Career and Technical Education Curriculum

2008

Ravalli Curriculum Consortium

Ravalli County, Montana

Family & Consumer Sciences

Business

Industrial Technology

SENATE EDUCATION
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Acknowledgement

The following people served on the Career and Technical Education Curriculum Review Committee in 2008:

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In the Fall of 2008, the committee met with the Ravalli Curriculum Consortium for twenty hours of concentrated Career and Technical Education curriculum development. The committee reviewed current practices, student achievement data, current research, and existing Career and Technical Education curriculum from each district, curriculum guides from other states, the National Standards, and the Montana Standards. The curriculum guide which follows is the culmination of this work.
Gratitude and appreciation are extended to the individual committee members for their hard work and dedication.

Hamilton School District
Career and Technical Education Position Statement

In order to successfully implement the Career and Technical Education Curriculum in Hamilton School District, the committee recommends the following:

Continued District support and funding for:

- Staffing
- Textbooks
- Software and software updates
- Updated high speed Internet access
- Equipment and hardware
- Materials and supplies

These items need to be current, linked to the needs of post secondary programs, and best practices. A replacement and funding schedule should be established following the five year plan for technology. It may be necessary to have increased funding by instituting a technology levy.

Adequate time should be allocated for school/community collaboration and vertical teaming. Also, adequate time must be provided for teachers to prepare lessons, grade student projects, and maintain equipment. To ensure awareness of national best practices and to provide the highest quality education to our students, teachers must be supported in seeking training opportunities in state and federal best practices in their particular CTE area.

The District should strive to provide adequate course offering and depth in each CTE area and implement exploratory survey-type classes at the Middle School in all CTE areas to better prepare students for the opportunities available in the High School. In addition, elementary keyboarding programs should be implemented consistently throughout the district.

In order to ensure safety and instructional efficacy, class sizes should be kept at the recommended state accreditation levels.

Family

And

Consumer

Sciences
2008

Family and Consumer Science

Philosophy Statement

The philosophy of Family and Consumer Sciences is to encourage, teach and inspire students to manage every aspect of their lives. They are given the information and tools they need to make decisions involving their health, family, career and community.

Standard	Benchmark	Skills & Knowledge	Family Skills that apply to family decisions, communication and development	Community Skills that apply to community concerns and development opportunities for individuals and groups	Career Skills that apply to job technologies and group and individual development
1 .Students experience various career opportunities and assess personal career pathways.	**1.1** Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals. **1.2** Utilize local resources to research career plans. **1.3** Recognize the interrelationships of family, community, career, and leisure roles.	**1.1.1** Students will complete Aptitude tests to identify and examine Personal Aptitudes.			X
		1.2.1,2 Students will set up and complete a job shadow to gain just career information.			X
		1.3.1,3 Students will identify and research 3 career choices, write a paper and present the information to classmates to become more familiar with aspects of the careers.			X
		1.4.1,3 Students will identify personal interests through s variety of survey activities.		X	X
		1.5.1,2,3 Students will set up and meet with other career professionals to network about career opportunities.		X	X
		1.6.1,2,3 Students will explore the job information and opportunities that local job service has to offer.		X	X
		1.7.1,3 Identify and discuss the importance of leadership roles within the family, community and workplace.	X	X	X

Standard	Benchmark	Skills & Knowledge	**Family** Skills that apply to family decisions, communication and development	**Community** Skills that apply to community concerns and development opportunities for individuals and groups	**Career** Skills that apply to job technologies and group and individual development
		1.8.1,2,3 Students will discuss and network with professionals to identify successful life management, employment and career development.	X	X	X
		1.9.3 Students will discuss/understand how to balance home, family and work life.	X		X
		1.10.1,3 Students will understand how to balance family and career using personal aptitudes and abilities.	X		X
		1.11.1 Students will understand the job application process of writing resumes and interviewing.			X
		1.12.3 Students will effectively manage their time to fill multiple roles in their lives.	X	X	X
		1.13.1,3 Apply effective leadership skills in formal and informal situations.	X	X	X

Standard	Benchmark	Skills & Knowledge	**Family** Skills that apply to family decisions, communication and development	**Community** Skills that apply to community concerns and development opportunities for individuals and groups	**Career** Skills that apply to job technologies and group and individual development
		1.14.2,3 Utilize local resources to research career plans Such as "joblinc", newspapers, internet, job services, and career fairs.		X	X
		1.15.3 Summarize local and global policies issues, and trends in the workplace and community that affect individuals and families.	X	X	X
		1.16.1,2,3 Apply communication skills in school, FCCLA, community and workplace settings.		X	X

Standard	Benchmark	Skills & Knowledge	Family Skills that apply to family decisions, communication and development	Community Skills that apply to community concerns and development opportunities for individuals and groups	Career Skills that apply to job technologies and group and individual development
2. Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).	**2.1** Prepare a budget and keep financial records **2.2** Prioritize, allocate time, prepare and follow schedules to complete a project **2.3** Apply appropriate time to task **2.4** Use physical resources wisely to accomplish a goal	**2.1.1** Understand the components of a financial plan.	X		
		2.2.1 Review how financial goals can be met by using a spending plan.	X		
		2.3.1 Analyze the spending plan project.	X		
		2.4.2,3 Demonstrate time management skills to complete tasks.	X		X
		2.5.2,3 Set hourly, daily, and weekly goals to monitor individual and group progress, modify when necessary.	X	X	X
		2.6.4 Utilize effective resource management to access, collect, and process data.	X		X
		2.7.4 Recognize all resources available to accomplish a goal.	X	X	X
		2.8.2,3 Recognize personal time restraints.	X		X

