ABSTRACT

Designed for a high school cooperative vocational education program that encompasses all of the areas of vocational education in Idaho (usually those programs in smaller schools where specialized cooperative programs are not offered), this curriculum guide is intended for teachers in a program to offer high school seniors the opportunity to develop the knowledge, skills, and attitudes necessary to enter into and advance in an occupation through a combination of classroom instruction and planned and supervised on-the-job training. Each of the eight units contains several subunits (a total of 34) consisting of objectives, suggested student activities, notes to the teacher, suggested evaluation, and list of published materials and other resources. The units are titled (1) Introduction to Multi-Occupations, (2) Pre-Employment Preparation, (3) Growing on the Job, (4) Career Investigation, (5) Basic Skills, (6) Business, (7) Personal Economics, and (8) Job Related Instruction. (HD)
MULTI-OCCUPATIONS CURRICULUM GUIDE

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College of Education
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Moscow, Idaho

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Respectfully submitted

John Holup
Editor and Project Director
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Multi-Occupations is a type of high school cooperative vocational education program that encompasses all of the areas of vocational education in Idaho. Its primary purpose is to offer high school seniors the opportunity to develop the knowledges, skills and attitudes necessary to enter into and advance in an occupation. This is accomplished through a combination of classroom instruction, and planned and supervised on-the-job training.

The role of Multi-Occupations is to offer the cooperative experience to students who would not otherwise have this opportunity. Multi-Occupations programs are usually established in smaller schools where specialized cooperative vocational programs are not offered. Because Multi-Occupations programs serve students with widely varied career interests, there is no unifying subject-matter field. This presents a unique challenge for curriculum development.

While much of the instruction in Multi-Occupations is individualized there is need for a curriculum guide. The student, the M.O. teacher, the administrator, other teachers and the public need to be aware of the instructional intent of the program. It is hoped that this project will serve that purpose. It is in no way intended that the Multi-Occupations Curriculum Guide be anymore than a guide. It is not designed to be prescriptive and it will be continuously revised and updated. It is a start and not the finish.

In a workshop conducted at the University of Idaho in June, 1976, experienced and successful M.O. teacher-coordinators developed the guide. They initially reviewed curriculum guides and instructional materials from other states with similar programs. They examined course outlines and other materials that had been developed in Idaho. Their next step was to develop and reach consensus on unit topics, sub-unit titles and objectives. Thus, through and including the first column of each unit there is general agreement. Columns two and three are suggested activities and suggested evaluation techniques; these are more the result of individual effort and are suggestive only. The resources and references listed are those which are currently being used by M.O. teacher-coordinators in Idaho.
UNIT ONE
INTRODUCTION TO MULTI-OCCUPATIONS

Unit Goal: The student will develop a basic understanding of the Multi-Occupations program.

A. Get Acquainted
   Objective: The student will get acquainted with each of the other students in the class.

B. Introduction to the Co-op Education Concept
   Objective: The student will understand the cooperative vocational education concept.

C. Multi-Occupations in Idaho
   Objective: The student will develop an understanding of the Multi-Occupations program in Idaho.

D. Program Policies
   Objective: The student will develop an understanding of the Multi-Occupations program policies.

E. Curriculum Syllabus
   Objective: The student will review the outline of the Multi-Occupations curriculum.

F. Introduction to the Student Organization
   Objective: The student will understand the student organization.
**Unit Number: 1**

**Unit Title:** Introduction to Multi-Ocupations

**Sub-Unit Title:** Get Acquainted

**Sub-Unit Objective:** The student will get acquainted with each of the other students in the class.

**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will participate in a get acquainted activity, learning the name and something positive about each member of the class.</td>
<td>Suggest activities:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each student fills in a seating chart, learning the names of the other students. May repeat until task is accomplished.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Circle game — first student states his/her name and something about themselves. Each successive student states their name and something about each previous student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A get acquainted car wash (earn while getting acquainted).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A get acquainted picnic.</td>
<td></td>
</tr>
</tbody>
</table>
**Unit Number:** 1  
**Unit Title:** Introduction to Multi-Occupations  
**Sub-Unit Title:** Introduction to the Co-op Education Concept  
**Sub-Unit Objective:** The student will understand the cooperative vocational education concept.  
**Suggested Duration:** 2-3 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will read introductory information on co-op vocational education programs.</td>
<td>Occupation Relations, Chapter 1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperative Occupational Education, Chapter 6.</td>
<td></td>
</tr>
<tr>
<td>2. The student will discuss the concept of cooperative vocational education and each of the cooperative vocational areas.</td>
<td></td>
<td>A Quiz</td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


**Unit Number: 1**

**Unit Title:** Introduction to Multi-Occupations  
**Sub-Unit Title:** Multi-Occupations in Idaho  
**Sub-Unit Objective:** The student will develop an understanding of the Multi-Occupations program in Idaho.  
**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will view the Idaho slide-tape presentation on Multi-Occupations.</td>
<td>Available at the University of Idaho, Department of Vocational Teacher Education.</td>
</tr>
<tr>
<td>2. The student will discuss the slide-tape presentation.</td>
<td></td>
</tr>
<tr>
<td>3. The student will read information on the goals, objectives, benefits and locations of Multi-Occupations programs in Idaho.</td>
<td>Cooperative Occupational Education, Chapter 6. Coordinator's address sheet from State Dept.</td>
</tr>
<tr>
<td>4. The student will discuss the goals, objectives, benefits and locations of Multi-Occupations programs in Idaho.</td>
<td></td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


OTHER


**Unit Number:** 1  
**Unit Title:** Introduction to Multi-Occupations  
**Sub-Unit Title:** Program Policies  
**Sub-Unit Objective:** The student will develop an understanding of the Multi-Occupations program policies.  
**Suggested Duration:** 2-3 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will discuss class policies.</td>
<td>Provide a hand-out of your policies. Include grooming, attendance and grades.</td>
<td>Check forms for neatness and accuracy.</td>
</tr>
<tr>
<td>2. The student will review forms and records used in the Multi-Occupations program.</td>
<td>Time Sheets (Weekly and quarterly). Training Agreement — Training Plan and Class Schedule</td>
<td>Students list at least one way each rule will benefit them.</td>
</tr>
</tbody>
</table>
| 3. The student will fill in forms and records used in Multi-Occupations program. | Time sheets  
Training Agreement  
Class schedule | |
| 4. The student will discuss Co-op rules and regulations. | Provide a hand-out. Bring out benefits to students. | |
PUBLISHED MATERIALS

None

OTHER

1. Training agreement: available through the State Multi-Occupations Supervisor.
2. Training plans: available through the State Multi-Occupations Supervisor.
3. Weekly time sheets
4. Quarterly time sheets
5. Student class schedules
# Unit Number: 1

**Unit Title:** Introduction to Multi-Occupations  
**Sub-Unit Title:** Curriculum Syllabus  
**Sub-Unit Objective:** The student will review an outline of the Multi-Occupations curriculum  
**Suggested Duration:** 1 class period.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will read and discuss the class curriculum outline.</td>
<td>Idaho Multi-Occupations Curriculum Guide.</td>
<td></td>
</tr>
</tbody>
</table>

---

14 11
PUBLISHED MATERIALS

Idaho Multi-Occupations Curriculum Guide available through the State Board for Vocational Education.
Unit Number: 1

Unit Title: Introduction to Multi-Occupations
Sub-Unit Title: Introduction to the Student Organization
Sub-Unit Objective: The student will understand the student organization.
Suggested Duration: 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will view the slide-tape presentation on the student organization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The student will discuss general information, activities, competitive events and structure of the student organization.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS
None

OTHER


2. DECA’S For Everybody. Contact: John Holup, University of Idaho.
UNIT PRE-EMPLOYMENT PREPARATION
TWO

Unit Goal: The student will develop job-seeking skills.

