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)
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.
ACKNOWLEDGEMENTS

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

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- 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
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6-a

### Terminal Performance Objectives

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</table>
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.
GOAL

(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.
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 employee's 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 person's 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                       c. 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 met through employment are
    a. food                       d. a and b
    b. clothing                   c. 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       d. is slow to change
   b. is self confident e. is critical of others
   c. has a negative attitude

21. A person who assists a more trained worker is a(n)
   a. foreman d. a and b
   b. aide e. b and c
   c. helper

22. Of the four levels of occupations an apprentice is the
   a. highest d. lowest
   b. next to the highest e. none of the above
   c. next to the lowest

23. Of the four levels of occupations a skilled worker is the
   a. highest d. lowest
   b. next to the highest e. none of the above
   c. next to the lowest

24. Of the four levels of occupations a professional is the
   a. highest d. lowest
   b. next to the highest e. none of the above
   c. next to the lowest

25. Of the four levels of occupations a semi-skilled worker is the
   a. highest d. lowest
   b. next to the highest e. none of the above
   c. next to the lowest

26. A good employee
   a. introduces himself to newcomer d. smiles often
   b. doesn’t disturb others belongings e. all of the above
   c. has a good sense of humor

27. A good job satisfies a person’s
   a. physical needs d. a and c
   b. emotional needs e. a and b
   c. clothing needs

28. An employee should talk
   a. curtly d. unpleasantly
   b. correctly e. offensively
   c. sarcastic

29. An employee that frowns often would seem
   a. satisfied d. excited
   b. happy e. hopeful
   c. dissatisfied

30. An employee may not work more than ______ hours a week without receiving extra pay.
   a. 10 d. 40
   b. 20 e. 50
   c. 30
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

14
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. _____

15
**COURSE**  Personal Career Orientation  

**ACCREDITATION STANDARD**  X-4.158

**TERMINAL PERFORMANCE**

**OBJECTIVE NO.**  1.0  

level 1-e,h,i.

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.

<table>
<thead>
<tr>
<th>INTERMEDIATE NO.</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td></td>
<td></td>
<td>See attached list</td>
</tr>
</tbody>
</table>
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. cannot 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
### TERMINAL PERFORMANCE

**OBJECTIVE NO. 1.0 (cont'd)**

#### INTERMEDIATE PERFORMANCE OBJECTIVES

<table>
<thead>
<tr>
<th>NO.</th>
<th>PERFORMANCE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>After instruction on heredity and environment the student will demonstrate his acquired knowledge by completing the criterion measure with 100% proficiency</td>
</tr>
</tbody>
</table>

#### CRITERION MEASURES

<table>
<thead>
<tr>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Fill in the blank with an appropriate characteristic for you.</td>
</tr>
<tr>
<td></td>
<td>1. An acquired (environmental) characteristic that I would like to change is _____</td>
</tr>
<tr>
<td></td>
<td>2. An inherited characteristic I would like to change is ___________________</td>
</tr>
</tbody>
</table>

Note: Teacher may ask students "why", but it should be graded subjectively.
### TERMINAL PERFORMANCE OBJECTIVE

1. Define inherited characteristics
   1. Place a check by the best definition of inherited characteristics.
   - Characteristics that you are born with
   - Characteristics that you learn

2. Recognize inherited characteristics
   1. Circle the words that are inherited characteristics:
      - shape of nose
      - size of ears
      - speech

3. Evaluate inherited characteristics
   1. Check the traits that make you similar to your ancestors.

### FUNCTIONAL PERFORMANCE ANALYSIS

#### CRITERION PERFORMANCE EVALUATION (Response)

<table>
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<tr>
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<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Define inherited characteristics</td>
<td>1.1.1</td>
<td>Scramble game and/or dot game</td>
<td>See Appendix #1</td>
</tr>
<tr>
<td>1.2</td>
<td>Recognize inherited characteristics</td>
<td>1.1.2</td>
<td>Lessons in Living, Page 275</td>
<td>Display pictures of babies, students if possible, or pictures of the baby at an older age</td>
</tr>
<tr>
<td>1.3</td>
<td>Evaluate inherited characteristics</td>
<td>1.1.3</td>
<td>Teen Horizons, Page 7</td>
<td>(teacher reference only)</td>
</tr>
</tbody>
</table>

#### PHYSICAL DEVELOPMENT

- I am: ☐ short ☐ tall or
  ☐ medium in height

- My facial features ☐ are or
  ☐ are not similar to those of my parents

- I am growing ☐ faster or
  ☐ slower than other people of my age
### TERMINAL PERFORMANCE OBJECTIVE

<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.3</td>
<td>I have inherited a tendency toward □ diabetes, □ hemophilia, □ acne, □ color blindness, or □ poor eye sight</td>
<td></td>
</tr>
</tbody>
</table>

**B. Mental Development**

My mental capacities are

- □ below average
- □ average or □ above average

I have a special talent in

- □ music □ art or □ other

**C. Emotional Development**

I am:

- □ quiet □ withdrawn
- □ outgoing □ easy-going □ hot-tempered

I act like my □ father □ mother □ grandmother □ grandfather
### Terminal Performance Objective 1.0

**LEARNING STEPS**

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Steps</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Define environment</td>
<td>Check the correct answers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Environment includes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>______ people</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>______ churches</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>______ schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>______ programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Identify acquired characteristics</td>
<td>List ways the children imitate their parents.</td>
<td>1.1.5</td>
</tr>
<tr>
<td></td>
<td><strong>Environment includes the surroundings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Evaluate environmental characteristics</td>
<td>Check the traits that make up the community in which you live.</td>
<td>1.1.6</td>
</tr>
</tbody>
</table>

#### Interim Performance Objective 1.1

**Method/Media Selection**

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<thead>
<tr>
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<th>Method/Media Selection</th>
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</thead>
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</tr>
<tr>
<td>1.1.5</td>
<td>Enjoying Family Living, pp. 120-125</td>
</tr>
<tr>
<td>1.1.6</td>
<td>Teen Horizon, Pages 18 &amp; 19</td>
</tr>
</tbody>
</table>

**Family and Home**

- Am I: [ ] an only child [ ] a member of a large family
- [ ] a member of a medium size family
- [ ] a member of a small family
### Terminal Performance Objective

- **1.0**

(1.1.6. cont.)

<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.6</td>
<td>II. Family Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do I: □ live with both parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ live with one parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am: □ A natural □ A foster □ An adopted child</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Are my parents □ permissive □ strict in relation with children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ does only one parent work □ do both parents work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ do my parents rent □ do my parents own the home that we live in</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Family Climate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ do we move often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ are we settled</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Friend and Companions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>□ do my parents encourage me to bring friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ I enjoy friendships with both sexes</td>
<td></td>
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<tr>
<td></td>
<td>□ do I feel friendly toward older people</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interim Performance Objective

- **3.1**
<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.6</td>
<td></td>
<td>☐ do my friends share the values, attitude and goals as I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School and other Educational Opportunities</td>
<td>☐ do school programs, services and activities offer interest and help</td>
<td></td>
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<tr>
<td></td>
<td>For me ☐ are my teachers helpful and stimulating to me ☐ is my school equipped</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>☐ does my neighborhood provide recreation for teens ☐ are my neighbors concerned with community problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Church</td>
<td>☐ are religious leaders concerned about teenagers ☐ are church-related activities available to teenagers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO.</td>
<td>LEARNING STEPS</td>
<td>NO.</td>
<td>CRITERION PERFORMANCE EVALUATION (Response)</td>
<td>NO.</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------</td>
<td>-----</td>
<td>---------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>1.7</td>
<td>Discriminate between inherited traits and traits acquired from our environment</td>
<td>1.1.7</td>
<td>Classify the following characteristics as being primarily inherited or primarily acquired by writing the traits under the appropriate headings (I &amp; II)</td>
<td>1.1.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I. Inherited Traits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>II. Acquired Traits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Characteristics:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>eye color</td>
<td></td>
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<td></td>
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<td></td>
<td>manner of speech</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>values</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>sex</td>
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<td></td>
<td>mental capacity</td>
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<td>potential height</td>
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<td></td>
<td>physical resemblance to ancestors</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>sewing skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>eating habits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>fears and anxieties</td>
<td></td>
</tr>
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</table>
### TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd)

