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ABSTRACT

One of three documents presenting performance objectives for prevocational courses, this document contains performance objectives for courses in business education including general business and beginning typing. (The other two documents present performance objectives for prevocational courses in home economics, CE 018 863, and industrial arts, CE 018 862.) Career education and safety components are integrated into each set of performance objectives. The career education aspects included are skills in mathematics, reading and language arts, self awareness, occupational skills, exploration, consumer education, and decision making. Each set of objectives is identified by a course designation, and four columns of information are used to present the content of each objective: conditions, performance, criteria, and instructional resources. Fifty-four performance objectives for prevocational business education courses are included in this document. (BM)

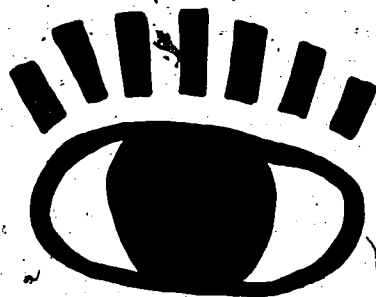
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PRE-VOCATIONAL

PERFORMANCE OBJECTIVES

BUSINESS ED



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CE 018 064

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MICHIGAN DEPARTMENT OF EDUCATION
LANSING, MICHIGAN

During the 1976-77 school year, performance objectives for prevocational courses in home economics, business and industrial arts education were developed under the direction of the Vocational-Technical Education Service staff—Sherry Anderson, Mary Brown and Gerald Briggs. The following courses were identified for the development of performance objectives:

HOME ECONOMICS—Food and Nutrition, Human Growth and Relationships, Clothing and Textiles, and Housing and Home Management

BUSINESS EDUCATION—General Business and Beginning Typing

INDUSTRIAL ARTS—General, Manufacturing/Construction, Graphic Communications, and Power and Energy

Career Education and Safety components were identified and integrated into each set of performance objectives. The Career Education aspects of the performance objectives included mathematics skills, reading and language arts skills, self awareness, occupational skills, exploration, consumer and decision-making skills.

Local teaching personnel were identified by program area to serve as performance objectives writing team members. Writing team selection criteria included a working knowledge of Competency Based Education, experience in teaching the courses being addressed, and representation from various locations across the State. The writing teams met in November, 1976, and February, 1977, to develop a tentative draft of performance objectives. Subsequently, the tentative drafts were reviewed by committees of teacher educators, vocational administrators, and high school and junior high school teachers. In addition, the materials were sent to and reviewed by junior high school teachers in every Career Education Planning District in the State. The writing teams considered the recommendations of the various review committees and individual reviews and formulated a final set of objectives.

It seems entirely appropriate for me to express, for the State Board of Education and myself, our appreciation to all of the individuals and organized groups who have expended countless hours and much energy to bring this project to fruition. In particular I would like to thank Dr. Emmett Mason, Central Michigan University, for without his contribution of the Career Education and Safety components this project could not have been possible:

JOHN W. PORTER
Superintendent of
Public Instruction

June, 1978

PREVOCATIONAL PERFORMANCE OBJECTIVES DEVELOPMENT PROJECT DEFINITIONS

Overview

A performance objective is a description of what a learner should be able to do when he/she has learned a skill or acquired certain understandings.

Several characteristics of these objectives must be understood to be adequately utilized:

1. Minimum: these objectives represent the considered opinion of the writers, after completion of a structured review, as to the minimum skills and understandings necessary upon completion of the courses.
2. Recommended: these objectives are those which the particular writing team recommends to the Vocational-Technical Education Service and, in turn, the Vocational-Technical Education Service to the Local Educational Agencies for their consideration as reasonable minimum learner objectives.
3. Terminal: these objectives describe only those significant performances which are to be mastered by the end of the courses. It is likely that each of these terminal objectives contains several enabling objectives which are assumed to be necessary to achieve the terminal objective.
4. Grading/Passing: the decision as to what grade a student will earn for achieving some, all, or in excess of the minimum performance objectives is a Local Educational Agency decision. Some districts choose to include factors other than the achievement of objectives as the basis for assigning grades. It is not the intent here to suggest that this practice must change as a result of performance objectives. It is also recognized that many factors may affect the decision as to whether credit for a course should be assigned to a particular student who may achieve less than the minimum objectives of the course.

Format

1. Each set of objectives is identified by a course designation. The course designations are considered to be those most often used by Local Educational Agencies for the specific course content included.
2. Each set of objectives begins with the standard statement, "Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced test (ORT's), unless otherwise indicated:". In order to avoid unnecessary duplication, this statement is presented as a constant, but it is to be interpreted as part of each subsequent objective.

3. The decision as to the sequence or priority of performance objectives within a given course designation is a Local Educational Agency decision.

