Career Activity File

Financial Literacy and Career Clusters

Career Development Month
November 2005
November 1, 2005

Dear Oklahoma Counselors and Teachers:

The Guidance Division of the Oklahoma Department of Career and Technology Education is pleased to provide the 2005 Career Activity File. You are encouraged to use the ideas and activities in this file to observe Career Development Month in November and to enhance your classroom or guidance curriculum throughout the school year.

This year’s theme is “Financial Literacy and Career Clusters.” The Career Activity File provides information to help students make better choices and to develop financial habits that will serve them well for the rest of their lives. Also, four of the 16 Career Clusters are highlighted — Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Government and Public Administration; and Finance.

I would like to recognize Janet Hawkins, career information specialist, for her leadership in developing and locating the content of this publication and Jo Kahn, career resource network manager, for placing the Career Activity File on the Internet. Appreciation is also expressed to Kathryn Anderson for editing and to Gloria Koch for typesetting and formatting this book.

We sincerely hope you find the materials in the Career Activity File helpful in delivering career awareness, career exploration, and career preparation activities to your students. If you have suggestions concerning the use of the Career Activity File or suggestions for improving it for next year, please call the Oklahoma Department of Career and Technology Education, Guidance Division (405) 743-5123. You may check our Web site at www.okcareertech.org/guidance for new and related information throughout the year.

Sincerely,

Kelly Arrington
Kelly Arrington, Guidance Coordinator
Guidance Division

Web site addresses were accurate, and all content on referenced Web sites was appropriate during development and production of this product. However, because Web sites sometimes change, the Guidance Division takes no responsibility for a site’s content. The inclusion of a Web site does not constitute an endorsement of that site’s other pages, products, or owners. You are encouraged to verify all Web sites prior to use.

www.okcareertech.org/guidance
Today, there are three kinds of people; the have’s, the have-not’s, and the have-not-paid-for-what-they-have’s.

Earl Wilson

Proportion your expenses to what you have, not what you expect.

English Proverb

Another way to describe producing more than you consume is to use the terms “delay of gratification” versus “instant gratification.” If you immediately consume [spend] what you produce, you are receiving “immediate gratification,” but if you produce more than you consume on a consistent basis, you are “delaying gratification.” All truly successful people know that success is ultimately achieved, not immediately, but in the long run through the delay of gratification.

Frederick Mann, The Millionaire’s Secret

In a speech, Alan Greenspan, Federal Reserve chairman, stressed that understanding basic financial concepts such as budgeting and savings should begin as early as possible in the learning process. He said “In many respects, improving basic financial education at the elementary and secondary school level can provide a foundation for financial literacy, helping younger people avoid poor financial decisions that can take years to overcome . . . .”

Alan Greenspan
Federal Reserve Chairman, 2001

More and more these days I find myself pondering on how to reconcile my net income with my gross habits.

John Kirk Nelson

The quickest way to double your money is to fold it in half and put it back in your pocket.

Author Unknown
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www.okcareertech.org/guidance
Financial Literacy

Financial Literacy Web Sites by Level

**Elementary**

**American Library Association**
http://www.ala.org/ala/booklinksbucket/huffingpuffing.htm

**Center for Economic Education**
http://www.cba.uni.edu/cee/Spotter_Newsletter.pdf
Using the two sites together will provide a list of children’s literature resources with an economic focus and an information sheet on how to use literature as a springboard to help students learn about economics. Other books related to economics are:

- *Charles Needs a Cloak* by Tomie de Paola
- *The Doorbell Rang* by Pat Hutchins
- *Pancakes, Pancakes!* by Eric Carle
- *The Tortilla Factory* by Gary Paulsen
- *A Chair for My Mother* by Vera Williams

**The Bank at School**
http://sde.state.ok.us/home/defaultie.html  Click on Site Index, select Bank at School.
http://sde.state.ok.us/BankatSchool/BaSurriculum.pdf
Bank at School program for elementary school students is designed to introduce students to basic monetary concepts, including the origins of money, the importance of savings, and the principles of credit. Upon receiving the completed forms, the Oklahoma Bankers Association will contact your partner bank about delivery of your Bank at School money bag. Your banking partner may provide further materials, bank tours, and guest speakers.

**Exchange City – Junior Achievement of Greater Oklahoma City, Inc.**
http://www.jaokc.org
http://tulsa.ja.org/
“Exchange City” curriculum is available for fifth-grade students to study about supply and demand, finance, government, and business basics such as sales and manufacturing. Students elect city officials, propose and adopt laws, write business plans, draft budgets, and apply and interview for jobs in the enterprises. The students complete interest inventories, read job descriptions, match their interests with job requirements, complete job applications, and go through a job interview process.

**Money Management International (MMI)**
http://www.moneymanagement.org/Education/Resources/
MMI created this money lesson plans site designed for students in third through sixth grade. These lessons teach personal finance concepts through the use of children’s trade books. A new money lesson plan will appear every month. An example is *The Berenstain Bears’ Trouble With Money.* Students read about the cubs’ spendthrift ways and how Mama and Papa Bear teach them to earn and save. Students learn about figures of speech, and they create “critter banks” in which they can begin to save.
Middle School

Reality Store
The Reality Store is a shopping trip for a month’s worth of living expenses based on the kind of lifestyle students want to lead. This site provides procedures, time lines, resources, student work, and an evaluation rubric.
http://www.emsc.nysed.gov/nysatl/FCS/indexI_old.html
Tulsa Business Professional Women will provide a kit with materials to host a Reality Store.
Contact: Ms. Kelly, 918-592-7878
Business Professional Women of Indiana also can supply a manual to host a Reality Store.
http://www.bpwindiana.org/files.index.php

Financial Fitness for Life
http://fffl.ncee.net/activities/6-8/6-8.htm
This lesson, geared for Grades 6-8, focuses on price — a powerful monetary (or economic) incentive. Students evaluate pairs of coupons and choose the one that provides the greater benefit.