A. Survey of Sources of Employment Opportunities
   Objective: The student will identify sources of employment opportunities.

B. Personal Data Sheets
   Objective: The student will prepare a personal data sheet.

C. Letters of Application
   Objective: The student will write a letter of application.

D. Application Blanks
   Objective: The student will develop an awareness of the proper appearance for a job interview.

E. Personal Appearance
   Objective: The student will develop an awareness of the proper appearance for a job interview.

F. The Interview
   Objective: The student will participate in a job interview.

G. Interview Follow-up
   Objective: The student will complete the necessary follow-up steps after a job interview.
**Unit Number: II**

**Unit Title:** Pre-Employment Preparation  
**Sub-Unit Title:** Survey of Sources of Employment Opportunities  
**Sub-Unit Objective:** The student will identify sources of employment opportunities.  
**Suggested Duration:** 3-5 Class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will collect help wanted and situation wanted classified ads from a newspaper.</td>
<td>Before assigning this activity, show samples.</td>
<td>Check ads that the student has brought to class.</td>
</tr>
<tr>
<td>2. The student will discuss and relate personal experiences with various sources of employment opportunities.</td>
<td>Collect trade magazines.</td>
<td>A quiz over sources of employment opportunities.</td>
</tr>
<tr>
<td>3. The student will discuss typical information found in help wanted and situation wanted classified ads.</td>
<td>State employment agency or a private employment agency.</td>
<td></td>
</tr>
<tr>
<td>4. The student will review help wanted and situation wanted ads in trade magazines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student will listen to and question speakers who will explain services of an employment agency.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS
None

OTHER
1. Classified ads from newspaper
2. Classified ads from trade magazines
3. Private employment agency personnel
4. State employment agency personnel
# Unit Number: II

**Unit Title:** Pre-Employment Preparation  
**Sub-Unit Title:** Personal Data Sheets  
**Sub-Unit Objective:** The student will prepare a personal data sheet.  
**Suggested Duration:** 3-5 Class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes To Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will discuss the major categories included in a personal data sheet. | Show examples of data sheets.  
*The Job You Want — How to Get It* p. 42. | Collect list and check. |
| 2. The student will list hobbies, interests, references, classes enjoyed, activities, favorable personality characteristics, past job experiences and personal information about himself or herself. | *The Job You Want — How to Get It*, Chapter 2. | |
| 3. The student will review various samples of personal data sheets. | *The Job You Want — How to Get It*, p. 42.  
*How To Find And Apply For a Job*, p. 37.  
*Making The Most of Your Job Interview.*  
*Merchandising Your Job Talents*, Chapter 3 & 4.  
*How To Find A Job*, Chapter 7. | |
| 4. The student will prepare a rough draft of personal data sheet according to sample given. | Collect and check rough draft. | |
| 5. The student will prepare a finished copy of a personal data sheet. | Collect and check finished copy. | |
PUBLISHED MATERIALS


**Unit Number: II**

**Unit Title:** Pre-Employment Preparation  
**Sub-Unit Title:** Letters of Application  
**Sub-Unit Objective:** The student will write a letter of application.  
**Suggested Duration:** 4-5 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes To Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will discuss the importance of letters of application.</td>
<td>Show examples of help wanted ads that require a letter of application.</td>
<td>A quiz.</td>
</tr>
</tbody>
</table>
| 2. The student will discuss letter formats and the individual parts of a letter. | *How to Find and Apply for a Job*, Chapter 3.  
*The Job You Want — How to Get It*, Chapter 5.  
*Merchandising Your Job Talents*, Chapter 5. | | |
| 3. The student will write a rough draft of a letter of application in answer to a help wanted ad. | Have a sample ad for the students. | | |
| 4. The student will write a rough draft of a letter of application for a job of his/her choice using factual information. | *How to Find and Apply for a Job*, Chapter 3.  
*The Job You Want — How to Get It*, Chapter 5.  
*Merchandising Your Job Talents*, Chapter 5. | Collect and check the rough draft. | |
| 5. The student will prepare a finished copy of a letter of application for a job of his/her choice using factual information. | | Collect and check the finished copy. |
PUBLISHED MATERIALS


OTHER

1. Help wanted ads from a local newspaper
**Unit Number:** II  
**Unit Title:** Pre-Employment Preparation  
**Sub-Unit Title:** Application Blanks  
**Sub-Unit Objective:** The student will fill out an application blank.  
**Suggested Duration:** 2-3 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will fill out a sample application blank.</td>
<td>Pass out the application blank with no instruction on how to fill it out.</td>
<td>Evaluate application blank.</td>
</tr>
<tr>
<td>2. The student will read information on how to fill out an application blank.</td>
<td>How to Find and Apply for a Job, Chapter 4. The Job You Want—How to Get It, Chapter 6. World of Work, pp. 31-34.</td>
<td></td>
</tr>
<tr>
<td>3. The student will correct the application blank completed in Activity 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student will discuss typical information included in an application blank.</td>
<td>How to Find and Apply for a Job, Chapter 4. The Job You Want—How to Get It. World of Work, pp. 31-34.</td>
<td></td>
</tr>
<tr>
<td>5. The student will examine samples of application blank.</td>
<td>Collect samples from local businesses.</td>
<td>Evaluate application blank.</td>
</tr>
<tr>
<td>6. The student will fill out a final application blank.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


OTHER

1. Samples of local business' application forms.
### Unit Number: II

**Unit Title:** Pre-Employment Preparation

**Sub-Unit Title:** Personal Appearance

**Sub-Unit Objective:** The student will develop an awareness of the proper appearance for a job interview.

**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will review information on the proper appearance for a job interview. | *Making the Most of Your Job Interview.*  
*The Job You Want-How to Get It, Chapter 7.*  
*How to Find a Job, Chapter 8.*  
*The Job You Want, Chapter 4.*  
*You're Hired - Getting the Right Job for You.* | Quiz |
PUBLISHED MATERIALS


