Key:</u> 2, 3, 4	3.1.4	<u>Lessons in Living</u> pages 251-254	
e your skin type.	3.1.5	Check the 3 factors which best describe your skin. Determine your skin type using the key below. Check only <u>3</u> . ___ 1. I have blackheads and enlarged pores. ___ 2. My skin feels flaky and rough. ___ 3. My face gets shiny during the day. ___ 4. My skin is smooth and clear. ___ 5. I need to use a moisturizing cream or lotion. ___ 6. I rarely have pimples or blackheads. ___ 7. I need to wash my face more often than others. ___ 8. My skin chaps easily. ___ 9. My skin requires average care. <u>Key:</u> If the following numbers are checked, your skin is: #1,3,7 ___ oily skin #2,5,8 ___ dry skin #4,6,9 ___ normal skin			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.1.6	Describe the problems that may occur with each type of skin.	3.1.6	<p>_____ skin is the type that may have trouble with blackheads and enlarged pores.</p> <p>_____ skin feels flaky and rough.</p> <p>Key: 1. oily 2. dry</p>	3.1.6	<p>Lessons in Living pages 251-254</p> <p>View film "Teenage Skin Problems" Florida State Board of Health</p>	
3.1.7	Identify the proper care for each type of skin.	3.1.7	<p>With _____ skin, use cleansing creams or lotions and as little soap as possible.</p> <p>_____ skin needs daily care to keep it this way.</p> <p>_____ skin needs plenty of soap and water and should be treated with medicated lotion, cream or alcohol.</p> <p>Key: 1. dry 2. normal 3. oily</p>	3.1.7	<p>Appendix 12 Appendix 13</p>	



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.3

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.8	Define: brushing of hair style rinse shampoo dandruff	3.1.8	Fill in the blank space with the correct word. 1. _____ stimulates the scalp and strengthens the hair. 2. Dead cells build up on the scalp and cause _____. 3. _____ the hair thoroughly with plenty of warm water. 4. Many people prefer to use a _____ to wash the hair rather than regular bath soap. 5. A good hair _____ can help to accent your good features. Key: 1. brushing the hair 2. dandruff 3. rinse 4. shampoo 5. style	3.1.8	<u>Lessons In Living</u> Page 255	
1.9	Identify steps one can take to treat dandruff	3.1.9	Write at least 2 steps one can take to treat dandruff Key: 1. medicated shampoo 2. brushing the hair	3.1.9	<u>Lessons In Living</u> Page 255	
1.10	Identify the importance of brushing the hair	3.1.10	Brushing _____ the scalp and straightens the hair, it also removes _____ from the hair. _____ brush strokes a day are recommended for normal hair. 1. one hundred 2. dirt or lint 3. stimulates 4. two hundred Key: 1. 3 2. 2 3. 1			



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.11	Identify the method used to clean the comb and brush	3.1.11	Fill in the blanks Wash your comb and brush in very hot _____ water with a few drops of _____ in it. Key: sudsy, ammonia	3.1.11	<u>Lesson In Living</u> Pages 255-260 <u>Young Living</u> Pages 169-170	
1.12	Identify the manner in which dandruff and diseases of the scalp are transferred	3.1.12	Check how dandruff and diseases are transferred _____ a. eating after someone _____ b. wearing someone's clothes _____ c. using some else comb or brush Key: C			
1.13	Identify hair styles which are suitable for school and those which are suitable for special occasions	3.1.13	After viewing a visual display, select 3 hair styles suitable for school and 2 suitable for parties Key: school - B, C, E parties - A, D	3.1.13	<u>Lessons In Living</u> Pages 258-259 Appendix #14 Transparency: Face shapes and hair styles; Co-ed/Forecast	
1.14	Define: brushing of teeth dental hygiene	3.1.14	Fill in the blanks with the correct word(s) Regular _____ of teeth help to keep them clean. _____ means caring for the teeth. Key: brushing dental hygiene	3.1.14	<u>Lessons In Living</u> Pages 261-263 <u>Young Living</u> Page 169 Appendix #15	



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED		
3.1.15	Recognize the proper care of teeth	3.1.15	<p>Check the correct answers. To give teeth the proper care one must:</p> <ul style="list-style-type: none"> <u> </u> 1. Brush teeth after each meal <u> </u> 2. Eating the right food <u> </u> 3. Using an electric tooth brush <u> </u> 4. Regular visits to the dentist <p>Key: 1, 2, 4, 5</p> <p>Check the cleaning agents which are good for brushing your teeth:</p> <ul style="list-style-type: none"> <u> </u> 1. baking soda <u> </u> 2. baking powder <u> </u> 3. tooth powder <u> </u> 4. tooth powder <u> </u> 5. corn starch 	3.1.15				
3.1.16	<p>Define:</p> <ul style="list-style-type: none"> a. bunion b. callous c. corn on feet d. manicure e. pedicure 	3.1.16	<p>Match the words in Column A with the definitions in Column B.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>COLUMN A</u></p> <ul style="list-style-type: none"> <u> </u> 1. bunion <u> </u> 2. callous <u> </u> 3. corn on feet <u> </u> 4. manicure <u> </u> 5. pedicure </td> <td style="width: 50%; vertical-align: top;"> <p><u>COLUMN B</u></p> <ul style="list-style-type: none"> a. A rough, hard area on bottom or side of the foot b. An inflamed swelling of the joint of the big toe c. Hardening or thickening of skin usually on the toe d. Care of the feet, toes and nails e. Care of the hands, fingers and nails </td> </tr> </table> <p>Key:</p> <ul style="list-style-type: none"> 1. b 2. a 3. c 4. e 5. d 	<p><u>COLUMN A</u></p> <ul style="list-style-type: none"> <u> </u> 1. bunion <u> </u> 2. callous <u> </u> 3. corn on feet <u> </u> 4. manicure <u> </u> 5. pedicure 	<p><u>COLUMN B</u></p> <ul style="list-style-type: none"> a. A rough, hard area on bottom or side of the foot b. An inflamed swelling of the joint of the big toe c. Hardening or thickening of skin usually on the toe d. Care of the feet, toes and nails e. Care of the hands, fingers and nails 	3.1.16	Lesson In Living Pages 264-267	
<p><u>COLUMN A</u></p> <ul style="list-style-type: none"> <u> </u> 1. bunion <u> </u> 2. callous <u> </u> 3. corn on feet <u> </u> 4. manicure <u> </u> 5. pedicure 	<p><u>COLUMN B</u></p> <ul style="list-style-type: none"> a. A rough, hard area on bottom or side of the foot b. An inflamed swelling of the joint of the big toe c. Hardening or thickening of skin usually on the toe d. Care of the feet, toes and nails e. Care of the hands, fingers and nails 							

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.17	Explore the importance of the proper care of the hands.	3.1.17	Check steps in proper washing of hands: <input type="checkbox"/> 1. Use luke warm water and soap <input type="checkbox"/> 2. Lather soap on hands and wrists <input type="checkbox"/> 3. Brush if needed <input type="checkbox"/> 4. Polish the nails <input type="checkbox"/> 5. Rinse in warm water <input type="checkbox"/> 6. Dry your hands thoroughly <input type="checkbox"/> 7. Use lotion to replace oils Key: 1, 2, 3, 5, 6, 7	3.1.17	<u>Lessons In Living</u> Pages 264-266	
1.18	Recognize some of the causes of unattractive hands	3.1.18	Check two conditions that may cause unattractive hands: <input type="checkbox"/> 1. Constant exposure to weather. <input type="checkbox"/> 2. Strong cleansing compounds <input type="checkbox"/> 3. Wearing gloves Key: 1, 2	3.1.18	<u>Young Living</u> Pages 171-172	
1.19	Recognize the proper care of the feet	3.1.19	Check the steps in the proper care of the feet: <input type="checkbox"/> 1. Wear properly fitted shoes and stockings <input type="checkbox"/> 2. Soak the feet in warm, soapy water <input type="checkbox"/> 3. Scrub with a brush <input type="checkbox"/> 4. Rinse in cool water <input type="checkbox"/> 5. Polish toe nails Key: 1, 2, 3, 4	3.1.19	<u>Young Living</u> Pages 171-172	



COURSE Personal Career Orientation

TERMINAL PERFORMANCE

OBJECTIVE NO. 3.0 (cont'd)X-4.143

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.2	The student will identify clothing properties which protect individuals in various living and occupational activities as evidenced by correctly answering 9 out of the 12 responses	3.2	<p>Choose at least two clothing properties from the list in Column 2 that would be worn by the workers in Column 1</p> <p style="text-align: center;"><u>Column 1</u></p> <p>___ ___ A. fireman ___ ___ B. construction worker ___ ___ C. race car driver ___ ___ D. policeman ___ ___ E. waitress ___ ___ F. cook</p> <p style="text-align: center;"><u>Column 2</u></p> <p>1. water repellent 2. crease resistant 3. safety goggles 4. hard hats 5. safety glass 6. gas mask 7. helmet 8. bullet proof vests 9. ear plugs 10. hair net 11. special shoes 12. absorbent 13. fire proof 14. apron</p>

FUNCTIONAL PERFORMANCE ANALYSIS

FINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.2

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>size clothing properties (characteristics, qualities, etc)</p> <p>water repellent</p> <p>crease resistant</p> <p>safety goggles</p> <p>hard hats</p> <p>safety glass</p> <p>respirator mask</p> <p>fall protection nets</p> <p>flame proof vests</p> <p>plugs</p> <p>fall protection nets</p> <p>special shoes</p> <p>non-absorbent</p> <p>flame proof</p> <p>fall protection nets</p>	3.2.1	<p>Cut pictures from magazines showing people wearing articles made of materials with special properties</p> <p>(Ex. cook with apron, motorcycle rider with helmet, welder with face mask)</p>	3.2.1	<p>Bulletin Board</p> <p>Use pictures that were cut out</p>	
<p>size clothing properties</p>	3.2.2	<p>List one characteristic of each clothing property found in 3.2.1</p> <p>Example:</p> <ol style="list-style-type: none"> 1. water repellent-non absorbent 2. crease resistant-does wrinkle 3. safety goggle-protects eye 			
<p>effect of clothing protection on workers</p>	3.2.3	<p>Students relate (orally or written) an incident where workers (did or did not) use the appropriate kind of material for their work.</p> <p>Ex. Brick falls on construction workers foot; waitress not wearing hair net</p>			

COURSE Personal Career Orientation

TERMINAL PERFORMANCE

OBJECTIVE NO. 3.0 (cont'd)X-4.140 level 2-a

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.3	The student will demonstrate his understanding of the relationship between the way an individual feels and the way he is dressed as evidenced by correctly matching 4 pictures out of 6 in the given exercise.	3.3	See attached test

I. P. O. 3.3 Test

Place the letter which best describes how the individual feels by the way he/she is dressed.



1. _____



2. _____



3. _____

- A. Relaxed
- B. Serious
- C. Cheerful



4. _____



5. _____



6. _____

- A. Relaxed
- B. Serious
- C. Cheerful

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.3

LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1. Define: moods feelings	3.3.1	A person's state of mind determines his _____.	3.3.1	Use pictures in Appendix #16 for class discussion of moods and feelings	
2. Identify moods and feelings: happy sad cheerful gloomy relaxed worried flirty conservative silly	3.3.2	From the pictures given in the Appendix #16 have students identify the feeling or mood that the person in the picture has	3.3.2	Appendix 16 <u>Teen Guide to Homemaking, P. 54</u>	

COURSE Personal Career Orientation

TERMINAL PERFORMANCE

OBJECTIVE NO. 3.0 (cont'd)X-4.158 level 1-e,h,j

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES																						
3.4	The student will demonstrate his knowledge of personal skills related to personal appearance and employability by correctly circling 7 out of 10 responses	3.4	<p>Circle the worker in Column B who would be most likely to wear the given clothing in Column A:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Column A</th> <th style="text-align: center;">Column B</th> </tr> </thead> <tbody> <tr> <td>1. dangling jewelry</td> <td>model - nurse</td> </tr> <tr> <td>2. dress suit</td> <td>salesman - construction worker</td> </tr> <tr> <td>3. elbow length hair</td> <td>machinest - cab driver</td> </tr> <tr> <td>4. excessive make-up</td> <td>secretary - entertainer</td> </tr> <tr> <td>5. fashionable clothing</td> <td>saleslady - stockboy</td> </tr> <tr> <td>6. high paltform shoes</td> <td>bag boy - telephone operator</td> </tr> <tr> <td>7. very short skirt</td> <td>file clerk - typist</td> </tr> <tr> <td>8. long pants.</td> <td>short order cook - professional tennis player</td> </tr> <tr> <td>9. collar & tie</td> <td>banker - P.E. teacher</td> </tr> <tr> <td>10. bathing suit</td> <td>lifeguard - principal</td> </tr> </tbody> </table>	Column A	Column B	1. dangling jewelry	model - nurse	2. dress suit	salesman - construction worker	3. elbow length hair	machinest - cab driver	4. excessive make-up	secretary - entertainer	5. fashionable clothing	saleslady - stockboy	6. high paltform shoes	bag boy - telephone operator	7. very short skirt	file clerk - typist	8. long pants.	short order cook - professional tennis player	9. collar & tie	banker - P.E. teacher	10. bathing suit	lifeguard - principal
Column A	Column B																								
1. dangling jewelry	model - nurse																								
2. dress suit	salesman - construction worker																								
3. elbow length hair	machinest - cab driver																								
4. excessive make-up	secretary - entertainer																								
5. fashionable clothing	saleslady - stockboy																								
6. high paltform shoes	bag boy - telephone operator																								
7. very short skirt	file clerk - typist																								
8. long pants.	short order cook - professional tennis player																								
9. collar & tie	banker - P.E. teacher																								
10. bathing suit	lifeguard - principal																								