High School

Oklahoma Money Matters (OKMM)
http://www.okhighered.org/okmm/
The Oklahoma State Regents for Higher Education and the Oklahoma Guaranteed Student Loan Program have developed a financial literacy program, Oklahoma Money Matters, to serve as a clearinghouse for financial education. OKMM has received federal authorization to offer an AmeriCorps member at participating field sites who will educate Oklahomans in personal finance, student financial aid, and consumer credit principles. Contact a member of the OKMM team about the speaker closest to your school.

Mapping Your Future
http://mapping-your-future.org/features/dmtensteps.htm
Check out the Ten Steps to Financial Fitness, a feature aimed at educating high school and college students about personal finance. Students can determine if they are financially fit, need advice on the wise use of credit cards, learn how to avoid defaulting on a student loan and other debts, and access information on credit reports and investment options. It also provides interactive calculators to help with budgeting, balancing a checkbook, savings, and loan consolidation. Check out:
  Balance your checkbook – http://mapping-your-future.org/features/incontrol.htm
  Establish a budget – http://mapping-your-future.org/features/dmbudget.htm
  Use your credit card wisely – http://mapping-your-future.org/features/dmcwise.htm

Financial Planning Program
http://www.nefe.org/pages/educational.html
The National Endowment for Financial Education (NEFE) offers English or Spanish print curriculum, and Web-based resources designed and written for high school students interested in learning more about personal finance. The six-unit, 10-hour curriculum is offered at no cost to high schools and is designed to integrate into existing high school classes. This site offers information on topics such as establishing written and meaningful goals, understanding credit, budgeting, and spending wisely.
www.okcareertech.org/guidance
Budgeting for Your Future
www.education-world.com/a_lesson/01-1/1p232_01.shtml
There are many things young people need to consider when they think about what it will take to survive on their own: shelter, transportation, food, entertainment, and a variety of other personal expenses. This site has a sample activity to get young people thinking about budgeting skills.

National Teen Resource Bureau (NTRB)
http://www.ntrbonline.org
The NTRB Web site is dedicated to improving financial literacy among teens by encouraging them to take an active role in understanding the basics of personal finance. Young adults at the National Endowment for Financial Education (NEFE) provide Web site content, structure, and management. Although the NTRB site is mainly educational, it relies heavily on the insight and creativity of teenagers and young adults to generate personal finance materials from their perspective. The NEFE and NTRB work in concert with each other.

All Levels – K-12

Money Instructor
http://moneyinstructor.com/
This Web site includes lesson plans, interactive tutorials, printable worksheets, simulations, activities, quizzes, and personal finance information. The lessons and money worksheets are randomly generated and customizable. Teachers and educators may create several different versions, depending on the needs of specific students. The site requires first-time users to register. After registering, you will be given a choice of either a free limited membership to try the site or a subscription for full membership.

Banking on Our Future
http://www.bankingonourfuture.org
Through audio and animation, students learn basic banking and budgeting principles as well as the power of credit. Students can be assessed on what they have learned. The online site is available in English and Spanish for Grades 4-5, 6-8, and 9-12. The modules follow the National Council of Teachers of Mathematics Standards. Request a free CD-ROM curriculum from curriculum@wellsfargo.com

Oklahoma Council on Economic Education
http://www.ocee-ok.org/
This site has information on training for teachers to teach economic concepts, free enterprise education, and basic financial management skills in Grades K-12. This site also provides information on The Stock Market Game Worldwide™, an interactive educational tool for Grades 4-12, and provides a series of 26 lessons called It Just Adds Up to teach Grades 6-8 about personal financial economics.
The Banking Kids
http://www.bankingkids.com/
The site is divided into three suites: Preschool, Elementary, and Teens. The Preschool suite teaches money fundamentals and uses elements that can be related to the banking process. Each section increases in difficulty to enhance the learning process. In the Preschool suite, most of the navigation is symbolic rather than text. The Elementary suite builds upon skills taught in school that are required to complete banking functions for a savings account. The Teen suite prepares teens for a checking account.

Jump$tart Coalition
http://www.jumpstart.org
http://www.jumpstart.org/madmoney/pgv_money_rc_main.html
This site offers resources, a personal finance clearinghouse, and lesson plans all designed to ensure that young people attain basic personal financial management skills during the K-12 educational experience. Students can also complete a survey on how they will live once they are on their own.

Federal Reserve
http://www.federalreserveeducation.org/fed101/index.htm
FED101 is an introduction to the Federal Reserve, its purpose, and its functions. The site is geared toward high school junior and senior grade levels but may be appropriate for younger or more advanced audiences as well. The Teachers Resources section has a curriculum search tool that integrates federal education materials into the classroom by aligning materials with national standards.

Would you accept a job for one month with a starting salary of one penny for the first day? Each day after that, your pay would double – 2 cents the second day, 4 cents the third day, and so on. How much would you be making on the last day of a month with 22 working days?
Did You Know . . .


- Of the over one million Americans who file for bankruptcy every year, the largest number comes from the age group of young adults between 18-24 years of age? (National Jump$tart Coalition)

- Students, ages 4-18, spent over $171 billion dollars on goods and services? (National Jump$tart Coalition)

- Forty-five percent of Americans make minimum or no monthly payments on their credit card debt? (Cambridge Consumer Credit Index, March 2005)

- The overall personal savings rate fell from 8.7 percent of disposable income in 1992 to zero in 2000? (U.S. Commerce Department, 2001)

- More people filed for bankruptcy than graduated from college in 2002? (Ad Council)

- Oklahomans have set record bankruptcy rates for nine of the last ten years? (State Policy Reports, 2003)

- Oklahoma ranks in the top ten in credit card debt per capita? (State Policy Reports, 2003)

- If you save just 25 cents a day, you will have $90 dollars in a year? If you save a dollar each day by passing up a candy bar or bottle of soda, you could save $365 a year?
## Spending Diary

Track your spending and earning for two weeks. For each day note any earned income you received and the source of that income. Record the goods or services purchased and the price. If there was no income and/or money spent, leave space blank.