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
</table>
| 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>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs</td>
<td>sincerity</td>
</tr>
<tr>
<td>(a)</td>
<td>security</td>
</tr>
<tr>
<td>(b)</td>
<td>honesty</td>
</tr>
<tr>
<td>(c)</td>
<td>love</td>
</tr>
<tr>
<td>(d)</td>
<td>excitement</td>
</tr>
<tr>
<td>(e)</td>
<td>consideration</td>
</tr>
<tr>
<td></td>
<td>loyalty</td>
</tr>
<tr>
<td>Values</td>
<td>belonging</td>
</tr>
<tr>
<td>(a)</td>
<td>food</td>
</tr>
<tr>
<td>(b)</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PART II</td>
</tr>
<tr>
<td></td>
<td>List 4 terms found in column 2 which contribute to employability</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>NO.</td>
<td>LEARNING STEPS</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
</tr>
<tr>
<td>2.1</td>
<td>Define needs:</td>
</tr>
<tr>
<td></td>
<td>(a) emotional</td>
</tr>
<tr>
<td></td>
<td>(b) physical</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Recognize emotional needs</td>
</tr>
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<td></td>
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</tr>
<tr>
<td>2.3</td>
<td>Identify the personal importance of emotional needs</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
# Terminal Performance Objective

**LEARNING STEPS**

<table>
<thead>
<tr>
<th>No.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE</th>
<th>EVALUATION (Response)</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>Recognize the needs that are met through (being employed) employment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>CRITERION PERFORMANCE</th>
<th>EVALUATION (Response)</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.5</td>
<td>Fill in the blank:</td>
<td>are those things which are important to you.</td>
<td>1.2.5 Exploring Values Through Vincent Dumas Appendix #5 3.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>CRITERION PERFORMANCE</th>
<th>EVALUATION (Response)</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.6</td>
<td>Match the occupation on the right with the values that are listed on the left</td>
<td></td>
<td>1.2.6 Appendix #5 The Key sheet</td>
</tr>
</tbody>
</table>

**Values**

<table>
<thead>
<tr>
<th>Values</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<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</td>
<td>E. military service</td>
</tr>
</tbody>
</table>

Key: c, b, e, a
<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7</td>
<td>Relate how personal values contribute to job success</td>
<td>Check the values which will contribute to job success:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. honesty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. loyalty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. inconsiderate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. sincerity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key: 1, 2, 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TERMINAL PERFORMANCE

**OBJECTIVE NO. 1.0 (cont'd)**

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>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.</td>
<td>1.3</td>
<td>See Attached List</td>
</tr>
</tbody>
</table>

X:4 140
level 2a
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)
<table>
<thead>
<tr>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall personality traits and attitudes</td>
<td>1.3.1 List 5 personality traits</td>
<td>1.3.1 Appendix 6</td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td>1.3.1 Appendix 7</td>
<td></td>
</tr>
<tr>
<td>friendly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cogenial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>honest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheerful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>considerate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reliable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trustworthy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiate between desirable and undesirable personality traits and attitudes</td>
<td>1.3.2 Check the desirable personality traits</td>
<td>1.3.2 Appendix 8</td>
<td></td>
</tr>
<tr>
<td>1. irresponsible</td>
<td></td>
<td>1.3.2 Appendix 9</td>
<td></td>
</tr>
<tr>
<td>2. cooperative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ambitious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. cheerful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. insincere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. impatient</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. tolerant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. enthusiastic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key: 2, 3, 4, 7, 8</td>
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<td></td>
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</tr>
<tr>
<td>STEPS</td>
<td>CRITERION PERFORMANCE EVALUATION (Response)</td>
<td>METHOD/MEDIA SELECTION</td>
<td>TIME REQUIRED</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------</td>
<td>------------------------</td>
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</tr>
<tr>
<td>1.3.3</td>
<td>Place in the block a #1 if very good, #2 if good, or #3 if fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Is money important to you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Is prestige important to you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Do you have patience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Do you have self-control?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Can you tolerate frustration?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Do you think you answered all of the above honestly?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.3.4 (cont'd)

Place a check under the appropriate answer

PERSONALITY:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>SOMETIMES</th>
</tr>
</thead>
</table>

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?

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 letter?

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
2. a
3. a, c, e
4. b
5. a, b, d
6. a, c, d, e
7. a, c
8. a, c
9. c
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
2. friendly
3. cooperative
4. honest
5. understanding
6. patient
7. ambitious

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

rithnieed - twih - era - eth - sthee - 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.

20-8-5/9-14-8-5-18-9-20-5-4/1-3-8-1-18-1-3-20-5-18-9-19-20-9
-20-8.

Key: Same as above
Who Am I?

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
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.

Minute Drama II

Scene: Living Room. Mr. Davis 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.

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.

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.

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.
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

MANNERLY
CONSISTENT
CHEERFUL
HELPFUL
SOWN
FRIENDLY

AMBITIOUS
COURTEOUS

RESPONSIBLE
### TEST YOUR MATUREY

<table>
<thead>
<tr>
<th>Question</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have fits of temper when things do not go your way?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you making the most of your talents and abilities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you constantly pity yourself?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your first impulse to be kind on all occasions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you accept disappointments gracefully?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you interrupt people when they are talking because you wish to speak?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Do you have lots of friends?</td>
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<tr>
<td>Do you dislike meeting new people?</td>
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<tr>
<td>Can you see another person's point of view without getting angry?</td>
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<tr>
<td>Do you look for the good instead of the faults in others?</td>
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<tr>
<td>Do you accept a job and stick to it until you have finished?</td>
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<tr>
<td>Can you easily forgive others when they do wrong?</td>
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<tr>
<td>Are your feelings easily hurt?</td>
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<tr>
<td>Are you critical of other people?</td>
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<td>Are you at ease in groups?</td>
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<td></td>
<td></td>
<td>Frequently</td>
<td>Occasionally</td>
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<tr>
<td>16.</td>
<td>Do you hesitate to make your own decisions?</td>
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<td>17.</td>
<td>Do you feel other people have all the luck?</td>
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<td>18.</td>
<td>Do you dislike asking for help?</td>
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<td>19.</td>
<td>Do you try to get others to talk instead of talking about yourself?</td>
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<td>20.</td>
<td>Do you worry about your health?</td>
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<td>21.</td>
<td>Do you enjoy daydreaming rather than actually doing things?</td>
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<tr>
<td>22.</td>
<td>Do you like to be the center of attention?</td>
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<tr>
<td>23.</td>
<td>Do you feel you have to do what the group does?</td>
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<tr>
<td>24.</td>
<td>Do you put things off?</td>
<td></td>
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<tr>
<td>25.</td>
<td>Do you cry over little things?</td>
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<tr>
<td>26.</td>
<td>Are you shy?</td>
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<tr>
<td>27.</td>
<td>Can your family and others depend on you?</td>
<td></td>
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<tr>
<td>28.</td>
<td>Can you take a joke?</td>
<td></td>
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<tr>
<td>29.</td>
<td>Are you generous to others with your time?</td>
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<tr>
<td>30.</td>
<td>Do you feel you are tired when there really is no reason for it?</td>
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</tbody>
</table>
**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 everything.

**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?
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 sled 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, (mime fashion) "Yes, Ma'am. I'd 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! Are you 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 ice cream. 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.
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.  2.0  

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

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>See attached test-</td>
<td></td>
<td></td>
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</tbody>
</table>
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.