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.4.1	Define personal skills that relate to personal appearance	3.4.1	Check the best definition 1. ability to choose clothing, accessories, make-up and hair styles that go together well 2. ability to choose clothing, accessories, make-up and hair styles that conflict Key - 1	3.4.1	Teen Horizons Page 150-154	
3.4.2	Discover personal skills related to personal appearance	3.4.2	Check the skills that relate to personal appearance 1. coordinating clothing 2. proper laundry techniques 3. proper care (repairs) of clothing 4. selecting proper make-up 5. choosing and wearing becoming hair styles 6. getting proper food, rest and exercise 7. managing money, time and energy well		Appendix 17	

Key

- | | | | |
|-----|-----------|-------|-------|
| 3.0 | hair | purse | dress |
| | eyelashes | nails | slip |
| | scarfs | hose | |
| | jewelry | bra | |
-
- 3.2 (a.) 1, 4, 11, 13
 (b.) 4, 11
 (c.) 3, 5, 7, 11, 13
 (d.) 8, 11
 (e.) 10, 11, 14
 (f.) 12, 14
-
- 3.3 (1.) b
 (2.) a
 (3.) c
 (4.) a
 (5.) b
 (6.) c
-
- | | | |
|-----|----------------|-----------------------|
| 3.4 | 1. model | 6. telephone operator |
| | 2. salesman | 7. typist |
| | 3. cab driver | 8. short order cook |
| | 4. entertainer | 9. banker |
| | 5. saleslady | 10. life guard |

Your Name _____

TEENAGE SKIN PROBLEMS
True or False Quiz

Teacher's Name _____

Class _____

Place "T" or "F" in front of number:

- _____ 1. There are three basic causes of skin problems.
- _____ 2. As skin heals, a new layer is formed over the inflamed area.
- _____ 3. Diet has a definite effect on the condition of the skin.
- _____ 4. Proper washing removes flaky skin.
- _____ 5. Creams clean the skin better than soap.
- _____ 6. Washing with soap always dries the skin.
- _____ 7. You don't need a wash cloth to wash your face properly.
- _____ 8. With proper care, I can expect results within two weeks.
- _____ 9. I can skip washing my face at night.
- _____ 10. There is no way to get rid of pimples.
- _____ 11. To be effective, a medicated soap has to be harsh.
- _____ 12. Black heads are caused by excess skin oils.
- _____ 13. There's no need to see your doctor about something as simple as pimples.
- _____ 14. There's no way to tell in advance whether a blemish cream really works.
- _____ 15. A tendency toward skin problems may be inherited.

(Key True: #1(diet, skin care, heredity) 3, 4, 7, 8, 12, 14, 15.

PROBLEMS CAN ARISE!

3 out of 4 teenagers have blackheads or
acne



What To Do:



1. Avoid oily and greasy foods
2. Keep hands away from face
3. Use soaps with bacteria fighters



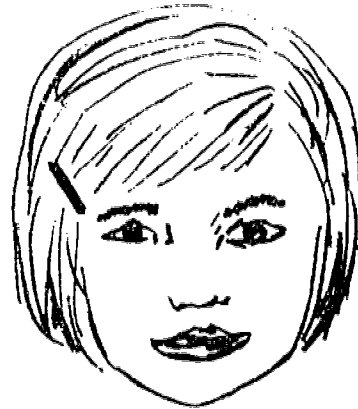
(in severe cases:)

4. Consult a physician

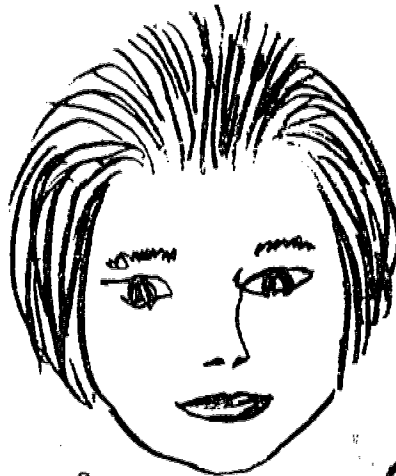




A.



B.



C.



D.



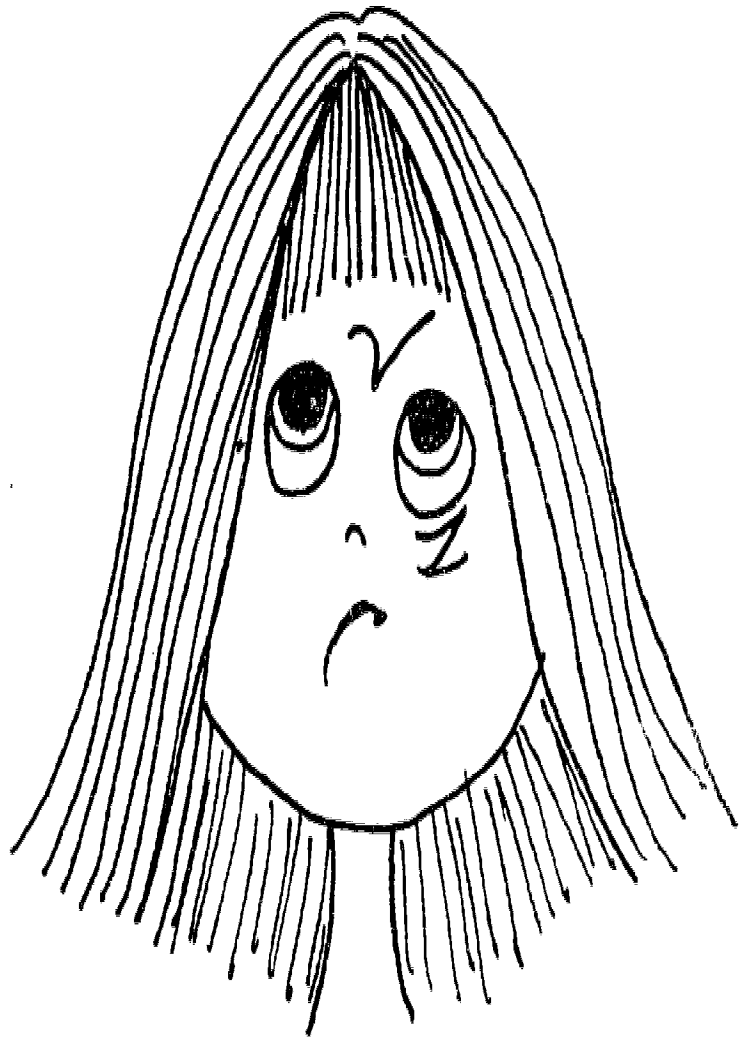
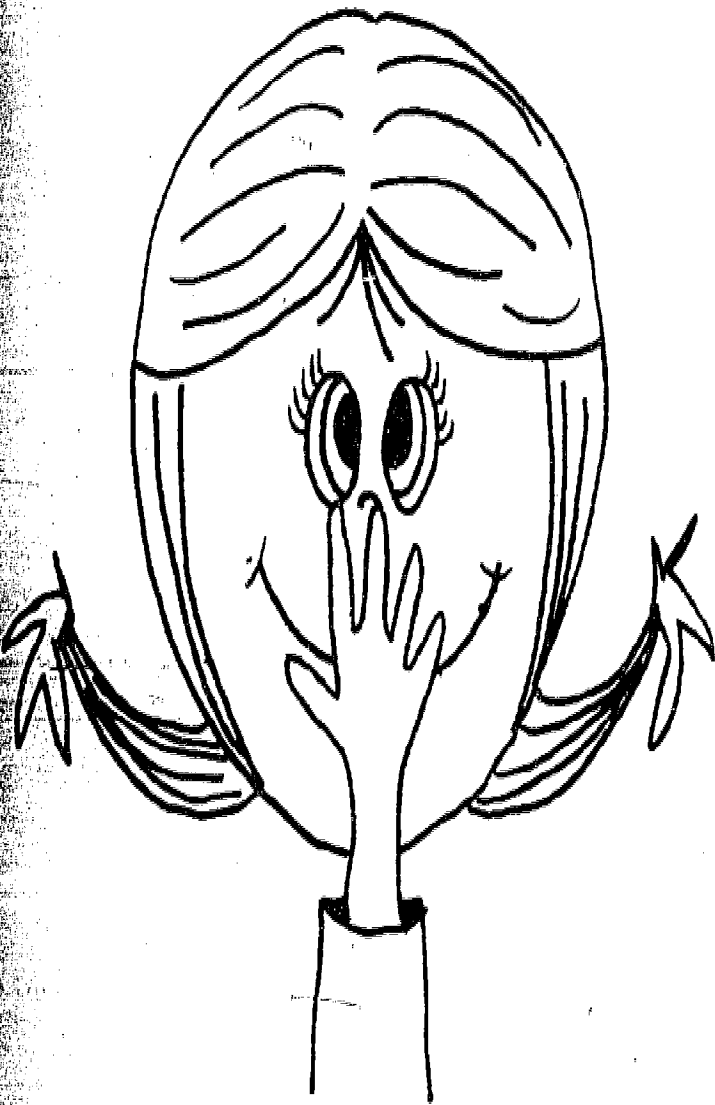
E.

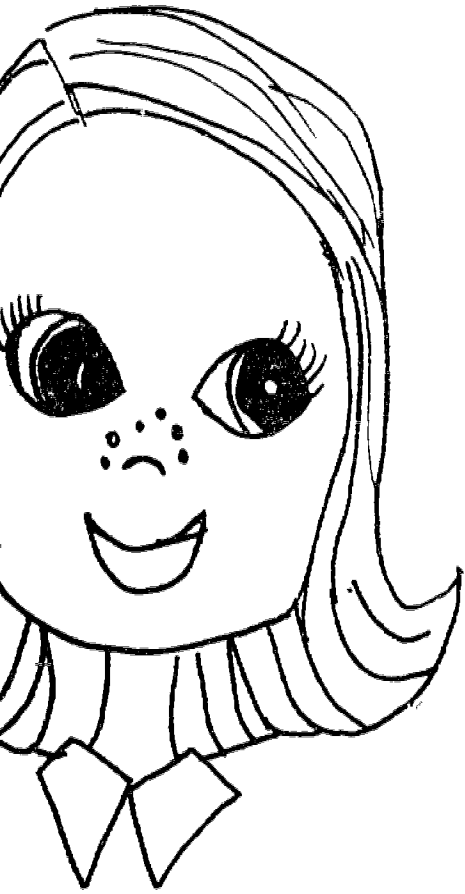
P R O T E C T Y O U R S M I L E



"... Anyone see the toothbrush I
used to sweep out the hamster's cage?"

- . Brush teeth after meals
- . Control intake of sweets
- . Visit Dentist regularly

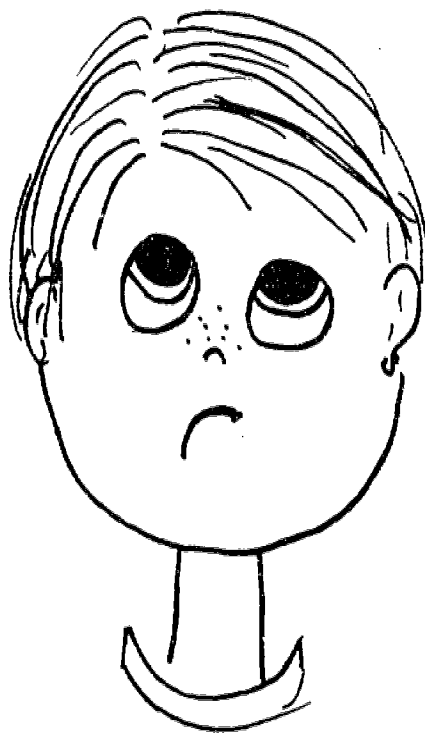
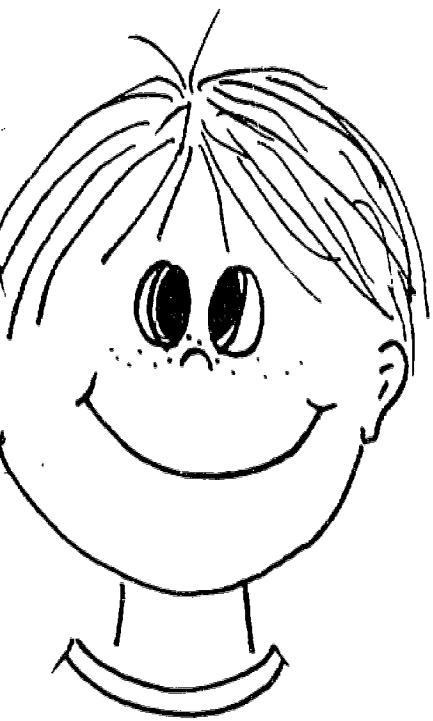




Appendix 16b

81
120





CASE STUDIES FOR GROOMING

Karen was new to her neighborhood and was anxious to get some baby-sitting jobs. She had decided to visit several families with young children.

She was so anxious, in fact, that she set off wearing her normal at-home clothes - patched, hip-hugger jeans and halter top. She slipped on a pair of well-worn sandals because she knew she might be walking a lot and they were comfortable. At the last minute, Karen remembered that some of the families had school-aged children and the mother might want someone older than 13 years to babysit. She quickly applied some eye shadow and mascara which her friends had always told her made her look older.

What three grooming mistakes did Karen make?

1. clothes not appropriate
2. old, worn shoes
3. make-up could make her look irresponsible and playing at being "grown-up"

Marilyn wanted a job for after-school hours and on Saturdays. She heard that the hospital wanted a girl to run errands, write letters for patients, and tell stories to children. She decided that she would apply.

Marilyn went to the hospital to be interviewed. Since the wind had mussed her hair on the way to the hospital, she took out her comb and began to fix her hair while the nurse asked her some questions. She knew she had a spot on her blouse, but she thought no one would notice it if she slumped in her chair a bit. The nurse gave Marilyn a form to fill out and while she was thinking about some of the questions, she began to bite her nails.