Unit Number: II  
Unit Title: Pre-Employment Preparation  
Sub-Unit Title: The Interview  
Sub-Unit Objective: The student will participate in a job interview.  
Suggested Duration: 5-10 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will discuss the importance of a good job interview. | How to Find a Job, Unit 8-12.  
You’re Hired!, Part III, A-E.  
Making the Most of Your Job Interview.  
The Job You Want — How to Get It, Chapter 7.  
How to Find and Apply for a Job, Chapter 5.  
Evaluate answers.  
Evaluate the students using a job interview rating sheet. |
| 2. The student will review information on the job interview. |  |  |
| 3. The student will answer several of the typical questions asked in a job interview. | Making the Most of Your Job Interview (last half of pamphlet).  
You’re Hired!, student manual, pp. 147-149. |  |
| 4. The student will evaluate classmates as they are interviewed in class. | Bring in an outside person: a counselor, teacher, business person, etc.  
National DECA Handbook.  
High School Job Interview Rating Sheet. |  |
| 5. The student will participate in a job interview. | Bring in an outside person: a counselor, teacher, business person, etc., to do the interview. |  |
PUBLISHED MATERIALS


OTHER

1. Outside interviewers such as counselors, teachers, business persons.

2. Video tape machine
Unit Number: 14

Unit Title: Pre-Employment Preparation
Sub-Unit Title: Post Interview Follow-Up
Sub-Unit Objective: The student will complete the necessary follow-up steps after a job interview.
Suggested Duration: 2-3 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will discuss the importance of following-up after a job interview.</td>
<td>How to Find and Apply for a Job, Chapter 6.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You’re Hired! Teacher’s Manual, Part IV. Student Manual, Part IV.</td>
<td></td>
</tr>
<tr>
<td>2. The student will review the post-interview follow-up steps.</td>
<td>How to Find and Apply for a Job, Chapter 6.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You’re Hired! Teacher’s Manual, Part IV. Student Manual, Part IV.</td>
<td></td>
</tr>
<tr>
<td>3. The student will write a post-interview thank you letter.</td>
<td>How to Find and Apply for a Job, p. 67.</td>
<td>Evaluate letters.</td>
</tr>
</tbody>
</table>
<pre><code>                                                                              |                                                                                  |             |
</code></pre>
PUBLISHED MATERIALS


UNIT THREE  GROWING ON THE JOB

Unit Goal: The student will assess their individual needs in career preparation by developing their decision making ability; appraising their values and personality; and examining their business relationships.

A. Decision Making
   Objective: The student will develop a process for decision making.

B. Human Relations
   Objective: The student will appraise his or her values and personality.
   Objective: The student will understand the correlation between job progress and a satisfactory relationship with his/her employer.
   Objective: The student will understand the correlation between job progress and satisfactory relationships with co-workers.
   Objective: The student will understand the importance of good customer relations.

C. Training Station and Job Description
   Objective: The student will describe his/her present job and training station.
## Unit Number: III

**Unit Title:** Growing on the Job  
**Sub-Unit Title:** Decision Making  
**Sub-Unit Objective:** The student will develop a process for decision making.  
**Suggested Duration:** 3-5 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
</tr>
</thead>
</table>
| 1. The student will discuss the importance of decision making. | *Decisions & Outcomes*, p. 5.  
Case Studies, Set 1.  
*Management Decision Making.* |
| 2. The student will discuss methods of decision making. | *Decision & Outcomes*, p. 6 & 7.  
Case Studies, Set 1.  
*Management Decision Making.* |
Case Studies, Set 1  
*Management Decision Making.* |
| 4. The student will develop decision making process. | *Decisions & Outcomes*, p. 7-15  
Case Studies, Set 1  
*Management Decision Making.*  
*Analyze process to case problems.* |
PUBLISHED MATERIALS

1. Case Studies, Set No. 1, Employee Relations. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University.


OTHER

1. School guidance counselor
**Unit Number: III**

**Unit Title:** Growing on the job  
**Sub-Unit Title:** Human Relations (Self-Appraisal)  
**Sub-Unit Objective:** The student will appraise his or her values and personality.  
**Suggested Duration:** 2-4 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
*Pre-Employment Curriculum For Distributive Education* p. 121-129.  
School Guidance Counselor  
*The World of Work, Orientation and Guidance,* p. 125 | Scoring of the self-analysis rating scale by individual student and interpretation by instructor. |
| 2. The student will define personality. | *Occupational Relations,* pp. 19-33.  
*Human Relations Revised,* p. 7 | |
| 3. The student will define three types of personality. | *Occupational Relations,* pp. 19-20. | |
| 4. The student will list desirable personality traits. | *Occupational Relations,* pp. 21-27.  
*Human Relations Revised,* pp. 10-11. | |
| 5. The student will explain how personality can be improved. | *Occupational Relations,* pp. 27-28.  
*Human Relations Revised,* pp. 11-15. | |
| 6. The student will devise a plan to eliminate undesirable personality traits. | *Occupational Relations,* pp. 30-33.  
*Human Relations Revised,* pp. 11-15. | The student will repeat self-analysis rating scale at the end of the semester. |
PUBLISHED MATERIALS


OTHER

1. School guidance counselor
**Unit Number: III**

**Unit Title:** Growing on the Job  
**Sub-Unit Title:** Human Relations (Employer-Employee Relations)  
**Sub-Unit Objective:** The student will understand the correlation between job progress and a satisfactory relationship with his/her employer.  
**Suggested Duration:** 2-4 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify and discuss rules which employers will expect him/her to adhere.</td>
<td><em>Occupational Relations</em>, pp. 44-50.</td>
<td>Evaluate written case problems.</td>
</tr>
<tr>
<td>2. The student will discuss and identify what they expect from their employer.</td>
<td><em>Occupational Relations</em>, pp. 50-52.</td>
<td></td>
</tr>
<tr>
<td>3. The student will discuss and identify methods of terminating employment.</td>
<td><em>Occupational Relations</em>, pp. 52-53.</td>
<td></td>
</tr>
</tbody>
</table>
*Case Studies, Set 1, Employee Relations.* | |
*Case Studies, Set 1 Employee Relations.* | |
PUBLISHED MATERIALS


### Unit Number: III

**Unit Title:** Growing on the Job

**Sub-Unit Title:** Human Relations (Co-worker Relations)

**Sub-Unit Objective:** The student will understand the correlation between job progress and satisfactory relationships with co-workers.