COURSE  Personal Career Orientation

TERMINAL PERFORMANCE
OBJECTIVE NO.  2.0  (cont'd)

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>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</td>
<td>2.1</td>
<td>Match the jobs in column A with the social skill that is needed most for that job in column B.</td>
</tr>
</tbody>
</table>

**Column A**

1. Receptionist  
2. Nurse's Aide  
3. Comedian  
4. Teacher  
5. Minister

**Column B**

a. ability to follow directions closely.  
b. ability to work well with others.  
c. ability to meet people.  
d. good sense of humor.  
e. positive attitude.
<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Recognize 5 social skills</td>
<td>Place a check by the social skills:</td>
<td>2.1.1</td>
<td>Young Living (Chap. 3)</td>
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<td></td>
<td></td>
<td>_ability to meet people</td>
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<td>_negative attitude</td>
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<td></td>
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<td>_show disrespect of others</td>
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<td>_able to work with others</td>
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<td>_understand others</td>
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<td></td>
<td></td>
<td>_bad sense of humor</td>
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<td></td>
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<td>_follows directions</td>
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<td></td>
<td></td>
<td>_ability to make friends</td>
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<tr>
<td>2.1.2</td>
<td>Comprehend that social skills are learned at home first.</td>
<td>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).</td>
<td>2.1.2</td>
<td>Lessons In Living (Pages 335-339)</td>
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<td>Take a &quot;Pre-test on Manners&quot; Appendix #10</td>
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<td>Prepare skits: Examples</td>
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<td></td>
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<td>a. making introductions</td>
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<td>b. using good table manners</td>
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<td>c. using telephones</td>
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<td>d. conducting one's self properly in public</td>
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<td>Sponsor a &quot;Courtesy Week&quot; for the school.</td>
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<td>a. make posters</td>
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<td>b. contribute to school newspaper</td>
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<td>c. prepare skits and programs dealing with courage, equity</td>
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<td>d. devise activities for homeroom use</td>
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</table>
# Functional Performance Analysis

**Terminal Performance Objective**

1.3 Relate how social skills are needed for employability

**Interim Performance Objective**

2.1

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<tbody>
<tr>
<td>2.13</td>
<td>Match the social skills in Column B with the best statement in Column A.</td>
<td>2.13</td>
<td><strong>Column A</strong></td>
<td>2.13</td>
<td>Working With Others, Family Development Series—pp. 58-60</td>
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<tr>
<td></td>
<td></td>
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<td>1. Employee does what he is told</td>
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<td>2. Smiling receptionist</td>
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<td>3. Enjoys working wherever he is told</td>
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<td>4. Laughs at others jokes</td>
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<td>5. Doesn't disturb belongings of others</td>
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<td>6. Helps others during a rush</td>
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<td><strong>Column B</strong></td>
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<td>(Social Skills)</td>
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<td></td>
<td></td>
<td>a. ability to meet people</td>
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<td>b. ability to work well with others</td>
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<td>c. good sense of humor</td>
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<td>d. follows directions</td>
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<td>e. respects others</td>
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<td>f. positive attitude</td>
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<td></td>
<td>g. actions show you feel</td>
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**Key:**

1. d  
2. a  
3. f  
4. c  
5. e  
6. b  
7. g
<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.4</td>
<td>Demonstrate social skills</td>
<td>2.1.4 Each student must complete the checklist during the social activity.</td>
<td>2.1.4</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>1. Get to know 2 people you don't know.</td>
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<td></td>
<td>Play &quot;People Bingo&quot;. 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 student's name on the paper. Then proceed with a regular Bingo game.</td>
</tr>
<tr>
<td></td>
<td>2. Get to know 1 person better.</td>
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<td></td>
<td>3. Say &quot;Thank you&quot; whenever anyone did something for me.</td>
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<td></td>
<td>4. Talked about something other than myself.</td>
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<td>5. Complemented someone sincerely.</td>
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Note: The student would have others initial their card as they complete each activity.

See Appendix #11 Progress Record
## Course: Personal Career Orientation

### Terminal Performance

**Objective No. 2.0 (cont'd)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Performance Objectives</th>
<th>No.</th>
<th>Criterion Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>The student will apply the techniques of communication to interpersonal relationships by correctly answering 7 out of 10 questions</td>
<td>2.2</td>
<td>See attached</td>
</tr>
</tbody>
</table>
DIRECTIONS: Fill in the blank in Column I with the best answer from words in Column II

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be alert and ____________ when listening.</td>
<td>1. friendliness</td>
</tr>
<tr>
<td>2. Avoid ____________ replies and conversations.</td>
<td>2. correcting</td>
</tr>
<tr>
<td>3. Avoid offensive or ____________ topics.</td>
<td>3. sarcastic</td>
</tr>
<tr>
<td>4. Avoid ____________ another's statements or grammar.</td>
<td>4. respect</td>
</tr>
<tr>
<td>5. Avoid ____________ remarks and unkind comments about other people.</td>
<td>5. pleasant</td>
</tr>
<tr>
<td>6. Avoid critical ____________ at the dinner table.</td>
<td>6. embarrassing</td>
</tr>
<tr>
<td>7. Make ____________ conversation.</td>
<td>7. self-confidence</td>
</tr>
<tr>
<td>8. Good posture and poise communicates ____________</td>
<td>8. conversation</td>
</tr>
<tr>
<td>9. A ready smile communicates ____________</td>
<td>9. curt</td>
</tr>
<tr>
<td>10. Looking at the person speaking to me communicates ____________</td>
<td>10. interested</td>
</tr>
</tbody>
</table>
## Terminal Performance Objective 2.1

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Steps</th>
<th>Evaluation (Response)</th>
<th>Method/Media Selection</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Define verbal and non-verbal communication</td>
<td>Match the word with its appropriate definition.</td>
<td>Young Living, pp. 26-28.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Verbal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Non-verbal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. speaking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Terminal Performance Objective 2.2

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Steps</th>
<th>Evaluation (Response)</th>
<th>Method/Media Selection</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Recognize forms of non-verbal communication</td>
<td>Match the pictures that communicate the appropriate feeling.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Happy</td>
<td>A.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C.</td>
<td></td>
</tr>
</tbody>
</table>

Here students D. DRAW or cut from magazines, 5 non-verbal communications, and describe.
<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Steps</th>
<th>No.</th>
<th>Criterion Performance</th>
<th>No.</th>
<th>Method/Media Selection</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>Analyze effects on interpersonal relationships of these forms of non-verbal communication</td>
<td>2.3</td>
<td>Match the pictures with the correct sentence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. I would like these people as friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. I would not like these people as friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>![Smiley face] ![Sad face]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>![Face with tears] ![Dancing figure]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>![Dancing figure]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>LEARNING STEPS</td>
<td>CRITERION PERFORMANCE</td>
<td>EVALUATION (Response)</td>
<td>NO.</td>
<td>METHOD/MEDIA SELECTION</td>
<td>TIME REQUIRED</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
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<td>-----------------------</td>
<td>-----</td>
<td>------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2.4</td>
<td>Recognize elements of verbal communication</td>
<td>Check the elements of verbal communication</td>
<td>1. Good listener 2. Take over conversation 3. Make pleasing responses 4. Make no responses 5. Tone of voice</td>
<td>2.5</td>
<td>Check factors involved in verbal communication and the ones involved in non-verbal communication or both</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tech Horizons pages 70-72</td>
<td>Have role-play on gossiping or play the &quot;gossip&quot; game.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Have students listen to their voice on the tape recorder.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Role play &quot;proper&quot; telephone etiquette.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Non-Verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. ability to listen</td>
</tr>
<tr>
<td></td>
<td>2. be alert</td>
</tr>
<tr>
<td></td>
<td>3. be pleasant</td>
</tr>
<tr>
<td></td>
<td>4. be respectful</td>
</tr>
<tr>
<td></td>
<td>5. be critical</td>
</tr>
</tbody>
</table>
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 waiters.

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

**GUIDED TO BETTER UNDERSTANDING OF SELF.**

**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 teacher the three characteristics you found hardest to do and the three items you found the easiest to do.

<table>
<thead>
<tr>
<th></th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td></td>
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<tr>
<td>3.</td>
<td></td>
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</tr>
<tr>
<td>4.</td>
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<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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<td></td>
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</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Items to Work On:**
- 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. Complained to 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 |  |
|---|-----|-----|-----|-----|-----|-----|-
| 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;1

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.

<table>
<thead>
<tr>
<th>No.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>No.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>See attached</td>
</tr>
</tbody>
</table>

82
Criterion Measure

T.P.S. 7.0

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, such as the girl in Figure A.

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

Figure A
GROOMING and DRESS for ENJOYABILITY

DIRECTIONS: From the list below, list the 12 clothing and grooming factors that an employer or fellow employee would find distracting about the boy in Figure A.