Standard	Benchmark	Skills & Knowledge	**Family** Skills that apply to family decisions, communication and development	**Community** Skills that apply to community concerns and development opportunities for individuals and groups	**Career** Skills that apply to job technologies and group and individual development
		2.9.2,3 Manage multiple priorities and assess effectiveness of outcomes (e.g., school, work, and family.)	X	X	X
		2.10.4 Students will recognize the new technology and materials that is available to help families better manage their lives	X		
		2.11.1 Student will learn how to manage a checking account to balance various family expenses	X		
		2.12.2,3 Students will develop a work plan that enables them to finish a project in a specific amount of time.	X	X	X
		2.13.1 Understand the components of a financial plan.	X		X
		2.14.1 Review how financial goals can be met by using a spending plan.	X		X
		2.15.1,4 Analyze the spending plan project.	X		X

Standard	Benchmark	Skills & Knowledge	Family Skills that apply to family decisions, communication and development	Community Skills that apply to community concerns and development opportunities for individuals and groups	Career Skills that apply to job technologies and group and individual development
3.Students acquire and utilize personal and leadership	<u>3.1</u> Demonstrate active	**2.16.1,4** Create a spending plan using a plan tracking system such as Excel.	X		X
		2.17.1 Evaluate a monthly spending plan compared to actual monthly expenses.	X		X
		3.1.4 Apply evaluate the "color your personality" activity.	X	X	X
		3.2.2,4 Understand the qualities and behaviors that constitute a positive and professional work demeanor.			X
		3.3.2,4,5 Identify and discuss positive work ethics and parallel ethics to ones personal life.	X		X
		3.4.2,3 Understand the importance and accountability and responsibility in fulfilling personal, community, and workplace roles.	X	X	X
		3.5.2,3,4,5 Understand the role of personal integrity and ethical behavior in the workplace.			X

Standard	Benchmark	Skills & Knowledge	Family Skills that apply to family decisions, communication and development	Community Skills that apply to community concerns and development opportunities for individuals and groups	Career Skills that apply to job technologies and group and individual development
skills to become successful, productive citizens	leadership skills by participation in group activities and projects **3.2** Demonstrate positive personal and work ethics **3.3** Demonstrate skills to be a productive citizen **3.4** Apply self-esteem building practices **3.5** Demonstrate appreciation for diverse perspective needs and characteristics **3.6** Practice several methods of effective communication.				
		3.6.2,3,4,6 Demonstrate the power of positive feedback as related to building self-esteem.	X	X	X
		3.7.2,3,4,6 Analyze the effects of self-esteem and self-image on relationships.	X	X	X
		3.8.1,2,3,4,5,6 . Apply and discuss self-esteem activities to show higher performance in the work place.			X
		3.9.3,5 Analyze the effects of gender, ethnicity, and culture on individual development.	X	X	X
		3.10.2,3,4,6 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.	X	X	X

Standard	Benchmark	Skills & Knowledge	Family Skills that apply to family decisions, communication and development	Community Skills that apply to community concerns and development opportunities for individuals and groups	Career Skills that apply to job technologies and group and individual development
		3.11.1,2,3 Students will learn how to delegate responsibilities to specific group members to effectively reach a project goal		X	X
		3.12.1,2,3,4 Students will learn how to cooperate and respect other peers while completing daily group activities	X	X	X
		3.13.1,2,3 Demonstrate techniques that develop team and community spirit.		X	X
		3.14.2,3,4 Demonstrate strategies to motivate, encourage, and build trust in group and family members	X	X	X
		3.15.2,3,4,5 Analyze global influences on today's families	X	X	
		3.16.2,3,6 Demonstrate effective listening and feedback techniques	X	X	X
		3.17.1,2,3,5 Demonstrate teamwork skills in school, community and workplace settings.		X	X

Standard	Benchmark	Skills & Knowledge	Family Skills that apply to family decisions, communication and development	Community Skills that apply to community concerns and development opportunities for individuals and groups	Career Skills that apply to job technologies and group and individual development
		3.18.5,6 Analyze strategies to manage the effects of changing technologies in workplace setting.			X
		3.19.1,2,3,5,6 Demonstrate leadership skills and abilities in school, workplace and community settings.		X	X
		3.20.2,6 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.		X	X
		3.21.1,2,3,4,5,6 Participate in national clubs such as FCCLA to develop self-esteem and appreciation for diversity in school, work and community.		X	X
		3.22.3,5 Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of conditions	X		
4. Students acquire and demonstrate current technical	**4.1** Practice technical skills				

Standard	Benchmark	Skills & Knowledge	Family Skills that apply to family decisions, communication and development	Community Skills that apply to community concerns and development opportunities for individuals and groups	Career Skills that apply to job technologies and group and individual development
skills leading to an occupation.	and procedures required for an occupation **4.2** Practice safe and appropriate use of technology **4.3** Select the appropriate tools, equipment and procedures **4.4** Manage and maintain technological tools and follow troubleshooting protocol **4.5** Apply technical information to a variety of sources	**4.1.1,2,3,4,5** Practice computer research techniques		X	X
		4.2.1,5, Identify and use skills that apply to multiple technologies.	X	X	X
		4.3.1,2,3,4,5 Identify the specific uses of equipment that are used for technical careers and in the home	X		X
		4.4.2,3,4 Learn how to appropriately clean and maintain equipment	X		X
		4..5.1,2,3,4, Develop habits to become familiar with safety procedures of technology and equipment	X		X
		4.6.1,5 Demonstrate the ability to operate equipment relating to their career of interest.			X
		4.7.1,5 Describe current technical skills required for an occupation through research, guest speaker or a work study program			X

