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**Course
of
Study**



**"Helping Students
Stay on Target!"**

Jefferson County Educational Service Center
2023 Sunset Boulevard
Steubenville, Ohio 43952

COURSE OF STUDY
for
OCCUPATIONAL WORK ADJUSTMENT

VOCATIONAL PROGRAM

CIP 04.9998

Jefferson County Educational Service Center
2023 Sunset Boulevard
Steubenville, Ohio 43952

Buckeye Local School District
Edison Local School District
Indian Creek Local School District

SPECIAL ACKNOWLEDGMENT

The Occupational Work Adjustment Coordinators, hereby, express their sincere appreciation to the Boards of Education and Administrators of the Jefferson County Educational Service Center for implementing and supporting programming that benefits a large number of at-risk students. Said boards and administrators are to be commended for their foresight in providing opportunities to students who otherwise might not experience success in the educational process.

ACKNOWLEDGMENTS

Sincere appreciation goes to the following individuals for their assistance and cooperation in preparing this Occupational Work Adjustment Course of Study.

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JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER
GOVERNING BOARD RESOLUTION OF APPROVAL

WHEREAS, the Occupational Work Adjustment Advisory Committee of the Jefferson County Educational Service Center has reviewed the Occupational Work Adjustment Course of Study, and

WHEREAS, the Jefferson County Advisory Committee has reviewed these competencies specific to local employment needs, and to acknowledge the school district's ability to offer specialized programs,

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Jefferson County Educational Service Center adopt the Occupational Work Adjustment Course of Study.

Governing Board Approval Date: February 25, 1997

Readopted September 21, 2001

Craig A. Closser
Superintendent

Kenneth L. Linn
Governing Board President

ADVISORY COMMITTEE
STATEMENT OF RECOMMENDATION

The Advisory Committee of the Occupational Work Adjustment Program, Jefferson County Educational Service Center, has reviewed this course of study and recommends it for use as the foundation for instruction in classroom, laboratory, and cooperative occupational experience.

The developers of the course of study have considered school-related and community-related data as well as projected business and industry needs at the local and state levels. State recommended competencies for this program have been reviewed and accepted as being congruent with our school district's philosophy and student outcome objectives. Additional competencies related to the local Occupational Work Adjustment field have been added to the state list.

We believe this course of study adequately and correctly focuses on the development of competencies, attitudes, values, and appreciation critical to successful employment.

Approval was given by the Occupational Work Adjustment Committee on November 26, 1996.


Committee Chairperson



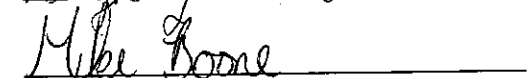
Administrative Aide, Social Security Adm.



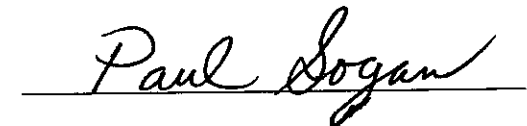
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Ohio Catering



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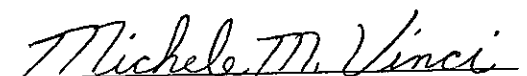
Retired OWA Instructor



Former Student



Principal



Counselor

DISTRICT PHILOSOPHY

Schools exist to help all children achieve optimum personal development, an understanding of the American heritage, and respect for democratic principles.

The program of education must be comprehensive in scope and specific in its objectives. A comprehensive program emphasizes the dignity and worth of each individual as well as the importance of the basic academic skills and the creative arts. The mental, physical, social, spiritual, emotional, and aesthetic development of children is a goal. An effective program also challenges children to develop responsible judgment, awareness of societal responsibilities, and a wholesome respect for the world of work. Individual differences and needs of the learner must be constantly recognized.

Children not adjusting to regular classroom procedures because of emotional, mental, or physical handicaps should be carefully evaluated and placed in an appropriate educational program conducive to their special needs and growth.

Good public relations are important for an effective educational program. Parents and other members of the community should be informed and asked for support. Mutual respect for the services each has to offer should be encouraged and coordinated to further the overall educational program.

A quality educational service organization dedicated to providing administrative, curricular, instructional, pupil personnel, and professional development services to the schools of Jefferson County by the most efficient and economical means possible is the responsibility of the Jefferson County Governing Board. These services are designed to assist boards of education, administrators, teachers, and other staff members in helping children realize optimum personal development and become productive members of society.

DISTRICT GOALS

EDUCATIONAL OUTCOME GOALS

As a base against which to assess school needs and set objectives for the educational program, the Governing Board adopts the following educational outcome goals:

- A. to acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively;
- B. to acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures, and current social issues;
- C. to become an effective and responsible contributor to the decision-making process of the political and other institutions of the community, state, country, and world;
- D. to acquire the knowledge, skills, and understanding for assuming a responsible role as both producer and consumer;
- E. to acquire the knowledge, habits, and attitudes that promote personal and public health;
- F. to acquire job entry level skills and to acquire knowledge necessary for further education; and
- G. to acquire an understanding of ethical principles and the ability to apply them to life.

DISTRICT GOALS (Continued)

EDUCATIONAL PROCESS GOALS

In order to achieve the educational goals adopted by this Governing Board for children, the Governing Board will strive to implement the following educational goals:

- A. instruction which is organized and defined by an adopted course of study;
- B. instruction which bears a meaningful relationship to the present and future needs and/or interest of pupils;
- C. specialized individual education experiences to meet individual needs;
- D. an environment with positive competition among pupils;
- E. resources for education, used with maximum efficiency;
- F. teacher and administrative staff members of high quality; and
- G. diverse forms of constructive cooperation with parents and community groups.

PROGRAM PHILOSOPHY

The Occupational Work Adjustment course provides a meaningful job-related educational program for 14 and 15 year old under-achieving youth. It emphasizes the individual's needs and goals, and combines on-the-job and academic experiences. The program thus becomes a means of helping students move into the educational mainstream, and eventually to graduate.

The work experience with meaningful jobs and proper supervision is a key to successful programs of youth who are not succeeding in the regular school program. When educational programs provide them an opportunity for immediate return in terms of job satisfaction, wages, and personal recognition, they respond to other aspects of the program and stay in school.

The academic experience provides regular classes, a special class called "Related," and remedial help as needed.