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

Figure A
## Course

**Personal Career Orientation**

### Terminal Performance

**Objective No. 3.0** (cont'd)

<table>
<thead>
<tr>
<th>No.</th>
<th>Intermediate Performance Objectives</th>
<th>No.</th>
<th>Criterion Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>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.</td>
<td>3.1</td>
<td>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.</td>
</tr>
</tbody>
</table>
### FUNCTIONAL PERFORMANCE ANALYSIS

#### TERMINAL PERFORMANCE OBJECTIVE

1. Define:
   - grooming
   - antiperspirant
   - clean

2. Define three types of baths
   - 1. tub
   - 2. shower
   - 3. sponge

### CRITERION PERFORMANCE

<table>
<thead>
<tr>
<th>No.</th>
<th>LEARNING STEPS</th>
<th>EVALUATION (Response)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Define:</td>
<td>Fill in the blank spaces with the correct word.</td>
</tr>
<tr>
<td></td>
<td>grooming</td>
<td>1. A __________ helps prevent body odor.</td>
</tr>
<tr>
<td></td>
<td>antiperspirant</td>
<td>2. A __________ cream which dissolved hair.</td>
</tr>
<tr>
<td></td>
<td>clean</td>
<td>3. __________ means free from dirt.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. __________ means personal care.</td>
</tr>
</tbody>
</table>

Key: 1. deodorant  
2. depilatory  
3. clean  
4. grooming

<table>
<thead>
<tr>
<th>No.</th>
<th>METHOD/MEDIA SELECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Lessons In Living, Pp. 268, 254</td>
</tr>
</tbody>
</table>

- Have each student choose and demonstrate one of the grooming steps during a 2-day class period, at the end of this T.P. O. 3.1.
- "Grooming for Boys and Girls" compiled by Avon

### INTERIM PERFORMANCE OBJECTIVE

<table>
<thead>
<tr>
<th>No.</th>
<th>METHOD/MEDIA SELECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Lessons In Living, Pp. 268, 254</td>
</tr>
</tbody>
</table>

- Match kinds of baths in column A with definitions in column B

<table>
<thead>
<tr>
<th>Column A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tub bath</td>
</tr>
<tr>
<td>2. shower bath</td>
</tr>
<tr>
<td>3. sponge bath</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Dirt rinsed away by spraying water</td>
</tr>
<tr>
<td>B. Soaking in a tub of water</td>
</tr>
<tr>
<td>C. Used when there is no tub or shower</td>
</tr>
</tbody>
</table>

Key:  
A. 1  
B. 2  
C. 3
**TERMINAL PERFORMANCE OBJECTIVE**

(con't)

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

**Key:**

3 a.
1 b.
2 c.
4 d.
### Functional Performance Analysis

#### Objectives

**Final Performance Objective**
3.0

**Interim Performance Objective**
3.1

#### Steps

<table>
<thead>
<tr>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.4 Check the three types of skin</td>
<td>Lessons in Living</td>
<td></td>
</tr>
<tr>
<td>1. acne</td>
<td>pages 251-254</td>
<td></td>
</tr>
<tr>
<td>2. dry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. oily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key: 2, 3, 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.1.5 Check the 3 factors which best describe your skin. Determine your skin type using the key below. Check only 2.

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.

Key: If the following numbers are checked, your skin is:

- #1, 3, 7 _ oily skin
- #2, 5, 8 _ dry skin
- #4, 6, 9 _ normal skin
### Terminal Performance Objective 3.1

#### Learning Steps

|-----|--------------------------------------------------------------------------------|-----|---------------------------------------------|-----|-----------------------------------------|---------------|
| 3.1.6 | Describe the problems that may occur with each type of skin.  
3.1.6 skin is the type that may have trouble with blackheads and enlarged pores.  
skin feels flaky and rough.  
Key: 1. oily  
2. dry | 3.1.6 | | 3.1.6 Lessons in Living pages 251-256 | | Florida State Board of Health | |
| 3.1.7 | Identify the proper care for each type of skin.  
3.1.7 With skin, use cleansing creams or lotions and as little soap as possible.  
skin needs daily care to keep it this way.  
skin needs plenty of soap and water and should be treated with medicated lotion, cream or alcohol.  
Key: 1. dry  
2. normal  
3. oily | 3.1.7 | | 3.1.7 Appendix 12 | | Appendix 13 | |
<table>
<thead>
<tr>
<th>No.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
</table>
| 3.1.8 | Define: brushing of hair, style, rinse, shampoo, dandruff | 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 ______ the hair thoroughly with plenty of warm water.  
3. Many people prefer to use a ______ to wash the hair rather than regular bath soap.  
4. 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 | Lessons In Living Page 255 | 3.1.8 |
| 3.1.9 | Identify steps one can take to treat dandruff | Write at least 2 steps one can take to treat dandruff  
Key: 1. medicated shampoo  
2. brushing the hair | 3.1.9 | Lessons In Living Page 255 | 3.1.9 |
| 3.1.10 | Identify the importance of brushing the hair | Brushing ______ the scalp and straightens the hair, it also removes ______ from the hair.  
______ brush strokes a day are recommended for normal hair.  
Key: 1. one hundred  
2. dirt or lint  
3. stimulates  
4. two hundred  
Key: 2 3 | 3.1.10 | 95 |
<p>| 3.1.11 | | | 3.1.11 | | 3.1.11 |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Steps</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>No.</th>
<th>Method/Media Selection</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.11</td>
<td>Identify the method used to clean the comb and brush</td>
<td>3.1.11 Fill in the blanks Wash your comb and brush in very hot water with a few drops of _______ in it. Key: suds, ammonia</td>
<td>3.1.11 Lesson In Living Pages 255-260 Young Living Pages 169-170</td>
<td>3.1.11 Lesson In Living Pages 255-260 Young Living Pages 169-170</td>
<td></td>
</tr>
<tr>
<td>3.1.12</td>
<td>Identify the manner in which dandruff and diseases of the scalp are transferred</td>
<td>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</td>
<td>3.1.13 Lessons In Living Pages 258-259 Appendix #14 Transparency: Face shapes and hair styles; Co-ed/forecast</td>
<td>3.1.13 Lessons In Living Pages 258-259 Appendix #14 Transparency: Face shapes and hair styles; Co-ed/forecast</td>
<td></td>
</tr>
<tr>
<td>3.1.13</td>
<td>Identify hair styles which are suitable for school and those which are suitable for special occasions</td>
<td>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</td>
<td>3.1.14 Lessons In Living Pages 261-263</td>
<td>3.1.14 Lessons In Living Pages 261-263</td>
<td></td>
</tr>
<tr>
<td>3.1.14</td>
<td>Define: brushing of teeth dental hygiene</td>
<td>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</td>
<td>3.1.15 Lessons In Living Pages 241-242</td>
<td>3.1.15 Lessons In Living Pages 241-242</td>
<td></td>
</tr>
</tbody>
</table>
TERMINAL PERFORMANCE OBJECTIVE

LEARNING STEPS

1. Recognize the proper care of teeth

CRITERION PERFORMANCE EVALUATION (Response)

- Check the correct answers. To give teeth the proper care one must:
  1. Brush teeth after each meal
  2. Eating the right food
  3. Using an electric toothbrush
  4. Regular visits to the dentist

Key: 1, 2, 4, 5

- Check the cleaning agents which are good for brushing your teeth:
  1. baking soda
  2. baking powder
  3. tooth powder
  4. tooth powder
  5. corn starch

MATCH THE WORDS IN COLUMN A WITH THE DEFINITIONS IN COLUMN B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bunion</td>
<td>a. A rough, hard area on bottom</td>
</tr>
<tr>
<td>2. callous</td>
<td>b. An inflamed swelling of the joint of the big toe</td>
</tr>
<tr>
<td>3. corn on feet</td>
<td>c. Hardening of skin usually on the toe</td>
</tr>
<tr>
<td>4. manicure</td>
<td>d. Care of the feet, toes, and nails</td>
</tr>
<tr>
<td>5. pedicure</td>
<td>e. Care of the hands, fingers, and nails</td>
</tr>
</tbody>
</table>

Key: 1, b, 2, a, 3, c, 4, e, 5, d

FUNCTIONAL PERFORMANCE OBJECTIVE

CRITERION PERFORMANCE EVALUATION (Response)

- Check the correct answers. To give teeth the proper care one must:
  1. Brush teeth after each meal
  2. Eating the right food
  3. Using an electric toothbrush
  4. Regular visits to the dentist

Key: 1, 2, 4, 5

- Check the cleaning agents which are good for brushing your teeth:
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  2. baking powder
  3. tooth powder
  4. tooth powder
  5. corn starch

MATCH THE WORDS IN COLUMN A WITH THE DEFINITIONS IN COLUMN B.

