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 018 063, and industrial arts, CE 018 062.) 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)
Michigan
State Board of Education

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Students in Graphic Arts and Photography
Mr. Richard Aldrich, Instructor
Branch Area Center
Coldwater, 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
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:

Michigan Department of Education
Vocational-Technical Education Service
Box 30009
Lansing, Michigan 48909

June, 1978
<table>
<thead>
<tr>
<th>Prevocational Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Project</td>
</tr>
<tr>
<td>Writing Teams</td>
</tr>
</tbody>
</table>

**BUSINESS EDUCATION**

Kay Coleman  
Eastern High School  
Lansing, MI 48910

Gwendlyn M. Hicks  
Brake Junior High School  
Taylor, MI 48180

Vicki Lindstaedt  
Baker Middle School  
Troy, MI 48084

Laura Royster  
Detroit Public Schools  
Detroit, MI 48207

Sandra White  
College Avenue Skill Center  
Grand Rapids, MI 48506

**HOME ECONOMICS**

Mary Dehentey  
Hastings Junior High  
Hastings, MI 49058

Maureen Ewasek  
Adams Junior High School  
Dearborn, MI 48124

Kathie LaRoy  
Baldwin Community Schools  
Baldwin, MI 49304

Betty McGhee  
Croswell-Lexington Jr. High  
Croswell, MI 48422

Onita Oles  
Mason Junior High  
Dayton Plains, MI 48020

**HOME ECONOMICS (Continued)**

Judy Ramsower  
West Intermediate Schools  
Mt. Pleasant, MI 48858

Mary Ann Wagner  
Nankin Mills Junior High  
Westland, MI 48184

**INDUSTRIAL ARTS**

Garth Gillet  
North East Junior High  
Grand Rapids, MI 49505

David Knowlton  
Bridgman High School  
Bridgman, MI 49106

Ron Mehalski  
South Middle School  
Grand Rapids, MI 49507

Donald Strohmier  
West Junior High School  
Mt. Pleasant, MI 48858

Terry Turk  
Flynn Junior High School  
Sterling Heights, MI 48092

Charles Williams  
Carter Junior High School  
Warren, MI 48093
BUSINESS EDUCATION
Grace Booker
Monroe Junior High
Monroe, MI 48161

Sandy McQuestion
Coleman High School
Coleman, MI 48618

Betty Moy
Dandero High School
Royal Oak, MI 48067

Robert Ristau
Eastern Michigan University
Ypsilanti, MI 48197

Alexandria Takis
Berkley School District
Berkley, MI 48072

Ellis Thomas
Michigan State University
East Lansing, MI 48824

HOME ECONOMICS
Jeanne Clark
Bentley High School
Burton, MI 48509

Donna Colison
Reed City High School
Reed City, MI 49677

Marilyn Duke
Albion College
Albion, MI 49224

Denise Hobbs
Holt High School
Holt, MI 48842

HOME ECONOMICS (Continued)
Phyllis Johnson
O.J. DeJonge Junior High
Ludington, MI 49431

Mary Krieger
Eastern Michigan University
Ypsilanti, MI 48197

Russell Maples
Lansing Public Schools
Lansing, MI 48933

Jim Olin
Shiawassee J.S.D.
Corunna, MI 48817

INDUSTRIAL ARTS
John Altovelli
Escanaba Public Schools
Escanaba, MI 49829

George Ferns
Michigan State University
East Lansing, MI 48824

Mel Francis
Portage Public Schools
Portage, MI 49081

Emmett Mason
Central Michigan University
Mt. Pleasant, MI 48859

Larry Rouse
Portage Public Schools
Portage, MI 49081

Roger Szczulski
Midland Public Schools
Midland, MI 48640

Richard VanAlmen
L'Anse Creuse Schools
Mt. Clemens, MI 48045
**RECOMMENDED MINIMUM PREVOCATIONAL PERFORMANCE OBJECTIVES**