Standard	Benchmark	Skills & Knowledge	Family Skills that apply to family decisions, communication and development	Community Skills that apply to community concerns and development opportunities for individuals and groups	Career Skills that apply to job technologies and group and individual development
		4.8.2,3,4 Demonstrate safe practices by using appropriate tools, equipment and procedures in school labs and at the work place.			X
		4.9.1,2,3,4,5 Explain the roles and functions of individuals engaged in facilities management and maintenance careers.			X
		4.10.1,5 Analyze the effects of facilities management and maintenance occupations on local, state, national, and global economies.		X	X
		4.11.1,5 Analyze the role of professional organizations in facilities management and maintenance professions		X	X
		4.12.2,3,4 Perform facilities maintenance based on established standards.		X°	X
		4.13.2,4,5 Summarize federal and state regulations regarding safe handling use and storage of chemicals.	X	X	X

Standard	Benchmark	Skills & Knowledge	Family Skills that apply to family decisions, communication and development	Community Skills that apply to community concerns and development opportunities for individuals and groups	Career Skills that apply to job technologies and group and individual development
		4.14.1,2,3,4,5 Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administrations (OSHA).		X	X
		4.15.1,2,3,4,5 Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and family agencies.	X	X	X
		4.16.2,3,4 Summarize the functions of machines and equipment	X	X	X
5. Students know and	**5.1** Practice and demonstrate				

Standard	Benchmark	Skills & Knowledge	Family Skills that apply to family decisions, communication and development	Community Skills that apply to community concerns and development opportunities for individuals and groups	Career Skills that apply to job technologies and group and individual development
demonstrate the requirements of the workplace through authentic application	academic and technical skills to a workplace setting **5.2** Apply the concepts of entrepreneurship **5.3** Identify possible outcomes and consequences of decisions **5.4** Use acceptable industry standard equipment in a school setting	**5.1,4** Guided use of tools and equipment within daily lesson activities.	X	X	X
		5.2.2,3 Organizing information learned to develop a group fundraiser		X	X
		5.3.3 Utilize work plans and reports to analyze outcomes of process choices.	X	X	X
		5.4.2,3 Utilize skills learned in workplace role-play and through community cooperative opportunities.		X	X
		5.5.1,3 Problem solve through classroom labs and experiments	X	X	X
		5.6.3 Identify ways to effectively resolve workplace issues			X

Standard	Benchmark	Skills & Knowledge	**Family** Skills that apply to family decisions, communication and development	**Community** Skills that apply to community concerns and development opportunities for individuals and groups	**Career** Skills that apply to job technologies and group and individual development
		5.7.1,3 Identify personal skills and hobbies that can be developed to start a career that is in high demand			X
		5.8.2,3 Analyze opportunities for employment and entrepreneurial endeavors.			X
		5.9.1,3 Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community services careers.	X	X	X
		5.10.1,3 Demonstrate use of technology in human services.		X	X

Industrial

Technology

2008

Industrial Technology

Philosophy

The Industrial Technology curriculum of Ravalli County is designed to effectively prepare students for technical careers and to help students continually adapt to the changing demands of the work force. This curriculum is independent of a student's sex, ethnic origin, or social economic status. It serves to help students develop occupational skills necessary to obtain meaningful entry level employment and post secondary training acquiring good work habits, to develop an appreciation for quality performance and craftsmanship, to be aware of various employment opportunities, and to produce an understanding of the importance of responding to change and mobility in the job market.

An Industrial Technology background for all students is essential if we are to adequately prepare youth to appreciate, understand, and participate in the activities created by the ever changing technological age characterized by the widespread use of technological media. The curriculum provides for computer assisted instruction, design, and manufacturing to address this need.

Participation in Industrial Technology course work allows essential opportunities for students to transfer and apply knowledge and skills they have gained in areas such as math, science, and language arts into practical working situations.

The Industrial Technology curriculum is exploratory in nature with an ever increasing focus on the specifics of each discipline as the students move from the middle school through the high school levels. The curriculum provides appropriate developmental activities that give students opportunities to practice creative expression through the use of basic tools, materials, and processes. The curriculum helps students develop their organizational and problem solving skills through information collection, analysis, and communication; through logical thinking and procedures; and through the development of basic responsibilities inherent in the completion of tasks. The curriculum also emphasizes that learning is a life-long process.

Finally, the Industrial Technology curriculum provides instruction in safe practices while students work with hand tools, machine tools, and eco-sensitive chemicals. Inherent in this safety instruction is the realization that the curriculum must also address the areas of personal health and the environmental impact of using a variety of materials and processes.

Career and Technical Education
Industrial Technology
Drafting
Grades 9-12

Standard	Benchmark	Skills & Knowledge
1. Students experience various career opportunities and assess personal career pathways.	**1.1** Explore and identify personal interests, abilities and develop strategies to achieve tentative career goals. **1.2** Utilize local resources to research career plans. **1.3.** Recognize the interrelationships of family, community, career, and leisure roles.	**1.1.1** Students will conduct career searches related to CTE careers using internet, counselors, and other experts. **1.2.2** Use local professionals for information and demonstrations related to careers in drafting. **1.3.3** Students will identify vocational, recreational, and interpersonal interests and understand how they relate within the Bitterroot Valley.
2. Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).	**2.1** Prepare a budget and keep financial records. **2.2** Prioritize, allocate time, prepare and follow schedules to complete a project. **2.3** Apply appropriate time to task. **2.4** Use physical resources wisely to accomplish a goal.	**2.1.1** Students will maintain bill of material records. **2.2.2** Students will manage their projects for timelines, schedules, and completion. **2.3.2** Refer to 2.2.1 **2.4.3** Students will prepare a plan of procedure to accomplish goals. **2.4.4** Students will use equipment efficiently to accomplish task.