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</tbody>
</table>

Key: 1, b, 2, a, 3, c, 4, e, 5, d

INTERIM PERFORMANCE OBJECTIVE

METHOD/MEDIA SELECTION

Lesson In Living

Pages 264-267
<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.17</td>
<td>Explore the importance of the proper care of the hands.</td>
<td>3.1.17 Check steps in proper washing of hands:</td>
<td>3.1.17</td>
<td>Lessons In Living Pages 264-266</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Use Luke warm water and soap</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Lather soap on hands and wrists</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Brush if needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Polish the nails</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Rinse in warm water</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Dry your hands thoroughly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Use lotion to replace oils</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key: 1, 2, 3, 5, 6, 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.18</td>
<td>Recognize some of the causes of unattractive hands</td>
<td>3.1.18 Check two conditions that may cause unattractive hands:</td>
<td>3.1.18</td>
<td>Young Living Pages 171-172</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Constant exposure to weather.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Strong cleansing compounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Wearing gloves</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key: 1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.19</td>
<td>Recognize the proper care of the feet</td>
<td>3.1.19 Check the steps in the proper care of the feet:</td>
<td>3.1.19</td>
<td>Young Living Pages 171-172</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Wear properly fitted shoes and stockings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Soak the feet in warm, soapy water</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Scrub with a brush</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Rinse in cool water</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Polish toe nails</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key: 1, 2, 3, 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**TERMINAL PERFORMANCE**

**OBJECTIVE NO. 3.0 (cont'd)**

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>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</td>
<td>3.2</td>
<td>Choose at least two clothing properties from the list in Column 2 that would be worn by the workers in Column 1</td>
</tr>
</tbody>
</table>

**Column 1**

- A. fireman
- B. construction worker
- C. race car driver
- D. policeman
- E. waitress
- F. cook

**Column 2**

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
<table>
<thead>
<tr>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
</table>
| 3.2.1 Cut pictures from magazines showing people wearing articles made of materials with special properties (Ex. cook with apron, motorcyclist with helmet, welder with face mask) | Bulletin Board
Use pictures that were cut out | 3.2 |
| 3.2.2 List one characteristic of each clothing property found in 3.2.1 Example:
1. water repellent
2. crease resistant
3. safety goggle protects eye | | |
| 3.2.3 Students relate (orally or written) an incident where workers (did or did not) use the appropriate kind of material for their work. Ex. Brick falls on construction workers foot; waitress not wearing hair net | | |

FUNCTIONAL PERFORMANCE ANALYSIS

INTERIM PERFORMANCE OBJECTIVE 3.2

EVALUATION STEPS

<table>
<thead>
<tr>
<th>NO.</th>
<th>EVALUATION STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Size clothing properties (characteristics, qualities, etc.)</td>
</tr>
<tr>
<td></td>
<td>Fire repellent</td>
</tr>
<tr>
<td></td>
<td>Fire resistant</td>
</tr>
<tr>
<td></td>
<td>Safety goggles</td>
</tr>
<tr>
<td></td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Fire glasses</td>
</tr>
<tr>
<td></td>
<td>Mask</td>
</tr>
<tr>
<td></td>
<td>Plugs</td>
</tr>
<tr>
<td></td>
<td>Goggles</td>
</tr>
<tr>
<td></td>
<td>Hats</td>
</tr>
<tr>
<td></td>
<td>Vests</td>
</tr>
<tr>
<td></td>
<td>Nets</td>
</tr>
<tr>
<td></td>
<td>Cut pictures from magazines showing people wearing articles made of materials with special properties</td>
</tr>
<tr>
<td></td>
<td>List one characteristic of each clothing property found in 3.2.1</td>
</tr>
<tr>
<td></td>
<td>Students relate (orally or written) an incident where workers (did or did not) use the appropriate kind of material for their work</td>
</tr>
</tbody>
</table>

3.2.1

3.2.2

3.2.3

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# Terminal Performance Objective No. 3.0 (cont'd)

**Objective:**

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.

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>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.</td>
<td>3.3</td>
<td>See attached test</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define: moods, feelings</td>
<td>A person's state of mind determines his ________</td>
<td>Use pictures in Appendix #16 for class discussion of moods and feelings</td>
<td>3.3.1</td>
</tr>
<tr>
<td>Identify moods and feelings: happy, sad, cheerful, gloomy, relaxed, worried, flirty, conservative, silly</td>
<td>From the pictures given in the Appendix #16 have students identify the feeling or mood that the person in the picture has</td>
<td>Appendix 16 Teen Guide to Homemaking, P. 54</td>
<td>3.3.2</td>
</tr>
</tbody>
</table>
### COURSE  
Personal Career Orientation

#### TERMINAL PERFORMANCE

**OBJECTIVE NO. 3.0**  
(cont'd)

<table>
<thead>
<tr>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4</td>
<td>Circle the worker in Column B who would be most likely to wear the given clothing in Column A:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column A</th>
<th>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>machinist - 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 &amp; tie</td>
<td>banker - P.E. teacher</td>
</tr>
<tr>
<td>10. bathing suit</td>
<td>lifeguard - principal</td>
</tr>
<tr>
<td>NO.</td>
<td>LEARNING STEPS</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.4.1</td>
<td>Define personal skills that relate to personal appearance</td>
</tr>
</tbody>
</table>

**CRITERION PERFORMANCE EVALUATION (Response)**

- **3.4.1** Check the best definition

- **1.** ability to choose clothing, accessories, makeup and hair styles that go together well

- **2.** ability to choose clothing, accessories, makeup and hair styles that conflict

**Key** - 1

**METHOD/MEDIA SELECTION**

- **3.4.1** Teen Horizons Page 150-154

<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.2</td>
<td>Discover personal skills related to personal appearance</td>
</tr>
</tbody>
</table>

**CRITERION PERFORMANCE EVALUATION (Response)**

- **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 makeup

- **5.** choosing and wearing becoming hair styles

- **6.** getting proper food, rest and exercise

- **7.** managing money, time and energy well

**METHOD/MEDIA SELECTION**

- **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
     2.  salesman
     3.  cab driver
     4.  entertainer
     5.  saleslody
     6.  telephone operator
     7.  typist
     8.  short order cook
     9.  banker
    10.  life guard
TEENAGE SKIN PROBLEMS
True or False Quiz

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

- Brush teeth after meals
- Control intake of sweets
- Visit Dentist regularly
CASE STUDIES FOR GROOMING

Karen was new to her neighborhood and was anxious to get some babysitting 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

<table>
<thead>
<tr>
<th>TERMINAL PERFORMANCE</th>
<th>OBJECTIVE NO</th>
<th>X-4.44</th>
<th>X-4.153 level 3-c</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
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<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td></td>
<td></td>
<td>See attached</td>
</tr>
</tbody>
</table>

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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.
24. People outgrow 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)

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>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</td>
<td>4.1</td>
<td>See attached</td>
</tr>
</tbody>
</table>

X-4.150  level 3 a, s
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. helpingagination

4. Standard recommended guide for proper nutrition
   A. eating regularly
   B. basic four food groups
   C. eating tasty foods
   D. one 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

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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. nutritous
   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
## Terminal Performance Objective 4.0

### Learning Steps

<table>
<thead>
<tr>
<th>No.</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Define: nutrient are substances necessary for growth and repair of tissue, body maintenance and regulation and energy</td>
</tr>
</tbody>
</table>

### Interim Performance Objective 4.1

### Learning Steps

<table>
<thead>
<tr>
<th>No.</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Identify the nutrients 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 ____ (cont'd)</td>
</tr>
</tbody>
</table>

### Method/Media Selection

- "Young Living" chapter 5
- Lessons In Learning, p. 10-15
- Exploring Home and Family Living 28-45
- Teen Horizons 244-245
- Steps in Home Living, p. 62

### Time Required

- Same as 4.1.1
- The nutrients may be scrambled or placed in a word search for the students to identify
### Terminal Performance Objective

4.0 (cont'd)

#### Criterion Performance Evaluation (Response)

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Steps</th>
<th>Key:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.2</td>
<td>Identify functions of nutrients</td>
<td></td>
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</tbody>
</table>

#### Interim Performance Objective

4.1

#### Match the Following:

**Nutrients**

- a. carbohydrates
- b. fats
- c. protein
- d. vitamin A
- e. calcium (mineral)

**Functions**

1. building and repair ing body tissue
2. energy
3. skin and eyes
4. pads the body
5. builds strong bones and teeth