**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:

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Performance</th>
<th>Criteria</th>
<th>Instructional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given typing assignments</td>
<td>the student will add, subtract, multiply, and divide</td>
<td>as necessary, to complete assignments in acceptable form</td>
<td></td>
</tr>
<tr>
<td>2. Given oral and/or written directions for a specific typing assignment</td>
<td>the student will follow the directions to complete the assignment</td>
<td>in acceptable form within an appropriate, specified period of time</td>
<td></td>
</tr>
<tr>
<td>3. Given a thought starter (topic or idea)</td>
<td>the student will compose and type the information requested</td>
<td>in rough draft</td>
<td></td>
</tr>
<tr>
<td>4. Given rough draft copy (student composed)</td>
<td>the student will type a final copy</td>
<td>in acceptable form using correct English skills (spelling, punctuation, grammar, etc.)</td>
<td></td>
</tr>
<tr>
<td>5. Given a completed typing assignment</td>
<td>the student will evaluate the work</td>
<td>in terms of format, basic English skills (spelling, punctuation, grammar, etc.) in a socially acceptable manner through teacher observation of actions and behavior</td>
<td></td>
</tr>
<tr>
<td>6. Within the classroom setting</td>
<td>the student will demonstrate working cooperatively with others</td>
<td></td>
<td>by touch</td>
</tr>
<tr>
<td>7. Given a typewriter and typing paper, typing test, wall chart, and/or other appropriate materials</td>
<td>the student will type straight copy material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Given a typewriter; different sizes of typing paper, text, and/or other appropriate materials</td>
<td>the student will type a heading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Given a typewriter; different sizes of typing paper, text, or other appropriate materials</td>
<td>the student will type an assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Given a typewriter; different sizes of typing paper, text or other appropriate materials</td>
<td>the student will tabulate and type columns</td>
<td>so that the columns are centered horizontally and vertically</td>
<td></td>
</tr>
<tr>
<td>11. Given a typewriter; different sizes of typing paper, text or other appropriate materials</td>
<td>the student will type a letter from straight or rough draft copy</td>
<td>in an acceptable format</td>
<td></td>
</tr>
<tr>
<td>12. Given a typewriter, different sizes of envelopes, text, or other appropriate materials</td>
<td>the student will type a small and large envelope</td>
<td>in acceptable format</td>
<td></td>
</tr>
<tr>
<td>13. Given a typewriter, carbon paper, text, or other appropriate materials</td>
<td>the student will assemble a carbon pack and type an assignment</td>
<td>so that all copies are neat and smudge free</td>
<td></td>
</tr>
<tr>
<td>Conditions</td>
<td>Performance</td>
<td>Criteria</td>
<td>Instructional Resources</td>
</tr>
<tr>
<td>------------</td>
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<td>-------------------------</td>
</tr>
<tr>
<td>14. Given a typewriter, different sizes of typing paper, text, or other appropriate materials</td>
<td>the student will type, proofread and correct specific assignments</td>
<td>in acceptable form and in an appropriate period of time.</td>
<td>which demonstrates to the reader plans for utilization of typing skills.</td>
</tr>
<tr>
<td>15. Given a typewriter, different sizes of typing paper, text, or other appropriate materials</td>
<td>the student will compose and type an explanation of how and individual may use typing skills in the future</td>
<td></td>
<td>1) by correcting errors rather than restarting an assignment; 2) by planning the set up of an assignment prior to beginning to type.</td>
</tr>
<tr>
<td>16. Given typing materials, (paper, textbooks, correcting materials, carbon sheets, etc.)</td>
<td>the student will demonstrate economy in utilization</td>
<td></td>
<td>according to typewriting manuals and a teacher-developed checklist.</td>
</tr>
<tr>
<td>17. Given a typewriter and supplies</td>
<td>the student will demonstrate proper care of the machine</td>
<td>so that the machine is free of eraser crumbs, dust, etc., and the type face is free of excess ink.</td>
<td>according to manufacturer's directions.</td>
</tr>
<tr>
<td>18. Given a typewriter and supplies (OPTIONAL)</td>
<td>the student will change the ribbon</td>
<td>in a manner that provides for efficient completion of the task.</td>
<td>in a manner necessary to complete the assignment. as specified by the teacher.</td>
</tr>
<tr>
<td>19. Given a typewriter and typewriter-ribbon (OPTIONAL)</td>
<td>the student will organize the work station</td>
<td></td>
<td>1) so that jewelry, clothing, hair, fingers, and hands are not entangled; 2) positioned properly as not to interfere with the aisle.</td>
</tr>
<tr>
<td>20. Given a typing work station and directions</td>
<td>the student will gather materials and supplies</td>
<td></td>
<td>according to teacher specifications.</td>
</tr>
<tr>
<td>21. Given a typing assignment</td>
<td>the student will explain proper procedures for plugging and unplugging the machine and keeping aisles free of cords</td>
<td></td>
<td>through teacher observation.</td>
</tr>
<tr>
<td>22. Given an electric typewriter and directions (OPTIONAL)</td>
<td>the student will operate the machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Given a typewriter and directions</td>
<td>the student will explain proper procedures for using the equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Given a paper cutter and directions (OPTIONAL)</td>
<td>the student will exhibit a pattern of behavior which reflects internalization of these procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Given a list of routine classroom safety practices and procedures to be followed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDED MINIMUM PREVOCATIONAL PERFORMANCE OBJECTIVES