3. Students acquire and utilize personal and leadership skills to become successful, productive citizens.	3.1 Demonstrate active leadership skills by participation in group activities and projects. 3.2 Demonstrate positive personal and work ethics. 3.3 Demonstrate skills to be a productive citizen. 3.4 Apply self-esteem building practices. 3.5 Practice several methods of effective communication.	3.1.1 Students will complete team projects and assignments. 3.2.1 Students will be assessed on daily performance and participation. 3.3.2 Students look for opportunities to help others within the school system and greater community. 3.4.3,4 Students will develop self-esteem through the completion of individual projects. 3.5.5 Design projects will include several drafting techniques to convey the project.
4. Students acquire and demonstrate current technical skills leading to an occupation.	4.1 Practice technical skills and procedures required for an occupation. 4.2 Practice safe appropriate use of technology. 4.3 Select the appropriate tools, equipment, and procedures for the task. 4.4 Manage and maintain technical tools and follow troubleshooting protocol.	4.1.1 Skills will be acquired through practical application of proper drafting techniques. 4.2.2 Students will demonstrate safe use of drafting equipment. 4.3.3 Appropriate drafting techniques will be demonstrated to complete the task. 4.4.4 Students will develop problem solving skills to complete drafting assignments.

5. Students know and demonstrate the requirements of the workplace through authentic application	**5.1** Practice and demonstrate academic and technical skills to a workplace setting **5.2** Apply the concepts of entrepreneurship **5.3** Identify possible outcomes and consequences of decisions **5.4** Use acceptable industry standard equipment in a school setting	**5.1.1** Students will place an emphasis on a positive work environment. **5.2.2** Students will develop individual strengths related to entrepreneurship in the drafting field. **5.2.3** Students will develop forecasting skills to predict potential outcomes. **5.2.4** Students will demonstrate the use of current drafting software.

Career and Technical Education
Industrial Technology
Woods
Grades 9-12

Standard	Benchmark	Skills & Knowledge
1. Students experience various career opportunities and assess personal career pathways.	1.1 Explore and identify personal interests, abilities and develop strategies to achieve tentative career goals. 1.2 Utilize local resources to research career plans. 1.3. Recognize the interrelationships of family, community, career, and leisure roles.	1.1.1 Students will conduct career searches related to woodworking careers using internet, counselors, and other experts. 1.2.2 Use local professionals for information and demonstrations related to careers in wood processing fields. 1.3.3 Students will identify vocational, recreational, and interpersonal interests and understand how they relate within the Bitterroot Valley.
2. Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).	2.1 Prepare a budget and keep financial records. 2.2 Prioritize, allocate time, prepare and follow schedules to complete a project. 2.3 Apply appropriate time to task. 2.4 Use physical resources wisely to accomplish a goal.	2.1.1 Students will maintain bill of material records. 2.2.2 Students will manage their projects for timelines, schedules, and completion. 2.3.2 Students will prepare a plan of procedure to accomplish goals. 2.4.3 Students will complete a project in an appropriate amount of time for the complexity of the project 2.5.4 Students will learn to process materials with the minimum amount of waste.

3. Students acquire and utilize personal and leadership skills to become successful, productive citizens.	**3.1** Demonstrate active leadership skills by participation in group activities and projects. **3.2** Demonstrate positive personal and work ethics. **3.3** Demonstrate skills to be a productive citizen. **3.4** Apply self-esteem building practices. **3.5** Demonstrate appreciation for diverse perspective needs and characteristics. **3.6** Practice several methods of effective communication.	**3.1.1,2** Students complete team projects and assignments. **3.2.2** Students will be assessed on daily performance and participation. **3.3.3** Students look for opportunities to help otfiers within the school system and greater community. **3.4.4** Students will develop self-esteem through the completion of individual projects. **3.5.5** students will explore different styles of end products and compare differences **3.6.6** Students will give a presentation to the class describing their finished product. **3.7.6** Students will show the draft and plan of procedure used to build the project. **3.8.1** Demonstrate mentoring abilities. **3.9.2,3** Students will be there on time and on task.

4. Students acquire and demonstrate current technical skills leading to an occupation.	**4.1** Practice technical skills and procedures required for an occupation. **4.2** Practice safe appropriate use of technology. **4.3** Select the appropriate tools, materials, equipment, and procedures for the task. **4.4** Manage and maintain technical tools and follow troubleshooting protocol. **4.5** Apply technical information to a variety of sources.	**4.1.1** Identify basic hand tools and appropriate use **4.2.1** Demonstrate the ability to measure and calculate construction material needs **4.3.2** Demonstrate proper operation of basic power equipment ie: band saw, scroll saw, mechanical sanding devices, drill press, etc **4.4.2,3** Practice proper safety techniques while operating tools/equipment **4.4.3,4** Demonstrate the proper storage and upkeep of tools/equipment **4.5.2** Provide a safe and clean work area **4.6** Identify building materials for residential construction **4.6.3** Choose the proper materials based on the strengths and limitations of materials used in construction **4.7.1** Identify the basic terms and vocabulary for residential construction **4.8.1** Demonstrate the ability to read a blueprint or drawing **4.9.1** Demonstrate site planning and layout equipment

5. Students know and demonstrate the requirements of the workplace through authentic application	**5.1** Practice and demonstrate academic and technical skills to a workplace setting **5.2** Apply the concepts of entrepreneurship **5.3** Identify possible outcomes and consequences of decisions **5.4** Use acceptable industry standard equipment in a school setting	**5.1.1** Estimate project costs and obtain material **5.2.1** Describe the scope and sequence of a construction project **5.3.2** Understanding licensing, apprenticeship, bonding, insurance, and permits **5.4.4** Identify technological advances in tools/equipment in the construction industry

Business
2008

BUSINESS EDUCATION CURRICULUM

PHILOSOPHY

All students must become technologically literate and be prepared for the changing face of America's workplace, thus becoming life-long learners. Increased technological literacy and work competency offer higher levels of personal fulfillment to individuals, enhance the capability of students to hold meaningful and productive jobs, encourage students' ability to think logically and creatively, and help us as a society to remain globally competitive. The business education curriculum should be taught within the total context of each school and it's setting, whether it be classroom, building, grounds, community or region.