**Key:**

(a.) 2  (b.) 4  (c.) 1  (d.) 3  (e.) 5
**FUNCTIONAL PERFORMANCE ANALYSIS**

**TERMINAL PERFORMANCE OBJECTIVE** 4.0

**FUNCTIONAL PERFORMANCE CRITERION** 4.1

**INTERIM PERFORMANCE OBJECTIVE** 4.1

<table>
<thead>
<tr>
<th>NO.</th>
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<th>NO.</th>
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<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
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<tbody>
<tr>
<td>4.4</td>
<td>Recognize deficiency diseases</td>
<td>4.1</td>
<td>Write the disease caused from a lack of the following nutrients.</td>
<td>4.1</td>
<td>Exploring Home &amp; Family Living Chapter 4</td>
<td></td>
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<td>A. Vitamin A</td>
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<td></td>
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<td>B. Vitamin B</td>
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<td>C. Vitamin C</td>
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<td>D. Iron</td>
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<td>E. Iodine</td>
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<td></td>
<td></td>
<td><strong>Key:</strong> (a.) night blindness</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(b.) beriberi, (c.) scurvy</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(d.) anemia (e.) goiter</td>
<td></td>
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<tr>
<td>4.5</td>
<td>Recognize food sources of nutrients</td>
<td>4.1</td>
<td>Match the following food and their sources in Column I and Column II.</td>
<td></td>
<td></td>
<td>See Appendix 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>COLUMN I</strong></td>
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<tr>
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<td>1. Iodine</td>
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<td>2. Protein</td>
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<td></td>
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<td>3. Vitamin C</td>
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<td><strong>COLUMN II</strong></td>
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<td>a. orange</td>
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<td>juice</td>
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<td></td>
<td></td>
<td></td>
<td>b. sea food</td>
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<td></td>
<td></td>
<td></td>
<td>c. meat</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Key:</strong> 1. b, 2. c, 3. a</td>
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**Terminal Performance Objective**: 4.0

**Learning Steps**

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<th>No.</th>
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<tbody>
<tr>
<td>4.1.6</td>
<td>Identify Basic 4 Food Guide</td>
</tr>
</tbody>
</table>

4.1.6 Complete:

One guide for determining our daily food intake is the Basic 4 guide. These groups of food are:

1. _________ and dairy products.
2. _________ and cereal.
3. _________ and vegetable.
4. _________ and protein.

Key: 1. milk, 2. breads, 3. fruits, 4. meat

**Interim Performance Objective**: 4.1

**Method/Media Selection**

<table>
<thead>
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<th>No.</th>
<th>Method/Media Selection</th>
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</thead>
<tbody>
<tr>
<td>4.1.6</td>
<td>Lessons In Living Lesson 1</td>
</tr>
<tr>
<td></td>
<td>Steps In Home Living Pages 58-63</td>
</tr>
<tr>
<td></td>
<td>Young Living Page 85</td>
</tr>
</tbody>
</table>

**Identify number of daily servings needed from each of the Basic 4 Food Groups**

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Servings Needed Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk &amp; Dairy</td>
<td>a. ____________</td>
</tr>
<tr>
<td>Fruit &amp; Vegetable</td>
<td>b. ____________</td>
</tr>
<tr>
<td>Bread &amp; Cereal</td>
<td>c. ____________</td>
</tr>
<tr>
<td>Protein</td>
<td>d. ____________</td>
</tr>
</tbody>
</table>

Key: (a.) 3 or more, (b.) 4 or more, (c.) 4 or more, (d.) 2 or more
**FUNCTIONAL PERFORMANCE ANALYSIS**

**TERMINAL PERFORMANCE OBJECTIVE**

<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
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<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.7</td>
<td>Classify foods in Basic 4 Food Groups</td>
<td>1. Protein</td>
<td>Same as 4.1.6</td>
<td>Appendix 19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Bread &amp; Cereal.</td>
<td></td>
<td>Appendix 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Fruits &amp; Vegetables</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Milk &amp; Dairy</td>
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</tbody>
</table>

**CRITERION PERFORMANCE EVALUATION (Response)**

Write the number of the above group to which the following foods belong:

- a. water melon
- b. crackers
- c. eggs
- d. cheese
- e. tomatoes
- f. rice
- g. fish
- h. cottage cheese

Key: 3, 2, 1, 4, 3, 2, 1, 4.

**INTERIM PERFORMANCE OBJECTIVE**

<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
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<tbody>
<tr>
<td>4.1.9</td>
<td>Examine individual food intake and identify Basic 4 Food Groups represented</td>
<td>Complete &quot;Record of Foods Eaten for One Day&quot;</td>
<td>See Appendix 21</td>
<td></td>
</tr>
<tr>
<td>4.1.10</td>
<td>Describe how your personal nutrition needs may be met through food intake</td>
<td>Complete &quot;A DIETARY Score Card&quot;</td>
<td>See Appendix 22</td>
<td>See Appendix 23 for suggested &quot;Hands-On&quot; experiences</td>
</tr>
</tbody>
</table>
### TERMINAL PERFORMANCE OBJECTIVE: 4.0

**Define:**
- calorie
- low-calorie
- high-calorie
- empty-calorie

**CRITERION PERFORMANCE EVALUATION (Response):**

1. High-calorie
2. Empty-calorie
3. Calorie
4. Low-calorie

**Definitions**

- (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

**INTERIM PERFORMANCE OBJECTIVE: 4.1**

**METHOD/MEDIA SELECTION:**

- Young Living  
  PP. 92-98
- Teen Horizons  
  PP. 249-251

**TIME REQUIRED**

**LEARNING STEPS**

<table>
<thead>
<tr>
<th>No.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
</table>
| 4.11 | Define: calorie, low-calorie, high-calorie, empty-calorie | Match each word with the correct definition | Young Living  
  PP. 92-98 |
| 4.12 | Identify the number of calories needed by teenagers | Teenagers need about 2,500 — 3,000 calories daily | Exploring Home and Family Living  
  PP. 33, 40 |

**Key:** Have students calculate the amount of calories they consumed in one day.
<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>NO.</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Recognize food fads</td>
<td>4.1</td>
<td>Place a check by the food fads or fallacies</td>
<td>4.1</td>
<td>&quot;Fallacy And Food Facts&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Children should take vitamin supplements</td>
<td></td>
<td>P. 92-94</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Gelatin will make your fingernails grow longer</td>
<td></td>
<td>Food And Nutrition Florida</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Weight control is influenced by the number of calories</td>
<td></td>
<td>State Guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. A large amount of Vitamin C prevents colds</td>
<td></td>
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</tbody>
</table>

Key: 1, 2, 4
<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Relates nutritional status to employability for high level job performance</td>
<td>4.2</td>
</tr>
</tbody>
</table>

**Joe's Breakfast**
- Grapefruit Juice
- Oatmeal (1) (Egg, Pancakes)
- Toast (2) (Milk, Coffee)

**Joe's Morning Break**
- (3) (Ice Cream Bar, Coffee)

**Joe's Packed Lunch**
- 2 Ham and Cheese Sandwiches
- (4) (Carrot sticks, Biscuits)
- Cookies
- Apple
- Milk

**Joe's Afternoon Snack**
- Fruit Drink

**Joe's Dinner**
- Meatloaf
- (5) (Corn, Rice)
- Bread
- Cake
- Ice Tea
<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>NO.</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1</td>
<td>Describe how food affects an individual's feelings (physical and mental)</td>
<td>4.2.1</td>
<td>&quot;Eating the right foods make you look, feel and act better&quot;</td>
<td>4.2.1</td>
<td>Lessons In Living</td>
<td>Pages 18-19</td>
</tr>
</tbody>
</table>

Draw a line from the kind of feelings to all of the words that describe that feeling:

- a. pleasant
- b. thoughtful
- c. strong
- d. calm
- e. dependable
- f. hungry
- g. enthusiastic

Key: Physical: c, f
Mental: a, b, d, e, g
Key 4.0


4.1 1. B 6. C
2. A 7. D
3. B 8. 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 the 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:

<table>
<thead>
<tr>
<th>CC</th>
<th>CC</th>
<th>CC</th>
<th>CC</th>
<th>CC</th>
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<tbody>
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<td>10</td>
<td>10</td>
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<td>20</td>
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<td>50</td>
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</tbody>
</table>

*CC - category card

150
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.
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
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.