<table>
<thead>
<tr>
<th>Date</th>
<th>Earned Income</th>
<th>Source of Income</th>
<th>Amount Spent on Goods/Services</th>
<th>Purchased Goods or Services</th>
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<td>$28</td>
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What did you learn from this activity?
Credit Card Scam

Some people have nothing better to do than dream up scams to rob you of your savings. Examine the following scams and be ready to discuss suggestions to prevent this from occurring to you. What other scams have you heard about?

Reading this Web site will shed some light on whether this crime warning message is true or false.

http://www.snopes.com/crime/warnings/cardscams.asp

Scam 1
A man at a local restaurant paid for his meal with his credit card. The bill for the meal came, he signed it, and the waitress folded the receipt and passed the credit card along. Usually, he would just take it and place it in his wallet or pocket. Funny enough, though, he actually took a look at the card and, lo and behold, it was the expired card of another person.

He called the waitress and she looked perplexed. She took it back, apologized, and hurried back to the counter under the watchful eye of the man. All the waitress did while walking to the counter was wave the wrong expired card to the counter cashier, and the counter cashier immediately looked down and took out the real card. No exchange of words — nothing! She took it and came back to the man with an apology.

He set his phone on the counter, leaving it open. About five seconds later, I heard the chime that tells you that the picture has been saved. Now I'm standing there struggling with the fact that this boy just took a picture of my credit card. Yes, he played it off well, because had we not had the same kind of phone, I probably would never have known what happened.

Needless to say, I immediately canceled that card as I was walking out of the pizza parlor. All I am saying is, be aware of your surroundings at all times. Whenever you are using your credit cards, use caution and don't be careless. Notice who is standing near you and what they are doing when you use your card. Be aware of phones because many have a camera phone these days.

Scam 2
Yesterday, I went into a pizza restaurant to pick up an order that I had called in. I paid by using my Visa Check Card, which of course, is linked directly to my checking account. The young man behind the counter took my card, swiped it, and then laid it flat on the counter as he waited for the approval, which is pretty standard procedure.

While he waited, he picked up his cell phone and started dialing. I noticed the phone because it is the same model I have, but nothing seemed out of the ordinary. Then I heard a click that sounded like my phone sounds when I take a picture. He then gave me back my card but kept the phone in his hand as if he was still pressing buttons. Meanwhile, I'm thinking, “I wonder what he is taking a picture of,” oblivious to what was really going on. It then dawned on me — my credit card. So I started paying close attention to what he was doing.

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Money Saving Consumer Tips

Insurance

- Auto Insurance
  You can save several hundred dollars a year by purchasing auto insurance from a licensed, low-price insurer. Call your state insurance department for a publication showing typical prices charged by different companies. Then call at least four of the lowest-priced, licensed insurers to learn what they would charge you for the same coverage.

  Talk to your agent or insurer about raising your deductibles on collision and comprehensive coverage to at least $500 or, if you have an old car, dropping this coverage altogether. This can save you hundreds of dollars on insurance premiums.

  Make certain that your new policy is in effect before dropping your old one.

- Homeowner/Renter Insurance
  You can save several hundred dollars a year on homeowner insurance and up to $50 a year on renter insurance by purchasing insurance from a low-price, licensed insurer. Ask your state insurance department for a publication showing typical prices charged by different licensed companies. Then call at least four of the lowest-priced, licensed insurers to learn what they would charge you. If such a publication is not available, it is even more important to call at least four insurers for price quotes.

  Make certain you purchase enough coverage to replace the house and its contents. “Replacement” on the house means rebuilding to its current condition.

  Make certain your new policy is in effect before dropping your old one.

- Life Insurance
  If you want insurance protection only, and not a savings and investment product, buy a term life insurance policy.

  If you want to buy a whole life, universal life, or other cash value policy, plan to hold it for at least 15 years. Canceling these policies after only a few years can more than double your life insurance costs.

  Check the National Association of Insurance Commissioners Web site (www.naic.org/cis) or your local library for information on the financial soundness of insurance companies.

Banking/Credit

- Checking
  You can save more than $100 a year in fees by selecting a free checking account or one with no minimum balance requirement. Request a complete list of fees that are charged on these accounts, including ATM and debit card fees.

  See if you can get free or lower cost checking through direct deposit or agreeing to ATM-only use. Be aware of charges for using an ATM not associated with your financial institution.

- Savings and Investment
  Before opening a savings account, find out whether the account is insured by the federal government (FDIC for banks or NCUA for credit unions). Financial institutions offer a number of products, such as mutual funds and annuities, which are not insured.

  Once you select a type of savings account, use the telephone, newspaper, and Internet to compare rates and fees offered by different financial institutions — including those outside your city. These rates can vary a lot and, over time, can significantly affect interest earnings.

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• **Credit Cards**
  To avoid late payment fees and possible interest rate increases on your credit cards, make sure you send in your payment a week to 10 days before the statement due date. Late payments on one card can increase fees and interest rates on other cards.

  You can avoid interest charges, which may be considerable, by paying off your entire bill each month. If you are unable to pay off a large balance, pay as much as you can. Try to shift the remaining balance to a credit card with a lower annual percentage rate (APR). You can find listings of credit card plans, rates, and terms on the Internet, in personal finance magazines, and in newspapers.

  Be aware that credit cards with rebates, cash back, travel awards, or other perks may carry higher rates or fees.

**Housing**

- **Renting a Home**
  Do not limit your rental housing search to classified ads or referrals from friends and acquaintances. Select buildings where you would like to live and contact their building manager or owner to see if anything is available.

  Remember that signing a lease probably obligates you to make all monthly payments for the term of the agreement.

- **Food Purchase**
  You can save hundreds of dollars a year by shopping at lower-priced food stores. Convenience stores often charge the highest price.

  You will spend less on food if you shop with a list, take advantage of sales, and purchase basic ingredients rather than pre-packaged components or ready-made items.

  You can save hundreds of dollars a year by comparing price-per-ounce or other unit prices on shelf labels. Stock up on those items with low per-unit costs.