What four mistakes did Marilyn make during her interview?

1. combed her hair in public
2. spot on blouse
3. poor posture
4. bit nails

COURSE Personal Career Orientation

ACCREDITATION STANDARD _____

TERMINAL PERFORMANCE

OBJECTIVE NO. 4.0X-4.44X-4.153 level 3-c

Upon completion of a unit on personal nutrition, the student will describe the importance of personal nutrition needs for employability and how these needs may be met through food intake by correctly answering 17 out of 25 questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		4.0	See attached

T.P.O. 4.0

DIRECTION: Beside each statement indicate if the statement is TRUE or FALSE by writing the appropriate word:

- _____ 1. Nutrients are necessary for growth and repair of tissue, body maintenance, regulation and energy.
- _____ 2. There are 4 nutrients.
- _____ 3. Carbohydrates are needed for growth and repair.
- _____ 4. Fats are needed for energy.
- _____ 5. Vitamin A is needed for the skin and eyes.
- _____ 6. A deficiency of iodine may cause goiter.
- _____ 7. A deficiency of vitamin C causes anemia.
- _____ 8. A source of protein is meat.
- _____ 9. A source of vitamin D is the sunshine.
- _____ 10. The basic four food groups are meat, fruit, vegetables, and bread.
- _____ 11. A teenager needs 3 or more glasses of milk per day.
- _____ 12. Four servings of protein are needed daily.
- _____ 13. Cheese is in the protein group.
- _____ 14. Tomatoes are in the fruit and vegetables group.
- _____ 15. Grits are in the milk and dairy group.
- _____ 16. Snacks should be nutritious and full of energy.
- _____ 17. A calorie is a unit used to measure fat.
- _____ 18. An empty calorie has a lot of nutrients.
- _____ 19. Chocolate cake has a lot of calories.
- _____ 20. A teenager needs 2,500 to 3,000 calories a day.
- _____ 21. Eating gelatin to have longer fingernails is a food fad.
- _____ 22. A good breakfast before work or school is needed to keep a person alert and energetic.
- _____ 23. Snacks during working hours should be full of energy but not filling.

T.P.O. 4.0
(cont'd)

_____24. People out grow their need for milk.

_____25. A person will get more work done if they nibble all day.

COURSE Personal Career Orientation

TERMINAL PERFORMANCE

OBJECTIVE NO. 4.0 (cont'd)X-4.150 level 3 a,g

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.1	The student will identify his food habits and relate effects of food habits on personal nutrition as evidenced by correctly answering 6 out of 10 questions	4.1	See attached

I.P.O. 4.1 Test

The following items are multiple choice. Only one response is correct; check your choice.

1. Leafy green and yellow vegetables furnish the body with
 - A. fat
 - B. vitamin A
 - C. vitamin D
 - D. protein

2. Chief function of fat in the diet is to
 - A. furnish energy
 - B. build tissues
 - C. aid digestion
 - D. remove waste from the body

3. Proteins are important for
 - A. giving us heat energy
 - B. helping us grow
 - C. helping our eye sight
 - D. helping assimilation

4. Standard recommended guide for proper nutrition
 - A. eating regularly
 - B. basic four food groups
 - C. eating tasty foods
 - D. diet of your choice

5. Food habits are influenced by
 - A. family income
 - B. parents and friends
 - C. religion
 - D. all of the above

6. Number of calories needed by teenagers
 - A. 1000 — 2000
 - B. 750 — 950
 - C. 2500 — 3000
 - D. 3000 — 3500

7. May cause poor food habits
 - A. eating alone
 - B. sleeping too late
 - C. eating on the run
 - D. all of the above

8. Milk and milk products
- A. helps us to have healthy teeth
 - B. roughage
 - C. helps us to grow
 - D. A & C
9. Snacks should be
- A. nutritious
 - B. counted as a part of daily food intake
 - C. not counted as a part of daily food intake
 - D. A & E
10. Water in our bodies help
- A. elimination
 - B. circulation
 - C. digestion
 - D. all of the above

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
4.1.1	Define: nutrient	4.1.1	_____ are substances necessary for growth and repair of tissue, body maintenance and regulation and energy	4.1.1	"Young Living" chapter 5 <u>Lessons In Learning</u> , p. 10-15 <u>Exploring Home and Family Living</u> 28-45 <u>Teen Horizons</u> 244-245 <u>Steps in Home Living</u> , p. 62	
4.1.2	Identify the nutrients	4.1.2	The nutrients in food, needed by bodies to maintain health and efficient performance, can be classified in groups: 1. p _ _ te 2. c _ _ b hyd _ _ _ _ (starches and sugar) 3. f _ _ 4. v _ ta _ _ _ _ 5. m _ n _ r _ _ s Which of the above NUTRIENTS are necessary for (a) growth and repair of tissue? _____ _____ (b) for energy? _____ and _____ (c) for body maintenance and regulation? _____ and _____ and _____	4.1.2	Same as 4.1.1 The nutrients may be scrambled or placed in a word search for the students to identify	

(cont'd)

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0
(cont'd)

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED												
		4.1.2	Key: 1. protein 2. carbohydrate 3. fat 4. vitamin 5. minerals a. protein b. fat, carbohydrate c. vitamin, mineral															
4.1.3	Identify functions of nutrients	4.1.3	Match the following: <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>NUTRIENTS</u></th> <th style="text-align: left;"><u>FUNCTIONS</u></th> </tr> </thead> <tbody> <tr> <td><u> </u> a. carbohy- drates</td> <td>1. building and repair ing body tissue</td> </tr> <tr> <td><u> </u> b. fats</td> <td>2. energy</td> </tr> <tr> <td><u> </u> c. protein</td> <td>3. skin and eyes</td> </tr> <tr> <td><u> </u> d. vitamin A</td> <td>4. pads the body</td> </tr> <tr> <td><u> </u> e. calcium (mineral)</td> <td>5. builds strong bones and teeth</td> </tr> </tbody> </table> Key: (a.) 2 (b.) 4 (c.) 1 (d.) 3 (e.) 5	<u>NUTRIENTS</u>	<u>FUNCTIONS</u>	<u> </u> a. carbohy- drates	1. building and repair ing body tissue	<u> </u> b. fats	2. energy	<u> </u> c. protein	3. skin and eyes	<u> </u> d. vitamin A	4. pads the body	<u> </u> e. calcium (mineral)	5. builds strong bones and teeth	4.1.3	Same as 4.1.1	
<u>NUTRIENTS</u>	<u>FUNCTIONS</u>																	
<u> </u> a. carbohy- drates	1. building and repair ing body tissue																	
<u> </u> b. fats	2. energy																	
<u> </u> c. protein	3. skin and eyes																	
<u> </u> d. vitamin A	4. pads the body																	
<u> </u> e. calcium (mineral)	5. builds strong bones and teeth																	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED								
4.1.4	Recognize deficiency diseases	4.1.4	<p>Write the disease caused from a lack of the following nutrients.</p> <p>_____ A. Vitamin A</p> <p>_____ B. Vitamin B</p> <p>_____ C. Vitamin C</p> <p>_____ D. Iron</p> <p>_____ E. Iodine</p> <p>Key: (a.) night blindness (b.) beriberi, (c.) scurvy, (d.) anemia (e.) goiter</p>	4.1.4	<u>Exploring Home & Family Living Chapter 4</u>									
4.1.5	Recognize food sources of nutrients	4.1.5	<p>Match the following food and their sources in Column I and Column II.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>COLUMN I</u></td> <td style="text-align: center;"><u>COLUMN II</u></td> </tr> <tr> <td>_____ 1. Iodine</td> <td>a. orange juice</td> </tr> <tr> <td>_____ 2. Protein</td> <td>b. sea food</td> </tr> <tr> <td>_____ 3. Vitamin C</td> <td>c. meat</td> </tr> </table> <p>Key: 1. b, 2. c, 3. a</p>	<u>COLUMN I</u>	<u>COLUMN II</u>	_____ 1. Iodine	a. orange juice	_____ 2. Protein	b. sea food	_____ 3. Vitamin C	c. meat	4.1.5	See Appendix 18	
<u>COLUMN I</u>	<u>COLUMN II</u>													
_____ 1. Iodine	a. orange juice													
_____ 2. Protein	b. sea food													
_____ 3. Vitamin C	c. meat													

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED												
4.1.6	Identify Basic 4 Food Guide	4.1.6	<p>Complete:</p> <p>One guide for determining our daily food intake is the Basic 4 guide. These groups of food are:</p> <ol style="list-style-type: none"> 1. _____ and dairy products. 2. _____ and cereal. 3. _____ and vegetable. 4. _____ and protein. <p>Key: 1. milk, 2. breads, 3. fruits, 4. meat</p>	4.1.6	<p><u>Lessons In Living</u> Lesson 1</p> <p><u>Steps In Home Living</u> Pages 58-63</p> <p><u>Young Living</u> Page 85</p>													
4.1.7	Identify number of daily servings needed from each of the Basic 4 Food Groups	4.1.7	<p>In order to eat food that will provide enough energy, growth and repair of tissue, and good health and vitality, a <u>teen-ager</u> needs the following each day:</p> <table border="1" data-bbox="552 1197 982 1459"> <thead> <tr> <th data-bbox="552 1197 779 1239">FOOD GROUP</th> <th data-bbox="779 1197 982 1239">SERVINGS NEEDED</th> </tr> <tr> <td data-bbox="552 1239 779 1281">milk & dairy</td> <td data-bbox="779 1239 982 1281"><u>EACH DAY</u></td> </tr> <tr> <td data-bbox="552 1281 779 1323">fruit & vegetable</td> <td data-bbox="779 1281 982 1323">a. _____</td> </tr> <tr> <td data-bbox="552 1323 779 1365">bread & cereal</td> <td data-bbox="779 1323 982 1365">b. _____</td> </tr> <tr> <td data-bbox="552 1365 779 1407">protein</td> <td data-bbox="779 1365 982 1407">c. _____</td> </tr> <tr> <td></td> <td data-bbox="779 1407 982 1449">d. _____</td> </tr> </thead></table> <p>Key: (a.) 3 or more, (b.) 4 or more, (c.) 4 or more, (d.) 2 or more</p>	FOOD GROUP	SERVINGS NEEDED	milk & dairy	<u>EACH DAY</u>	fruit & vegetable	a. _____	bread & cereal	b. _____	protein	c. _____		d. _____	4.1.7	Same as 4.1.6	
FOOD GROUP	SERVINGS NEEDED																	
milk & dairy	<u>EACH DAY</u>																	
fruit & vegetable	a. _____																	
bread & cereal	b. _____																	
protein	c. _____																	
	d. _____																	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.8	Classify foods in Basic 4 Food Groups	4.1.9	1. Protein 2. Bread & Cereal 3. Fruits & Vegetables 4. Milk & Dairy Write the number of the above group to which the following foods belong: <input type="checkbox"/> a. water melon <input type="checkbox"/> b. crackers <input type="checkbox"/> c. eggs <input type="checkbox"/> d. cheese <input type="checkbox"/> e. tomatoes <input type="checkbox"/> f. rice <input type="checkbox"/> g. fish <input type="checkbox"/> h. cottage cheese Key: 3, 2, 1, 4, 3, 2, 1, 4.	4.1.9	Same as 4.1.6 Appendix 19 Appendix 20	
1.9	Examine individual food intake and identify Basic 4 Food Groups represented	4.1.9	Complete "Record of Foods Eaten for One Day"	4.1.9	See Appendix 21	
1.10	Describe how your personal nutrition needs may be met through food intake	4.1.10	Complete "A DIETARY Score Card"	4.1.10	See Appendix 22 See Appendix 23 for suggested "Hands-On" experiences	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
4.1.11	Define: calorie low-calorie high-calorie empty-calorie	4.1.11 Match each word with the correct definition <p style="text-align: center;"><u>Words</u></p> _____ 1. High-calorie _____ 2. Empty-calorie _____ 3. Calorie _____ 4. Low-calorie <p style="text-align: center;"><u>Definitions</u></p> (a) a unit used to measure the amount of heat or energy produced by food (b) not many calories (c) calories with no other nutrients except carbohydrates (d) many, many calories Key: 1. d, 2. c, 3. a, 4. b	4.1.11 <u>Young Living</u> PP. 92-98 <u>Teen Horizons</u> PP. 249-251			
4.1.12	Identify the number of calories needed by teenagers	4.1.12 Teenagers need about _____ calories daily Key: 2,500 — 3,000	4.1.12 <u>Young Living</u> PP. 92-98 <u>Exploring Home and Family Living</u> PP. 33, 40 Have students calculate the amount of calories they consumed in one day			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.13	Recognize food fads	4.1.13	<p>Place a check by the food fads or fallacies</p> <ol style="list-style-type: none"> 1. Children should take vitamin supplements 2. Gelatin will make your fingernails grow longer 3. Weight control is influenced by the number of calories 4. A large amount of Vitamin C prevents colds <p>Key: 1, 2, 4</p>	4.1.13	<p><u>"Fallacy And Food Facts"</u> P. 92-94</p> <p><u>Food And Nutrition Florida State Guide</u></p>	