To ensure technological literacy and workplace competency, this curriculum includes strong content with clearly defined standards. The curriculum is based upon the belief that in order for students to achieve success they must develop future career and life plans, while engaging in relevant, authentic problem-solving and applications. They must be able to define their career and life roles and interact effectively with others, emphasizing American Indian culture. The curriculum is designed to be integrated, where appropriate, and includes a variety of assessment techniques that include traditional assessments, performance assessments and standardized assessments.

Standard	Benchmark	Skills & Knowledge	Financial	Admin	Info Tech	Mgmt, Market., Human Res
1. Students experience various career opportunities and assess personal career pathways.	**1.1** Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.	**1.1.1** Know the personal qualifications, interest, aptitudes knowledge and skills necessary to succeed in careers.	X	X	X	X
		1.2.1 Understand the scope of career opportunities and know the requirements for education, training, and licensure	X	X	X	X
		1.3.1 Define and give examples of career clusters.	X	X	X	X
		1.4.1 Develop a career plan that is designed to reflect career interests pathways, and postsecondary options.	X	X	X	X
		1.5.1 Know important strategies for self promotion in the hiring process, such as job applications, resume writing, interviewing skills and preparation of portfolio.	X	X	X	X
	1.2 Utilize local resources to research career plans.	**1.1.2** List and describe various types of occupations in the community (e.g. banker, realtor, ect.)	X	X	X	X
		Identify Job shadow, internship, and work study opportunities.	X	X	X	X

	1.3 Recognize the interrelationships of family, community, career, and leisure roles.	**1.1.3** Use a variety of local resources available for projecting career opportunities and trends.	X	X	X	X
		1.2.3 Select and use resources available for projecting career opportunities and trends.	X	X	X	X
		1.3.3 Relate the importance of career, family and leisure activities to academic and occupational skills.	X	X	X	X
		1.4.3 Analyze personal leisure choices un relation to lifestyle and attainment of career goals.	X	X	X	X
		1.5.3 Identify and learn about careers of family members and friends.	X	X	X	X
2. Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).	**2.1** Prepare a budget and keep financial records.	**2.1.1** Students will use computational software such as Excel to keep track of finances.	X	X	X	X
		2.2.1 Students will learn to identify and prioritize personal financial goals by examining current saving and spending behaviors.	X	X	X	X
	2.2 Prioritize, allocate time, prepare and follow schedules to complete a project.	**2.1.2** Students will learn to set goals and develop time management skills by using a planner to prioritize their responsibilities.	X	X	X	X

	2.3 Apply appropriate time to task.	**2.1.3** Students will use time on task skills to complete a project without direct supervision.	X	X	X	X
	2.4 Use physical resources wisely to accomplish a goal.	**2.1.4** Students will apply the technical skills they learn to everyday projects. Without specific instructions in a project, students will reach an end result by using the resources, skills, and software presented to them.	X	X	X	X
3. Students acquire and utilize personal and leadership skills to become successful, productive citizens.	**3.1** Demonstrate active leadership skills by participation in groups activities and projects.	**3.1.1** Participate in cooperative group activities, clubs or programs (PBA, FCCLA, Newspaper, Yearbook, etc.).	X	X	X	X
		Identify community, regional, national and international business people.	X	X	X	X
	3.2 Demonstrate positive personal and work ethics.	**3.1.2** Exhibit and practice promptness and timeliness.	X	X	X	X
		3.2.2 Exhibit responsibility, trust, and courtesy.	X	X	X	X
		3.3.2 Identify morally and universally accepted business practices as a supervisor, manager and/or employee.	X	X	X	X

		3.4.2 Identify morally and universally accepted business practices as a supervisor, manger and/or employee.	X	X	X	X
		3.5.2 Respect and adhere to chains of command when problems arise.	X	X	X	X
		3.6.2 Establish good attendance.	X	X	X	X
		3.7.2 Establish importance of dress code.	X	X	X	X
	3.3 Demonstrate skills to be a productive citizen.	3.1.3 Be aware of local, state and federal laws that affect business regulations and personal actions.	X	X	X	X
		3.2.3 Acquire technology skills to effectively communicate for personal and business and personal use.	X	X	X	X
		3.3.3 Acquire skills in order to obtain employment (research, application, interview, etc.).	X	X	X	X
	3.4 Apply self-Esteem building practices.	3.1.4 List positive personal, physical and mental characteristics about self.	X	X	X	X
		3.2.4 Identify, assess and analyze individual talents and interests.	X	X	X	X

		3.3.4 Identify how behavior can influence feelings and actions.	X	X	X	X
	3.5 Demonstrate appreciation for diverse perspective needs and characteristics.	**3.1.5** Identify practices for Equal Opportunity Employers.	X	X	X	X
		3.2.5 Cooperate in groups and partnerships to share information and complete projects and goals.	X	X	X	X
		3.3.5 Identify minority groups and cultures that vary in business and personal needs. (Indian Education for All)	X	X	X	X
		3.4.5 Design systems and applications to allow access to all users, including those with cultural, physical and cognitive differences.	X	X	X	X
		3.5.5 Discuss advantages and disadvantages of non-traditional occupations.	X	X	X	X
	3.6 Practice several methods of effective communication.	**3.1.6** Acquire written and oral communication skills that are specific to task. (Public, personal and business skills).	X	X	X	X
		3.2.6 Learn effective and appropriate verbal and nonverbal cues.	X	X	X	X
		3.3.6 Develop skills to give and receive constructive criticism.	X	X	X	X