**Utilities**

- **Electricity**
  To save as much as hundreds of dollars a year on electricity, make certain that any new appliances you purchase, especially air conditioners and furnaces, are energy-efficient. Information on the energy efficiency of major appliances is found on Energy Guide Labels required by federal law.

  Enrolling in load management programs and off-hour rate programs offered by your electric utility may save you up to $100 a year in electricity costs. Call your electric utility for information about these cost-saving programs.

- **Home Heating**
  A home energy audit can identify ways to save up to hundreds of dollars a year on home heating (and air conditioning). Ask your electric or gas utility if they audit homes for free or for a reasonable charge. If they do not, ask them to refer you to a qualified professional.

- **Telephone Service**
  Once a year, review your phone bills for the previous three months to see what local, local toll, long distance, and international calls you normally make. Call several phone companies that provide service in your area, including wireless and cable, to find the cheapest calling plan that meets your needs. Consider a bundled package that offers local, local toll, and long distance, and possibly other services, if you heavily use all the services in the bundle.

  Check your phone bill to see if you have optional calling features or additional services, such as inside wire maintenance, that you don’t need. Each option you drop could save you $40 or more each year.
If you make very few toll or long distance calls, avoid calling plans with monthly fees or minimums. Or consider disconnecting the service altogether and use dial around services such as 10-10 numbers or prepaid phone cards for your calls. When shopping for dial around service, look for fees, call minimum, and per minute rates. Treat prepaid cards as cash and find out if there is an expiration date.

If you use a cell phone, make sure your calling plan matches the pattern of calls you typically make. Understand peak calling periods, area coverage, roaming, and termination charges. Contracts offered by most carriers will provide you with a trial period of 14 days or more. Use that time to make sure the service provides coverage in all the places you will be using the phone (home, work, etc.). Prepaid wireless plans tend to have higher per minute rates and fees but may be a better option if you use the phone only occasionally.

Before making calls when away from home, compare per minute rates and surcharges for cell phones, prepaid phone cards, and calling card plans to find how to save the most money.

Dial your long distance calls directly. Using an operator to place the call can cost you up to $10 extra. To save money on information calls, look the number up on the Internet or in the directory.

**Car Transportation**

- **Used Cars**
  
  Before buying any used car:
  - Compare the seller’s asking price with the average retail price in a “bluebook” or other guide to car prices that can be found through many libraries, banks, and credit unions.
  
  - Have a mechanic you trust check the car, especially if the car is sold “as is.”

  - Consider purchasing a used car from an individual you know and trust. This individual is more likely than other sellers to charge a lower price and point out any problems with the car.

- **Auto Loans**
  
  To save as much as several thousand dollars in finance charges, pay for the car in cash or make a large down payment. Always get the shortest term loan possible as this will lower your interest rate.

  Make certain to get a rate quote (or pre-approved loan) from your bank or credit union before seeking dealer financing.

  You can save as much as $1,000 in finance charges by shopping for the cheapest loan.

  Make certain to consider the dollar difference between low-rate financing and a lower sale price. Remember that getting zero or low-rate financing from a dealer may prevent you from getting the rebate.

- **New Cars**
  
  You can save thousands of dollars over the lifetime of a car by selecting a model that combines a low purchase price with low depreciation, financing, insurance, gasoline, maintenance, and repair costs. Ask your local librarian for new car guides that contain this information.

  Having selected a model and options you are interested in, you can save hundreds of dollars by comparison shopping. Get price quotes from several dealers (over the phone or Internet) and let each know you are contacting the others.

  Remember there is no “cooling off” period on new car sales. Once you have signed a contract, you are obligated to buy the car.
• **Gasoline**
  You can save hundreds of dollars a year by comparing prices at different stations, pumping gas yourself, and using the lowest octane called for in your owner’s manual.

  You can save up to $100 a year on gas by keeping your engine tuned and your tires inflated to their proper pressure.

• **Car Repairs**
  Consumers lose billions of dollars each year on unneeded or poorly done car repairs. The most important step that you can take to save money on these repairs is to find a skilled, honest mechanic. Before you need repairs, look for a mechanic who:
  - Is certified and well established.
  - Has done good work for someone you know.
  - Communicates well about repair options and costs.

*Source:*
Federal Citizen Information Center
Comparing Plants and Money

Growing a plant is a lot like growing money for savings. Write similar and alike words or phrases that describe plants and money in the diagram. Have students complete this activity by themselves on a blank Venn diagram, then team with another student to share their ideas.

Suggested Responses

Plants
- leaves
- stems
- greenhouse
- horticulturist
- sun
- water
- soil
- botanist
- nursery worker
- fertilizer
- bushes
- trees
- varieties

Both
- green
- paper
- grader/evaluator
- graphing
- progress
- variety of sizes

Money
- banker
- coins
- paper bills
- currency
- change
- bank
- save
- invest
- loan officer
- financial advisor
- tellers
- counterfeit
denominations

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Personal Spending

Answer the questions below with “yes” or “no.”

____ 1. Have you estimated your large expenses for the year?
____ 2. Have you kept a written record of your expenditures for at least one month?
____ 3. Have you examined your record of expenditures and made necessary changes?
____ 4. Are you seldom “broke” before your next allowance or income is received?
____ 5. When “broke,” do you generally get along as best you can until your allowance or paycheck is received?
____ 6. Do you avoid making yourself miserable and unhappy by fretting about something you want but cannot afford?
____ 7. Are you in the habit of spending moderately on personal grooming?
____ 8. Can you generally be entertained without spending money?
____ 9. Do you usually resist the spending pressures of friends?
____ 10. Do you resist spending money according to your whims?
____ 11. When “broke,” do you avoid borrowing from friends or getting an extra sum from a parent or guardian?
____ 12. If you saw a clothing item in a store where you have a charge account, would you be likely to think about how to pay for it before you bought it?
____ 13. Are you careful about not leaving cash in your room or carrying large sums of money with you?
____ 14. Do you usually avoid buying clothes that you may wear only a few times?
____ 15. Do you spend a moderate amount of money for food between meals?
____ 16. Do you usually save ahead for something you want very much, such as a new dress, suit, a gift, a prom?
____ 17. Do you make it a habit to go to more than one store to compare price and quality before deciding on a big purchase?
18. Would you say that about half your purchases are planned in advance and are not merely “impulse” purchases?