**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will discuss and identify co-worker relations problems. | *Occupational Relations*, pp. 55-60.  
*Succeeding in the World of Work*, pp. 57-59. | Case problems |
| 2. The student will explain the steps in establishing and promoting good co-worker relations. | *Case Studies*, Set. 1, *Employee Relations*.  
PUBLISHED MATERIALS


### Unit Number: III

**Unit Title:** Growing on the Job  
**Sub-Unit Title:** Human Relations (Customer-Employee Relations)  
**Sub-Unit Objective:** The student will understand the importance of good customer relations.  
**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will identify, discuss and explain the steps in promoting good customer relations. | **Customer Services**, pp. 57-71.  
**Retail Salesmanship**, pp. 1-9. | **Case Problems.** |
| 2. The student will solve case studies dealing with customer-employee problems. | **Case Studies, Set 1,**  
**Employee Relations.**  
**Retail Store Managers.** | |


PUBLISHED MATERIALS


OTHER

1. Retail store managers
### Unit Number: III

**Unit Title:** Growing On The Job  
**Sub-Unit Title:** Training Station and Job Description  
**Sub-Unit Objective:** The student will describe his/her present job and training station.  
**Suggested Duration:** 1-2 class periods for explanation — 2 weeks to 1 semester to complete project.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will discuss the importance of describing the job or training station. | *Occupational Relations, pp. 34-44.*  
*Know Your Training Station.* | |
| 2. The student will identify the steps in describing the job or training station. | *Occupational Relations, pp. 34-44.*  
*Know Your Training Station.* | |
| 3. The student will describe his/her present job or training station. | *Job Manual*  
*Weekly Reports*  
This is a competitive activity for DECA. | *Completion of job manual.* |
PUBLISHED MATERIALS


UNIT FOUR  
CAREER INVESTIGATION

Unit Goal: The student will compare individual potential with career opportunities and make a tentative choice of careers.

A. Assessment of Abilities, Aptitudes, and Interests
   Objective: The student will evaluate his or her abilities, aptitudes, and interests.

B. Research of Occupations
   Objective: The student will describe characteristics of possible occupations.

C. Comparison of Students with Careers
   Objective: The student will compare his or her abilities, aptitudes, and interests with the career occupations researched.

D. Formulate Choices of Careers
   Objective: The student will make a tentative choice of careers.
Unit Number: IV

Unit Title: Career Investigation
Sub-Unit Title: Assessment of Abilities, Aptitudes, and Interests
Sub-Unit Objective: The student will evaluate his/her abilities, aptitudes and interests.
Suggested Duration: *4-6 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The student will complete an aptitude battery.</td>
<td><em>Suggested batteries:</em> <em>General Aptitude Test Battery</em> <em>Armed Services Vocational Aptitude Battery</em></td>
<td></td>
</tr>
<tr>
<td>3. The student will complete an interest survey.</td>
<td><em>Suggested surveys:</em> <em>—California Interest Survey</em> <em>—Ohio Vocation Interest Survey</em> <em>—Kuder Preference Record</em> <em>—Strong Interest Survey</em></td>
<td></td>
</tr>
<tr>
<td>4. The student will compare his/her self-evaluation with the aptitude scores and interest survey results.</td>
<td><em>A profile sheet may be worked up using information from the self-evaluation, aptitude battery and interest survey.</em></td>
<td><em>Check student profile sheets.</em></td>
</tr>
</tbody>
</table>

*It is advisable that instruments that have a time delay between administration and return of scores should be given to the students well enough in advance of this unit to save time and allow for smooth flow of the unit.*
PUBLISHED MATERIALS


2. **Armed Services Vocational Aptitude Battery,** available and administered free of charge through Armed Services Recruiters.

3. **General Aptitude Test Battery,** available and administered free of charge through Armed Services Recruiters.

4. **California Interest Survey**


7. **Strong Interest Survey.** Stanford University Press, Stanford, California.


OTHER

1. Guidance counselor
Unit Number: IV

Unit Title: Career Investigation
Sub-Unit Title: Research of Occupations
Sub-Unit Objective: The student will describe characteristics of possible occupations.
Suggested Duration: 10-12 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will discuss definitions of &quot;career.&quot;</td>
<td><em>Succeeding in the World of Work, Chapter 1.</em></td>
</tr>
<tr>
<td>2. The student will identify and select career clusters that are of interest.</td>
<td><em>Succeeding in the World of Work, pp. 10-22.</em></td>
</tr>
<tr>
<td></td>
<td>*Activities for <em>Succeeding in the World of Work, p. 23.</em></td>
</tr>
<tr>
<td>3. The student will select occupational possibilities within the career clusters.</td>
<td>Recommend selection of 10 to 15 occupations.</td>
</tr>
<tr>
<td>4. The student will research selected occupations finding information on location of occupations, education and/or training, employment outlook, salaries and nature of work.</td>
<td><em>Occupational Outlook Handbook.</em></td>
</tr>
<tr>
<td></td>
<td><em>Dictionary of Occupational Titles, Volume 11.</em></td>
</tr>
<tr>
<td></td>
<td><em>Project View</em></td>
</tr>
<tr>
<td></td>
<td><em>SRA Career Information Kit</em></td>
</tr>
<tr>
<td></td>
<td><em>Occupational films</em></td>
</tr>
<tr>
<td></td>
<td><em>Occupational books</em></td>
</tr>
<tr>
<td></td>
<td><em>Industry &amp; Association pamphlets</em></td>
</tr>
<tr>
<td></td>
<td><em>Resource persons from various career fields.</em></td>
</tr>
<tr>
<td></td>
<td><em>Field trips</em></td>
</tr>
<tr>
<td></td>
<td><em>Vocational schools and programs in the area may be assessed.</em></td>
</tr>
</tbody>
</table>
PUBLISHED MATERIAL

1. Project View: Microfiche cards covering all non-degree types of occupations in Idaho. Every school in Idaho has been provided with project view.


OTHER

1. Films on occupations
2. Books on occupations
3. Industry & associations pamphlets
4. Resource persons
5. Field trips
6. Vocational schools
## Unit Number: IV

**Unit Title:** Career Investigation  
**Sub-Unit Title:** Comparison of Students with Careers  
**Sub-Unit Objective:** The student will compare his/her abilities, aptitudes, and interests with occupations researched.  
**Suggested Duration:** 2-4 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will select the occupations that most appeal to his/her interest.</td>
<td>Recommend selection of 2 to 4 occupations.</td>
<td>Dictionary of Occupational Titles, Volume II, Appendix A and B.</td>
</tr>
<tr>
<td>3. The student will identify the worker traits of the selected occupations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student will compare his/her profile with the worker traits of the selected occupations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PUBLISHED MATERIAL

**Unit Number: IV**

**Sub-Unit Title:** Formulate Choices of Careers  
**Sub-Unit Objective:** The student will make a tentative choice of careers.  
**Suggested Duration:** 1 or 2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Teacher Activities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will write a report on his or her comparison of careers with their profile, reflecting a tentative choice and reasons for the choice.</td>
<td>The teacher may want to emphasize the process of career investigation and selection for further individual research.</td>
<td>Review paper.</td>
</tr>
</tbody>
</table>
UNIT BASIC SKILLS
FIVE

Unit Goal: The student will develop basic computational and communicative skills necessary to succeed in the world of work.