**FOOD EATEN FOR BREAKFAST**

<table>
<thead>
<tr>
<th>#</th>
<th>Food</th>
<th>M&amp;D</th>
<th>R&amp;C</th>
<th>F&amp;V</th>
<th>Meat</th>
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<tr>
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**Snacks**

<table>
<thead>
<tr>
<th>#</th>
<th>Food</th>
<th>M&amp;D</th>
<th>R&amp;C</th>
<th>F&amp;V</th>
<th>Meat</th>
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**FOOD EATEN AT NOON**

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**Snacks**

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<th>R&amp;C</th>
<th>F&amp;V</th>
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**FOOD EATEN AT NIGHT**

<table>
<thead>
<tr>
<th>#</th>
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<th>R&amp;C</th>
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**TOTALS**

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<tr>
<th>M&amp;D</th>
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<th>F&amp;V</th>
<th>Meat</th>
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</table>

**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 day's food intake only. Do not write a score higher than the one allowed for each group of foods.

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

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 (i.e., 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.  5.0

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.

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>See attached test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 determine 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.
<table>
<thead>
<tr>
<th>No.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>No.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
</table>
| 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  
  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 |
<table>
<thead>
<tr>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Identify human resources:</td>
<td>5.1.1 Circle the human resources:</td>
<td>Enjoying Family Living</td>
<td></td>
</tr>
<tr>
<td>energy</td>
<td>a. energy</td>
<td>b. imagination</td>
<td>c. land</td>
</tr>
<tr>
<td>skill</td>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td>aptitude</td>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td>intelligence</td>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td>imagination</td>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td>patience</td>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td>understanding</td>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td>time</td>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td>money</td>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
</tbody>
</table>

Key: a, b, d, f, g

5.1.2 Define:
1. tangible
2. 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

5.1.3 Your personal resources are your

No Key
**FUNCTIONAL PERFORMANCE ANALYSIS**

**TERMINAL PERFORMANCE OBJECTIVE** 5.0

**LEARNING STEPS**

<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Classify resources as to tangible and intangible</td>
</tr>
</tbody>
</table>

**CRITERION PERFORMANCE EVALUATION (Response)**

<table>
<thead>
<tr>
<th>NO.</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Classify the following words in correct columns below:</td>
</tr>
<tr>
<td></td>
<td>religious belief</td>
</tr>
<tr>
<td></td>
<td>allowance</td>
</tr>
<tr>
<td></td>
<td><strong>TANGIBLE</strong></td>
</tr>
</tbody>
</table>

Key: Tangible: gift, allowance  
Intangible: talent, religious belief
RESOURCES

EDUCATION

TIME

SKILLS & ABILITIES

MONEY

ATTITUDE
TERMINAL PERFORMANCE

OBJECTIVE NO. 5.0 (cont'd)  

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>The student will apply principles of management to use of personal resources as evidenced by students correctly answering 4 out of 5 statements</td>
<td>5.2  See attached</td>
</tr>
</tbody>
</table>

X-4.14.8 level 3-c,d,e
### LEARNING OBJECTIVES

5.0  

#### LEARNING STEPS

- Outline the 5 steps in decision making
- Describe the influence of values on economic decisions
- Match the possessions in Column B with the values in Column A, that the person would most likely desire with the values in Column A.

#### CRITERION PERFORMANCE

<table>
<thead>
<tr>
<th>No.</th>
<th>EVALUATION RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.2</td>
<td></td>
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</tbody>
</table>

#### FUNCTIONAL PERFORMANCE ANALYSIS

<table>
<thead>
<tr>
<th>No.</th>
<th>METHOD/MEDIA SELECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.2</td>
<td></td>
</tr>
</tbody>
</table>

#### INTERIM PERFORMANCE OBJECTIVE

5.2

<table>
<thead>
<tr>
<th>No.</th>
<th>REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td></td>
</tr>
</tbody>
</table>

---

**Column A**
1. leisure time
2. beauty
3. education

**Column B**
A. fishing pole
B. books
C. make-up

**Key:**

- A. carry out plans
- B. gather information
- C. state problems
- D. decide and plan
- E. evaluate

---

**Appendix 25**

- May be used as transparency overlays
- As transparency or handout, fill in circles with actual decisions

**Appendix 26**

- Teen Guide to Homemaking
- Teen Guide to Homemaking P. 148-152
- Teen Horizons
- Exploring Family Living P. 159-169

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**P. 192**

- See 5.2.1

---

**P. 199**

- See 5.2.2

---

**P. 109**

- Exploring Family Living
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
<table>
<thead>
<tr>
<th>No.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>No.</th>
<th>METHOD/MEDIA SELECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3</td>
<td>Apply steps in problem solving to personal management and economic decisions</td>
<td>5.2.3 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. 1) Mary may choose one elective course this year. She may take art, chorus, band, or a foreign language. 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. Evaluate the results by answering the following questions: 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?</td>
<td>5.2.3</td>
<td>Teen Guide To Homemaking P. 148-152</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Enjoying Family Living P. 95</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&quot;Consumer Decision Making&quot; J.C. Penneys (Kit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dynamic-Consumer Decision-Making J.C. Penney Company</td>
</tr>
<tr>
<td>No.</td>
<td>LEARNING STEPS</td>
<td>CRITERION PERFORMANCE EVALUATION (Response)</td>
<td>No.</td>
<td>METHOD/MEDIA SELECTION</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------</td>
<td>--------------------------------------------</td>
<td>-----</td>
<td>-----------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 5.2.4 | Demonstrate responsibility in caring for money | 5.2.4 Suppose you left your billfold in your locker and forgot to lock it. During the day your billfold was stolen. Check below the item which would place the major responsibility for the theft.  
  a. lack of police protection  
  b. your teacher for not reminding you about locking your locker  
  c. yourself
  Key: C | 5.2.4 | Discuss other consequences of careless handling of money  
  Teen Horizons  
  P. 406 | |
| 5.2.5 | Define credit buying | 5.2.5 Check the best definition of credit:  
  (a) Time given for payment of goods and services sold on trust  
  (b) Paying for goods or services at the time rendered
  Key: A | 5.2.5 | Teen Guide to Homemaking  
  P. 231-234  
  Crossword Puzzle  
  P. 234  
  Teen Guide to Homemaking (for more advanced students) | |
### TERMINAL PERFORMANCE OBJECTIVE 5.2

**5.2.6** Recognize the terms related to credit

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.6</td>
<td>Check the words that are related to credit and credit buying:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. charge</td>
<td>6. savings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. cash account</td>
<td>7. charge card</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. finance charge</td>
<td>8. installments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. trading stamps</td>
<td>9. layaway</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. interest charge</td>
<td>10. carrying</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Key:** 1, 3, 5, 7, 8, 9, 10

### INTERIM PERFORMANCE OBJECTIVE 5.2

**5.2.7** Conclude the advantages and disadvantages of cash and credit buying

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.7</td>
<td>Place the letter that best describes the statements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Advantage</td>
<td>C. Disadvantage</td>
<td>of cash</td>
<td>of cash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Advantage</td>
<td>D. Disadvantage</td>
<td>of credit</td>
<td>of credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use items while they are being paid for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. No credit rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Possible overspending</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. No security in carrying cash</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Instant buying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:** 1. b, 2. c, 3. d, 4. c, 5. a
## Functional Performance Analysis

### Terminal Performance Objective

- **Define budget**
- **Recognize the advantages of keeping a budget**
- **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

### CRITERION PERFORMANCE EVALUATION (Response)

<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Define budget</td>
<td>A. Place a check by the advantages of keeping a budget.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Helps a person reach his goals.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>2. Realize where unnecessary money is spent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Less likely to overspend.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize the advantages of keeping a budget</td>
<td>Key: 1, 2, 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Organize the steps in budget-making in a logical order by placing the number &quot;1&quot; by the first step &quot;2&quot; by the second and so on.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Follow plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Change plan when needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Evaluate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Making spending plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Know your income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F. Record and look over expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key: A. 4, B. 6, C. 5,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. 3, E. 1, F. 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### METHOD/MEDIA SELECTION

- [Declaring Home and Family](#)
- [Teen Guide To Managing](#)
- [Managing Your Money](#)

### TIME REQUIRED

- [Page 121](#)
- [Family Development Series](#)
- [Steck-Vaughn Co. Austin, Texas](#)
## FUNCTIONAL PERFORMANCE ANALYSIS

**TERMINAL PERFORMANCE OBJECTIVE**

<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.11</td>
<td>Formulate a plan for personal spending</td>
<td>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.</td>
<td>5.2.11 Try independent study labs</td>
<td>Appendix 107</td>
<td></td>
</tr>
</tbody>
</table>
| 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  
1. making bed  
2. cooking meal  
3. changing bicycle tire | 5.2.12 Enjoying Family Living: P. 210-211  
Teen Guide To Homemaking: P. 195-200 |
"Hands On" Experiences

Gifts made from available resources

1. Items made from empty Clorox bottles
2. Items made from egg cartons
3. Patchwork 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 trivets 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
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...
STATE
Problem
Decide and Plan
CARRY OUT PLANS
Evaluate
1. State problem
2. Gather information
3. Decide and plan
4. Carry out plans
5. Evaluate

...puts things IN SHAPE.
A DECISION

- is related to other decisions
- affects direction of future decisions
Making...

in Budget

Steps

Change when needed

Success

Follow plan

Evaluate

Make spending plan

Know expenses and income

Record over your income

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?
   (i.e. 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
COURSE  Personal Career Orientation

ACCREDITATION STANDARD

TERMINAL PERFORMANCE
OBJECTIVE NO.  6.0

X-4,158  level l-e.h,i

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.