The basic thrust is to change the direction of these students from failure to success.

PROGRAM GOALS

The broad instructional outcomes desired for the Occupational Work Adjustment Program are reflected in the following list of goals:

1. Students will identify the structure, rules, and responsibilities of the OWA program.
2. Students will examine, develop, and review safety awareness.
3. Students will identify and demonstrate appropriate study skills.
4. Students will determine and analyze personal goals and values, develop self esteem, and cooperate with others.
5. Students will examine and assess the importance of good physical health.
6. Students will explore, identify and evaluate occupational interests, aptitudes, and skills.
7. Students will recognize and describe good employability skills.
8. Students will identify and develop money management skills.
9. Students will identify taxpayer's rights and responsibilities.
10. Students will identify, evaluate, and reinforce reading skills.

PROGRAM DESCRIPTION

Program Overview

Occupational Work Adjustment (OWA) is a one or two-year upgraded vocational program designed for 14 and 15-year old students who are potential dropouts from the normal educational process. These students have demonstrated disinterest in the normal academic curriculum and are not achieving success in that curriculum; however, they are felt to be capable of learning if the materials presented are relevant and meaningful to their experiences. The OWA program places heavy emphasis on remedial instruction, vocational orientation, and paid work experience in the private and public sector.

The purpose of OWA is to aid the movement of these students toward successful completion of a vocational or academic high school program. The ultimate goal of OWA is identical to the regular educational program: to produce well adjusted, educated, productive, and responsible citizens within our communities.

Program Length

The OWA program provides the student work-related and remedial instruction with the OWA teacher-coordinator for a minimum of 80 consecutive minutes a day. The student is also integrated into at least two academic classes each day taught by teachers other than an OWA coordinator. Along with the classroom experience, the OWA student must receive paid work experience either in school or in the private sector for a minimum of 80 minutes each day and a minimum of 480 hours each year.

Program Type: 032

Program CIP: 04.9998

Housing of the Program

The school must furnish adequate classroom facilities for the Occupational Work Adjustment program. The classroom is to contain individual student tables and chairs, chalk boards, bulletin boards, storage cabinets and filing cabinets as well as a desk for the Occupational Work Adjustment teacher-coordinator. In addition, adequate supplies including program learning and remedial reading materials must be available in the classroom for the use of the instructor and students. A glass enclosed conference area and telephone within or immediately adjacent to the classroom are desirable. This area is to be utilized by the Occupational Work Adjustment teacher-coordinator in individual student counseling.

PROGRAM DESCRIPTION (Continued)

Supervisor of the Program: Building Principal

Basic Program Operation

The program activities include remedial instruction in reading and mathematics and one class in work-related instruction. Instruction and learning experiences are provided to develop fundamental knowledge, skills, abilities, values, and attitudes in leadership and employability skills for entering and growing in an occupation, as well as, high school.

Field Experience

Field experience is an integral part of each student's program provided through public or private sector. These experiences are planned by teacher, student, parents, and employers. The instructor supervises the OWA program and expects appropriate records to be kept of experiences and competencies gained.

Employability

Instruction in employability skills is given as an integral part of the work-related classroom instruction and is enriched through the student's recommended participation in the State Youth Awards Program.

Economic Education

The program will provide opportunities to practice efficient money management by being financially reimbursed for work experience, planning a budget, and establishing a savings program.

Citizenship Development

The curriculum for this program includes instruction in developing positive citizenship values and attitudes regarding the school and local community, as well as state and federal areas.

Balancing Work and Family

The program teaches basic human relations, family economics, and social aspects of working families.

Lifelong Learning Concepts

The program teaches fundamental communications, mathematics, and reading concepts that are relatively constant over time. It requires students to develop competency in selecting and preparing for an occupation, problem-solving, and comparing and analyzing job placement and entrepreneurship opportunities.

SCOPE AND SEQUENCE
OCCUPATIONAL WORK ADJUSTMENT

COMPETENCIES
COMPETENCY BUILDERS
PUPIL PERFORMANCE OBJECTIVES

OCCUPATIONAL WORK ADJUSTMENT

UNIT 0: PRE-PROGRAM ORIENTATION

- COMPETENCY 0.0.1.:** Identify the OWA Program
- COMPETENCY 0.0.2.:** Complete OWA forms and student background information
- COMPETENCY 0.0.3.:** Identify student rules and responsibilities
- COMPETENCY 0.0.4.:** Identify grading and evaluation process in OWA

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 0: PRE-PROGRAM ORIENTATION

COMPETENCY 0.0.1.: IDENTIFY THE OWA PROGRAM

TERMINAL PERFORMANCE OBJECTIVE: The student will have a thorough understanding of the OWA Program, after defining the OWA program, explaining the philosophy, stating the criteria for students, and discussing responsibilities for participation in the program.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

0.0.1.1.: Given an explanation, write a brief paragraph describing the purpose of the OWA Program which includes at least three facets of the program.

0.0.1.2.: Given an explanation of program expectations of an OWA student, list at least three said expectations.

0.0.1.3.: Given the responsibilities of each OWA student, list at least three responsibilities discussed.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT
UNIT 0: PRE-PROGRAM ORIENTATION
COMPETENCY 0.0.2.: COMPLETE OWA FORMS AND STUDENT
BACKGROUND INFORMATION

TERMINAL PERFORMANCE OBJECTIVE: The student will understand the necessity of the required OWA forms and fill them out neatly and accurately.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 0.0.2.1.: Given a student application, accurately complete all questions on the application.
- 0.0.2.2.: Given a Parent/Pupil Agreement form, explain all items in the agreement.
- 0.0.2.3.: Given a WECEP form, accurately complete the form.
- 0.0.2.4.: Given an Employment Eligibility Verification form, accurately complete the form.
- 0.0.2.5.: Given a Work Permit, list all of the necessary steps in obtaining a Work Permit.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT
UNIT 0: PRE-PROGRAM ORIENTATION
COMPETENCY 0.0.3.: IDENTIFY STUDENT RULES AND RESPONSIBILITIES

TERMINAL PERFORMANCE OBJECTIVE: After classroom discussion of the program, the student will understand all of the rules and responsibilities.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 0.0.3.1.: Given Program Rules, identify Program Rules as determined by the OWA instructor.
- 0.0.3.2.: Given school policies, identify responsibilities concerning the OWA Program.
- 0.0.3.3.: Given responsibilities to the employer, identify all responsibilities to the employer.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT
UNIT 0: PRE-PROGRAM ORIENTATION
COMPETENCY 0.0.4.: IDENTIFY GRADING AND EVALUATION
PROCESS IN OWA

TERMINAL PERFORMANCE OBJECTIVE: After adequate instruction, the student will understand that he/she is graded both in the classroom and on the job. The student will identify the criteria for evaluation pertaining to the employer and the OWA classroom work.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 0.0.4.1.: Given a Pupil Evaluation Form, explain five of the categories of evaluation for the employer.
- 0.0.4.2.: Given a grading policy, explain all areas of grading pertaining to the OWA program.