COURSE Personal Career Orientation

TERMINAL PERFORMANCE

OBJECTIVE NO. 4.0 (cont'd)X-4.158 level l-e,h,j

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.2	Relates nutritional status to employability for high level job performance	4.2	<p>Good nutrition is needed for top level job performance. Make sure that Joe, a construction worker's diet includes all of the required servings from each of the Basic 4 food groups. Underline one food in each parenthesis ()</p> <p style="text-align: center;"><u>Joe's Breakfast</u></p> <p style="text-align: center;">Grapefruit Juice Oatmeal (1) (Egg, Pancakes) Toast (2) (Milk, Coffee)</p> <p style="text-align: center;"><u>Joe's Morning Break</u></p> <p style="text-align: center;">(3) (Ice Cream Bar, Coffee)</p> <p style="text-align: center;"><u>Joe's Packed Lunch</u></p> <p style="text-align: center;">2 Ham and Cheese Sandwiches (4) (Carrot sticks, Biscuits) Cookies Apple Milk</p> <p style="text-align: center;"><u>Joe's Afternoon Snack</u></p> <p style="text-align: center;">Fruit Drink</p> <p style="text-align: center;"><u>Joe's Dinner</u></p> <p style="text-align: center;">Meatloaf (5) (Corn, Rice) Bread Cake Iced Tea</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
4.2.1	Describe how food affects an individual's feelings (physical and mental)	4.2.1	<p>"Eating the right foods make you look, feel and act better"</p> <p>Draw a line from the kind of feelings to all of the words that describe that feeling</p> <p style="text-align: center;">a. pleasant</p> <p>Physical Feelings b. thoughtful</p> <p style="text-align: center;">c. strong</p> <p style="text-align: center;">d. calm</p> <p style="text-align: center;">e. dependable</p> <p>Mental Feelings f. hungry</p> <p style="text-align: center;">g. enthusiastic</p> <p>Key: Physical: c, f</p> <p style="text-align: center;">Mental: a, b, d, e, g</p>	4.2.1	<p><u>Lessons In Living</u> Pages 18-17</p>	

Key 4.0

- | | | | | |
|----------|-----------|-----------|-----------|-----------|
| 1. True | 6. True | 11. True | 16. True | 21. True |
| 2. False | 7. False | 12. False | 17. False | 22. True |
| 3. False | 8. True | 13. False | 18. False | 23. True |
| 4. True | 9. True | 14. True | 19. True | 24. False |
| 5. True | 10. False | 15. False | 20. True | 25. True |

- 4.1
- | | |
|------|-------|
| 1. B | 6. C |
| 2. A | 7. D |
| 3. B | 8. D |
| 4. B | 9. D |
| 5. D | 10. D |

- 4.2
1. egg
 2. milk
 3. ice cream bar
 4. carrot sticks
 5. corn

Appendix #18

Games On Nutrients

- A. Divide the class into 2 teams - "F" and "N". The first person on the "F" team may name a food; the first person on the "N" team answers with the proper nutrient. If someone gives a wrong answer, that person is out of the game. After the game ends, the teams line up again. This time make the "F" team the "N" team.
- B. Jeopardy Rules: Divide class into 2 teams. Each team has a leader who is responsible for choosing the category and saying the answer. Anyone can raise his hand to answer a question but he must tell it to the team leader. If anyone else from the team would like to help, this is permissible. If a team raises their hand first they have one minute to answer correctly to receive their points, if not the amount subtracted from their points but the other team may not answer. (Teacher gives the answer). The team that correctly answered the last question gets to choose the next category. In each category one question can not be asked until the ones above it are gone. One category does not have to be completed until you can go to the next category. The team that chooses the "Double Jeopardy" card can only answer that question and if correct, they receive twice the face value of the question. The team with the most points win.

Playing board may be plywood or bulletin board with nails or tacks to hold cards. Each card should be at least 6" x 6" - 75 cards in total plus your Double Jeopardy cards you may place anywhere between top and middle card. (usually 2)

I. Top Layer:

CC*	CC	CC	CC	CC
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

*CC - category card

II. Middle Layer - Questions

CC. Proteins

- 10 - Why is protein necessary?
- 20 - Name 3 sources of protein.
- 30 - Do vegetables have protein?
- 40 - How many servings of meat (protein) do we need a day?
- 50 - What happens when a person does not eat protein?

CC. Carbohydrates

- 10 - What are carbohydrates?
- 20 - Name 3 sources of carbohydrates.
- 30 - What can carbohydrates be changed into in your body?
- 40 - What do carbohydrates give you?
- 50 - Which has more carbohydrate value, a potato or a slice of white bread?

CC. Fats

- 10 - Do fats come from animals, plants, or both?
- 20 - Do fats give you energy?
- 30 - Does milk contain fat?
- 40 - Does sugar contain fat?
- 50 - Does butter or margarine contain fat?

CC. Vitamins

- 10 - Why are vitamins necessary?
- 20 - What does Vitamin A affect?
- 30 - What is another name for Vitamin D and why?
- 40 - Vitamin B is found in what foods?
- 50 - What is caused by a lack of Vitamin C?

CC. Minerals

- 10 - Name 3 minerals?
- 20 - Your bones and teeth need what 2 minerals?
- 30 - What is a source of iodine?
- 40 - What is a source of calcium and phosphorus?
- 50 - What is caused by a lack of iron?

III. Bottom Layer - Answers

Protein

- 10 - body, growth and repair
- 20 - meat, fish, poultry
- 30 - yes, but incomplete
- 40 - 2 servings
- 50 - slow growth and repair

Carbohydrates

- 10 - plant foods that contain starch or sugar
- 20 - cereals, fruits, vegetables
- 30 - fat
- 40 - energy
- 50 - white bread

Bottom Layer - Answers
(cont'd)

Fats

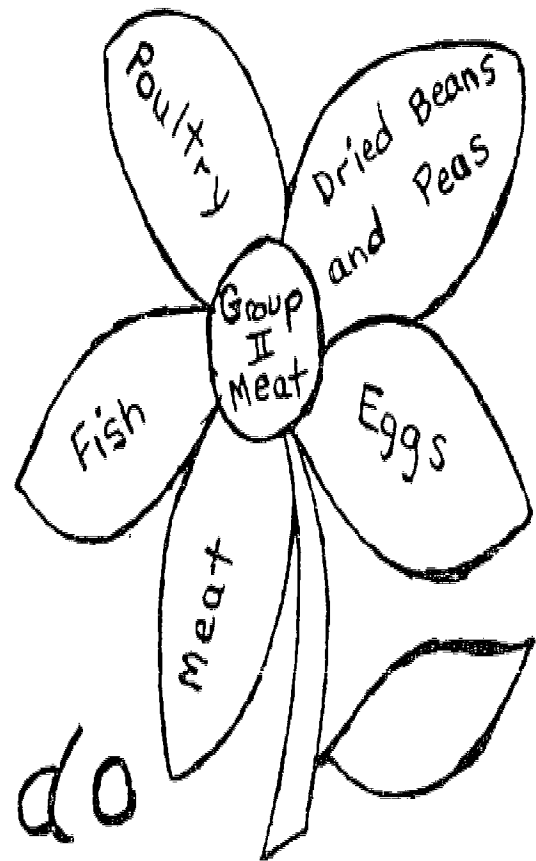
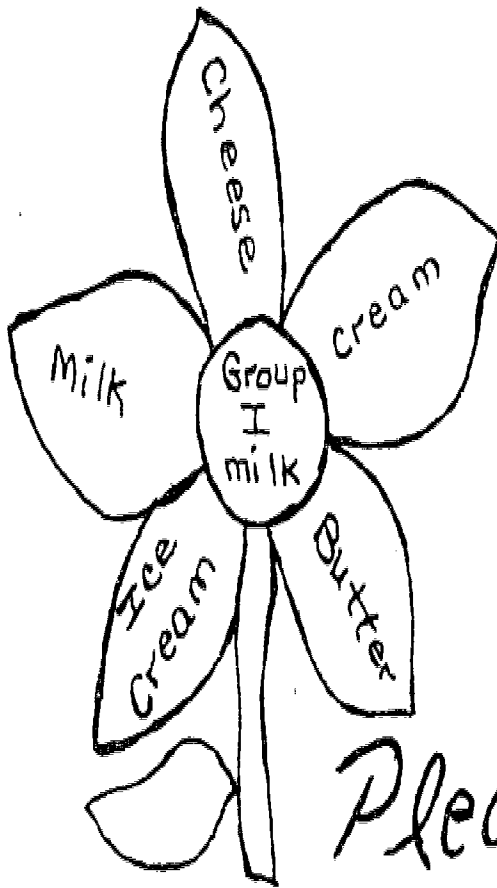
- 10 - both
- 20 - yes
- 30 - yes
- 40 - no
- 50 - yes

Vitamins

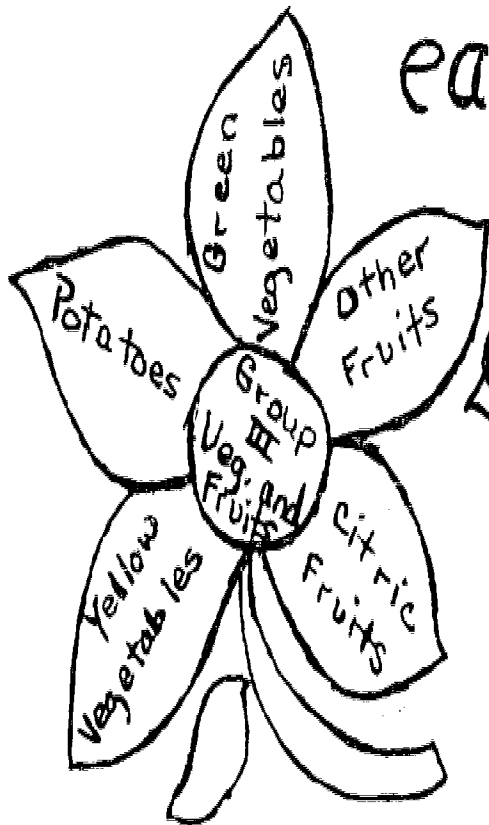
- 10 - help to regulate body processes
- 20 - skin, eyes
- 30 - sunshine vitamin, you may get it from the sun.
- 40 - meat, milk, fruits, vegetables and grain
- 50 - scurvy

Minerals

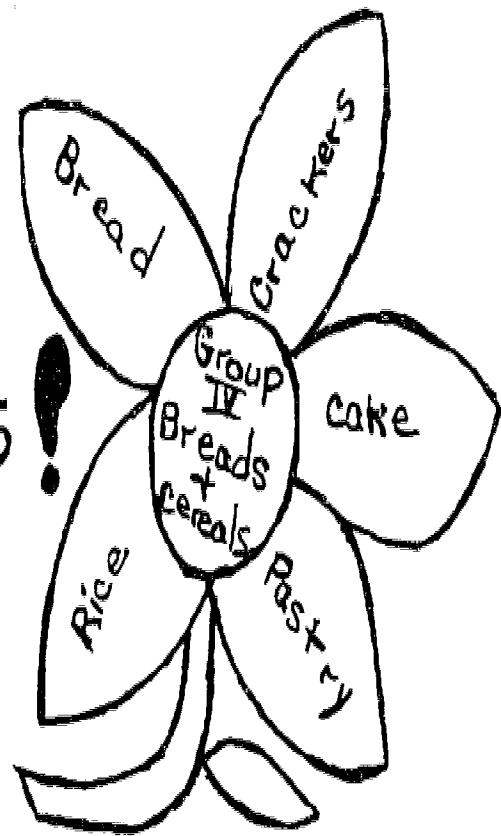
- 10 - calcium, phosphorus, iodine, iron
- 20 - calcium, phosphorus
- 30 - seafood, salt
- 40 - milk
- 50 - anemia



Please do
eat the



Daisies!



Taken from Food and Nutrition Guide, Monograph 74, University of Arkansas.

Appendix #20

SUPERMARKET RUMMY

June Patchett

The purpose of this game is to create food combinations that constitute "balanced meals" while noting the cost of food.

Preparation required:

Construct a deck of cards containing names of foods representing all food groups and prices of one serving. Number of cards in deck can vary according to number of players and complexity desired. Minimum of about 48 cards desirable.

Rules of play:

Deal each player 8 cards and use standard rummy procedure. Place rest of deck on table. Turn top card face up. First player may take that card or draw top one from deck, then discard one on the face-up stack.

Players may lay down "books" of 4 cards which they think make a balanced meal. Meal must contain all four food groups. Continue until one player has two "meals" or all cards have been drawn.

Scoring is based on cost of meal:

15 points for each meal if cost is 30¢ or less
10 points for each meal if cost is 31-50¢
5 points for each meal if cost is 51-75¢
1 point for each meal if cost is 76¢ or more

Appendix #21

RECORD OF FOODS EATEN FOR ONE DAY

Please fill in the blanks:

Name _____ Sex _____

Age _____ Date _____

List all the foods you eat each day (24 hour period) including butter and beverages. If you eat 2 helpings of a food write after it (2), if 3 helpings write (3). Tell whether food was cooked or raw, and if the bread was whole grain, white or cornbread.

<u>FOOD EATEN FOR BREAKFAST</u>		<u>M&D</u>	<u>B&C</u>	<u>F&V</u>	<u>Meat</u>
1. _____	2. _____	_____	_____	_____	_____
3. _____	4. _____	_____	_____	_____	_____
5. _____	6. _____	_____	_____	_____	_____
Snacks _____					
<u>FOOD EATEN AT NOON</u>		<u>M&D</u>	<u>B&C</u>	<u>F&V</u>	<u>Meat</u>
1. _____	2. _____	3. _____	_____	_____	_____
4. _____	5. _____	6. _____	_____	_____	_____
7. _____	8. _____	9. _____	_____	_____	_____
Snacks _____					
<u>FOOD EATEN AT NIGHT</u>		<u>M&D</u>	<u>B&C</u>	<u>F&V</u>	<u>Meat</u>
1. _____	2. _____	3. _____	_____	_____	_____
4. _____	5. _____	6. _____	_____	_____	_____
7. _____	8. _____	9. _____	_____	_____	_____
Snacks _____					
		<u>TOTALS</u>			

SUMMARY:

1. In which group (food) did you meet the daily requirements?
2. In which group were you lacking the minimum number of servings recommended per day?
3. What can you add to this diet to receive the recommended number of servings in each group?