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.0</td>
<td></td>
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<td>See attached test</td>
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</table>
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)  

<table>
<thead>
<tr>
<th>NO.</th>
<th>INTERMEDIATE PERFORMANCE OBJECTIVES</th>
<th>NO.</th>
<th>CRITERION MEASURES</th>
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<tr>
<td>6.1</td>
<td>The student will conclude factors involved in job satisfactions as evidenced by correctly answering 14 out of the 21 positive responses</td>
<td>6.1</td>
<td>See attached tests</td>
</tr>
</tbody>
</table>

*X-4, 158 level 1-e.h.j*
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
<table>
<thead>
<tr>
<th>NO.</th>
<th>LEARNING STEPS</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Recall personal traits, attitude, and skills needed for employment</td>
<td>6.1.2 See attached word search Appendix #29</td>
<td>6.1.2</td>
<td>Before word search, brainstorm all the words used during Personal Career Orientation</td>
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<td></td>
<td>(May be discussed before word search)</td>
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<td></td>
<td>Invite resource person to speak on &quot;What makes a good employee&quot;</td>
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<td>Resource: Rotary Clubs</td>
</tr>
<tr>
<td>1.3</td>
<td>Each student will recognize his personal traits for employment</td>
<td>6.1.3 See Appendix #30 and/or #31</td>
<td>6.1.3</td>
<td>After self-test discuss (1) why these traits are needed for employment, (2) and how they can be improved</td>
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<td>Appendix #30 and/or #31</td>
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<td>Appendix #32</td>
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</table>
**FUNCTIONAL PERFORMANCE ANALYSIS**

**PERFORMANCE OBJECTIVE** 6.0

**INTERIM PERFORMANCE OBJECTIVE** 6.1

<table>
<thead>
<tr>
<th>STEPS</th>
<th>NO.</th>
<th>CRITERION PERFORMANCE EVALUATION (Response)</th>
<th>NO.</th>
<th>METHOD/MEDIA SELECTION</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1</td>
<td>Circle the letter next to the satisfactions that a person may gain from a job:</td>
<td>6.1.1</td>
<td>List the satisfactions on board, overhead or flannel board.</td>
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<tr>
<td></td>
<td>a. status</td>
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<td>Discussion:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. service to others</td>
<td></td>
<td>1. Why people need satisfactions in their jobs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. good appearance</td>
<td></td>
<td>2. Which jobs offer more of one satisfaction than another</td>
<td></td>
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<tr>
<td></td>
<td>d. good health</td>
<td></td>
<td>3. The satisfactions that are important to the individual student</td>
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<tr>
<td></td>
<td>e. security</td>
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<td></td>
<td>f. desire to create things</td>
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</tbody>
</table>

Key: a, b, e, f
### Functional Performance Analysis

<table>
<thead>
<tr>
<th>Terminal Performance Objective</th>
<th>Interim Performance Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING STEPS</strong></td>
<td><strong>CRITERION PERFORMANCE EVALUATION (Response)</strong></td>
</tr>
<tr>
<td>208</td>
<td>Evaluate the personal qualities of the individual</td>
</tr>
</tbody>
</table>

**Method/Media Selection:**

- Play the game: "He Said, She Said".

  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."  

  b. Divide class into groups.

  c. Let each group formulate their own statements and put on flash cards.

  d. Members of group will determine who has what attitude.

  e. Let students discuss the pros and cons of each statement formulated and why one may have such attitudes toward work.

---

*See appendix #33...*
### Terminal Performance Objective No. 6.0 (cont'd)

<table>
<thead>
<tr>
<th>NO.</th>
<th>Intermediate Performance Objectives</th>
<th>NO.</th>
<th>Criterion Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>The student will recognize terms and laws related to employment as evidenced by correctly completing the crossword puzzle with 100% proficiency (students may use notes and handouts)</td>
<td>6.2</td>
<td>See attached</td>
</tr>
</tbody>
</table>
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.
### Terminal Performance Objective

**6.2.1 Knowledge of terms related to employment**
- 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

### Criterion Performance Evaluation (Response)

6.2.1 See Method/Media

### Interim Performance Objective

**6.2.1**

**Method/Media Selection**

Hand out definition of words (Appendix #34) flash cards may also be used. Play a "Definition Bee" (like a Spelling Bee)

Give each student a term to make a puzzle for other students to solve. They may use construction paper.

Hints:

1. Draw or write large and fill up paper.
2. Cut into large pieces
3. Put puzzle pieces in envelopes

Appendix #35
### Terminal Performance Objective

**Learning Steps:**
- Knowledge of laws related to employment
  - Federal laws
  - State laws

### Interim Performance Objective

**Criterion Performance Evaluation (Response):**
- Check the terms that are controlled by laws concerning employment
  - a. wages
  - b. social security card
  - c. lunch time
  - d. age
  - e. work permits

**Key:** (a, b, d, e)

---

**Method/Media Selection:**
- Appendix F36
- U.S. Department of Labor Wage and Hour Division
  - 3947 Boulevardi Center Drive
  - Suite 121
  - Jacksonville, Florida 32207
- Bulletin 101 (Child Labor)
- 776 (Wage and Hour)
- 778 (Overtime)
- 785 (Hours worked)
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
6.1.2

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

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- 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

218
My Job-Success Traits

<table>
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<tr>
<th>Trait</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>1. Initiative</td>
<td></td>
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<tr>
<td>2. Self-Control</td>
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<td>3. Awareness of proper dress and job behavior</td>
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<tr>
<td>4. Desire to learn</td>
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<td>5. Willingness to accept supervision</td>
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<td>6. Ability to work as well without supervision as with it</td>
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<td>7. Ability to accept criticism</td>
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<tr>
<td>8. Stick-to-it-iveness</td>
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<td>9. Promptness</td>
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<tr>
<td>10. Dependability</td>
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</table>
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.

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

224
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>aide</td>
<td>a person who acts as an assistant</td>
</tr>
</tbody>
</table>
| apprentice         | one who is learning by practical experience under skilled workers特技或自然倾向给定事物
| aptitude           | special fitness or natural tendency for a given thing                                                                                      |
| assembly line      | the arrangement of machines, equipment and workers in which work passed in a line until the product is completed                             |
| distribution       | the dealing out of goods to different places                                                                                               |
| employability      | the quality or state of being able to work                                                                                                 |
| entry-level        | beginning worker                                                                                                                           |
| foreman            | a trained person who leads a crew                                                                                                          |
| goods              | a product that has a value                                                                                                                 |
| helper             | usually an unskilled worker who assists another                                                                                             |
| intermediate-level | between skilled and unskilled levels                                                                                                        |
| management         | a body who directs the business                                                                                                             |
| manager            | one who directs the business                                                                                                               |
| processing         | an organized procedure for completing a job                                                                                            |
| production         | the making of goods                                                                                                                        |
| professional       | a position requiring special knowledge or academic preparation                                                                             |
| semi-skilled       | requiring less training than skilled labor and more than unskilled labor                                                                |
| service            | work performed for others                                                                                                                  |
| skill              | a developed ability                                                                                                                        |
| skilled            | required training in a special occupation                                                                                                  |
| specialist         | one who devotes himself to a particular occupation                                                                                         |
| supervisor         | a person who is in charge of a business or an operation requiring special training or knowledge in mechanical or scientific subjects |
| technical          | payment for labor or services                                                                                                              |
| wages              |                                                                                                                                              |
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 discriminated 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.