OCCUPATIONAL WORK ADJUSTMENT

UNIT 1: STUDY SKILLS

- COMPETENCY 1.0.1.:** Demonstrate appropriate study skills
- COMPETENCY 1.0.2.:** Demonstrate note-taking skills following lecture(s)
- COMPETENCY 1.0.3.:** Demonstrate note-taking skills following reading(s)
- COMPETENCY 1.0.4.:** Complete homework assignments
- COMPETENCY 1.0.5.:** Demonstrate test-taking skills

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 1: STUDY SKILLS

COMPETENCY 1.0.1.: DEMONSTRATE APPROPRIATE STUDY SKILLS

TERMINAL PERFORMANCE OBJECTIVE: In a classroom situation, the student will assemble materials, understand learning styles, identify a good study environment, find necessary resources, and use time wisely.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 1.0.1.1.: Given a task, assemble all necessary materials to complete the task.
- 1.0.1.2.: Given a task, list three ways to apply time management skills.
- 1.0.1.3.: Given an environment to study, identify three components of a proper studying environment.
- 1.0.1.4.: Given different learning styles, identify two different learning styles.
- 1.0.1.5.: Given a task, use necessary resources for information needed to complete the task.
- 1.0.1.6.: Given a testing situation, list three study skills in order to prepare for tests and quizzes.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT
UNIT 1: STUDY SKILLS
COMPETENCY 1.0.2.: DEMONSTRATE NOTE-TAKING SKILLS
FOLLOWING LECTURE(S)

TERMINAL PERFORMANCE OBJECTIVE: Following a lecture, the student will be able to assemble necessary material, listen effectively, determine key information, and take and organize their notes.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 1.0.2.1.: Given a task, assemble all necessary materials to complete the tasks.
- 1.0.2.2.: Given a lecture situation, use effective listening skills to accurately take notes and interpret the lecturer's information.
- 1.0.2.3.: Given a lecture, ask at least three pertinent questions.
- 1.0.2.4.: Given a lecture, identify relevant information with at least 75% accuracy.
- 1.0.2.5.: Given a lecture, show at least 75% efficiency in recording relevant information.
- 1.0.2.6.: Given a set of notes, show ability to review and revise notes, as per instructor's criteria.
- 1.0.2.7.: Following a lecture, organize notes as per teacher's criteria.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT
UNIT 1: STUDY SKILLS
COMPETENCY 1.0.3.: DEMONSTRATE NOTE-TAKING SKILLS
FOLLOWING READING(S)

TERMINAL PERFORMANCE OBJECTIVE: Given a reading assignment, the student will preview and assemble materials, read the material, be able to understand relevant information, review resources, and take and organize notes.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 1.0.3.1.: Given a reading assignment, assemble all necessary materials to complete the task.
- 1.0.3.2.: Given a list of reading material, accurately preview reading assignments to teacher's standards.
- 1.0.3.3.: Given a reading assignment, read material and be able to record all relevant information.
- 1.0.3.4.: Following a reading assignment, identify or use at least three resources to answer questions.
- 1.0.3.5.: Given a reading assignment, identify relevant information with at least 75% accuracy.
- 1.0.3.6.: Given a reading assignment, show the recording of relevant information with at least 75% accuracy.
- 1.0.3.7.: Given a set of accurate notes, review and revise notes as per instructor's criteria.
- 1.0.3.8.: Following a reading assignment, organize notes as per teacher's criteria.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 1: STUDY SKILLS

COMPETENCY 1.0.4.: COMPLETE HOMEWORK ASSIGNMENTS

TERMINAL PERFORMANCE OBJECTIVE: Given a homework assignment, the student will be able to prioritize their assignments, follow directions, assemble all materials, study in a conducive environment, use resources, and be able to proofread their work.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 1.0.4.1.: Given several assignments, accurately prioritize assignments so they all can be completed.
- 1.0.4.2.: Given a homework assignment, follow directions with 100% accuracy.
- 1.0.4.3.: Given a homework assignment, assemble all necessary materials to complete the assignment.
- 1.0.4.4.: Given a homework assignment, apply time management skills with a satisfactory level of effectiveness.
- 1.0.4.5.: Given a homework assignment, identify at least three proper study environments.
- 1.0.4.6.: Given a homework assignment, identify and use three resources to complete the assignment.
- 1.0.4.7.: Given a homework assignment, proofread work with at least 75% accuracy.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 1: STUDY SKILLS

COMPETENCY 1.0.5.: DEMONSTRATE TEST-TAKING SKILLS

TERMINAL PERFORMANCE OBJECTIVE: In a test-taking situation, the student will be able to recognize the value of rest and nutrition, learn to deal with stress, follow directions, and apply various strategies to achieve at least 75% success.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 1.0.5.1.: Given information, identify at least three benefits of rest and proper nutrition on test taking.
- 1.0.5.2.: In a test-taking situation, identify at least three techniques for coping with test anxiety.
- 1.0.5.3.: In a test-taking situation, follow directions with 100% accuracy.
- 1.0.5.4.: In a test-taking situation, apply test-taking strategies which result in at least 75% success on the test.
- 1.0.5.5.: Given a review situation, review for a test, which will result in at least a grade of 75%.