A. Math
   Objective: The student will solve vocational mathematical problems.

B. Listening
   Objective: The student will develop listening skills.

C. Oral Communications
   Objective: The student will develop oral communication skills.

D. Written Communications
   Objective: The student will develop written communication skills.
**Unit Number: V**

**Unit Title:** Basic Skills  
**Sub-Unit Title:** Math  
**Sub-Unit Objective:** The student will solve vocational mathematical problems.  
**Suggested Duration:** 8-10 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will, through pre-test, establish the level of his/her abilities in: addition, subtraction, multiplication, division (apply to functions in whole numbers, fractions, decimals, and percentages.) | Math Skill Builder.  
*Tasks for Vocational Mathematics for Business.* | Pre-test |
| 2. Based on pre-test scores, the student will solve problems in addition, subtraction, multiplication, and division on whole numbers, fractions, decimals and percentages. | Math Skill Builder.  
*Tasks for Vocational Mathematics for Business.* | Test |
| 3. The student will solve sales-clerk math problems. | Merchandising Mathematics. | Test |
| 4. The student will define inventory terms. | *Mathematics in Marketing, Chapters 5, 6, and 7.* | Test |
| 5. The student will explain procedures for taking inventory. | *Mathematics in Marketing, Chapters 5, 6, and 7.* | Test |
| 6. The student will solve problems for taking inventory. | *Mathematics in Marketing, Chapters 5, 6 and 7.* | Test |
| 7. The student will solve problems relating to mark-up and mark-down. | *Merchandising Math, Part II.* | Test |
| 8. The student will calculate gross pay and net pay based on: (a) amount per hour and number of hours with overtime; (b) commission on sales. | National Cash Register Bulletins | Evaluate student’s demonstration of cash register operation and function. |

*continued*
PUBLISHED MATERIALS


2. Earhardt, Richard M. Math Skill Builder. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University.


OTHER

1. National Cash Register Company
Unit Number: V
Unit Title: Basic Skills
Sub-Unit Title: Listening
Sub-Unit Objective: The student will develop listening skills.

Suggested Duration 3-5 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will discuss the importance of listening. | Class discussion  
Communications in Marketing, Chapter 2.  
Fundamentals of Selling, Chapter 5.  
Discuss room sounds heard during a five minute period while students have eyes closed.  
Use other class participation hearing/listening activities to emphasize listening skills. |  |
| 2. The student will develop and write basic rules for listening. | Communications in Marketing. | List of rules |
| 3. The students will participate in listening activities. | Students are divided into groups of three. While one student reads words and sentences from a prepared list, the other two will listen and note on a sheet of paper words the reader does not enunciate clearly.  
Students listen to a taped speech and will identify in writing:  
a. Speaker  
b. Speaker's background  
c. Major topic  
d. Supporting issues  
e. Major emphasis  
f. Speaker's position  
g. Biases  
Communications in Marketing, Chapter 2.  
The students, in role-play situation, listen to customer complaints and grievances; identify in writing the particular problem and write solution. | Enunciation satisfactory to other two students in the group.  
Written report  
Written solutions |
PUBLISHED MATERIALS


OTHER

1. Film: "Thanks for Listening," Bell System
2. Bell System "Teletrainer Kit" — Bell System.
Unit Number: V

Unit Title: Basic Skills
Sub-Unit Title: Oral Communications
Sub-Unit Objective: The student will develop oral communication skills.
Suggested Duration: 5-6 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify, list, and explain the elements of clear speech.</td>
<td>You: for Young Women, Section V.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You: for Young Men, Section IV.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communications in Distribution.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communications in Marketing, Chapters 4, 5, and 6.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask assistance of speech teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate how voice is related to personality and how it is possible to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>communicate different meanings with some words.</td>
<td></td>
</tr>
<tr>
<td>2. The student will practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. tone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. enunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. courtesy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. correctness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. clearness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. conciseness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. completeness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Personal Development, pp. 45-47.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Film: “A Manner of Speaking”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communications in Marketing, Chapter 4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students evaluate their own ability and another speaker’s ability to transmit a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>message utilizing these 9 elements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students tape record a five minute, self-prepared speech and playback for</td>
<td>Student self-evaluated.</td>
</tr>
<tr>
<td></td>
<td>evaluation and critique.</td>
<td></td>
</tr>
<tr>
<td>3. The student will demonstrate telephone communication skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Related materials produced by Bell System and General Telephone. Use Bell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telephone Co. “Tele-trainer.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student will demonstrate introduction skills.</td>
<td>Role-play situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student will identify the role of parliamentary procedure in controlling</td>
<td>Roberts Rules of Order.</td>
<td></td>
</tr>
<tr>
<td>oral communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Succeeding in the World of Work, pp. 297-301.</td>
<td></td>
</tr>
</tbody>
</table>

59
PUBLISHED MATERIALS


7. Smith, Maggie Ritter. *Teaching Personal Development for Occupational Preparation*. Division of Vocational Education, University of California.

OTHER

1. Bell Telephone Company
### Unit Number: V

**Unit Title:** Basic Skills  
**Sub-Unit Title:** Written Communications  
**Sub-Unit Objective:** The student will develop written communication skills.  
**Suggested Duration:** 4-6 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will identify parts of a letter, formats and styles. | Provide information sheets.  
*Business Communications,* Units 1 & 2.  
*Communications in Marketing,* Chapter 7. | Written work |
| 2. The students will explain how to create a good "First Impression" in letter writing. | *Secretarial Office Practice.*  
*Business English and Communications.*  
Written explanation. | |
| 3. The student will develop effective sentences and paragraphs. | Discuss student ideas. | |
| 4. The student will write a business letter. | Invite office occupations instructor.  
Students write 1 letter each to cover following purposes:  
A. Introduce and recommend  
B. Sales  
C. Claims and Adjustments  
D. Credit and Collection  
E. Personal Resume  
F. Personal Letter of application.  
*Survival in the World of Work,* pp. 6.  
*How to Find and Apply for a Job.*  
*World of Work,* pp. 35. | Letters |
| 5. The student will identify the use of: a) memorandum, b) message, c) sales check, d) purchase order, e) resume, f) application. | In small groups discuss with students the use and importance of each. | 61 63 |
PUBLISHED MATERIALS


Unit Goal: The student will develop a basic understanding of American Business.

A. Free Enterprise System
   Objective: The student will develop an understanding of the free enterprise system.

B. Business Activities
   1. Types of Ownership
      Objective: The student will explain the advantages and disadvantages of various types of business ownership.
   2. Company Image
      Objective: The student will explain the role of the company image.
   3. Location and Facilities
      Objective: The student will explain the principles of business location and facility planning.
   4. Personnel Policies
      Objective: The student will develop an understanding of personnel policies.
   5. Merchandising
      Objective: The student will develop an understanding of merchandising.
   6. Financing
      Objective: The student will identify methods of financing a business.
   7. Risks
      Objective: The student will explain risks in business.
Unit Number: VI
Unit Title: Business
Sub-Unit Title: Free Enterprise System
Sub-Unit Objective: The student will develop an understanding of the free enterprise system.
Suggested Duration: 3-5 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify characteristics of different economic systems.</td>
<td><em>Comparative Economic Systems.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Marketing, Sales Promotion and Advertising, Part 3.</em></td>
<td></td>
</tr>
<tr>
<td>2. The student will identify and discuss privileges and responsibilities of a free enterprise system.</td>
<td><em>Small Business Management,</em> pp. 1-2.</td>
<td>Quiz</td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


**Unit Number: VI**

**Unit Title:** Business

**Sub-Unit Title:** Business Activities — Types of Ownership

**Sub-Unit Objective:** The student will explain the advantages and disadvantages of the various types of business ownership.