19. Do you know whether your family carries personal-belongings insurance, protecting such items as luggage, clothes, jewelry, and sports equipment?

20. Can you resist buying bargains just because they are advertised as bargains?

SCORE __________

Each “yes” answer rates five points. Compute your money management IQ using the following equation:

The number of “yes” items (  ) x 5 = (  ).

100-90 — You have strong money management skills. You will do well financially if you continue using these skills.

85-75 — You have some habits you need to change in order to make your money management skills work for you.

70-60 — You need to learn and apply the principles in this unit in order to avoid financial troubles.

Source: Personal Financial Skills BS1004
Order by calling 1-800-654-4502

www.okcareertech.org/guidance
Saving Money

This activity will help students understand the need to make a plan to save money for a particular cause or material item.

Related Subject
Math

National Career Development Guidelines
Use a process of decision-making as one component of career development. (CM2)

Materials/Supplies
Toy catalog, information about different charitable causes, pencil, paper

Activities
Have students look through a toy catalog and pick an item they would like to buy.

Have students pick a charity, church, cause, etc. to which they would like to donate money.

Using pencil and paper, have students calculate how long it would take to save for each item under the following conditions:

a. You get $5 a week for an allowance.

b. You mow your neighbor’s lawn for $10 every two weeks. You do this for 12 weeks during the summer.

c. You babysit your aunt’s children once a month for $15.

Ask the students to suggest other ways they can earn money.

As the teacher, you might introduce a “bonus” or a “disaster” such as the following:

**Bonus** – You get birthday money from your grandparents - $50

**Disaster** – You break your bedroom window while playing with the super ball your mom told you not to play with in the house. Your parents tell you that you must pay for the window – $50.

Evaluation
Students will be evaluated on their accurate calculations for how long it would take them to save the money.

Additional Resources
The Banking Kids Page
http://www.bankingkids.com/pages/elem.html

Oklahoma Council on Economic Education
www.ocene-ok.org
Occupation Recipe

This activity will help students identify how people in various occupations are unique.

Related Subject
Language Arts
Social Studies

National Career Development Guidelines
Develop positive interpersonal skills including respect for diversity. (Goal PS2)

Materials/Supplies
“Dictionary of Occupations” worksheet, Young Person’s Occupational Outlook Handbook, pen/pencil

Activities
• Introduce the lesson by listing two or three occupations on the board.

• Have the students look up these occupations in a regular dictionary or the Young Person’s Occupational Outlook Handbook. (The description will be read and may be simplified.)

• The teacher will write the brief definition on the board.

• Distribute the “Dictionary of Occupations” worksheet.

• The students will locate and complete the occupations on the worksheet. Allow students to work alone and then pair them to complete the worksheet together.

• A class discussion can be held to share the findings of the students.

Evaluation
Students will be evaluated on how well they have completed the “Dictionary of Occupations” worksheets and their participation in the class discussion.

Additional Resources
Young Person’s Occupational Handbook is available from Oklahoma Department of Career and Technology Education, 1-800-654-4502, or can be ordered from the online catalog at www.okcareertech.org/cimc listed within Workforce Preparation/Effective Teaching/Career Information/Life Skills.
Dictionary of Occupations

Name ________________________________________________________________

Write a brief definition of these occupations. Use a dictionary if necessary.

1. Agricultural and Food Scientists _______________________________________

2. Forest, Conservation, and Logging Workers ______________________________

3. Hazardous Materials Removal Workers ________________________________

4. Printing Machine Operators ____________________________________________

5. Desktop Publishers ___________________________________________________

6. Broadcast and Sound Engineering Technicians ____________________________

7. Tax Examiners, Collectors, and Revenue Agents __________________________

8. Economists __________________________________________________________

9. Insurance Underwriters _______________________________________________

10. Actuaries ____________________________________________________________

Select one of the occupations above. Write a brief paragraph stating your qualifications and what training you will need.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

www.okcareertech.org/guidance
Discount Race

This activity is designed to promote math skills and written and oral communication skills by allowing students to develop mathematical story problems and share them with class members.

Related Subject
Language Arts
Math

National Career Development Guidelines
Participate in ongoing lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. (ED2)

Materials/Supplies
Paper, pen/pencil, chalk, chalkboard, clock or stopwatch

Activities
• List the following items on the board:
  Ink pens — $.99 each
  Pencils — $.89 (Box of 5)
  Paper — $1.99 (500 sheets)
  Markers — $1.29 each
  Rulers — $.87 each
  Folders — $.79 each
  Paperweights — $2.39 each
  3-Subject Notebooks — $1.79 each
  5-Subject Notebooks — $2.79 each
  Backpacks — $8.99 each
  T-shirts — $11.00 each
  Caps — $6.99 each

• Introduce the activity by telling the students that the school store is having a promotional sale, and the store will be refunding a percentage of the total sale. The refund rates are: If you spend $15, you get a 20 percent refund; if you spend over $20, you get a 25 percent refund.

• Each team must buy at least these items: 2 ink pens, 1 pack of paper, 1 backpack, 1 notebook, 1 box of pencils, 2 markers, and 5 folders. The team may buy anything else they want with the money they have left.

• Point out that the items in the store are listed on the board.

• Tell the students to pretend they have $25 to spend in the store, and they will be allowed only 15 minutes of class time to spend it.

• Show the students how to figure a percentage discount (regular price x percentage off = amount of discount, regular price – amount of discount = discounted price).

• Give the students some examples:
  $2.99 x 20% = .60
  $2.99 – .60 = $2.39
  $4.87 x 30% = $1.46
  $4.87 – 1.46 = $3.41

• Explain to the students that because they will have such a limited amount of time and no calculator available, they need to learn a shorter method to figure the discounts so they don’t exceed their $25 spending limit.