OCCUPATIONAL WORK ADJUSTMENT

UNIT 2: HUMAN RELATIONS SKILLS

COMPETENCY 2.0.1.: Analyze personal values and goals

COMPETENCY 2.0.2.: Develop self-esteem

COMPETENCY 2.0.3.: Cooperate with others

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 2: HUMAN RELATIONS SKILLS

COMPETENCY 2.0.1.: ANALYZE PERSONAL VALUES AND GOALS

TERMINAL PERFORMANCE OBJECTIVE: The student will be able to develop, list, and evaluate short-term, long-term, and personal goals and make appropriate decisions based on these values and goals.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 2.0.1.1.: Given a list of values and goals, determine importance of values and goals with understanding.
- 2.0.1.2.: Given a survey, written or orally, evaluate accurately how values affect goals.
- 2.0.1.3.: Given the meaning of short-term goals, establish and list at least three personal short-term goals of their own.
- 2.0.1.4.: Given the definition of long-term goals, establish and list at least three personal long-term goals.
- 2.0.1.5.: Having listed personal goals, prioritize a list of their personal goals.
- 2.0.1.6.: Having determined the importance of values and goals, make appropriate decisions based on these values and goals.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 2: HUMAN RELATIONS SKILLS

COMPETENCY 2.0.2.: DEVELOP SELF-ESTEEM

TERMINAL PERFORMANCE OBJECTIVE: At the conclusion of instruction, the student will be able to identify characteristics in themselves and others, determine personal strengths and weaknesses, and identify ways to build self-esteem.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 2.0.2.1.: Given a self-evaluation, identify at least two unique characteristics and abilities in self and others.
- 2.0.2.2.: Given instruction, determine and list at least three personal strengths and weaknesses.
- 2.0.2.3.: Given a list of factors, identify at least three external factors that affect self-esteem.
- 2.0.2.4.: Given instruction, determine and list at least three ways to build self-esteem.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 2: HUMAN RELATIONS SKILLS

COMPETENCY 2.0.3.: COOPERATE WITH OTHERS

TERMINAL PERFORMANCE OBJECTIVE: Given information and situations, the student will be able to recognize the benefits of cooperating with others in school and in the community. The student will be able to recognize the benefit from others' input, identify peer pressure, and the positive use of constructive criticism. The student will be able to function as a valuable group member.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 2.0.3.1.: Given instruction, recognize and list at least three benefits of cooperating with others.
- 2.0.3.2.: Given situations, identify at least three situations in which compromise is necessary.
- 2.0.3.3.: Given various examples, identify and list how individuals from diverse backgrounds offer unique contributions.
- 2.0.3.4.: Given information, exhibit to an appropriate degree, open-mindedness about people with different ideas and opinions.
- 2.0.3.5.: Given a definition of peer pressure, recognize at least two types of peer pressure.
- 2.0.3.6.: Given hypothetical situations, effectively deal with situations involving peer pressure.
- 2.0.3.7.: Given information, list at least two ways to utilize constructive criticism to their benefits.
- 2.0.3.8.: Given information, identify and list at least three responsibilities of being a valuable group member.
- 2.0.3.9.: Given information, identify and list at least two benefits of community involvement.

OCCUPATIONAL WORK ADJUSTMENT

UNIT 3: HEALTH

- COMPETENCY 3.0.1.:** Assess importance of physical health
- COMPETENCY 3.0.2.:** Assess importance of emotional/mental health
- COMPETENCY 3.0.3.:** Examine types of substance abuse
- COMPETENCY 3.0.4.:** Examine the consequences of sexual behavior

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 3: HEALTH

COMPETENCY 3.0.1.: ASSESS IMPORTANCE OF PHYSICAL HEALTH

TERMINAL PERFORMANCE OBJECTIVE: Based upon FDA standards, the student will list the food groups, plan a daily diet, set up an exercise program where heart rate is 60% over resting for 30 minutes 3 times per week, demonstrate knowledge of hygiene, health centers, and body growth and repair.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 3.0.1.1.: Given the value of the four food groups, identify the benefits of good nutrition.
- 3.0.1.2.: Given instruction, identify benefits of rest.
- 3.0.1.3.: Given the value of exercise, develop activities which will increase the heart rate to the prescribed level and duration and identify the benefits of exercise.
- 3.0.1.4.: Using a local phone book, identify and contact at least three health care resources.
- 3.0.1.5.: Given the importance of physical health, identify benefits of good grooming and personal hygiene.
- 3.0.1.6.: Given the current trends in health care, identify benefits of regular health examinations.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT
UNIT 3: HEALTH
COMPETENCY 3.0.2.: ASSESS IMPORTANCE OF EMOTIONAL/
MENTAL HEALTH

TERMINAL PERFORMANCE OBJECTIVE: Given examples of emotionally/mentally sound people, students will recognize how to cope with stress and get help when a person fails in handling their problems.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 3.0.2.1.: Given instruction, identify one formal and one informal support system.
- 3.0.2.2.: Given a definition of stress and its causes, identify or list three stress management methods.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 3: HEALTH

COMPETENCY 3.0.3.: EXAMINE TYPES OF SUBSTANCE ABUSE

TERMINAL PERFORMANCE OBJECTIVE: List the signs of substance abuse---both drugs and alcohol, learn the effects of smoking and tobacco on health, and be able to reach agencies for help.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 3.0.3.1.: Given current data, identify at least three effects of tobacco use on the body.
- 3.0.3.2.: Given audio visual information, identify at least three effects of alcohol use/abuse on the body.
- 3.0.3.3.: Using outside speakers and films, identify at least three effects of drug use and abuse.
- 3.0.3.4.: Using the phone book, identify and contact at least two available resources that deal with substance abuse.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 3: HEALTH

COMPETENCY 3.0.4.: EXAMINE CONSEQUENCES OF SEXUAL BEHAVIOR

TERMINAL PERFORMANCE OBJECTIVE: Based upon current sexual behaviors in our society, student will be able to judge their own actions, know the consequences for such actions, and be able to find help if a disease should result.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 3.0.4.1.: Given hypothetical situations, identify at least two negative and two positive factors influencing one's sexual decisions.
- 3.0.4.2.: Given current information, identify and discuss at least four types of sexually transmitted diseases.
- 3.0.4.3.: Through instruction and discussion, identify ways to assume responsibilities for sexual activity.
- 3.0.4.4.: Using available resources, identify at least two agencies dealing with sexual behavior.