**Suggested Duration:** 3-4 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify and discuss the types of business ownership.</td>
<td><em>Retailing: Principles and Practices, Part 19.</em></td>
<td>Short paper</td>
</tr>
<tr>
<td>2. The student will identify and discuss the advantages and disadvantages of types of business ownership.</td>
<td><em>Small Business Management, Unit 3.</em></td>
<td>Quiz</td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


# Unit Number: VI

**Unit Title:** Business

**Sub-Unit Title:** Business Activities - Company Image

**Sub-Unit Objective:** The student will explain the role of the company image.

**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will define company image.</td>
<td><em>Retailing: Principles and Practices,</em> Part 31.</td>
<td>The student will identify the image of local store and explain his/her reasoning.</td>
</tr>
<tr>
<td>2. The student will explain the role of company image.</td>
<td><em>Going Into Business For Yourself,</em> Part 6.</td>
<td></td>
</tr>
<tr>
<td>3. The student will identify elements that determine company image.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


**Unit Number: VI**

**Unit Title:** Business  
**Sub-Unit Title:** Business Activities - Location and Facilities  
**Sub-Unit Objective:** The student will explain the principles of business location and facility planning.  
**Suggested Duration:** 2-3 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify the factors involved in locating a business.</td>
<td><em>Retail Merchandising</em>, Chapter 3, Part A.</td>
<td>The student will describe why a business is located in a particular location.</td>
</tr>
</tbody>
</table>
| 2. The student will identify and explain the principles of locating a business. | *Small Business Management*, Unit 4.  
| 3. The student will identify the factors involved in business facility planning. | | |
| 4. The student will identify, discuss and explain the principles of facility planning. | | |
PUBLISHED MATERIALS


Unit Number: VI

Unit Title: Business
Sub-Unit Title: Business Activities - Personnel Policies
Sub-Unit Objective: The student will develop an understanding of personnel policies.
Suggested Duration: 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will define personnel policy. | *Small Business Management*, Unit 12.  
*Retailing: Principles and Practices*, pp. 189. | Test |
| 2. The student will explain the role of personnel policies. |  |  |
| 3. The student will identify the elements of personnel policies. | *Going Into Business For Yourself*, Parts 15-18. |  |
PUBLISHED MATERIALS


**Unit Number:** VI  
**Unit Title:** Business  
**Sub-Unit Title:** Business Activities - Merchandising  
**Sub-Unit Objective:** The student will develop an understanding of merchandising.  
**Suggested Duration:** 2-3 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will define merchandising.</td>
<td>Small Business Management, Unit 8.</td>
<td>Test</td>
</tr>
<tr>
<td>2. The student will explain the role of merchandising.</td>
<td>Small Business Management, Unit 9.</td>
<td></td>
</tr>
<tr>
<td>3. The student will identify and explain the elements of merchandising.</td>
<td>Retailing: Principles and Practices, Units 5, 11, 17, &amp; 23.</td>
<td></td>
</tr>
</tbody>
</table>


PUBLISHED MATERIALS


3. The Merchandising Game. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1974.
## Unit Number: VI

**Unit Title:** Business  
**Sub-Unit Title:** Business Activities - Financing  
**Sub-Unit Objective:** The student will identify methods of financing a business.  
**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. The student will discuss different means of financing a business. | *Going into Business for Yourself, Part 7.*  
PUBLISHED MATERIALS


**Unit Number:** VI

**Unit Title:** Business

**Sub-Unit Title:** Business Activities - Risks

**Sub-Unit Objective:** The student will explain risks in business.

**Suggested Duration:** 2-3 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify risks in business.</td>
<td>Small Business Management, Unit 10.</td>
<td>Explain risks and types of insurance a local business may have.</td>
</tr>
<tr>
<td>2. The student will classify risks into insurable and uninsurable categories.</td>
<td>Guest speaker from insurance company.</td>
<td></td>
</tr>
<tr>
<td>3. The student will explain the role of insurance in relationship to risks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


OTHER

1. Guest speaker from insurance company.
UNIT PERSONAL ECONOMICS

SEVEN

Unit Goal: The student will develop a basic understanding of the role of personal economics.

A. Money Management
   1. Budgets
      Objective: The student will develop a manageable budget for his or her use.
   2. Credit
      Objective: The student will develop an understanding of the wise use of credit.
   3. Savings Account
      Objective: The student will describe the benefits of maintaining a savings account.
   4. Checking Accounts
      Objective: The student will describe the use of a checking account.

B. Income Taxes
   Objective: The student will complete and file State and Federal Income Tax forms.

C. Social Security
   Objective: The student will identify and describe the main programs covered by the Social Security Act.

D. Legal Contract Problems of the Worker
   Objective: The student will explain the essential characteristics of a legal contract.

E. Workers and Unions
   Objective: The student will explain the role of unions in American society.

F. Insurance and the Worker
   Objective: The student will plan an insurance program according to individual needs.
**Unit Number:** VII  
**Unit Title:** Personal Economics  
**Sub-Unit Title:** Budgets  
**Sub-Unit Objective:** The student will develop a manageable budget for his or her use.  
**Suggested Duration:** 2-3 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify the personal benefits of preparing and living on a budget.</td>
<td>Prepare a handout and/or text assignment.</td>
<td>Evaluate student budget.</td>
</tr>
<tr>
<td>2. The student will examine sample budget forms.</td>
<td><em>Succeeding in the World of Work, Chapter 10.</em></td>
<td>Evaluate report.</td>
</tr>
<tr>
<td>3. The student will list and explain the elements of a budget.</td>
<td><em>Succeeding in the World of Work, Chapter 10.</em></td>
<td></td>
</tr>
<tr>
<td>4. The student will identify the value of using goals as a guide in budget planning.</td>
<td>Teacher-class discussion.</td>
<td></td>
</tr>
<tr>
<td>5. The student will read an article on budget preparation and prepare a trial plan.</td>
<td><em>Succeeding in the World of Work, Chapter 10,</em> page 4, budget form.</td>
<td></td>
</tr>
<tr>
<td>6. The student will develop a budget.</td>
<td>Assist student on individual basis.</td>
<td></td>
</tr>
<tr>
<td>7. The student will summarize how a realistic budget can help achieve long range goals.</td>
<td>Explain report requirements.</td>
<td></td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


OTHER

1. Local banks
2. Credit unions
3. Finance company
## Unit Number: VII

**Unit Title:** Personal Economics  
**Sub-Unit Title:** Credit  
**Sub-Unit Objective:** The student will develop an understanding of the wise use of credit.  
**Suggested Duration:** 2-3 class periods