Note: Industrial Arts Performance Objectives/The performance objective considered to be applicable to all Industrial Arts courses are numbered 1 through 51 and 85 through 128. Specific Industrial Arts performance objectives for skill development are numbered as follows:

- 52-70 Manufacturing/Construction
- 71-78 Graphic Communications
- 79-84 Power and Energy

4. Four columns of information are used to present the content of each objective:
 - a. Conditions: a description of the environment (materials, supplies, etc.) in which the student will perform at the time of evaluation.
 - b. Performance: an observable, measurable description of what the student will do.
 - c. Criteria: a description of the quantitative and qualitative standards against which the performance is to be measured.
 - d. Instructional Resources: this column is provided for teacher notes regarding instructional supplies, tools, equipment, techniques, etc. for each performance objective.

For further information, write to:

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June, 1978

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RECOMMENDED MINIMUM PREVOCATIONAL PERFORMANCE OBJECTIVES

Prevocational Designation: Business Education - Beginning Typewriting

Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced tests (ORT's), unless otherwise indicated:

Conditions	Performance	Criteria	Instructional Resources
1. Given typing assignments	the student will add, subtract, multiply, and divide	as necessary to complete assignments in acceptable form	
2. Given oral and/or written directions for a specific typing assignment	the student will follow the directions to complete the assignment	in acceptable form within an appropriate, specified period of time.	
3. Given a thought starter (topic or idea)	the student will compose and type the information requested	in rough draft.	
4. Given rough draft copy (student composed)	the student will type a final copy	in acceptable form using correct English skills (spelling, punctuation, grammar, etc.).	
5. Given a completed typing assignment	the student will evaluate the work	in terms of format, basic English skills (spelling, grammar, punctuation), accuracy and neatness.	
6. Within the classroom setting	the student will demonstrate working cooperatively with others	in a socially acceptable manner through teacher observation of actions and behavior.	
7. Given a typewriter and typing paper, typing test, wall chart, and/or other appropriate materials	the student will type straight copy material	by touch.	
8. Given a typewriter, different sizes of typing paper, text, and/or other appropriate materials	the student will type a heading	so that the heading is horizontally centered.	
9. Given a typewriter, different sizes of typing paper, text, or other appropriate materials	the student will type an assignment	so that the assignment is vertically centered.	
10. Given a typewriter, different sizes of typing paper, text or other appropriate materials	the student will tabulate and type columns	so that the columns are centered horizontally and vertically.	
11. Given a typewriter, different sizes of typing paper, text or other appropriate materials	the student will type a letter from straight or rough draft copy	in an acceptable format.	
12. Given a typewriter, different sizes of envelopes, text, or other appropriate materials	the student will type a small and large envelope	in acceptable format.	
13. Given a typewriter, carbon paper, text, or other appropriate materials	the student will assemble a carbon pack and type an assignment	so that all copies are neat and smudge free.	

Conditions	Performance	Criteria	Instructional Resources
14. Given a typewriter, different sizes of typing paper, text, or other appropriate materials	the student will type, proof-read and correct specific assignments	in acceptable form and in an appropriate period of time.	
15. Given a typewriter, different sizes of typing paper, text, or other appropriate materials	the student will compose and type an explanation of how an individual may use typing skills in the future	which demonstrates to the reader plans for utilization of typing skills.	
16. Given typing materials, (paper, textbooks, correcting materials, carbon sheets, etc.)	the student will demonstrate economy in utilization	1) by correcting errors rather than restarting an assignment; 2) by planning the set up of an assignment prior to beginning to type.	
17. Given a typewriter and supplies	the student will demonstrate proper care of the machine	according to typewriting manuals and a teacher-developed checklist.	
18. Given a typewriter and supplies (OPTIONAL)	the student will clean the typewriter	so that the machine is free of eraser crumbs, dust, etc., and the type face is free of excess ink.	
19. Given a typewriter and typewriter ribbon (OPTIONAL)	the student will change the ribbon	according to manufacturer's directions.	
20. Given a typing work station and directions	the student will organize the work station	in a manner that provides for efficient completion of the task.	
21. Given a typing assignment	the student will gather materials and supplies	necessary to complete the assignment.	
22. Given an electric typewriter and directions (OPTIONAL)	the student will explain proper procedures for plugging and unplugging the machine and keeping aisles free of cords	as specified by the teacher.	
23. Given a typewriter and directions	the student will operate the machine	1) so that jewelry, clothing, hair, fingers, and hands are not entangled; 2) positioned properly as not to interfere with the aisle.	
24. Given a paper cutter and directions (OPTIONAL)	the student will explain proper procedures for using the equipment	according to teacher specifications.	
25. Given a list of routine classroom safety practices and procedures to be followed	the student will exhibit a pattern of behavior which reflects internalization of these procedures	through teacher observation.	