OCCUPATIONAL WORK ADJUSTMENT

UNIT 4: CAREER EXPLORATION

COMPETENCY 4.0.1.: Evaluate occupational interests, aptitudes, and skills

COMPETENCY 4.0.2.: Investigate career options

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 4: CAREER EXPLORATION

COMPETENCY 4.0.1.: EVALUATE OCCUPATIONAL INTERESTS,
APTITUDES, AND SKILLS

TERMINAL PERFORMANCE OBJECTIVE: Determine and analyze career aptitudes, interests, and skills suitable for one's own personal needs.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

4.0.1.1.: Given information, determine at least two career interests, aptitudes, and skills.

4.0.1.2.: Given information, list at least two ways to analyze career interests, aptitudes, and skills.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 4: CAREER EXPLORATION

COMPETENCY 4.0.2.: INVESTIGATE CAREER OPTIONS

TERMINAL PERFORMANCE OBJECTIVE: The students will be able to select careers that match their aptitudes, interests, and skills, with consideration given to non-traditional careers, demographics, educational levels, and lifestyles.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 4.0.2.1.: Give information, identify at least five career clusters.
- 4.0.2.2.: Given information, research at least three occupations corresponding to interests, aptitudes, and skills.
- 4.0.2.3.: After researching, select at least three careers which best match interests, aptitudes, and skills.
- 4.0.2.4.: Using occupational resources, explore at least three non-traditional careers.
- 4.0.2.5.: Given information, explain at least two effects of demographics on future career options.
- 4.0.2.6.: After researching, identify how educational level affects career choices.
- 4.0.2.7.: After researching, identify how career choices affect lifestyles.
- 4.0.2.8.: Through research and discussion, develop one career plan.

OCCUPATIONAL WORK ADJUSTMENT

UNIT 5: EMPLOYABILITY SKILLS

- COMPETENCY 5.0.1.:** Prepare for employment
- COMPETENCY 5.0.2.:** Prepare a resume
- COMPETENCY 5.0.3.:** Complete job application process
- COMPETENCY 5.0.4.:** Demonstrate interviewing skills
- COMPETENCY 5.0.5.:** Demonstrate positive work attitudes and behavior
- COMPETENCY 5.0.6.:** Maintain positive relations with co-workers and employers

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 5: EMPLOYABILITY SKILLS

COMPETENCY 5.0.1.: PREPARE FOR EMPLOYMENT

TERMINAL PERFORMANCE OBJECTIVE: Describe the effects on securing employment, utilize employment sources, research job opportunities, review all equal employment laws, prepare for employment tests, recognize the importance of a work permit, review employment and payroll forms, and identify barriers to employment.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 5.0.1.1.: Given interview skills, describe the effect of personal appearance and hygiene on securing employment.
- 5.0.1.2.: In job searching, utilize at least three employment sources.
- 5.0.1.3.: Using the want ads, research at least five job opportunities for employment.
- 5.0.1.4.: Given information, review all equal employment opportunity laws with understanding.
- 5.0.1.5.: Given information, review all other laws regarding employment, with emphasis on understanding child labor laws.
- 5.0.1.6.: Through discussion based on sample items, adequately prepare for employment test.
- 5.0.1.7.: After reviewing child labor laws, recognize the purpose of the work permit.
- 5.0.1.8.: Using sample forms, accurately review and complete employment and payroll forms.
- 5.0.1.9.: Given information and through discussion, identify at least three barriers to employment.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 5: EMPLOYABILITY SKILLS

COMPETENCY 5.0.2.: PREPARE A RESUME

TERMINAL PERFORMANCE OBJECTIVE: Determine the purpose of a resume, complete an outline on personal information and qualifications, and use correct grammar and spelling in completing a neat, legible resume.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 5.0.2.1.: Through discussion of hiring practices, determine the purpose of a resume and list three important components.
- 5.0.2.2.: Given instruction, outline all personal information and qualifications accurately.
- 5.0.2.3.: Given instruction, use correct grammar, spelling, and concise wording on all resumes.
- 5.0.2.4.: Using a selected format, accurately complete a neat, legible resume.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 5: EMPLOYABILITY SKILLS

COMPETENCY 5.0.3.: COMPLETE JOB APPLICATION PROCESS

TERMINAL PERFORMANCE OBJECTIVE: After completing various job application forms, the student will be able to understand the purpose of these forms, the information and materials needed, and ways to obtain job applications. The student will be able to demonstrate good written and oral communication skills, identify methods for requesting an interview, and how to use follow-up techniques.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 5.0.3.1.: Given information, determine at least two purposes for job application forms.
- 5.0.3.2.: Given instruction, identify all information and materials needed to complete job applications accurately.
- 5.0.3.3.: Given job situations, identify at least three ways to obtain job application forms.
- 5.0.3.4.: Given a sample application, carefully read the application with 100% comprehension before completing the form.
- 5.0.3.5.: In conjunction with current labor laws, describe methods for handling illegal questions on job application forms.
- 5.0.3.6.: Given instruction, demonstrate good written and oral communication skills as per instructor's criteria.
- 5.0.3.7.: Given instruction, identify at least two methods for requesting an interview when returning a job application.
- 5.0.3.8.: Use and demonstrate at least two follow-up techniques, given strategies on seeking employment.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 5: EMPLOYABILITY SKILLS

COMPETENCY 5.0.4.: DEMONSTRATE INTERVIEWING SKILLS

TERMINAL PERFORMANCE OBJECTIVE: Determine and analyze career aptitudes, interests, and skills suitable for their own personal needs.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 5.0.4.1.: Given a business directory, research and list at least two pertinent facts about an organization/company.
- 5.0.4.2.: In a role playing situation, demonstrate proper interviewing etiquette.
- 5.0.4.3.: In a role playing situation, demonstrate good oral communication skills.
- 5.0.4.4.: In a role playing situation, demonstrate appropriate questioning and answering techniques.
- 5.0.4.5.: In a role playing situation, describe proper methods for handling illegal interview questions.
- 5.0.4.6.: Given instruction, use at least two follow-up techniques.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT
UNIT 5: EMPLOYABILITY SKILLS
COMPETENCY 5.0.5.: DEMONSTRATE POSITIVE WORK ATTITUDES AND BEHAVIOR