Appendix #22

DIETARY SCORE CARD

Directions: Write your score for each of the food groups listed below. Score yourself for one days food intake only. Do not write a score higher than the one allowed for each group of foods.

BASIC FOOD GROUP	FOODS	EACH DAY YOU NEED	SCORE FOR ONE DAY	YOUR SCORE
I. ←	Green and yellow vegetables	1 serving	10	
	Citrus fruits or other vitamin C rich foods	1 serving	10	
	Potatoes and other vegetables and fruits	3 servings	5	
II. ←	Milk and milk products	3-4 cups	20	
III. ←	Meat, poultry, fish	1 serving	15	
	Meat, poultry, fish or meat alternates	1 serving	10	
	Eggs	1 daily (at least 4 per wk.)	5	
IV. ←	Whole grain or enriched bread or cereal	1 serving per meal	10	
	Butter or other fats	2-3 tbsp.	5	
	A good breakfast, including some form of protein, as milk or egg.		10	
			Total..... 100	Your Total _____

To summarize - answer:

1. In which food group(s) was your score correct? _____
2. In which food group(s) was your score lower than it should be? _____
3. What food(s) could you add to this day's food intake to make your score correct? _____

Appendix #23

1. Have students bring in snacks from home to eat in class. Have class set up the criteria for good snacks (ie: cost, nutrition, preparation) and rate each snack.
2. Plan nutritious "box" lunches and make them in class.
3. Plan and prepare a snack using cereal (toasted).
4. Plan and prepare a very simple snack to be served at a special occasion at work (fondue, finger sandwiches, punch).

COURSE Personal Career Orientation #2709

ACCREDITATION STANDARD _____

TERMINAL PERFORMANCE

OBJECTIVE NO. 5.0X-4.148 level 3-c,d,e

After instruction, demonstration and other learning activities, 76% of the students will be able to demonstrate their acquired knowledge of the principles of management in the given test with 70% proficiency.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		5.0	See attached test

T.P.O. 5.0

Place "Yes" in blank if the statement is true and "No" if the statement is false

1. The worth of management determines how personal resources are used.
2. Goals are reached through wise use of time, money and energy.
3. Everyone has the same amount of time per day.
4. Values and attitudes determines how one uses his energy.
5. Poking around is an enemy of wise use of energy.
6. Deciding on goals can influence the use of energy.
7. A time schedule cannot be changed.
8. A list of jobs to be done is a good management practice.
9. Energy is affected by food, rest and exercise.
10. Goals are reached through the wise use of money.

COURSE Personal Career Orientation #2709TERMINAL PERFORMANCE
OBJECTIVE NO. 5.0 (cont'd)X-4.147 level 2-a,g,i

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.1	The student will comprehend the need for skills in managing resources, as evidenced by correctly responding to 4 of the 6 correct statements	5.1	Circle the following statements that are most likely to occur when resources are wisely managed - there are 6 correct statements <ul style="list-style-type: none"> a. dependence on others b. attainment of goals c. makes good grades d. no time for recreation e. money for luxuries f. often late for appointments g. may drop out of school h. may have hobbies i. satisfies wants j. improve personal skills

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.1.1	Identify human resources: energy skill aptitude intelligence imagination patience understanding time money	5.1.1	Circle the human resources: a. energy e. air b. imagination f. aptitude c. land g. patience d. time h. factory Key: a, b, d, f, g	5.1.1	<u>Enjoying Family Living</u> Chapter 8 <u>Teen Guide To Home Making</u> Chapter 3 Types Of Resources Appendix #24	
1.1.2	Define: a. tangible b. intangible	5.1.2	Match the following description with the term it describes: (tangible - intangible) _____ 1. something which can be touched _____ 2. something which cannot be touched or seen Key: 1. tangible 2. intangible			
1.1.3	Identify three personal resources	5.1.3	Your personal resources are your _____ and _____ _____ _____ No Key			



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.4	Classify resources as to tangible and intangible	5.1.4	<p>Classify the following words in correct columns below:</p> <p>religious belief gifts allowance talent</p> <p><u>TANGIBLE</u> <u>INTANGIBLE</u></p> <p>Key: Tangible: gift, allowance Intangible: talent, religious belief</p>			



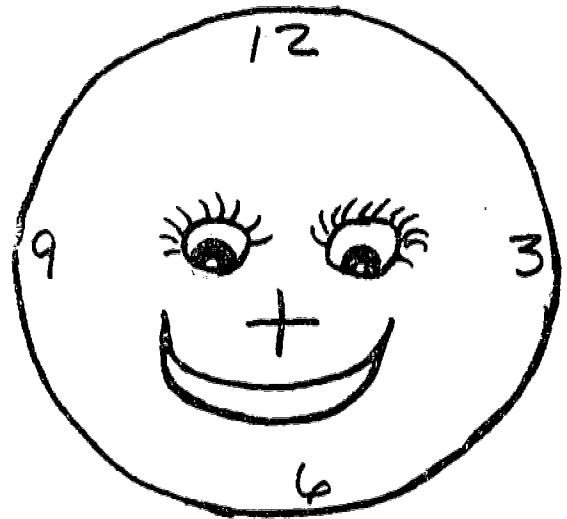
RESOURCES

Appendix 24

114



EDUCATION



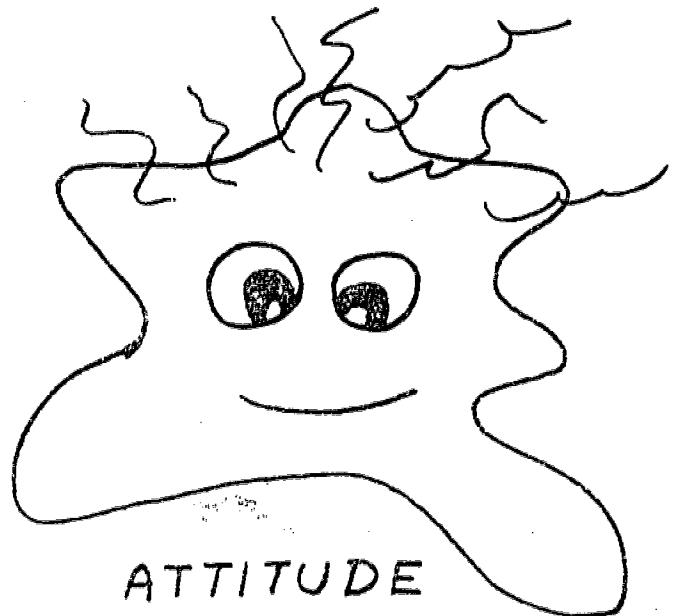
TIME



SKILLS & ABILITIES



MONEY



ATTITUDE

COURSE Personal Career Orientation #2709

TERMINAL PERFORMANCE

OBJECTIVE NO. 5.0 (cont'd)

X-4.148 level 3-c,d,e

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.2	The student will apply principles of management to use of personal resources as evidenced by students correctly answering 4 out of 5 statements	5.2	See attached

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.1	Describe the influence of values on economic decisions	5.2.1	<p>Match the possessions in Column B that the person would most likely desire with the values in Column A.</p> <p>Column A Column B</p> <p>___ 1. leisure time A. fishing pole</p> <p>___ 2. beauty B. books</p> <p>___ 3. education C. make-up</p> <p>Key: 1. a, 2. c, 3. b</p>	5.2.1	<p>See 1.2</p> <p>Exploring Family Living P. 199</p> <p>Teen Guide To Homemaking P. 192</p> <p>Teen Horizons P. 10</p>	
2.2	Outline the 5 steps in decision making	5.2.2	<p>Organize the steps of decision making in logical sequence by placing the number "1" by the first, "2" by the second, and so on</p> <p>___ A. carry out plans</p> <p>___ B. gather information</p> <p>___ C. state problems</p> <p>___ D. evaluate</p> <p>___ E. decide and plan</p> <p>Key: A. 4, B. 2, C. 1 D. 5, E. 3</p>	5.2.2	<p>Teen Guide To Homemaking P. 148-152</p> <p>Appendix 25 May be used as transparency overlays</p> <p>Appendix 26 As transparency or hand out, fill in circles with actual decisions</p>	



I.P.O. Test 5.2

Bob had entered a kite - flying contest that was to be held Saturday afternoon. For this event he designed a large box kite and had it all finished by Friday afternoon. As he was taking it out of the garage for a test flight, he struck one of the props and broke it. Realizing that the time was short, Bob jumped on his bicycle and dashed down to the store for a new prop. On the way he realized that he only had twenty five cents. When he arrived at the store, he was told that he would have to buy a whole new kite kit. Bob did not have enough money and thought of borrowing from his next week's allowance. Suddenly he realized that he had already borrowed on his allowance.

Bob had a lawn to cut Monday morning, but this income would not be available until after the job was done.

Write the word "good" or "bad" for the kind of management Bob applied:

- _____ 1. Kite was finished before contest
- _____ 2. The kite was tested before contest
- _____ 3. Going to store without checking possibilities
- _____ 4. Borrowing money from next week's allowance
- _____ 5. Other sources of income

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.3	Apply steps in problem solving to personal management and economic decisions	5.2.3	<p>Apply the problem-solving approach to one of the following situations. You will have to use your imagination in stating some of the factors which affect the situation.</p> <p>1) Mary may choose one elective course this year. She may take art, chorus, band, or a foreign language.</p> <p>2) John wants to buy a second hand mini bike which needs repair, although he has been saving his money carefully, he is still \$15.00 short of the selling price.</p> <p>Evaluate the results by answering the following questions:</p> <ol style="list-style-type: none"> 1. Which decisions were the best and why? 2. How could the plan have been improved? 3. What did you learn by applying the problem-solving approach in this situation? 	5.2.3	<p><u>Teen Guide To Homemaking</u> P. 148-152</p> <p><u>Enjoying Family Living</u> P. 95</p> <p><u>"Consumer Decision Making" J.C. Penneys (Kit)</u></p> <p><u>Dynamic-Consumer Decision-Making</u> J.C. Penney Company</p>	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
5.2.4	Demonstrate responsibility in caring for money	5.2.4	<p>Suppose you left your billfold in your locker and forgot to lock it. During the day your billfold was stolen.</p> <p>Check below the item which would place the major responsibility for the theft.</p> <p><u> </u> a. lack of police protection</p> <p><u> </u> b. your teacher for not reminding you about locking your locker</p> <p><u> </u> c. yourself</p> <p>Key: C</p>	5.2.4	<p>Discuss other consequences of careless handling of money</p> <p><u>Teen Horizons</u> P. 406</p>	
5.2.5	Define credit buying	5.2.5	<p>Check the best definition of credit:</p> <p><u> </u> (a) Time given for payment of goods and services sold on trust</p> <p><u> </u> (b) Paying for goods or services at the time rendered</p> <p>Key: A</p>	5.2.5	<p><u>Teen Guide to Homemaking</u> P. 231-234</p> <p>Crossword Puzzle P. 234</p> <p><u>Teen Guide to Homemaking</u> (for more advanced students)</p>	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED										
5.2.6	Recognize the terms related to credit	5.2.6	<p>Check the words that are related to credit and credit buying</p> <table border="0"> <tr> <td><u> </u> 1. charge account</td> <td><u> </u> 6. savings</td> </tr> <tr> <td><u> </u> 2. cash</td> <td><u> </u> 7. charge card</td> </tr> <tr> <td><u> </u> 3. finance charge</td> <td><u> </u> 8. install-ments</td> </tr> <tr> <td><u> </u> 4. trading stamps</td> <td><u> </u> 9. layaway</td> </tr> <tr> <td><u> </u> 5. interest</td> <td><u> </u> 10. carrying charge</td> </tr> </table> <p>Key: 1, 2, 5, 7, 8, 9, 10</p>	<u> </u> 1. charge account	<u> </u> 6. savings	<u> </u> 2. cash	<u> </u> 7. charge card	<u> </u> 3. finance charge	<u> </u> 8. install-ments	<u> </u> 4. trading stamps	<u> </u> 9. layaway	<u> </u> 5. interest	<u> </u> 10. carrying charge	5.2.6	Scramble the credit words for students to unscramble, then give definitions	
<u> </u> 1. charge account	<u> </u> 6. savings															
<u> </u> 2. cash	<u> </u> 7. charge card															
<u> </u> 3. finance charge	<u> </u> 8. install-ments															
<u> </u> 4. trading stamps	<u> </u> 9. layaway															
<u> </u> 5. interest	<u> </u> 10. carrying charge															
5.2.7	Conclude the advantages and disadvantages of cash and credit buying	5.2.7	<p>Place the letter that best describes the statements</p> <table border="0"> <tr> <td>A. Advantage of cash</td> <td>C. Disadvantage of cash</td> </tr> <tr> <td>B. Advantage of credit</td> <td>D. Disadvantage of credit</td> </tr> </table> <p><u> </u> 1. Use items while they are being paid for</p> <p><u> </u> 2. No credit rating</p> <p><u> </u> 3. Possible overspending</p> <p><u> </u> 4. No security in carrying cash</p> <p><u> </u> 5. Instant buying</p> <p>Key: 1. b, 2. c, 3. d, 4. c, 5. a</p>	A. Advantage of cash	C. Disadvantage of cash	B. Advantage of credit	D. Disadvantage of credit	5.2.7								
A. Advantage of cash	C. Disadvantage of cash															
B. Advantage of credit	D. Disadvantage of credit															



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED						
5.2.8	Define budget	5.2.8 A	is a plan for spending money. Key: budget	5.2.8	<u>Dealing: Head and Family</u> Page 150							
5.2.9	Recognize the advantages of keeping a budget	5.2.9	Place a check by the advantages of keeping a budget 1. helps a person reach his goals 2. realize where unnecessary money is spent 3. extra paper work 4. less likely to overspend Key: 1, 2, 4	5.2.9	<u>Teen Guide To Homemaking</u> P. 200							
5.2.10	Outline steps in making a budget 1. Know your income 2. Record and look over expenses 3. Make spending plan 4. Follow plan 5. Evaluate 6. Change when needed	5.2.10	Organize the steps in budget-making in a logical order by placing the number "1" by the first step "2" by the second and so on A. Follow plan B. Change plan when needed C. Evaluate D. Making spending plan E. Know your income F. Record and look over expenses Key: A. 4, B. 6, C. 5, D. 3, E. 1, F. 2	5.2.10	Make a record of all the ways you spent money for one week <u>My Spending</u> <table border="1" data-bbox="1047 1281 1453 1722"> <thead> <tr> <th data-bbox="1047 1281 1112 1354">Today</th> <th data-bbox="1112 1281 1364 1354">I spent this amount</th> <th data-bbox="1364 1281 1453 1354">On the following</th> </tr> </thead> <tbody> <tr> <td data-bbox="1047 1354 1112 1722">Jan.</td> <td data-bbox="1112 1354 1364 1722"></td> <td data-bbox="1364 1354 1453 1722"></td> </tr> </tbody> </table> <u>Managing Your Money</u> <u>Family Development Series</u> Steck-Vaughn Co. Austin, Texas	Today	I spent this amount	On the following	Jan.			
Today	I spent this amount	On the following										
Jan.												