• Refresh their memories on how to round numbers (2.99 = 3.00, 4.87 = 5.00), then teach them a shortcut method for figuring the discount by rounding the regular price and then multiplying by the percentage left (with a 20% discount, you are left with 80%, with a 30% discount, you are left with 70%).

• Give the students some examples:
  $3.00 x 80% = $2.40
  $5.00 x 70% = $3.50

• Remind students that this method will not give them an exact amount but will give them a figure close to the exact amount (especially if there is tax to be added).
Extension
• Have each student develop five story problems, using good writing skills, related to the school store sale.

• Divide the class into two teams.

• Explain that the team members will race against each other to complete a given story problem on the board.

• Stress the point that the student reading his/her problem will need to speak audibly and articulately and the competing team members will need to listen carefully.

• The teacher will time the competitors and keep score (the team with the least amount of total time wins).

Extension
• Discuss other ways the money could have been spent and still buy everything they need.

Evaluation
Students will be evaluated on how well they developed and presented their story problems and their participation as team members in the timed races.
Comparison Shopping

This activity will help students learn about comparison shopping and how it can impact a budget. Students will make price comparisons between national brands, store brands, and/or generic brands.

Related Subject
Math

National Career Development Guidelines
Participate in ongoing lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. (ED2)

Materials/Supplies
Comparison Shopping Handout

Activities
- Discuss with the class what it means to comparison shop. Ask for volunteers to provide examples of how they comparison shopped for goods or services. Ask students where their parents shop for groceries and how they use coupons.

- Ask students how comparison shopping helps consumers stay within their budget. Brainstorm what smart consumers do before going to the grocery store. Examples are listed:
  - Read newspaper circulars.
  - Plan meals for the week.
  - Eat something before going to the grocery store.
  - Compare prices on private store brands, generic brands, and national brands.
  - Compare prices on different sizes of the same food.
  - Check the unit price.

- Ask students the difference between store brands, generic brands, and national brands. Answers could be:
  - Store brands are produced by the grocery chain and are much less expensive.
  - National brands are the brands that have name recognition such as “Del Monte” and “Campbell.” The national brand may or may not be of higher quality.
  - Generic brands are “no-name” brands with simple black and white labels.

- Show students how to determine the price per unit of an item. Using a can of chunk pineapple, students divide the price of one can of pineapple ($1.55) by the number of units (20 ounces) in the can. $1.55 ÷ 20 = $0.077 — under 8 cents an ounce.

- Distribute the Comparison Shopping Handout to students. Instruct them to visit two grocery stores to gather the data for the handout.

- Ask students to compare between store brand, generic brand, or national brand. Students record the brand, weight, cost, and cost per unit on their handout.

Optional Activity
Instruct students to compare a large and small quantity of the same food item to see which is a better price.

Evaluation
Students will be evaluated based on their findings and completion of handout. They will share their findings with the class.

Additional Resources
Students can graph their completed handout using the National Center for Educational Statistics – Graphing Web site http://nces.ed.gov/nceskids/graphing/
### Comparison Shopping Handout

Store Name ________________________________

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Brand</th>
<th>Weight</th>
<th>Cost</th>
<th>Cost Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft Drink, 2-Liter</td>
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<td></td>
<td></td>
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<tr>
<td>Soft Drink, 2-Liter</td>
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<tr>
<td>Peaches, Canned</td>
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<tr>
<td>Peaches, Canned</td>
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<tr>
<td>Tuna, Water-Packed</td>
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<td>Tuna, Water-Packed</td>
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<td>Spaghetti Sauce</td>
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<tr>
<td>Spaghetti Sauce</td>
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<tr>
<td>Chicken Soup</td>
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<tr>
<td>Chicken Soup</td>
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<td>Catsup</td>
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<td>Catsup</td>
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<tr>
<td>Rice Krispies</td>
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<td>Rice Krispies</td>
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<tr>
<td>Graham Crackers</td>
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<td>Graham Crackers</td>
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Store Name ________________________________

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<thead>
<tr>
<th>Food Item</th>
<th>Brand</th>
<th>Weight</th>
<th>Cost</th>
<th>Cost Per Unit</th>
</tr>
</thead>
<tbody>
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<td>Peaches, Canned</td>
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<tr>
<td>Rice Krispies</td>
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<td>Rice Krispies</td>
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<tr>
<td>Graham Crackers</td>
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<tr>
<td>Graham Crackers</td>
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Play the Market

Student teams will play the stock market by buying and selling stock. Teams will research, select, and track stocks for one month. They will calculate gains or losses on their purchases.

Related Subject
Math
Social Studies
Technology Education

National Career Development Guidelines
Develop positive interpersonal skills including respect for diversity. (Goal PS2)

Materials/Supplies
Computer with Internet access, paper, pen/pencil, “Introduction to Stocks” handout

Activities
• Divide the class into teams of four students.

• Each team will have $10,000 to invest. This activity is designed to last four weeks.

• Teams should initially research four stocks and decide which stock or stocks to purchase based on their research. Research can be done via the Internet at such sites as Excite’s Money and Investing site at http://money.excite.com. Teams should use the “Introduction to Stocks” handout for research, completing one for each of the stocks they research. Teams may purchase one, two, three, or all four of the researched stocks.

Option: You can select stocks and distribute them to teams to research.

• At the end of each week, teams should evaluate their stocks and calculate how much they have gained or lost in dollars and by percentage. They should research two more stocks weekly and decide whether to sell some of their stocks to buy other stocks or hold their stock. Teams may make one trade per week.

Option: At the end of four weeks, have the teams evaluate their stock portfolio and write an overview about what they learned during this activity. Ask them to include overall gain/loss figures, whether they feel they made the correct decisions when selecting/buying/selling stocks, and what they would do differently if they did this activity again.

Option: Play the Stock Market Game from the Oklahoma Council on Economic Education. Have teams write weekly reports on their gain/loss information, the stocks they bought and sold, and why they made their decisions to buy or sell. This is an electronic simulation game.