TERMINAL PERFORMANCE OBJECTIVE: Students will be able to identify characteristics that reflect and influence appropriate work attitudes and behavior.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 5.0.5.1.: Given information, identify at least three characteristics that reflect an appropriate work attitude.
- 5.0.5.2.: Given information, assess at least three benefits of displaying positive workplace behavior.
- 5.0.5.3.: Given information, identify at least three factors that influence work attitude.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT
UNIT 5: EMPLOYABILITY SKILLS
COMPETENCY 5.0.6.: MAINTAIN POSITIVE RELATIONS WITH CO-WORKERS AND EMPLOYERS

TERMINAL PERFORMANCE OBJECTIVE: The students will be able to follow workplace rules and regulations. They will identify appropriate work habits, attitudes, and social skills, and the components of successful working relationships.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 5.0.6.1.: Given workplace guidelines, identify and follow workplace rules and regulations.
- 5.0.6.2.: Through instruction and activities, identify components of successful working relationships.
- 5.0.6.3.: Through instruction and examples, identify benefits of appropriate work habits and attitude.
- 5.0.6.4.: Through instruction and discussion, identify appropriate social skills for the workplace.

OCCUPATIONAL WORK ADJUSTMENT

UNIT 6: SAFETY AWARENESS

COMPETENCY 6.0.1.: Examine general safety concerns

COMPETENCY 6.0.2.: Examine fire safety methods

COMPETENCY 6.0.3.: Examine handling techniques

COMPETENCY 6.0.4.: Examine proper use of equipment

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT
UNIT 6: SAFETY AWARENESS
COMPETENCY 6.0.1.: EXAMINE GENERAL SAFETY CONCERNS

TERMINAL PERFORMANCE OBJECTIVE: After receiving safety instruction, the student will be able to identify those areas which could be potential danger at the work site. The student will be able to perform basic first aid, be able to avoid hazards on the job, and perform good housekeeping skills.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 6.0.1.1.: Given work situations, identify and follow rules, regulations, and instructions at each individual job site.
- 6.0.1.2.: Given federal and state labor laws, review and accurately interpret child labor laws as they apply to the OWA Program.
- 6.0.1.3.: Given situations involving emergencies, identify four sources of assistance.
- 6.0.1.4.: Given pictures and/or simulations of unsafe working conditions, identify and list safety hazards in each picture or simulation.
- 6.0.1.5.: Given simulations of injuries, identify the basic first aid procedures for each simulation.
- 6.0.1.6.: Given pictures and/or simulations of accidents, identify the causes of the accidents in each picture or simulation.
- 6.0.1.7.: Given pictures, simulations, and/or actual situations, identify the good housekeeping practice in each picture, simulation, and/or actual situation.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 6: SAFETY AWARENESS

COMPETENCY 6.0.2.: EXAMINE FIRE SAFETY METHODS

TERMINAL PERFORMANCE OBJECTIVE: After giving the student basic instruction by way of lecture and demonstration, the student will recognize classes and sources of fire, extinguishing and evacuation procedures, and apply fire prevention methods.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 6.0.2.1.: Given visual aids, identify four fire prevention methods.
- 6.0.2.2.: Given a floor plan, identify alarm locations and evacuation procedures.
- 6.0.2.3.: Given situations involving a fire, identify at least three sources of assistance.
- 6.0.2.4.: Given the definition, identify three sources of fire.
- 6.0.2.5.: Given a demonstration, identify four fire control methods.
- 6.0.2.6.: Given situations, identify the five methods of extinguishing fires.
- 6.0.2.7.: Given visual aids of the classifications, identify four classes of fire.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 6: SAFETY AWARENESS

COMPETENCY 6.0.3.: EXAMINE HANDLING TECHNIQUES

TERMINAL PERFORMANCE OBJECTIVE: After receiving information, students will follow directions for the proper techniques used in manually lifting material, machine lifting material, and the handling and storage of hazardous material.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 6.0.3.1.: Given instruction, accurately follow written or verbal instructions.
- 6.0.3.2.: Given instruction and a situation, identify proper methods of handling materials.
- 6.0.3.3.: Through instruction, identify proper handling and storage of hazardous material.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 6: SAFETY AWARENESS

COMPETENCY 6.0.4.: EXAMINE PROPER USE OF EQUIPMENT

TERMINAL PERFORMANCE OBJECTIVE: At the conclusion of instruction, students will have a working knowledge of personal protective equipment and their uses, and will demonstrate this knowledge by successfully completing a written test.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 6.0.4.1.: Given instruction, identify and demonstrate proper operation of equipment.
- 6.0.4.2.: Given instruction, identify various uses of personal protective equipment and have a working knowledge of these devices as per instructor's/supervisor's criteria.
- 6.0.4.3.: Given safety guards, identify the uses of safety guards and practice using and adjusting these devices as per instructor's criteria.

OCCUPATIONAL WORK ADJUSTMENT

UNIT 7: MONEY MANAGEMENT

- COMPETENCY 7.0.1.:** Develop money management skills
- COMPETENCY 7.0.2.:** Establish a savings account
- COMPETENCY 7.0.3.:** Establish a checking account
- COMPETENCY 7.0.4.:** Act as an informed and responsible consumer

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 7: MONEY MANAGEMENT

COMPETENCY 7.0.1.: DEVELOP MONEY MANAGEMENT SKILLS

TERMINAL PERFORMANCE OBJECTIVE: Students will be able to calculate earnings, identify basic payroll deductions, maintain accurate records, compare income and expenses, evaluate spending patterns, and prepare a personal budget.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 7.0.1.1.: Given work time sheets, the student will be able to accurately calculate their earnings.
- 7.0.1.2.: Using a pay stub, identify all basic payroll deductions.
- 7.0.1.3.: In a situation where a pay discrepancy exists, list the proper channels to resolve said pay discrepancies.
- 7.0.1.4.: During a one year period, accurately document and maintain all records.
- 7.0.1.5.: After exploring career choices and determining a desired lifestyle, compare and balance income and expenses.
- 7.0.1.6.: Given student income, evaluate all current spending patterns.
- 7.0.1.7.: Given current and possible future incomes, successfully prepare a personal budget.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 7: MONEY MANAGEMENT