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.0

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
5.2.11	Formulate a plan for personal spending	5.2.11	Have students make a personal spending plan. Before hand, each student will select the criteria, considering his own needs, such as flexibility (no regular income), savings (working toward a particular goal) etc. Each student will be graded on feasibility.	5.2.11	Try independent study here Appendix #27	
5.2.12	Relate the principles of management to time and energy	5.2.12	Choose one of the following situations and describe how to save time and energy <ol style="list-style-type: none"> 1. making bed 2. cooking meal 3. changing bicycle tire 	5.2.12	Appendix #28 <u>Enjoying Family Living</u> P. 210-211 <u>Teen Guide To Homemaking</u> P. 195-206	



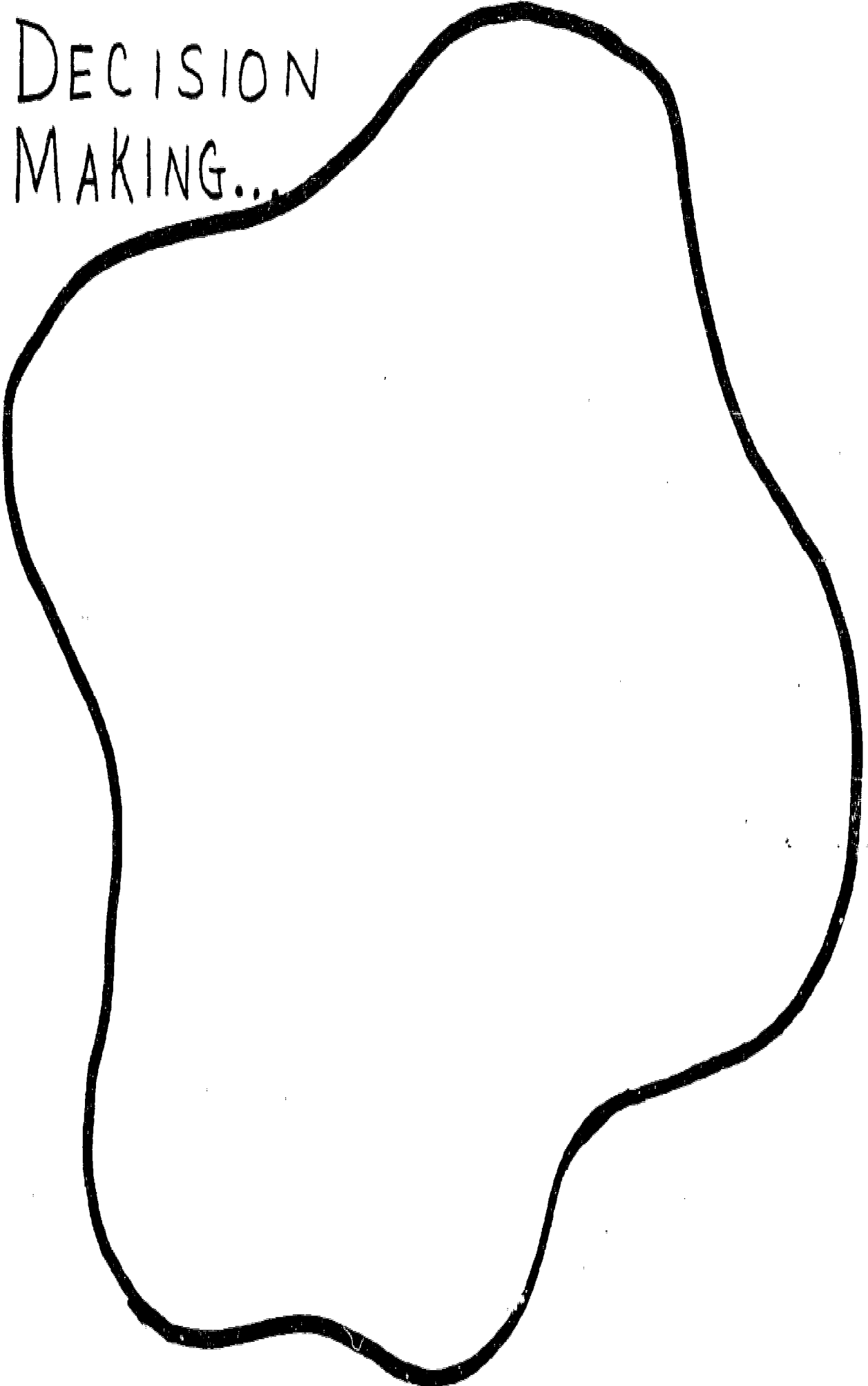
"Hands On" Experiences

Gifts made from available resources

1. Items made from empty clorox bottles
2. Items made from egg cartons
3. Patch work item from small scraps of fabric
4. Items made from empty cans, jars, bottles, boxes, etc.
5. Make mobiles from shells, bottle caps and old jewelry
6. Make trivits from wooden clothes pins, felt covered bottle caps.
Example: mount bottle caps on a cardboard cut in the shape of a fruit
7. Fruit made from ball-fringe, styrofoam balls and felt
8. Stuffed animals made from scraps of fabric
9. Make books for children from scraps of fabric
10. Pillows made from scraps
11. Pot scrapers made from stiff net fabric
12. Flowers made from tissue paper, cloth, shells, crepe paper, etc.

DECISION MAKING...

Appendix #25a
124



STATE
PROBLEM

GATHER
INFORMATION

DECIDE AND
PLAN

188

CARRY
Out
PLANS

EVALUATE

...puts things
IN SHAPE.

1. State problem

2. Gather information

3. Decide and plan

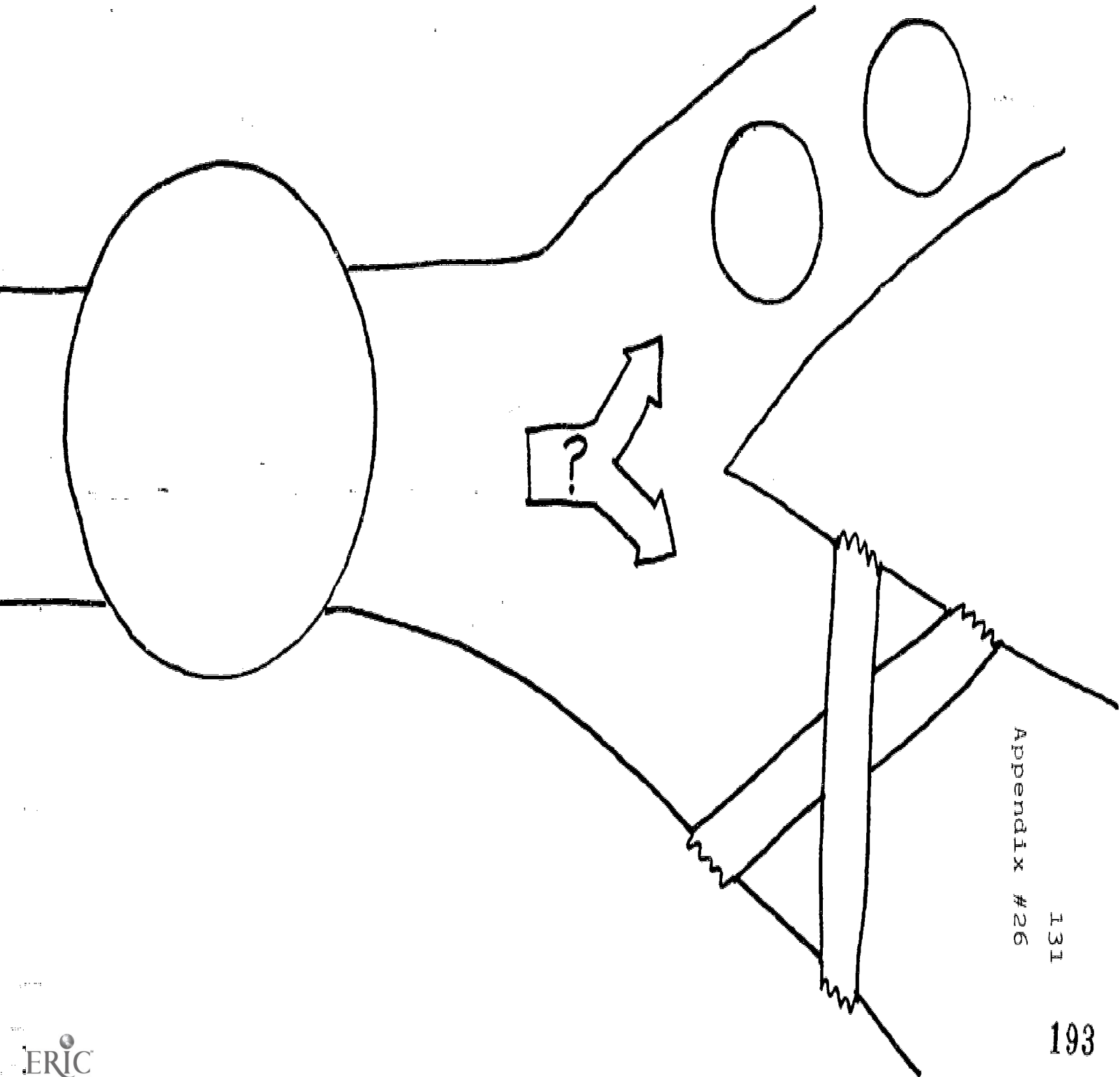
4. Carry out plans

5. Evaluate

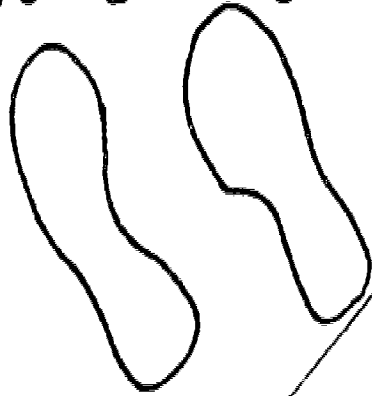
A DECISION

- IS RELATED TO OTHER DECISIONS

- AFFECTS DIRECTION OF FUTURE DECISIONS



"SUCCESS"



CHANGE WHEN NEEDED
EVALUATE

FOLLOW PLAN

MAKE SPENDING PLAN
RECORD OVER
LOOK OVER
EXPENCES
KNOW YOUR
INCOME

Steps

in Budget

Making...

Appendix

132

132

I. Demonstrate a simple lesson in time saving management and efficiency. This can be done simply by two different methods of handing out papers. Select two students as class monitors. Instruct one monitor to letter the rows or desks and number the students. He/she will give to each student a sheet of paper instructing the students to write on his/her paper the following:

- a. name
- b. row or desk letter
- c. student number

The other monitor will hand a paper to each student with instructions to have only the student's name written on his/her paper.

Each monitor will gather his/her own papers. The monitor who has the papers with just a student's name on each paper will shuffle the papers and proceed to hand them back by calling out each name and walking to that student with the paper. Time this procedure.

The monitor who has the lettered and numbered papers will first organize the papers by rows or tables. He/she will then hand to someone in that row or at that table the papers that belong there. They can then be distributed by number. Time this procedure. Announce the time results. Recognize other time saving factors resulting from distributing the papers by number.

Also during the demonstration, 3 people from the class may form a "time and energy panel". One person counts the steps each monitor takes, another counts the motions each monitor makes, and the third keeps track of the exact time.

II. The class may be broken into groups to demonstrate time and energy saving techniques. Afterwards discuss:

1. Arranging equipment to save time and human energy.
2. How does time and energy contribute to one's efficiency?
3. Saving time and energy versus saving money?
(ie. riding bus to work versus walking)
4. Saving human energy versus energy from natural resources (gas and electricity which cost money)

III. Suggested "Hands-on": First day, teacher demonstrate how to save time and energy in making cheese toast, orange juice, hot chocolate, setting table, clearing table, and washing dishes. Afterwards the students plan their lab for making breakfast. The next day, each kitchen makes and eats their breakfast. For evaluation, each kitchen must explain what they did to save time and energy.

Key 5.0

1. yes,
2. yes,
3. yes,
4. yes,
5. no,
6. yes
7. no,
8. yes,
9. yes,
10. yes.

5.1

b, c, e, h, i, j

5.2

1. Good,
2. Good,
3. Bad,
4. Bad,
5. Good

COURSE Personal Career Orientation

ACCREDITATION STANDARD _____

TERMINAL PERFORMANCE
OBJECTIVE NO. 6.0X-4.158 level l-e,h,j

Upon completion of planned learning experiences concerning the satisfactions, terms and laws of employment, 76% of the students will demonstrate his acquired knowledge as evidenced by correctly answering 10 out of 15 questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		6.0	See attached test

T.P.O. 6.0

DIRECTIONS: Some of the following statements are true and some are false. Write the word "True" if the statement is true or "False" if the statement is false.