		3.4.6 Model workplace competencies in reading and comprehending communications and information, as well as job-related terminology.	X	X	X	X
4. Students acquire and demonstrate current technical skills leading to an occupation.	**4.1** Practice technical skills and procedures required for and occupation.	**4.1.1** Students will learn/demonstrate proper keyboarding technique through hands-on practice and touch methodology.		X		
		4.2.1 Students will learn to produce written communication with the computer and word processing software using business formatting and document production methods and standards.		X		
		4.3.1 Students will produce statistical documents using spreadsheet software for calculations and formulas.	X	X		X
		4.4.1 Students use database software to produce management systems and reports.		X		X
		4.5.1 Students will use presentation software to inform, educate, instruct, motivate or entertain audiences.	X	X	X	X

	4.2 Practice safe and appropriate use of technology.	**4.1.2** Students will learn how to protect themselves, their data and their equipment.	X	X	X	X
		4.2.2 Students will learn ethical and moral issues associated with being a responsible consumer user of technology.	X	X	X	X
	4.3 Select the appropriate tools, equipment, and procedures for the task.	**4.1.3** Students will learn the purpose of various business software programs and their best uses and applications.	X	X	X	X
		4.2.3 Students will learn/understand information literacy and the sources/steps necessary for each task.	X	X	X	X
	4.4 Manage and maintain technological tools and follow trouble shooting protocol.	**4.1.4** Students will learn troubleshooting/repair techniques associated with computers and software.	X	X	X	X
		4.2.4 Students will learn safety and maintenance tools associated with equipment and software ie operating system utilities and virus software.	X	X	X	X
	4.5 Apply technical information to a variety of sources.	**4.1.5** Students will use the Internet to research and gather information.	X	X	X	X

		4.2.5 Students will learn to use on-line databases, search engines, and interactive websites for collaborative projects.	X	X	X	X
		4.3.5 Students will apply the technical skills they learn to everyday problems, such as locating addresses, phone numbers, stock quotes, technical support, templates, and statistics, as well as producing documents or multi-media products or presentations with such information.	X	X	X	X
5. Students know and demonstrate the requirements of the workplace through authentic application	**5.1** Practice and demonstrate academic and technical skills to a workplace setting.	**5.1.1** Understand the use of technology on selected segments of the economy.	X	X	X	X
		5.1.2 Understand the influence of current and emerging technology on selected segments of the economy.	X	X	X	X
		5.1.3 Understand effective technologies for Web site development and Internet usage.	X	X	X	X
		5.1.4 Know procedures for maintaining secure information, preventing loss and reducing risk.	X	X	X	X

	5.2 Apply the concepts of entrepreneurship.	**5.2.1** Know cash management techniques, including bank reconciliation and cash controls.	X	X		X
		5.2.2 Understand the role of managerial accounting and the use of planning and control principles to evaluate the performance of an organization.	X	X		X
		5.2.3 Know the agencies that affect accounting procedures and discuss regulations and compliance issues that influence business decisions.	X	X		X
		5.2.4 Examine and use technological services to achieve objectives and make decisions in accounting and finance.	X	X		X
		5.2.5 Examine the components and purpose of a business plan.	X	X	X	X
	5.3 Identify possible outcomes and consequences of decisions.	**5.3.1** Understand the qualities and behaviors that constitute a positive work demeanor.	X	X	X	X
		5.3.2 Understand the importance of accountability and responsibility in fulfilling personal, community and workplace roles.	X	X	X	X

		5.3.3 Understand the need to adapt to varied roles and responsibilities.	X	X	X	X
		5.3.4 Understand that individual actions can affect the larger community.	X	X	X	X
	5.4 Use acceptable industry standard equipment in a school setting.	**5.4.1** Use software and equipment that is compatible with current industry standards.	X	X	X	X

Montana Standards for Career and Vocational Technical Education

Career and Vocational/Technical Education is a program of articulated sequential experiences that prepare students for successful participation in community, family, postsecondary education and careers.

Career and vocational/Technical Education programs include Agriculture, Business and Marketing, Family and Consumer Sciences, Industrial Technology and Trades and Industry.

Career and Vocational/Technical Education programs focus o career preparation, resource management, communication, technical skill development, applied academics, technological literacy; and personal skills and leadership. Programs are driven by authentic applications where students will be prepared for the workplace.

Through career and Vocational/Technical Education students are empowered to be successful in today's world.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points-at the end on one high school course, and the completion of six units of vocational coursework.

Content Standard 1—Students experience various career opportunities and assess personal career pathways.

Content Standard 2—Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).

Content Standard 3—Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Content Standard 4—Students acquire and demonstrate current technical skills leading to an occupation.

Content Standard 5—Students know and demonstrate the requirements of the workplace thought authentic application.

Career and Vocational/Technical Education Content Standard 1

Students experience various career opportunities and asses personal career pathways.

Rationale

Rewarding careers and productive employment are built through exploration and an understanding of career choices.

Benchmarks

Students will:

Benchmark I (by the end of 8th grade)	Benchmark II (grades 9-12)	Benchmark III Concentrators
1. describe and demonstrate the importance of goal setting and career planning.	1. explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.	1. develop, evaluate, and modify personal career plans.
2. explore and investigate career opportunities.	2. utilize local resources to research career plans.	2. experience an internship, job shadow, or work experience related to their career plan.
3. describe various lifetime roles (e.g., friend, student, leader, worker, family member).	3. recognize the interrelationships of family, community, career, and leisure roles.	3. evaluate career choices and the effect on family and lifestyle.

Career and Vocational/Technical Education Content Standard 2

Students must be able to manage workplace resources in order to become successful members of society.

Rationale

Students must be able to manage workplace resources in order to become successful members of society.