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:

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Performance</th>
<th>Criteria</th>
<th>Instructional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given a total of 20 addition, multiplication, and division problems related to discounts, bank interest, bank deposits and withdrawals and taxes</td>
<td>the student will perform the necessary mathematical operations</td>
<td>with 80% accuracy</td>
<td></td>
</tr>
<tr>
<td>2. Given a situation in which to make (or receive) change</td>
<td>the student will compute the amount of money to give (or receive)</td>
<td>with 100% accuracy</td>
<td></td>
</tr>
<tr>
<td>3. Given charts, graphs, tables, and related questions</td>
<td>the student will read, analyze, and interpret the data</td>
<td>in acceptable form within an appropriate, specified period of time.</td>
<td>evaluated by a teacher-developed and administered checklist.</td>
</tr>
<tr>
<td>4. Given oral and/or written directions for specific tasks</td>
<td>the student will follow the directions to complete the tasks</td>
<td>evaluated by students in accordance with a businesslike or socially acceptable manner consistent with guidelines and information previously made available.</td>
<td></td>
</tr>
<tr>
<td>5. Given a topic and major points to be covered</td>
<td>the student will research, prepare, and present an oral and/or written report</td>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>6. Given (1) a role playing situation or (2) a case study</td>
<td>the student will demonstrate (1) interaction with others or (2) respond orally and/or in writing</td>
<td>in a socially acceptable manner through self, peer, and teacher evaluation on a teacher-developed checklist.</td>
<td></td>
</tr>
<tr>
<td>7. Given work tasks</td>
<td>the student will demonstrate pride in his/her work</td>
<td>in a businesslike and realistic manner consistent with information previously made available.</td>
<td></td>
</tr>
<tr>
<td>8. Given a role playing situation</td>
<td>the student will demonstrate between acceptable and non-acceptable grooming</td>
<td>consistent with available data for the occupational areas.</td>
<td></td>
</tr>
<tr>
<td>9. Given group activities</td>
<td>the student will demonstrate working cooperatively with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Given a qualified interpretation and explanation of the various items on an employment application</td>
<td>the student will complete an employment application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Given a list of various occupations and library, classroom and community reference resources</td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditions</td>
<td>Performance</td>
<td>Criteria</td>
<td>Instructional Resources</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>12. Given the necessary personal notes, format, and resources</td>
<td>the student will prepare a resume or data sheet, a letter of application, and complete an employment application</td>
<td>which are (1) consistent with the format, (2) legible, and spelled correctly.</td>
<td>-</td>
</tr>
<tr>
<td>13. Given a role playing situation</td>
<td>the student will demonstrate the interviewing process</td>
<td>including at least the following:</td>
<td>-</td>
</tr>
<tr>
<td>14. Given a sample Warranty/guarantee</td>
<td>the student will cite examples of the manufacturer's rights and responsibilities and examples of the consumer's rights and responsibility</td>
<td>a) Pre-interview: how to set up an interview, what to bring to the interview, etc. with 100% accuracy.</td>
<td>-</td>
</tr>
<tr>
<td>15. Given a list of local agencies and organizations which aid the consumer</td>
<td>the student will define the major functions of the agencies</td>
<td>in agreement with reference materials.</td>
<td>-</td>
</tr>
<tr>
<td>16. Given a series of advertisements</td>
<td>the student will:</td>
<td>in agreement with reference materials.</td>
<td>-</td>
</tr>
<tr>
<td>17. Given five examples of advertising, including magazines, newspapers, television, and radio</td>
<td>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</td>
<td>in agreement with reference materials.</td>