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will explain the meaning of credit.</td>
<td>Reading assignment: <em>Occupational Relations Manual</em>, Chapter 8.</td>
<td></td>
</tr>
<tr>
<td>2. The student will list and explain the three &quot;C&quot;s of credit.</td>
<td>Reading assignment: <em>Occupational Relations Manual</em>, Chapter 8.</td>
<td></td>
</tr>
<tr>
<td>3. The student will explain how to obtain credit.</td>
<td>Reading assignment: <em>Occupational Relations Manual</em>, Chapter 8.</td>
<td></td>
</tr>
<tr>
<td>4. The student will complete the reading assignment and list three suggestions a person should follow to keep a good credit rating.</td>
<td>Reading assignment: <em>Occupational Relations Manual</em>, Chapter 8.</td>
<td></td>
</tr>
<tr>
<td>5. The student will explain the wise use of credit privileges.</td>
<td>Lead a class discussion.</td>
<td></td>
</tr>
<tr>
<td>6. The student will list and explain three advantages and three disadvantages of credit buying.</td>
<td><em>Basic Retail Credit-D.E. Manual</em>, Assignment No. 6.</td>
<td>Lead a class discussion.</td>
</tr>
<tr>
<td>7. The student will list and explain the effects of a good credit rating in the business community.</td>
<td>Reading assignment: <em>Occupational Relations Manual</em>, Chapter 8.</td>
<td>Lead a class discussion.</td>
</tr>
<tr>
<td>8. The student will explain the difference between an open or regular charge account and a flexible charge account.</td>
<td>Reading assignment: <em>Occupational Relations Manual</em>, Chapter 8.</td>
<td></td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS

1. Basic Retail Credit. Austin, Texas: Instructional Materials Center, The University of Texas at Austin, 1976.


OTHER

1. Local banks

1.

2. Credit unions

3. Finance companies
**Unit Number:** VII  
**Unit Title:** Personal Economics  
**Sub-Unit Title:** Savings Account  
**Sub-Unit Objective:** The student will describe the benefits of maintaining a savings account.  
**Suggested Duration:** 2-3 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify benefits gained from saving.</td>
<td>Assignment: <em>Occupational Relations</em>, Chapter 8.</td>
<td></td>
</tr>
<tr>
<td>3. The student will list and explain four (4) reasons for saving.</td>
<td>Assignment: <em>Occupational Relations</em>, Chapter 8.</td>
<td>Evaluate listing and reasons.</td>
</tr>
<tr>
<td>4. The student will recognize and explain the difference between three (3) institutions used for saving.</td>
<td>Assignment: <em>Occupational Relations</em>, Chapter 8.</td>
<td>Evaluate listing and differences.</td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


OTHER

1. Local banks
2. Credit unions
3. Finance companies
### Unit Number: VII

**Unit Title:** Personal Economics  
**Sub-Unit Title:** Checking Accounts  
**Sub-Unit Objective:** The student will describe the use of a checking account.  
**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will describe how to open a checking account.</td>
<td>Assignment: Study <em>Occupational Relations</em>, Chapter 8.</td>
<td>[Assignment: Study <em>Occupational Relations</em>, Chapter 8.]</td>
</tr>
<tr>
<td>2. Using blanks provided, the student will write sample checks.</td>
<td>Assignment: Study <em>Occupational Relations</em>, Chapter 8. Provide sample checkbooks.</td>
<td>Evaluate statement.</td>
</tr>
<tr>
<td>3. Using blanks provided, the student will fill out and explain purpose of check stubs and/or register.</td>
<td>Assignment: Study <em>Occupational Relations</em>, Chapter 8. Provide simulated bank statement.</td>
<td>Evaluate reports.</td>
</tr>
<tr>
<td>5. The student will submit a written report on advantages and disadvantages of checking accounts.</td>
<td>Assignment: Study <em>Occupational Relations</em>, Chapter 8.</td>
<td>[Assignment: Study <em>Occupational Relations</em>, Chapter 8.]</td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


OTHER

1. Local banks
2. Credit unions
3. Finance companies
## Unit Number: VII

**Unit Title:** Personal Economics  
**Sub-Unit Title:** Income Taxes  
**Sub-Unit Objective:** The student will complete and file State and Federal Income Tax forms.  
**Suggested Duration:** 10-12 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The student will explain the “ability to pay” principle of taxation.</td>
<td>Assignment: Study <em>Occupational Relations Manual</em>, Chapter 9.</td>
<td></td>
</tr>
<tr>
<td>3. The student will describe the three major kinds of tax rates, i.e., proportional, progressive and regressive.</td>
<td>Assignment Study <em>Occupational Relations Manual</em>, Chapter 9.</td>
<td>Class discussion.</td>
</tr>
<tr>
<td>4. The student will explain types of Federal and State Income Tax forms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The student will define and explain forms W-4 and W-2.</td>
<td>Assignment: same as No. 4</td>
<td></td>
</tr>
<tr>
<td>6. The student will define and explain use of forms 1040, 1040A and State Income Tax Reporting form 40.</td>
<td>Assignment: same as No. 4</td>
<td>Class discussion.</td>
</tr>
<tr>
<td>7. Using blank tax forms, the student will complete sample forms using tax tables and tax rate schedules shown in reference.</td>
<td>Assignment: same as No. 4</td>
<td>Evaluate completed sample forms.</td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


### Unit Number: VII

**Unit Title:** Personal Economics  
**Sub-Unit Title:** Social Security  
**Sub-Unit Objective:** The student will identify and describe the main programs covered by the Social Security Act.  
**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those students who do not have a Social Security card will apply immediately to local Social Security office.</td>
<td>Give individual assistance in completing form as required.</td>
<td>Class discussion.</td>
</tr>
<tr>
<td>2. The student will explain the basic idea on which the Social Security System was planned.</td>
<td>Assignment: Read Succeeding in the World of Work, Chapter 16.</td>
<td>Class discussion.</td>
</tr>
<tr>
<td>3. The student will identify those people that may become eligible to receive cash benefits.</td>
<td>Assignment: Read Succeeding in the World of Work, Chapter 16.</td>
<td>Class discussion.</td>
</tr>
<tr>
<td>4. The student will explain how a worker becomes eligible to receive retirement cash benefits.</td>
<td>Assignment: Read Succeeding in the World of Work, Chapter 16.</td>
<td>Class discussion.</td>
</tr>
<tr>
<td>5. The student will explain how a worker becomes eligible to receive Medicare.</td>
<td>Assignment: Read Succeeding in the World of Work, Chapter 16.</td>
<td>Class discussion.</td>
</tr>
<tr>
<td>6. The student will prepare written examples of how the young worker can benefit from survivors benefits, disability benefits and workers' compensation.</td>
<td>Assignment: Read Succeeding in the World of Work, Chapter 16.</td>
<td>Class discussion. Evaluate written reports.</td>
</tr>
<tr>
<td>7. The student will write a short explanation of how the overall Social Security System is financed.</td>
<td>Assignment: Read Succeeding in the World of Work, Chapter 16.</td>
<td>Class discussion. Evaluate reports.</td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS


OTHER

1. Local social security office.
## Unit Number: VII

**Unit Title:** Personal Economics  
**Sub-Unit Title:** Legal Contract Problems of the Worker  
**Sub-Unit Objective:** The student will explain the essential characteristics of a legal contract.  
**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will define the term &quot;contract.&quot;</td>
<td>Assignment: Read Occupational Relations Manual, Chapter 12.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class discussion.</td>
<td></td>
</tr>
<tr>
<td>2. The student will explain why contracts are needed in our modern society.</td>
<td>Assignment: Read Occupational Relations Manual, Chapter 12.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Succeeding in the World of Work, Chapter 13.</em></td>
<td></td>
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<tr>
<td></td>
<td>Class discussion.</td>
<td></td>
</tr>
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<td></td>
<td>Guest speaker.</td>
<td></td>
</tr>
<tr>
<td>3. The student will give examples of &quot;offer and acceptance&quot; and termination.</td>
<td>Assignment: Read Occupational Relations Manual, Chapter 12.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Succeeding in the World of Work, Chapter 13.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class discussion.</td>
<td></td>
</tr>
<tr>
<td>4. The student will explain the following terms as they pertain to &quot;Real Consent&quot;:</td>
<td>Assignment: Read Occupational Relations Manual, Chapter 12.</td>
<td></td>
</tr>
<tr>
<td>a. Mistake</td>
<td><em>Succeeding in the World of Work, Chapter 13.</em></td>
<td></td>
</tr>
<tr>
<td>b. Misrepresentation</td>
<td>Class discussion.</td>
<td></td>
</tr>
<tr>
<td>c. Fraud</td>
<td>Assignment: Read Occupational Relations Manual, Chapter 12.</td>
<td></td>
</tr>
<tr>
<td>d. Duress</td>
<td><em>Succeeding in the World of Work, Chapter 13.</em></td>
<td></td>
</tr>
<tr>
<td>e. Undue influence</td>
<td>Class discussion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Succeeding in the World of Work, chapter 13.</em></td>
<td></td>
</tr>
<tr>
<td>5. The student will describe the term &quot;competent parties&quot; as it pertains to legal</td>
<td>Assignment: Read Occupational Relations Manual, Chapter 12.</td>
<td></td>
</tr>
<tr>
<td>contracts.</td>
<td><em>Succeeding in the World of work, chapter 13.</em></td>
<td></td>
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</tr>
</tbody>
</table>
| 6. The student will describe “valid consideration” as used in legal contracts. | Assignment: Read *Occupational Relations Manual*, Chapter 12.  
*Succeeding in the World of Work*, chapter 13.  
Class discussion. |   |   |   |
| 7. The student will explain the term “legal purpose” as it pertains to contract preparations. | Assignment: Read *Occupational Relations Manual*, Chapter 12.  
*Succeeding in the World of Work*, Chapter 13. |   |   |   |
| 8. The student will draft a sample contract using the basic essential characteristics listed in Activities 3, 4, 5, 6, 7. | Assignment: Read *Occupational Relations Manual*, Chapter 12.  
*Succeeding in the World of Work*, Chapter 13.  
Evaluate sample contracts. |   |   |   |
PUBLISHED MATERIALS


**Unit Number: VII**

**Unit Title:** Personal Economics  
**Sub-Unit Title:** Workers and Unions  
**Sub-Unit Objective:** The student will explain the role of unions in American Society.  
**Suggested Duration:** 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The student will explain the various methods used by unions to achieve their objectives.</td>
<td>Assignment: Read <em>Occupational Relations Manual</em>, Chapter 11.</td>
<td>Class discussion.</td>
</tr>
</tbody>
</table>
PUBLISHED MATERIALS

Unit Number: VII
Unit Title: Personal Economics
Sub-Unit Title: Insurance and the Worker
Sub-Unit Objective: The student will plan an insurance program according to individual needs.
Suggested Duration: 1-2 class periods.

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>Notes to Teacher</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will explain the purpose of an individual insurance plan.</td>
<td>Assignment: Study Succeeding in the World of Work, Chapter 17.</td>
<td></td>
</tr>
<tr>
<td>2. The student will explain the following insurance terminology: policy, policy holder, underwriter, and premium.</td>
<td>Assignment: Study Succeeding in the World of Work, Chapter 17.</td>
<td>Class discussion.</td>
</tr>
<tr>
<td>3. The student will describe the different categories of automobile insurance.</td>
<td>Assignment: Study Succeeding in the World of Work, Chapter 17.</td>
<td>Class discussion.</td>
</tr>
<tr>
<td>4. The student will describe the function of the following types of insurance: life, property, marine, public liability, theft and health.</td>
<td>Assignment: Study Succeeding in the World of Work, Chapter 17.</td>
<td></td>
</tr>
<tr>
<td>5. The student will explain what is meant by the law of averages or &quot;theory of probability&quot; as it applies to insurance.</td>
<td>Assignment: Study Succeeding in the World of Work, Chapter 17.</td>
<td>Occupational Relations Manual, Chapter 13.</td>
</tr>
<tr>
<td>6. The student will prepare a list of personal risks which most urgently need insurance coverage.</td>
<td>Assignment: Study Succeeding in the World of Work, Chapter 17.</td>
<td>Class discussion.</td>
</tr>
<tr>
<td>7. The student will prepare an insurance program based on risks developed in Activity 6.</td>
<td>Assignment: Study Succeeding in the World of Work, Chapter 17.</td>
<td>Individual counseling.</td>
</tr>
</tbody>
</table>

Evaluate program.
PUBLISHED MATERIALS


OTHER

1. Local insurance agents.
UNIT EIGHT

JOBS RELATED INSTRUCTION

Unit Goal: This unit does not provide an outline of the content to be used in teaching job-related instruction. Because the nature of this unit dictates that the material be highly individualized or group oriented, two purposes are intended:

1) to list sources of materials relating to job-related instruction; and
2) to present methods of instruction that can be utilized in delivering job-related instruction.

A. Sources of Material

1. Other Teachers
2. Individual Published Material
   a. Library
   b. Companies
   c. Instructional Materials Centers
   d. Trade Association Journals
   e. Federal and State Agencies
   f. Extension Agencies
   g. Training Station/Employer
   h. LAP (Learning Activity Packages)

B. Methods of Instruction

1. Have the student develop a job manual.
2. Have the student participate in the development of a training plan.
4. Have students visit similar businesses (jobs)/report.
5. Assign students to classes on occupational clusters.
6. Relate the assignment to a particular job.
7. Have the student work with other teachers.
8. Have the student work with professionals.
9. Arrange for the students to take classes related to their training station.
10. Divide the class into occupation clusters for group instruction.
11. Teacher-student counseling sessions.
12. Have the students collect specific information relating to their job/occupation.