RECOMMENDED MINIMUM PREVOCATIONAL PERFORMANCE OBJECTIVES

Prevocational Designation: Business Education - General Business

Upon completion of this course, students will have the following skills and understandings as measured by teacher-made objective referenced tests (ORT's), unless otherwise indicated:

Conditions	Performance	Criteria	Instructional Resources
1. Given a total of 20 -addition, -multiplication, and -division problems related to discounts, bank interest, bank deposits and withdrawals and taxes	the student will perform the necessary mathematical operations	with 80% accuracy.	
2. Given a situation in which to make (or receive) change	the student will compute the amount of money to give (or receive)	with 100% accuracy.	
3. Given charts, graphs, tables, and related questions	the student will read, analyze, and interpret the data	and respond with 75% accuracy.	
4. Given oral and/or written directions for specific tasks	the student will follow the directions to complete the tasks	in acceptable form within an appropriate, specified period of time.	
5. Given a topic and major points to be covered	the student will research, prepare, and present an oral and/or written report	evaluated by a teacher-developed and administered checklist.	
6. Given (1) a role playing situation or (2) a case study	the student will demonstrate (1) interaction with others or (2) respond orally and/or in writing	evaluated by students in accordance with a businesslike or socially acceptable manner consistent with guidelines and information previously made available.	
7. Given work tasks	the student will demonstrate pride in his/her work	as evidenced by neatness, organization, and clarity of written work on a teacher-developed and administered checklist and teacher observation of acceptable business attitudes and behaviors.	
8. Given a role playing situation,	the student will differentiate between acceptable and non-acceptable grooming	on a teacher-developed and administered checklist.	
9. Given group activities	the student will demonstrate working cooperatively with others	in a socially acceptable manner through self, peer, and teacher evaluation on a teacher-developed checklist.	
10. Given a qualified interpretation and explanation of the various items on an employment application	the student will complete an employment application	in a businesslike and realistic manner consistent with information previously made available	
11. Given a list of various occupations and library, classroom and community reference resources	the student will research the duties, work conditions, worker characteristics, employment outlook, preparation requirements, etc., and prepare an oral and/or written report for one or more occupations	consistent with available data for the occupational areas.	

Conditions	Performance	Criteria	Instructional Resources
12. Given the necessary personal notes, format, and resources	the student will prepare a resume or data sheet, a letter of application, and complete an employment application	which are (1) consistent with the format, (2) legible, and spelled correctly.	
13. Given a role playing situation	the student will demonstrate the interviewing process	including at least the following: a) Pre-interview: how to set up an interview, what to bring to the interview, etc.	
14. Given a sample warranty/guarantee	the student will cite examples of the manufacturer's rights and responsibilities and examples of the consumer's rights and responsibility	with 100% accuracy.	
15. Given a list of local agencies and organizations which aid the consumer	the student will define the major functions of the agencies	in agreement with reference materials.	
16. Given a series of advertisements	the student will: a) list a minimum of three ways in which advertising can be beneficial to the consumer; b) list a minimum of three techniques commonly used by advertisers to persuade consumers to buy	in agreement with reference materials.	
17. Given five examples of advertising including magazines, newspapers, television, and radio	the student will analyze orally and/or in writing each example by: a) classifying the appeal of the ad as information or emotional; b) citing any buying incentives, if used, such as free samples, coupons, trading stamps, etc.; c) citing at least one of the persuasion techniques used	in agreement with reference materials.	
18. Given three samples of the same brand of a package product (in different weights)	the student will compute the unit price of each size and select the least expensive size	with 100% accuracy.	
19. Given three case studies illustrating various purchasing decisions	the student will differentiate between a wise and an unwise purchase including concepts such as "wants versus needs"	in 2 of the 3 cases.	
20. Given a list of items to purchase including clothing, hardware, various types of foods, etc.	the student will state the most economical way to purchase each item such as comparison shopping, unit pricing, seasonal buying, etc.	in accordance with reference materials.	

Conditions	Performance	Criteria	Instructional Resources
21. Given an individual's basic personal needs and available resources for a given period of time	the student will develop a budget	which stays within the available resources.	
22. Given reference sources and an explanation of credit	the student will state the advantages and disadvantages of credit	consistent with guidelines and information previously made available.	
23. Given reference sources and an explanation of insurance	the student will explain orally and/or in writing the concept of and need for insurance	consistent with guidelines and information previously made available.	
24. Given problem situations dealing with money substitutes: checks (personal, cashiers, certified, travelers), money orders, bank drafts, and credit cards	the student will select an appropriate type for each situation	according to an authoritative or equivalent reference material.	
25. Given a bank deposit slip and a list of checks, currency, and coins	the student will prepare a checking account deposit slip	with 100% accuracy.	
26. Given a blank check, check stub or check register, and the amount owed	the student will fill in the check stub or register and write the check	in accordance with the American Bankers Association requirements.	
27. Given a list of canceled checks, deposit slips, current and previous month bank statements, and a check register or check stub	the student will reconcile the bank statements	with 100% accuracy.	
28. Given reference sources and an explanation of checking and savings accounts	the student will explain orally and/or in writing the purposes and use of each	consistent with guidelines and information previously made available.	
29. Given a list of routine classroom safety practices and procedures to be followed	the student will exhibit a pattern of behavior which reflects internalization of these procedures	through teacher observation.	

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