1. Money and status are 2 satisfactions gained by working.
2. A specialist is a person who acts as an assistant.
3. An apprentice is learning by experience from a skilled worker.
4. Employees may not work more than 40 hours a week without being paid extra.
5. Some people derive satisfaction from helping or being around others while they work.
6. An intermediate level is between the skilled and unskilled levels.
7. An employer must give an employee a break every four hours.
8. Everyone who wants to work must have a social security card.
9. Health and security are satisfactions derived from working.
10. A skilled person has no training in a special occupation.
11. A professional position is a higher level than skilled or technical.
12. A fourteen year old must have a work permit to be employed.
13. A person may be fired from his job because of his sex.
14. A fifteen year old may work on a construction job.
15. A person with a good attitude is employable.

COURSE Personal Career Orientation

TERMINAL PERFORMANCE

OBJECTIVE NO. 6.0 (cont'd)

X-4.158 level l-e,h,j

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.1	The student will conclude factors involved in job satisfactions as evidenced by correctly answering 14 out of the 21 positive responses	6.1	See attached tests

200

6.1 Part I

Multiple Choice:

Circle the letter which best completes the statement.

1. Most jobs offer an employee _____.
 - a. money
 - b. status
 - c. security
 - d. a & c
 - e. b & c

2. Someone such as television announcers or politicians find _____ in their jobs.
 - a. desire to create things
 - b. recognition
 - c. status
 - d. a & c
 - e. b & c

3. A satisfaction that a minister, priest or rabbi gets from his job is _____.
 - a. fulfillment of religious responsibilities
 - b. desire to create things
 - c. none of the above

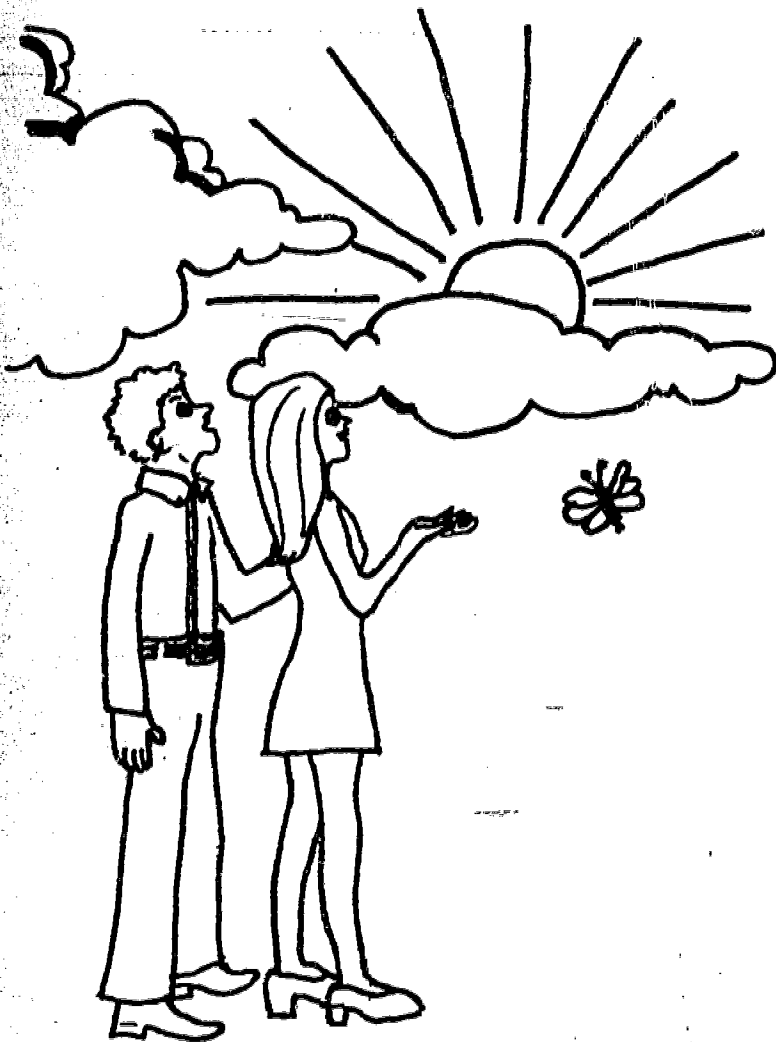
4. The main satisfaction artists, seamstresses, and carpenters may find in their jobs are _____.
 - a. money
 - b. fulfillment of religious responsibilities
 - c. desire to create things
 - d. status
 - e. all of the above

5. Employees who are in contact with the public most likely get satisfaction from _____.
- a. money
 - b. desire to create things
 - c. association with others
 - d. fulfillment of religious responsibilities
6. People such as nurses and teachers find satisfaction in their jobs because of _____.
- a. service to others
 - b. desire to create things
 - c. none of the above

I.P.O. 6.1 Part II

Circle the 10 personal qualities most needed for successful employment

- a. cheerful
- b. well-groomed
- c. grouchy
- d. pleasant
- e. cooperative
- f. appropriately dressed
- g. dishonest
- h. loyal
- i. untidy
- j. dependable
- k. tardy
- l. truthful
- m. reliable
- n. overweight
- o. healthy
- p. drowsy
- q. follows schedule
- r. negative attitude
- s. wastes time
- t. self-confident
- u. works well with others
- v. positive self-concept
- w. well-mannered
- x. slow to change
- y. critical of others



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
6.1.2	Recall personal traits, attitudes and skills needed for employment	6.1.2	See attached word search Appendix #29	6.1.2	Before word search, brain storm all the words used during Personal Career Orientation (May be discussed before word search) Invite resource person to speak on "What makes a good employee" Resource: Rotary Clubs	
6.1.3	Each student will recognize his personal traits for employment	6.1.3	See Appendix #30 and/or #31	6.1.3	After self-test discuss (1) why these traits are needed for employment, (2) and how they can be improved Appendix #30 and/or #31 Appendix #32 (cont'd)	

FUNCTIONAL PERFORMANCE ANALYSIS

AL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.1

ING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
<p>the satisfactions gain- working:</p> <p>ty</p> <p>ition/status</p> <p>lment of religious</p> <p>onsibilities</p> <p>ce to others</p> <p>lation with others</p> <p>e to create things</p>	6.1.1	<p>Circle the letter next to the sat- isfactions that a person may gain from a job:</p> <ul style="list-style-type: none"> a. status b. service to others c. good appearance d. good health e. security f. desire to create things <p>Key: a, b, e, f</p>	6.1.1	<p>List the satisfactions on board, overhead or flannel board.</p> <p>Discuss:</p> <ol style="list-style-type: none"> 1. Why people need satisfac- tions in their jobs 2. Which jobs offer more of one satisfaction than an- other 3. The satisfactions that are important to the individ- ual student 	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
208	Evaluate the personal qualities of individual	6.1.4	See appendix #33	6.1.3	<p>(cont'd)</p> <p>Play the game: "He Said, She Said".</p> <p>a. The purpose of the game is to identify and discuss various attitudes toward work, such as: "Work is honorable, dignified and necessary." "Work is lowly", "Work gives meaning to life", "All play and no work makes Jack a dull boy", "Without work man is unhappy", "No man needs sympathy because he has to work"</p> <p>b. Divide class into groups</p> <p>c. Let each group formulate their own statements and put on flash cards</p> <p>d. Members of group will determine who has what attitude</p> <p>e. Let students discuss the pros and cons of each statement formulated and why one may have such attitudes toward work</p>	1/3
						209

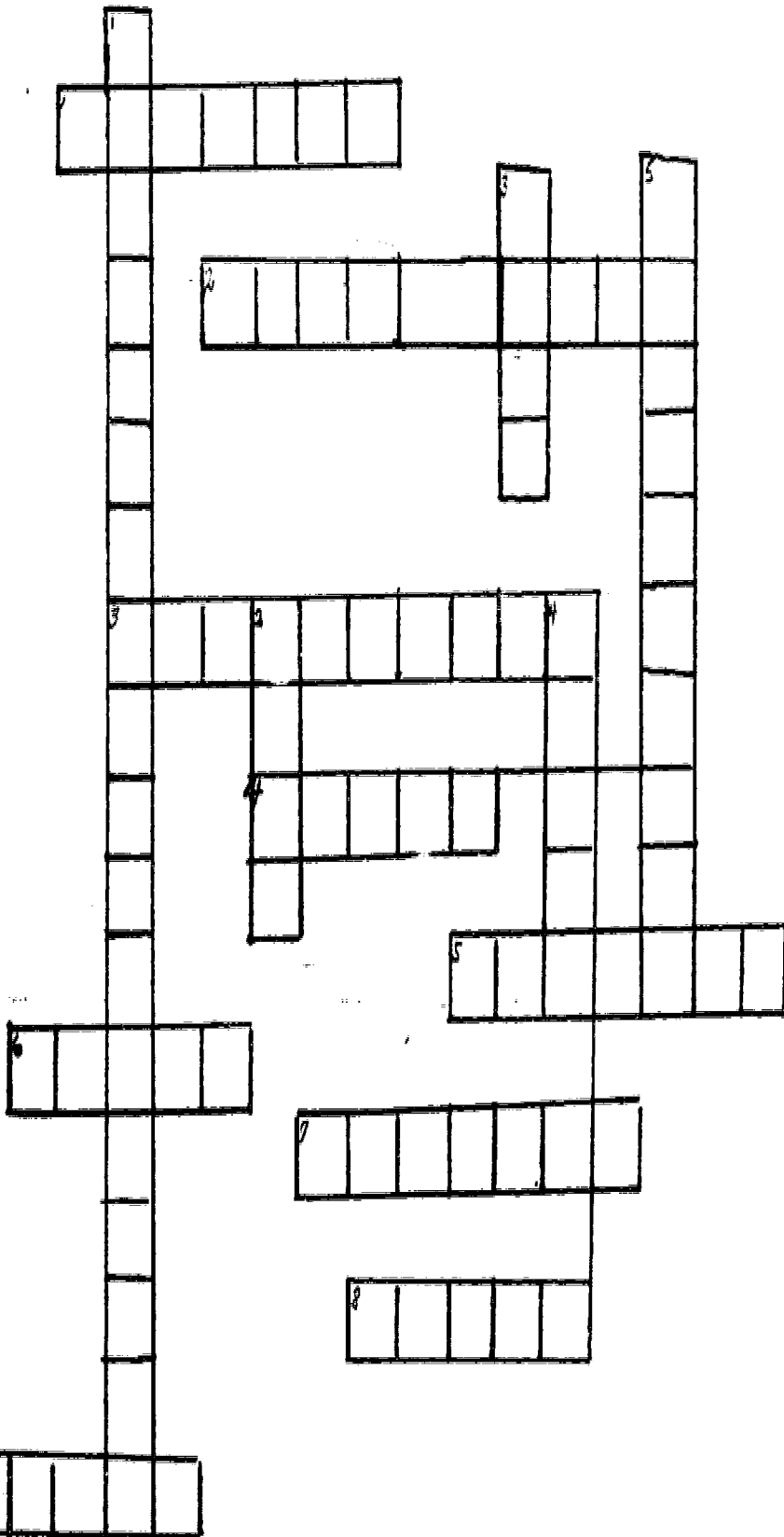
COURSE Personal Career Orientation

TERMINAL PERFORMANCE

OBJECTIVE NO. 6.0 (cont'd)

X-4.143 level 1-a.i

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.2	The student will recognize terms and laws related to employment as evidenced by correctly completing the cross-word puzzle with 100% proficiency (students may use notes and handouts)	6.2	See attached



Across

1. A trained person who leads a crew is a _____.
2. A _____ is in charge of a business or an _____.
3. There are laws that control _____.
4. An employee receives _____ for his labor or services.
5. A _____ directs the business.
6. A beginning worker is on the _____ level.
7. A _____ is work performed for others.
8. Accurate cutting is a developed _____.
9. Food and clothing are _____.

Down

1. A _____ is required of all employees.
2. _____ protect the employee and employer.
3. A hospital _____ assists doctors.
4. A television repairman has _____ skills.
5. _____ is a procedure in the production of a good.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.0

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.1	<p>Knowledge of terms related to employment</p> <p>management production processing distribution service entry level apprenticeship technical skilled semi-skilled professional intermediate aptitudes skill employability specialty (specialist) aide supervisor foreman helper manager wages assembly line goods</p>	6.2.1	See Method/Media	6.2.1	<p>Hand out definition of words (Appendix #34) flash cards may also be used. Play a "Definition Bee" (like a Spelling Bee)</p> <p>Give each student a term to make a puzzle for other students to solve. They may use construction paper.</p> <p>Hints:</p> <ol style="list-style-type: none"> 1. Draw or write large and fill up paper. 2. Cut into large pieces 3. Put puzzle pieces in envelopes <p>Appendix #35</p>	<p>146</p> <p>2:4</p>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.2	Knowledge of laws related to em- ployment Federal laws State laws	6.2.2	Check the terms that are controll- ed by laws concerning employment <u> </u> a. wages <u> </u> b. social security card <u> </u> c. lunch time <u> </u> d. age <u> </u> e. work permits Key: (a, b, d, e)	6.2.2	Appendix #36 U.S. Department of Labor Wage and Hour Division 3947 Boulevard Center Drive Suite 121 Jacksonville, Florida 32207 Bulletin 101 (Child Labor) 776 (Wage and Hour) 778 (Overtime) 785 (Hours worked)	2.6

Key: 6.0

- 1. F, 2. F, 3. T, 4. T, 5. T, 6. T, 7. F,
- 8. T, 9. F, 10. F, 11. T, 12. T, 13. F, 14. F,
- 15. T.