Evaluation
Each team should provide weekly research forms, documentation of gain/loss, and a final overview of the project, including the points listed above.

Additional Resources
• Oklahoma Council on Economic Education
Web address: http://www.ocee-ok.org

• Oklahoma Council on Economic Education, Dr. Sue Lynn Sasser, President, 100 North University Drive, Edmond, OK 73034, phone: (405) 974-5627, fax: (405) 974-3853, email: ocee@aixl.ucok.edu
Introduction to Stocks Handout

To answer the following questions, select a stock to research and go to the Internet site <http://money.excite.com> to do your research. Click on the “Symbol Lookup” button and type in the name of the company you wish to research.

Team members ___________________________ Date of research ________________

1. Name of stock __________________________________________________________

2. Trading symbol __________________________________________________________

3. What does this company do? (Use the “Profile” section for this information.)

______________________________________________

4. Price of the stock today ___________________ Price one year ago____________
Price three years ago ______________________________________________________
(Use the “chart” section to locate this information.)

5. What is the 52-week price range of the stock? ______________________________
(Look in the “Fundamentals” section for the information in questions 5 - 7.)

6. What is the latest quarterly return? _______________________________________

7. What is the latest 12-month return? _______________________________________  

8. What is the long-term growth rate? _________________________________________
(Use the “Analysts Ratings” section for information in questions 8 -11.)

9. What is the analyst consensus rating of this stock? __________________________
(One is the highest score, five is the lowest.)

10. What is the long-term growth rate of the stock? ____________________________

11. Click on the “Stock Comparison” button near the top of the chart. This should bring up a list of other stocks within the same sector as your stock. Select several of the competitors, and then click the “Go” button to see how your stock compares to others in the sector. How did your choice compare with others?

____________________________________________________________________________________

12. Do you feel this stock is one in which you would like to invest? Why or why not?

____________________________________________________________________________________
Calculate the Cost of Credit

Credit costs vary with different lenders. It pays to shop for credit as well as for goods and services. What you will have to pay for credit depends on the rate of interest, how long you take to repay, and whether additional charges are made for getting the credit. Usually, credit costs increase with higher interest rates, longer time payments, and additional charges.

Related Subject
Math

National Career Development Guidelines
Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Activities
• Calculate interest costs on a loan, using the following formula:

\[
\text{Principal} \times \text{Interest Rate} \times \text{Time} = \text{Interest Cost}
\]

Example: Sam has borrowed $1,200 for one year with an 18 percent interest rate. This money will be used to remodel the kitchen in his home.

\[
$1,200 \times 0.18 \times 1 = $216.00 \text{ interest cost}
\]

To calculate interest costs on time payments, use the following formula:

\[
\text{Monthly Payments} \times \text{Number of Payments} – \text{Original Price} = \text{Interest Cost}
\]

Example: Sarah’s monthly payments for a new clock radio are $12.25 monthly for six months. The original price of the radio is $60.

\[
$12.25 \times 6 = $73.50 \text{ total cost}
\]

\[
$73.50 – $60 = $13.50 \text{ interest cost}
\]

Use these formulas to solve the following problems:

1. Tomas is moving into his own apartment in the fall. He has obtained a $1,000 loan for one year to help with expenses. The interest rate is 7 percent. What are the interest costs of this loan?

Answer ____________________________________

2. Julie is thinking about buying a stereo. She wants to borrow $500 for 6 months at 18 percent interest. How much will she pay in interest?

Answer ____________________________________

3. Asa is purchasing a citizens band radio. The original price is $300. Monthly payments are $19.24 for 20 months. What are the interest costs on this purchase?

Answer ____________________________________

4. Kathie is purchasing a winter coat. The original price is $100. Monthly payments are $18.15 for 7 months. What amount will Kathie pay in interest?

Answer ____________________________________

5. Clarissa borrowed $250 at 10 percent interest for a set of luggage that she will pay for in 6 months. How much will she pay monthly?

Answer ____________________________________

6. Saleen took a one-year loan for $300 at 12 percent interest to attend a hair-styling competition. What will his monthly payment be?

Answer ____________________________________

Evaluation
Students will be evaluated on how well they have completed the scenarios using the formula.

(Answers on page 42)
What Can You Afford?

Lifestyle Needs

Do your research and create a list of three occupations that you are interested in. Now let’s take a look at each one and compare them to see if you can live on the salary you will earn. How much money you make and how you spend it will be important. For this exercise, let’s assume that you are a single person and living on your own in an apartment.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Gross Total Monthly Salary</th>
<th>Take-Home-Pay After Taxes Gross Salary x .77 (77%) (23% goes to pay taxes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>2.</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>3.</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimate monthly expenses</th>
<th>Average</th>
<th>Yours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RENT</td>
<td>$450.00</td>
<td>$</td>
</tr>
<tr>
<td>UTILITIES</td>
<td>$100.00</td>
<td>$</td>
</tr>
<tr>
<td>(Gas, Water, Electricity, Etc.)</td>
<td>$10.00</td>
<td>$</td>
</tr>
<tr>
<td>LAUNDRY</td>
<td>$50.00</td>
<td>$</td>
</tr>
<tr>
<td>PHONE</td>
<td>$100.00</td>
<td>$</td>
</tr>
<tr>
<td>GAS (Car)</td>
<td>$50.00</td>
<td>$</td>
</tr>
<tr>
<td>FOOD</td>
<td>$100.00</td>
<td>$</td>
</tr>
<tr>
<td>MEDICAL INSURANCE</td>
<td>$30.00</td>
<td>$</td>
</tr>
<tr>
<td>CLOTHING</td>
<td>$50.00</td>
<td>$</td>
</tr>
<tr>
<td>HOUSEHOLD ITEMS</td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>PERSONAL CARE ITEMS</td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>PRESCRIPTIONS</td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>DENTAL</td>
<td>$20.00</td>
<td>$</td>
</tr>
<tr>
<td>ENTERTAINMENT</td>
<td>$50.00</td>
<td>$</td>
</tr>
<tr>
<td>CABLE TV</td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>CAR PAYMENT</td>
<td>$200.00</td>
<td>$</td>
</tr>
<tr>
<td>INSURANCE (CAR, RENTERS)</td>
<td>$100.00</td>
<td>$</td>
</tr>
<tr>
<td>INTERNET ACCESS</td>
<td>$25.00</td>
<td>$</td>
</tr>
<tr>
<td>SAVINGS</td>
<td>$?</td>
<td>$</td>
</tr>
<tr>
<td>OTHER</td>
<td>$?</td>
<td>$</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

Does your bottom line match your take home pay?