Benchmarks

Students will:

Benchmark I (by the end of 8th grade)	Benchmark II (grades 9-12)	Benchmark III Concentrators
1. use basic monetary skills, practice maintaining basic financial records.	1. prepare a budget and keep financial records.	1. prepare and analyze financial plans, make forecasts, make adjustments to meet objectives, and evaluate financial records.
2. follow detailed instructions and complete assignment (e.g., project/time management).	2. prioritize, allocate time, prepare and follow schedules to complete a project.	2. select, design complete and evaluate a project (e.g., manage facets of a project).
3. recognize time constraints (e.g., personal time).	3. apply appropriate time to task.	3. manage multiple priorities assess effectiveness of outcomes (school, work, family).
4. recognize limitations on physical resources.	4. use physical resources wisely to accomplish a goal.	4. evaluate the use of physical resources.

Career and Vocational/Technical Education Content Standard 3

Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Rationale

The development of positive personal qualities and leadership is a vital component in career success. This development can be achieved through a variety of methods, which may include Career and technical Student Organizations.

Benchmarks

Students will:

Benchmark I (by the end of 8th grade)	Benchmark II (grades 9-12)	Benchmark III Concentrators
1. serve as a positive role model by following the rules, regulations, and polices of the school community. 2. identify personal and work ethics. 3. recognize characteristics of good citizenship. 4. identify methods that can increase a person's self-esteem. 5. identify methods that can increase a person's self-esteem. 6. describe several methods of communication.	1. demonstrate active leadership skills by participation in group activities and projects. 2. demonstrate positive personal and work ethics. 3. demonstrate skills to be a productive citizen. 4. apply self-esteem building practices. 5. demonstrate appreciation for diverse perspective needs and characteristics. 6. practice several methods of effective communication.	1. assume a leadership role (e.g., team leader, CTSO officer, committee chair). 2. evaluate, compare and contrast positive personal and work ethics. 3. implement and evaluate a successful, productive citizenship activity (i.e., community service project). 4. select methods to constructively build esteem in others as well as self. 5. respect differences and works well with individuals from diverse backgrounds and philosophies. 6. utilize multiple communication methods to complete a class project.

Career and Vocational/Technical Education Content Standard 4

Students acquire and demonstrate current technical skills leading to an occupation.

Rationale

In today's technology-driven society, students must be able to use tools, materials and processes to improve task completion and transfer technical skills within a variety of workplace settings.

Benchmarks

Students will:

Benchmark I (by the end of 8th grade)	Benchmark II (grades 9-12)	Benchmark III Concentrators
1. identify appropriate technical skills required for selected occupation.	1. practice technical skills and procedures required for an occupation.	1. master the technical skills required for an entry level job or advanced training.
2. practice safe and appropriate use to technology.	2. practice safe and appropriate use of technology.	2. practice safe and appropriate use of technology.
3. identify and use the appropriate tools and equipment for the task.	3. select the appropriate tools, equipment, and procedures for the task.	3. mastery of tools and equipment needed for an entry level job or advanced training.
4. identify and demonstrate appropriate care of technological tools.	4. manage and maintain technological tools and follow troubleshooting protocol.	4. manage and maintain technological systems and follow troubleshooting protocol.
5. follow basic technical instruction.	5. apply technical information to variety of sources.	5. adapt technical information generated from a variety of technical sources.

Career and Vocational/Technical Education Content Standard 5

Students know and demonstrate the requirements of the workplace through authentic application.

Rationale

Students who have the opportunity to learn in a relevant, authentic context will be prepared to meet the demands of today's workforce.

Benchmarks

Students will:

Benchmark I (by the end of 8th grade)	Benchmark II (grades 9-12)	Benchmark III Concentrators
1. apply academic and technical skills to a class project. 2. identify the concepts of entrepreneurship. 3. describe how decisions affect self and others. 4. use acceptable industry standard equipment in a school setting.	1. practice and demonstrate academic and technical skills to workplace setting. 2. apply the concepts of entrepreneurship. 3. identify possible outcomes and consequences of decisions. 4. use acceptable industry standard equipment in a school setting.	1. transfer academic and technical skills to the level of industry standards. 2. evaluate and/or design components of business plan. 3. demonstrate decision-making and problem-solving skills. 4. demonstrate decision-making and problem-solving skills. 5. use acceptable industry standard equipment in a school setting.

Career and Vocational/Technical Education
Performance standards: A Profile of Four Levels

The Career and Vocational/Technical Education Performance Standards describe students' knowledge, skills, and abilities in the Career and Vocational/Technical content areas on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at the four performance levels: advanced, proficient, nearing proficiency, and novice.

Advanced:	This level denotes superior performance.
Proficient:	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Nearing Proficiency:	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
Novice:	This level denotes that the student is beginning to attain the prerequisite knowledge ad skills that are fundamental for work at each benchmark.

Benchmark I

Advanced: An eighth-grade student at the advanced level in career and vocational/technical education demonstrates superior performance. He/she:
(a) consistently and independently demonstrates the skills needed to research a career:
(b) consistently identifies and use all available resources;
(c) consistently demonstrates the skills needed to become a successful productive citizen;
(d) consistently identifies and uses technical skills, tools and equipment for a task; and
(e) consistently applies acceptable industry standards to a classroom project.

Proficient: An eight-grade student at the proficient level in career and vocational/technical education demonstrates solid academic performance. He/she:
(a) demonstrates the skills need to research a career;
(b) identifies all available resources;
(c) usually recognizes the skills needed to become a successful, productive citizen;
(d) usually identifies and uses technical skill, tools and equipment for a task; and
(e) usually applies acceptable industry standards to classroom project.

Nearing Proficiency: An eighth-grade student at the nearing proficiency level in career and vocational/technical education demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:
(a) usually demonstrates the sills needed to research a career;
(b) usually identifies all available resources.
(c) sometimes identifies the skills need to become a successful, productive citizen;
(d) sometimes identifies and uses technical skills, tools, and equipment for a task; and

(e) with assistance, applies acceptable industry standards to a classroom project.