COMPETENCY 7.0.2.: ESTABLISH A SAVINGS ACCOUNT

TERMINAL PERFORMANCE OBJECTIVE: After acquiring information, the student will compare various local banks, complete a savings account application, identify procedures for deposits and withdrawals, develop a savings plan and verify account accuracy and status.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 7.0.2.1.: After comparing banking institution services, select one which best meets the individual needs.
- 7.0.2.2.: While visiting a bank, accurately complete a savings account application.
- 7.0.2.3.: Once a bank account has been established, be able to accurately identify the procedure for making a deposit.
- 7.0.2.4.: Given a paycheck on a regular schedule, develop a regular savings pattern.
- 7.0.2.5.: Using their own savings account statement, check to verify account accuracy and status.
- 7.0.2.6.: Given an established savings account, accurately identify those procedures necessary for withdrawals.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 7: MONEY MANAGEMENT

COMPETENCY 7.0.3.: ESTABLISH A CHECKING ACCOUNT

TERMINAL PERFORMANCE OBJECTIVE: Students will be able to compare various local banks, complete a checking account application, identify the procedures for deposits and withdrawals, and write a check and complete the check register.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 7.0.3.1.: While comparing banking institution services, select one which best satisfies the individual's needs.
- 7.0.3.2.: During a bank visit, accurately complete a checking account application.
- 7.0.3.3.: Given a checking deposit slip, accurately identify those procedures for deposits.
- 7.0.3.4.: Given a sample checking account, accurately identify those procedures necessary for withdrawals.
- 7.0.3.5.: Given sample information, accurately write checks with 100% accuracy.
- 7.0.3.6.: Given a sample check register, complete check register accurately.
- 7.0.3.7.: Given a sample bank statement, accurately reconcile the bank statement.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 7: MONEY MANAGEMENT

COMPETENCY 7.0.4.: ACT AS AN INFORMED AND RESPONSIBLE
CONSUMER

TERMINAL PERFORMANCE OBJECTIVE: Students will be able to identify consumer rights and responsibilities, methods for wise consumer practices, and the effects of advertising on consumers.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

7.0.4.1.: Given information, identify and list at least five consumer rights and responsibilities.

7.0.4.2.: Given information, identify and list at least two methods for wise consumer practices.

7.0.4.3.: Given current advertisements, identify and list at least three effects of advertising on consumers.

OCCUPATIONAL WORK ADJUSTMENT

UNIT 8: ACADEMIC REMEDIATION

COMPETENCY 8.0.1.: Develop mathematical skills

COMPETENCY 8.0.2.: Develop oral and written communication skills

COMPETENCY 8.0.3.: Develop reading skills

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 8: ACADEMIC REMEDIATION

COMPETENCY 8.0.1.: DEVELOP MATHEMATICAL SKILLS

TERMINAL PERFORMANCE OBJECTIVE: Given a pretest, the students' current knowledge and skill levels will be determined for individual remediation. A post-test will be taken to evaluate competency gains.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 8.0.1.1.: Given the results of pretests, accurately determine current knowledge and skill levels.
- 8.0.1.2.: Given materials and instruction, improve knowledge and skills through individualized remediation.
- 8.0.1.3.: Given post-test results, evaluate competency gains.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 8: ACADEMIC REMEDIATION

COMPETENCY 8.0.2.: DEVELOP ORAL AND WRITTEN
COMMUNICATION SKILLS

TERMINAL PERFORMANCE OBJECTIVE: Given a pretest, the students' current knowledge and skill levels will be determined for individual remediation. A post-test will be taken to evaluate competency gains.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 8.0.2.1.: Given the results of pretests, accurately determine current knowledge and skill levels.
- 8.0.2.2.: Given materials and instruction, improve knowledge and skills through individualized remediation.
- 8.0.2.3.: Given post-test results, evaluate competency gains.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 8: ACADEMIC REMEDIATION

COMPETENCY 8.0.3.: DEVELOP READING SKILLS

TERMINAL PERFORMANCE OBJECTIVE: Given a pretest, the students' current knowledge and skill levels will be determined for individual remediation. A post-test will be taken to evaluate competency gains.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 8.0.3.1.: Given the results of pretests, accurately determine current knowledge and skill levels.
- 8.0.3.2.: Given materials and instruction, improve knowledge and skills through individualized remediation.
- 8.0.3.3.: Given post-test results, evaluate competency gains.

OCCUPATIONAL WORK ADJUSTMENT

UNIT 9: EXPLORING TAXES

- COMPETENCY 9.0.1.:** Identify taxpayers' rights and responsibilities
- COMPETENCY 9.0.2.:** Recognize responsibility to pay income taxes through withholding
- COMPETENCY 9.0.3.:** Complete Form 1040 EZ
- COMPETENCY 9.0.4.:** Acquire knowledge of state and local taxes

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 9: EXPLORING TAXES

COMPETENCY 9.0.1.: IDENTIFY TAXPAYERS' RIGHTS AND RESPONSIBILITIES

TERMINAL PERFORMANCE OBJECTIVE: After acquiring information regarding taxpayers' responsibilities, the student will summarize their rights and responsibilities as taxpayers.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

9.0.1.1.: Given instruction, list at least three goods and services provided through tax revenues.

9.0.1.2.: Given information, list at least two consequences for failing to comply with tax laws.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT
UNIT 9: EXPLORING TAXES
COMPETENCY 9.0.2.: RECOGNIZE RESPONSIBILITY TO PAY
INCOME TAXES THROUGH WITHHOLDING

TERMINAL PERFORMANCE OBJECTIVE: Given up-to-date information regarding the preparation of Form W-4, the student will complete a Form W-4 with 100% accuracy.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 9.0.2.1.: Given a sample W-4 form, review the W-4 form with understanding.
- 9.0.2.2.: Given instruction, complete a vocabulary test with at least 75% accuracy.
- 9.0.2.3.: Given a W-4 form, complete the W-4 form with 100% accuracy.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 9: EXPLORING TAXES

COMPETENCY 9.0.3.: COMPLETE FORM 1040 EZ

TERMINAL PERFORMANCE OBJECTIVE: Given up-to-date information regarding the preparation of Form 1040 EZ, the student will complete a Form 1040 EZ as per instructor's criteria.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 9.0.3.1.: Given samples, identify information on the W-2 form with understanding.
- 9.0.3.2.: Given instruction, be able to successfully identify proper withholding allowances and dependents.
- 9.0.3.3.: Given instruction, accurately determine filing status for a tax return.
- 9.0.3.4.: Given instruction, accurately determine which tax form is appropriate for their return.
- 9.0.3.5.: Given sample form, complete 1040 EZ, with 100% accuracy.