Key: 6.1

Part I:

- 1. d, 2. e, 3. a, 4. c, 5. c, 6. a

Part II:

a, b, d, e, f, h, j, l, m, o, q, t, u, v, w.

Key: 6.2

A crossword puzzle grid with the following words filled in:

- Across:
 - 1. SOREMAN
 - 2. SUPERVISE
 - 3. PRODCESSINGER
 - 4. EMPLOYMENT
 - 5. MANAGER
 - 6. SPECIALS
 - 7. SECURITY
 - 8. ENTRY
 - 9. GODS
- Down:
 - 1. AGES
 - 2. MANAGER
 - 3. SERVICIA
 - 4. SKILL

6.1.2

Circle the 38 words that pertain to the traits, attitudes and skills a person needs for employment

B	U	D	G	E	T	P	L	A	N	H	C	O	K	C	O
S	E	L	F	C	O	N	F	I	D	E	N	T	D	R	M
N	C	L	E	A	N	R	E	L	I	A	B	L	E	E	E
U	L	A	A	D	A	P	T	A	B	L	E	S	P	D	S
T	A	B	I	L	I	T	Y	O	U	T	F	E	E	I	S
R	C	H	E	E	R	F	U	L	T	H	F	C	N	T	H
I	O	F	R	I	E	N	D	L	Y	Y	I	U	D	W	O
E	O	R	E	S	O	U	R	C	E	S	C	R	A	E	W
N	P	A	T	I	E	N	T	I	S	K	I	I	B	L	E
T	E	M	P	E	R	D	I	G	A	I	E	T	L	L	R
P	R	O	M	P	T	O	D	O	D	N	N	Y	E	M	E
A	A	O	M	O	N	E	Y	A	B	A	T	H	M	A	S
C	T	R	U	T	H	F	U	L	O	I	L	Y	O	N	P
N	I	T	E	B	A	T	H	O	N	E	S	T	N	N	E
E	V	O	T	H	A	P	P	Y	B	O	S	S	T	E	C
A	E	J	O	B	P	L	E	A	S	A	N	T	I	R	T
N	E	E	D	S	W	E	L	L	G	R	O	O	M	E	D
D	E	C	I	S	I	O	N	S	V	A	L	U	E	D	O
P	O	S	I	T	I	V	E	A	T	T	I	T	U	D	E

clean
cheerful
friendly
money
honest
job
values
positive attitude
healthy skin
efficient
on-time

respect
ability
plan
reliable
prompt
bath
boss
needs
decisions
tidy
loyal

security
well-mannered
bath
patient
adaptable
self-confident
resources
truthful
happy
pleasant
well-groomed

cooperative
goal
dependable
shower
budget

My Job-Success Traits

	Good	Average	Poor
1. Initiative	_____	_____	_____
2. Self-Control	_____	_____	_____
3. Awareness of proper dress and job behavior	_____	_____	_____
4. Desire to learn	_____	_____	_____
5. Willingness to accept supervision	_____	_____	_____
6. Ability to work as well without supervision as with it	_____	_____	_____
7. Ability to accept criticism	_____	_____	_____
8. Stick-to-it-iveness	_____	_____	_____
9. Promptness	_____	_____	_____
10. Dependability	_____	_____	_____

What Do You Have To Offer?

What kind of an employee will you make? You can take stock of yourself right now and find out. Here are some questions to ask yourself. Answer them honestly and see how you rate.

	YES	NO
1. Do you like to learn new skills and new ways of doing things?	_____	_____
2. Are you neat in your personal appearance and work habits?	_____	_____
3. Are you on time?	_____	_____
4. Can you apply yourself to a job without being easily bored or distracted?	_____	_____
5. Can you adapt to new and unexpected situations easily?	_____	_____
6. Can you work under pressure, when necessary, without becoming nervous and upset?	_____	_____
7. Do you have confidence in your abilities?	_____	_____
8. Are you emotionally stable, capable of taking things in your stride?	_____	_____
9. Have you enough initiative to be able to work on your own?	_____	_____
10. Are your future plans in keeping with your own abilities and available job opportunities?	_____	_____
11. Do you have a sense of duty and responsibility?	_____	_____
12. Are you reliable? Can you be depended on to do a job satisfactorily?	_____	_____
13. Can you gain the friendship and respect of others?	_____	_____
14. Can you cooperate with others?	_____	_____
15. Can you follow directions willingly and without argument because you respect authority?	_____	_____
16. Can you understand instructions and carry them out accurately?	_____	_____
17. Can you accept criticism without feeling hurt?	_____	_____
18. Do you ask questions about things you don't understand?	_____	_____

- 19. Can you complete a job once you start it? _____
- 20. Are you a pleasant person to work with? _____
- 21. Do you like people? _____
- 22. Are you friendly? _____

BOOSTING THE SCORE

How did you do? If you answered yes to most of the questions, you have the makings of a good employee. All you need now are the necessary skills and training.

If, on the other hand, you answered no to more than a few of the questions, you have some work to do. These are your weak spots, the things about you that can stand improvement. You can go into your "job training" right now by changing those things about yourself and your way of doing things that will help make your career successful.

I Was Absent

Name _____

1. How many days have you been absent this semester? _____
2. What were your reasons for absence?
3. If you earned \$1.25 an hour, and were absent for an 8-hour day, how much would you:
 - A. lose in a day? _____
 - B. have lost for the semester so far? _____
4. If you were an employer, how would you feel about people who were absent from work very often?
5. How would you feel about people who were absent from work most often on Fridays and/or Mondays?
6. Could your attendance be improved?

Self-Analysis Rating Scale

Score each statement in the scale as follows:

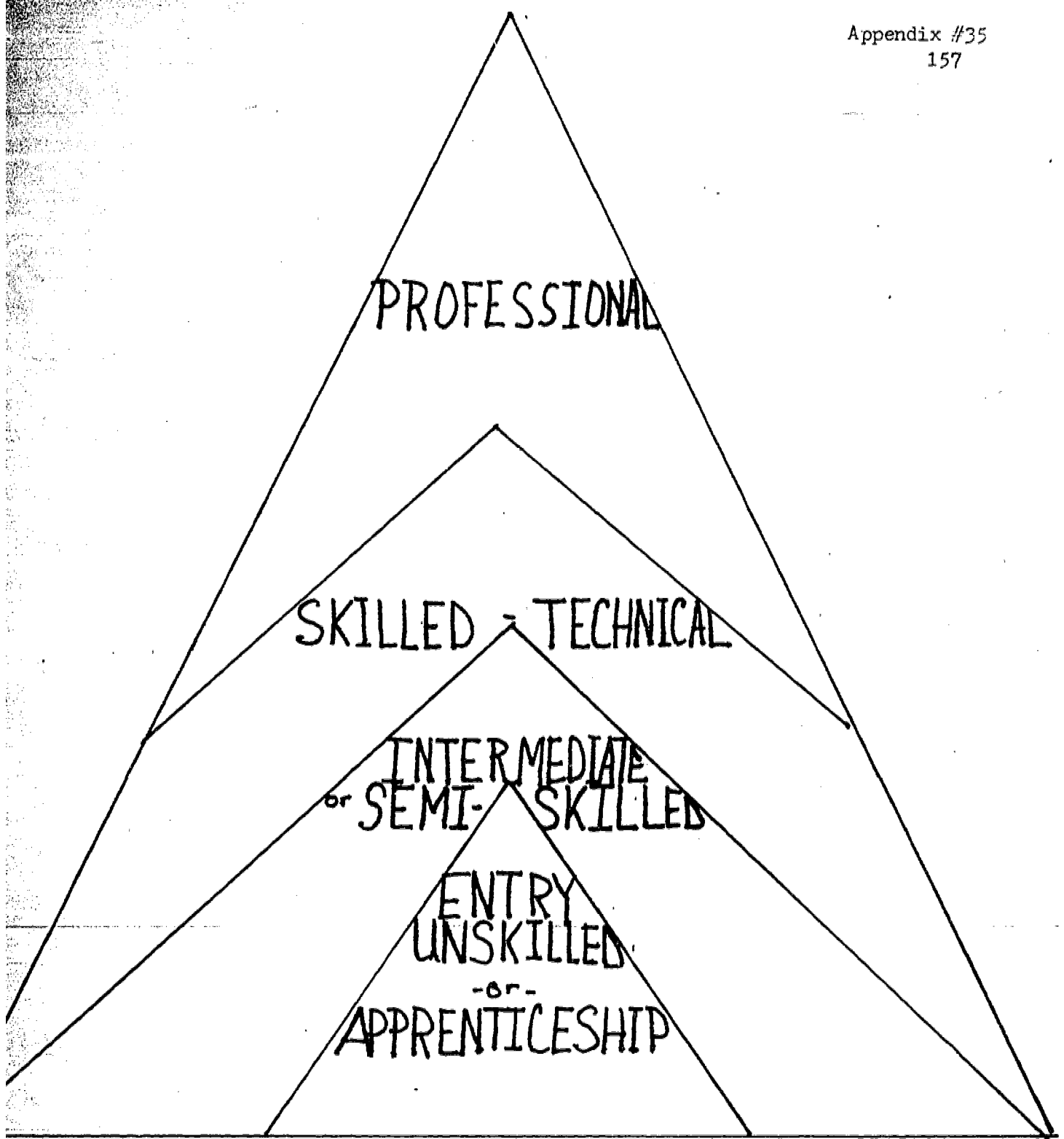
- 4 points - (always) - excellent
 3 points - (usually) - good
 2 points - (sometimes) - fair
 1 point - (rarely or never) - poor

1. I am intelligent. I grasp instructions quickly and accurately. I comprehend directions instantly. _____
2. I possess initiative. I attempt to work beyond that required. I volunteer contributions to class or school activity. I am a leader in extracurricular affairs. _____
3. I am dependable. I am reliable at all times; I do routine duties without being told; I am on hand when I am needed. I am reticent about confidential matters entrusted to me. _____
4. I am punctual. I complete assignments on time and keep appointments on time. _____
5. I am obedient. I observe the rules of my school, or my employer and my community. _____
6. I cooperate with others. I work harmoniously in group activities. I consider the interest of the group of paramount importance. _____
7. I possess good judgement. I have good common sense. I distinguish the important from the unimportant in class work. I consider all phases of a situation before deciding on a course of conduct. Others ask my opinions and advice. _____
8. I am tactful. I say and do the right thing when dealing with others. I never give offense to others. _____
9. I am neat and clean. My person and attire are neat and clean. I keep my surroundings for which I am responsible neat and clean. _____
10. I display good taste in attire. My grooming is in the best of taste. _____
11. I have good posture habits. When I walk, sit or stand, I create a favorable impression because of my bodily postures. _____
12. I speak well. The words I speak and my enunciation create a favorable impression. _____
13. I show consideration for others. In making decisions, I am mindful of the effect my future conduct will have on others. _____

14. I am well mannered. I show a refinement of manner and a natural grace in my contact with others. _____
15. I am healthy. I am practically never ill. _____
16. I have tireless energy. Even after a day's work, my energy is not exhausted. _____
17. I am accurate. I get information correctly. I keep records properly in order. _____
18. I am speedy. I lose no time in doing my work. I get my work done quickly. _____
19. I am honest. I do not tell falsehoods. I do not steal money, time, supplies, or ideas. _____
20. I am adaptable. I turn from one task to another, I am not confused by changes. I adjust myself to people, places and things. _____
21. I have a good memory. I remember the names of persons, telephone numbers, addresses. I remember facts and incidents that have a bearing on a question of the moment. _____
22. I am industrious. I am happy when I am busy. I find work to do at all times. _____
23. I am loyal. I feel strongly the ties that bind me to ideals, institutions, and to people, both those who depend upon me and those upon whom I depend. _____
24. I have executive ability. I plan work with system and efficiency, and I assign tasks to others with understanding. I manage people, and they like to work for me. _____
25. I have businesslike attitudes. I realize the importance of the work to be done. I am not a "Clock Watcher". I realize the value of time and the importance of giving a day's work for a day's pay. _____

Total Score _____

- 6.2.1
1. aide - a person who acts as an assistant
 2. apprentice - one who is learning by practical experience under skilled workers
 3. aptitude - special fitness or natural tendency for a given thing
 4. assembly line - the arrangement of machines, equipment and workers in which work passed in a line until the product is completed
 5. distribution - the dealing out of goods to different places
 6. employability - the quality or state of being able to work
 7. entry-level - beginning worker
 8. foreman - a trained person who leads a crew
 9. goods - a product that has a value
 10. helper - usually an unskilled worker who assists another
 11. intermediate-level - between skilled and unskilled levels
 12. management - a body who directs the business
 13. manager - one who directs the business
 14. processing - an organized procedure for completing a job
 15. production - the making of goods
 16. professional - a position requiring special knowledge or academic preparation.
 17. semi-skilled - requiring less training than skilled labor and more than unskilled labor
 18. service - work performed for others
 19. skill - a developed ability
 20. skilled - required training in a special occupation
 21. specialist - one who devotes himself to a particular occupation
 22. supervisor - a person who is in charge of a business or an operation
 23. technical - requiring special training or knowledge in mechanical or scientific subjects
 24. wages - payment for labor or services



LEVELS OF TRAINING FOR EMPLOYMENT

Highlights Of Sections
Of The
Laws Concerning Employment

1. Employees may not work more than 40 hours a week without being paid time and a half for the extra hours.
2. An employer does not have to give an employee a break or time for lunch as long as he is paid for all hours worked.
3. No one may be descriminated against by being hired, fired or promoted because of age, race or sex.
4. Until January 1, 1975 no one may be paid less than \$1.60 (agricultural workers) or \$1.90. By 1978, minimum wage for all workers will be \$2.30.
5. Anyone between the ages of 14 to 18 must have a work permit to be able to work. Fourteen to fifteen year olds cannot work more than a certain number of hours in a day or week and they may not work on hazardous jobs, including construction.
6. Everyone must have a social security card to work.