

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #2

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative; CITE AUTHORITY: 18-2-7

AMENDMENT TO AN EXISTING RULE: YES ___ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44 (Policy 2530.10)

TITLE OF RULE BEING PROPOSED: Career Exploration Learning Outcomes
for 7th and 8th Grades

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON July 25, 1989 AT 9:00 a.m.

ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

West Virginia Dept. of Educ.
Vocational Division
Room B-221, Bldg. #6, Capitol Complex
Charleston, WV 25305

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.

Barbara L. Estep

June 12, 1989

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

TITLE 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
SCHOOL LAWS OF WEST VIRGINIA
Chapter 18-2-7
Series 44 (2530.10)

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

EXPLORATION LEARNING OUTCOMES

Title: Career Exploration Learning Outcomes for 7th and 8th grades

Section 1. General

1.1 Scope - Phase II of Policy 2510 provides that 7th and 8th grade students be required to take a career exploration, course. The attached list provides a cumulative set of outcomes for a 9-week course at each grade level. LEA's may utilize less time.

These competencies and learning outcomes are adapted primarily from the national guidelines for these grades levels from the Comprehensive Vocational Guidance Model. Competencies dealing with a positive self-concept, interacting with others and emotional and physical development related to decision making are taught primarily in developmental guidance but will be supplemented in this career exploration program.

- 1.2 Authority - ~~Policy 2510~~ 18-2-7
- 1.3 Filing Date -
- 1.4 Effective Date -

Section 2. Purpose

2.1 The career exploration learning outcomes have been identified in order to implement the career exploration program at the seventh and eighth grade levels. These outcomes will assist students in attaining educational and occupation information; making more informed educational and career decisions, developing employability skills and developing of goals considering education, career and life roles.

Section 3. Learning Outcomes

3.1 Seventh Grade - the learner will:

- 3.1.1 Attain knowledge of the relationship of educational achievement to career opportunities.
 - 3.1.1.1 Describe the importance of academic and vocational knowledge and skills in the world of work.
 - 3.1.1.2 Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

- 3.1.1.3 Assess individual strengths and weaknesses in the basic academic disciplines.
- 3.1.1.4 Implement a plan of action for increasing proficiency in basic educational skills.
- 3.1.1.5 Assess the skills needed to cope with changing occupational requirements.
- 3.1.1.6 Describe how changing personal, social and economic needs relate to continued learning and training.
- 3.1.1.7 Describe how continued learning enhances one's ability to achieve personal and career goals.
- 3.1.1.8 Discuss how basic academic skills relate to the selection of major courses of study in high school.
- 3.1.1.9 Relate one's aptitudes and abilities to broad occupational areas.
- 3.1.2 Understand the attitudes necessary for success in work and learning.
 - 3.1.2.1 Describe how success and failure in academic areas are an important aspect of learning.
 - 3.1.2.2 Demonstrate effective learning habits and skills.
 - 3.1.2.3 Demonstrate an understanding of the importance of personal traits to job success.
 - 3.1.2.4 Relate knowledge of one's personal traits to a variety of occupations.
 - 3.1.2.5 Relate personal attitudes, beliefs, interests and abilities to career profiles.
- 3.1.3 Attain skills for locating, understanding and using career information.
 - 3.1.3.1 Identify various ways occupations can be classified.
 - 3.1.3.2 Identify a number of occupations within an occupational classification or cluster for exploration.
- 3.1.4 Gain knowledge of skills necessary to obtain and maintain a job.
 - 3.1.4.1 Demonstrate the importance of personal qualities (i.e., dependability, punctuality, getting along with other, etc.) to getting and keeping a job.

- 3.1.4.2 Discuss the variety and complexity of occupations.
- 3.1.4.3 Explain the importance of a variety of occupations and describe their place in society.
- 3.1.4.4 Describe how economic and societal needs and the work performed by the members of society are related.
- 3.1.4.5 Demonstrate knowledge of the economic contributions careers make to society.
- 3.1.4.6 Describe the effects that societal changes, economic changes and technology advancement have on occupations.
- 3.1.5 Attain skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.
 - 3.1.5.1 Demonstrate knowledge of the requirements for entering secondary and postsecondary educational and training programs.
 - 3.1.5.2 Clarify personal belief and attitudes and explain how they affect decision making.
- 3.1.6 Attain knowledge of the interrelationship of life roles and careers.
 - 3.1.6.1 Identify ways in which one performs work roles at home that satisfy needs of the family.
 - 3.1.6.2 Identify personal goals that might be satisfied through a combination of work, community, social and family roles.
 - 3.1.6.3 Assess personal leisure time choices in relationship to one's developing life style and the attainment of future educational and career goals.
 - 3.1.6.4 Discuss advantages and disadvantages of various life styles.
 - 3.1.6.5 Describe the interrelationships between family, career choice and leisure and their influence on one's life style.
- 3.1.7 Understand how sex-role stereotyping, bias and discrimination limit career choices, opportunity and achievement.
 - 3.1.7.1 Describe stereotypes, biases and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

3.1.7.2 Describe problems, adjustments and advantages of entering a nontraditional occupation.

3.2 Eighth Grade - the learner will:

3.2.1 Attain skills for locating, understanding and using career information.

3.2.1.1 Demonstrate skills in using available school and community resources to learn about careers.

3.2.1.2 Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership.

3.2.1.3 Identify individuals in occupations who might be an information resource or role model.

3.2.1.4 Identify skills that are transferable from one occupation to another.

3.2.1.5 Identify sources of employment in the local community.

3.2.2 Attain knowledge of skills necessary to obtain and maintain a job.

3.2.2.1 Define terms and concepts used in describing employment opportunities and conditions.

3.2.2.2 Complete a job application form in a satisfactory manner.

3.2.2.3 Demonstrate the skills and attitudes essential for a successful job interview.

3.2.2.4 Demonstrate knowledge of the content of various courses that teach marketable skills.

3.2.3 Attain skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.

3.2.3.1 Describe one's current life context as it relates to career decisions.

3.2.3.2 Describe career development as a continuous process with sequential series of choices.

3.2.3.3 Implement a strategy for career decision making.

3.2.3.4 Identify possible consequences of decision making.

3.2.3.5 Select school courses that reflect educational and career interests.

- 3.2.3.6 Describe how the expectations of others affect one's career plans.
- 3.2.3.7 Project decisions one will face in the future and describe means of facing them.
- 3.2.3.8 Identify ways in which decisions about education and work relate to other major life decisions.
- 3.2.4 Understand how sex-role stereotyping, bias and discrimination limit career choices, opportunity and achievement.
 - 3.2.4.1 Discuss the importance of taking courses related to career interests, even though they may be most often taken by members of the opposite sex.
- 3.2.5 Understand the process of career exploration and planning.
 - 3.2.5.1 Describe the meaning of career planning and what resources are available in the career center.
 - 3.2.5.2 Demonstrate knowledge of vocational exploratory and introductory programs.
 - 3.2.5.3 Identify tentative life and career goals.
 - 3.2.5.4 Select school courses that meet one's developmental needs in terms of aptitudes and interests.
 - 3.2.5.5 Acquire knowledge of academic and vocational programs offered at the high school level.
 - 3.2.5.6 Become aware of and observe skills needed in a variety of occupations, including owning one's own business.
 - 3.2.5.7 Identify strategies for managing personal resources (talents, time, money) to effect the achievement of educational and tentative career goals.
 - 3.2.5.8 Complete an individual education and career plan for middle/junior high school, high school and postsecondary education and training.