PROGRAM: OCCUPATIONAL WORK ADJUSTMENT

UNIT 9: EXPLORING TAXES

COMPETENCY 9.0.4.: ACQUIRE KNOWLEDGE OF STATE AND LOCAL TAXES

TERMINAL PERFORMANCE OBJECTIVE: Given information, the student will understand that state and local governments need revenue to provide goods and services for their residents.

COMPETENCY BUILDERS AND PUPIL PERFORMANCE OBJECTIVES:

- 9.0.4.1.: Given information, list at least five goods and services provided by state and local government.
- 9.0.4.2.: Given information, identify at least two sources of revenue for state and local governments.
- 9.0.4.3.: Given information, identify at least two areas where money is spent by state and local governments.

PUPIL EVALUATION POLICY

OCCUPATIONAL WORK ADJUSTMENT

OCCUPATIONAL WORK ADJUSTMENT

PUPIL EVALUATION POLICY

The pupil evaluation policy provides a basis for decision making. As such, consideration should be given to the fact that different types of assessment serve different purposes. Three types of assessments will be utilized:

1. **Preassessments**, usually administered before instruction, are generally diagnostic and help teachers plan instruction to meet students' needs.
2. **Formative assessments** are conducted during instruction and help teachers make necessary adjustments in instruction.
3. **Summative assessments** are made after an appropriate period of instruction and are designed to determine the degree to which students have mastered competencies.

A student's grade shall be determined by his or her performance in the following three areas:

<u>Area</u>	<u>Proportion of grade</u>
♦ Classroom activities	45%
♦ Laboratory activities	45%
♦ Personal development	10%

Students will be evaluated frequently, with emphasis on performance. Extra credit may be earned through teacher-approved individual studies or activities.

OCCUPATIONAL WORK ADJUSTMENT

ACADEMIC COURSE OUTLINES

LANGUAGE ARTS - GRADE 8

LANGUAGE ARTS - GRADE 9

MATHEMATICS - GRADE 8

MATHEMATICS - GRADE 9

LANGUAGE ARTS

GRADE 8

GRADE 9

COURSE OUTLINE
LANGUAGE ARTS - GRADE 8

I. Reading

- A. Structure
- B. Meaning and Construction
- C. Application
- D. Multidisciplinary

II. Writing

- A. Structure
- B. Meaning and Construction
- C. Application
- D. Multidisciplinary

III. Listening/Visual Literacy

- A. Structure
- B. Meaning and Construction
- C. Application
- D. Multidisciplinary

IV. Oral Communications

- A. Structure
- B. Meaning and Construction
- C. Application
- D. Multidisciplinary

NOTE: The regular Course of Study for the District will be utilized for English - Grade 8. The above outline represents the major divisions of said Course of Study.

COURSE OUTLINE

LANGUAGE ARTS - GRADE 9

I. Reading

- A. Structure
- B. Meaning and Construction
- C. Application
- D. Multidisciplinary

II. Writing

- A. Structure
- B. Meaning and Construction
- C. Application
- D. Multidisciplinary

III. Listening/Visual Literacy

- A. Structure
- B. Meaning and Construction
- C. Application
- D. Multidisciplinary

IV. Oral Communications

- A. Structure
- B. Meaning and Construction
- C. Application
- D. Multidisciplinary

NOTE: The regular Course of Study for the District will be used for English - Grade 9. The above outline represents the major divisions of said Course of Study.

MATHEMATICS

GRADE 8

GRADE 9

COURSE OUTLINE
MATHEMATICS - GRADE 8

I. Patterns, Relations, and Functions

- A. Inverse Operations
- B. Function Relations
- C. Right Triangles
- D. Shapes
- E. Environmental Patterns

II. Problem-Solving Strategies

- A. Problem-Solving
- B. Extension of Problem-Solving Methods

III. Numbers and Number Relations

- A. Equipment Forms
- B. Rationals
- C. Irrationals
- D. Structure of the Number System
- E. Topics in Number Theory
- F. Percentages

IV. Geometry

- A. Similar Figures
- B. Parallel Lines Cut by Transversal
- C. Figures and Shapes
- D. Linear Relationships
- E. Circles
- F. Pythagorean Theorem
- G. Rectangular Solids

V. Algebra

- A. Tables, Graphs, and Equations
- B. Inequalities
- C. The Coordinate Plane
- D. Factoring

COURSE OUTLINE - MATHEMATICS (Continued)

VI. Measurement

- A. Irregular Polygons
- B. Regular Polygons
- C. Solids
- D. Significant Digits
- E. Precision
- F. Measuring Tools
- G. Money

VII. Estimation and Mental Computation

- A. Equivalent Representations
- B. Application of Estimation

VIII. Data Analysis and Probability

- A. Data Analysis
- B. Probability
- C. Validity of Data

Note: The regular Course of Study for the District will be used for Mathematics - Grade 8. The above outline represents the major divisions of said Course of Study.

COURSE OUTLINE
MATHEMATICS - GRADE 9

- I. Patterns, Relations, and Functions
 - A. Patterns
 - B. Relations
 - C. Functions

- II. Problem-Solving Strategies
 - A. Interpretation
 - B. Development

- III. Numbers and Number Relations
 - A. Comparison, Rounding, and Order
 - B. Number Computation
 - C. Proportions

- IV. Geometry
 - A. Points, Lines, Rays, and Angles
 - B. Plane Figures
 - C. Solid Figures

- V. Algebra
 - A. Algebraic Expressions
 - B. Equations

- VI. Measurement
 - A. U.S. Standard
 - B. Metric

- VII. Estimation and Mental Computation
 - A. Estimation
 - B. Mental Computation

- VIII. Data Analysis and Probability
 - A. Data Analysis
 - B. Probability

Note: The regular Course of Study for the District will be used for Mathematics - Grade 9. The above outline represents the major divisions of said Course of Study.