<td>-</td>
</tr>
<tr>
<td>18. Given three samples of the same brand of a package product (in different weights)</td>
<td>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</td>
<td>in agreement with reference materials.</td>
<td>-</td>
</tr>
<tr>
<td>19. Given three case studies illustrating various purchasing decisions</td>
<td>the student will compute the unit price of each size and select the least expensive size</td>
<td>with 100% accuracy.</td>
<td>-</td>
</tr>
<tr>
<td>20. Given a list of items to purchase including clothing, hardware, various types of foods, etc.</td>
<td>the student will differentiate between a wise and an unwise purchase including concepts such as &quot;wants versus needs&quot;</td>
<td>in 2 of the 3 cases.</td>
<td>in agreement with reference materials.</td>
</tr>
<tr>
<td></td>
<td>the student will state the most economical way to purchase each item such as comparison shopping, unit pricing, seasonal buying, etc.</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Conditions</td>
<td>Performance</td>
<td>Criteria</td>
<td>Instructional Resources</td>
</tr>
<tr>
<td>------------</td>
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<td>----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>21. Given an individual's basic personal needs and available resources for a given period of time</td>
<td>the student will develop a budget</td>
<td>which stays within the available resources.</td>
<td>consistent with guidelines and information previously made available.</td>
</tr>
<tr>
<td>22. Given reference sources and an explanation of credit</td>
<td>the student will state the advantages and disadvantages of credit</td>
<td></td>
<td>consistent with guidelines and information previously made available.</td>
</tr>
<tr>
<td>23. Given reference sources and an explanation of insurance</td>
<td>the student will explain orally and/or in writing the concept of and need for insurance</td>
<td></td>
<td>according to an authoritative or equivalent reference material.</td>
</tr>
<tr>
<td>24. Given problem situations dealing with money substitutes: checks (personal, cashiers, certified, travelers), money orders, bank drafts, and credit cards</td>
<td>the student will select an appropriate type for each situation</td>
<td></td>
<td>with 100% accuracy.</td>
</tr>
<tr>
<td>25. Given a bank deposit slip and a list of checks, currency, and coins</td>
<td>the student will prepare a checking account deposit slip</td>
<td></td>
<td>in accordance with the American Bankers Association requirements. with 100% accuracy.</td>
</tr>
<tr>
<td>26. Given a blank check, check stub or check register, and the amount owed</td>
<td>the student will fill in the check stub or register and write the check</td>
<td></td>
<td>consistent with guidelines and information previously made available.</td>
</tr>
<tr>
<td>27. Given a list of canceled checks, deposit slips, current and previous month bank statements, and a check register or check stub</td>
<td>the student will reconcile the bank statements</td>
<td></td>
<td>through teacher observation.</td>
</tr>
<tr>
<td>28. Given reference sources and an explanation of checking and savings accounts</td>
<td>the student will explain orally and/or in writing the purposes and use of each account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Given a list of routine classroom safety practices and procedures to be followed</td>
<td>the student will exhibit a pattern of behavior which reflects internalization of these procedures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education hereby agrees that it will comply with Federal laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the U.S. Department of Health, Education and Welfare. Therefore, it shall be the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, or marital status shall be discriminated against, excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any federally funded program or activity for which the Michigan State Board of Education is responsible or for which it receives federal financial assistance from the Department of Health, Education and Welfare. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.