Novice: An eighth-grade student at novice level in career and vocational/technical education is beginning to attain prerequisite knowledge and skill that are fundamental in career and vocational/technical education. He/she:
(a) sometime demonstrates the skills needed to research a career;
(b) sometimes identifies all available resources;
(c) rarely identifies the skills needed to become a successful productive citizen;
(d) seldom identifies and uses technical skills, tools and equipment for a task; and
(e) with difficulty applies acceptable industry standards to a classroom project.

Benchmark II

Advanced: A high school student completing on course in career and vocational/technical education at the advanced level demonstrates superior performance He/she:
(a) clearly utilizes local resources and identifies his/her interests, aptitudes, and personal needs as related to career plans;
(b) consistently uses resources and applies principles of resource management;
(c) consistently demonstrates leadership and citizenship skills;
(d) consistently uses and demonstrates advanced technical skills and problem-solving; and
(e) effectively applies the concepts of an entrepreneur and technical skills to a workplace setting.

Proficient: A high school student completing one course in career and vocational/ technical education at the proficient level demonstrates solid academic performance He/she:
(a) usually utilizes local resources and identifies his/her interests, aptitudes and personal needs as related to career plans;
(b) usually uses resources an applies basic principles of resource management;
(c) usually demonstrates leadership and citizenship skills in classroom activities;
(d) usually demonstrates advanced technical skills and problem-solving; and
(e) applies the concepts of an entrepreneur and technical sills to a workplace setting.

Nearing Proficiency: A high school student completing one course in career and vocational/technical education at the nearing proficiency level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:
(a) sometimes locates local resources and identifies his/her interests, aptitudes, and personal needs as related to career plans;
(b) sometimes uses resources and applies principles of resource management;
(c) sometimes demonstrates leadership and citizenship skills in classroom activities;
(d) sometimes demonstrates advanced technical skills and problem-solving; and
(e) sometimes applies the concepts of entrepreneur and technical skills to a workplace setting.

Novice: A **high** school student completing one course in career and vocational/technical education at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental for proficient in career and vocational/technical education. He/she:
(a) with assistance, finds local resources and identifies their interest, aptitudes, personal needs as related to career plans;
(b) with assistance, uses resources and applies principles of resource management;
(c) rarely demonstrates leadership and citizenship skills;
(d) rarely demonstrates advanced technical skills and problem-solving; and
(e) rarely applies the concepts of an entrepreneur and technical skills to a workplace setting.

Benchmark III

Advanced: A graduating student and vocational concentrator at the advanced level in career and vocational/technical education demonstrates superior performance. He/she:

(a) purposefully develop and evaluate a career plan that includes work experience;
(b) consistently manages and evaluates resource use;
(c) readily assumes leadership roles and is productive citizen;
(d) masters current technical skills, tools and equipment for an entry level job or advanced training; and
(e) independently transfers academic and technical skills to Industry standards.

Proficient: A graduation student and vocational concentrator at the proficient level in career and vocational/technical education demonstrates solid academic performance. He/she:

(a) completes a career plan that includes work experience;
(b) manages and evaluates resources use;
(c) accepts leadership roles and is a productive citizen;
(d) sometimes demonstrates current technical skills, tools and equipment for an entry level job or advanced training; and
(e) with assistance, transfers academic and technical skills to Industry standards.

Nearing Proficiency: A graduating student and vocational concentrator at the nearing proficiency level in career and vocational/technical education demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

(a) develops a partial career plan that includes work experience;
(b) sometimes manages and evaluates resource use;
(c) sometime assumes leadership roles and is a productive citizen;
(d) sometimes demonstrates current technical skills, tools and equipment for an entry level job or advanced training; and
(e) with assistance, transfers academic and technical skills to Industry standards.

Novice: A graduating student and vocational concentrator at the novice level in career a vocational/technical education is beginning to attain prerequisite knowledge and skills that are fundamental in career and vocational/technical education. He/she:

(a) rarely develops a compete career plan;
(b) seldom manages and evaluates resource use;
(c) rarely assumes leadership roles and is a productive citizen;
(d) has difficulty with current technical skills, tools and equipment for an entry level job or advanced training; and
(e) struggles to transfer academic and technical skills to Industry standards.

Implementation Plan
5 Year
Career and Technical Education Curriculum

	WHAT	HOW	WHO	WHEN	MEASURMENT
YEAR 1 **ADOPTION**	District Approval –Board Adoption Staff Orientation Identify Staff Development	Present to School Board Distribute electronic copies. Needs Survey—combined with District Technology Plan	Administration/Committee Committee Representative Committee Representative Director of Technology, Staff and Building Administrators	January 2009-March 2009 Fall of 2009 October 2009	Board Approval Copies Distributed Survey outcome compiled and reviewed.
YEAR 2 **IMPLEMENTATION**	Implement Curriculum Staff Development	Teach Curriculum Workshop, Training	All Career and Tech Ed Staff Committee/Administration/Staff	May 2010 On Going	Participation List Participation List
YEAR 3 **IMPLEMENTATION**	Implement Curriculum Staff Development	Teach Curriculum Workshop, Training	All Staff Committee/Administration/Staff	May 2011 On Going	Participation List Participation List
YEAR 4 **MONITOR**	Implement Curriculum Staff Development	Teach Curriculum Workshop, Training	All Staff Committee/Administration/Staff	May 2012 On Going	Participation List Participation List
YEAR 5 **REVIEW/REVISE**	Evaluate Curriculum	Compare Needs Survey	Curriculum Committee	Fall 2011	Have Data for Spring Curriculum Meeting