Source: Oklahoma Career Inquirer
http://okcrn.org
Exploring Pay Stubs

Mia has a part-time job working 20 hours a week after school and on weekends at Pizza Shack. She had placed a television in layaway to purchase with her first paycheck. Upon receiving her paycheck, Mia was very upset and felt her employer, Mr. Basil, did not pay her the minimum wage. Mia asked Mr. Basil for answers.

Help Mr. Basil explain the difference between gross pay, net pay, and some common payroll deductions. Use Mia’s pay stub, shown on the next page, to answer the following questions.

1. What is the name of the business where Mia works? ________________________________

2. Who is Mia’s employer? ________________________________________________________

3. How many days did Mia just work? ______________________________________________

4. How many total hours did Mia work during this pay period? ________________________

5. What amount per hour does Mia get paid? _________________________________________

6. Does Mia qualify for overtime pay? ______________________________________________

7. What is Mia’s gross income for this pay period? _________________________________

8. List the type and amount of each payroll deduction for Mia this pay period.

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

9. What was the total amount of her deductions this period? __________________________

10. What is Mia’s net income (take-home pay) for this pay period? _____________________

11. Can Mia file a tax return on Social Security? _________________________________

12. Why is Medicare taken out of Mia’s pay? ________________________________________
Pizza Shack  
422 Pepperoni Circle  
Dodge City, KS 67801  

Name: Mia Crust  
Employee ID: 004-10-0000

TAX DATA:  
Marital Status: Single  
Exemptions: 0  
F - Addl. Amt.: 1  
S - Addl. Amt.:  

Check #: 1435001  
Check Date: 03/02/2005  
Begin Date: 02/14/2005  
End Date: 02/28/2005  
Net Pay: $158.21

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
<th>Current Earnings</th>
<th>Gross Pay</th>
<th>YTD Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>38</td>
<td>$195.70</td>
<td>$195.70</td>
<td>$777.65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Current</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fed. Withholding</td>
<td>$19.57</td>
<td>$78.28</td>
</tr>
<tr>
<td>State</td>
<td>$3.00</td>
<td>$12.00</td>
</tr>
<tr>
<td>FICA</td>
<td>$12.08</td>
<td>$48.32</td>
</tr>
<tr>
<td>Medicare</td>
<td>$2.84</td>
<td>$11.36</td>
</tr>
</tbody>
</table>

1. **Tax Data:** The marital status (married or single) and allowances claimed on the W4. If you have requested that an additional tax amount, either federal (F) or state (S), be taken from your check, it is now indicated.

2. **Hours and Earnings:** Each earnings code is itemized. Employees covered by the Fair Labor Standards Act (FLSA) must receive overtime pay for hours worked in excess of 40 hours in a workweek of at least one and one-half times their regular rates of pay.

   **YTD Earnings:** This refers to calendar year-to-date earnings.

3. **Taxes Box:** This box itemizes the federal withholding, state, FICA (Social Security), and Medicare tax withholding current and calendar year-to-date figures.

**Reasons Why Net Pay Will Be Lower Than Gross Pay:**

- **Federal Tax:** May be abbreviated Fed tax, FT, FWT, etc. This amount is withheld to cover any expected tax you would owe to the federal government when you file your tax return. The amount that's withheld from your paycheck depends on how many exemptions you marked on your W-4 form when you started your job. Your employer withholds a portion of income from every paycheck and sends it to the Internal Revenue Service or state treasury department.

- **State Tax:** May be abbreviated St tax, ST, SWT, etc. May also show the abbreviation of the state for which the tax is being withheld (for example IL tax). This amount is withheld to cover the tax you might owe your state when you file your tax return. Depending on where you live, you may not have state withholding (some states don't have a state income tax) or you might have withholdings for more than one state (the state you live in and the state[s] you work in).

- **Social Security (old age, survivors, and disability insurance):** May be abbreviated SS, FICA, or SSWT. Even if you have $0 withheld for federal, state, and local income taxes, you generally must have Social Security and Medicare taxes withheld. You can't file a tax return to get refunds of these amounts, but you'll be able to receive social security when you retire. Your employer pays an additional amount in for you that does not come out of your check.

- **Medicare:** May be abbreviated MWT or Med. This amount is withheld so that you will be covered by Medicare when you retire. Your employer pays an extra amount that does not come out of your check.

**Source:**
http://www.hrblock.com/learning/firstfilers/paycheckstub.html
16 Career Clusters

Assessing Interests

Exercise 1: Career Interests

This activity helps you match your interests with types of careers. For each of the 86 items below, circle the letter of the activity you would rather do. It doesn’t matter if you like both of them a lot or dislike both of them a lot; just pick the one you would rather do, and circle that letter.

1. A. Operate a printing press
   B. Study the causes of earthquakes
2. C. Plant and harvest crops
   R. Replace car window and fender
3. E. Measure and grade tree logs
   F. Run a machine
4. G. Work in an office
   H. Answer customer questions
5. D. Write reports
   J. Help someone just out of prison find a job
6. L. Design a freeway
   M. Plan educational lessons
7. N. Balance a checkbook
   O. Take an X-ray
8. P. Write a computer program
   Q. Train animals
9. C. Be in charge of replanting forests
   A. Act in television and movies
10. D. Solve a burglary
    F. Check products to make sure they were made right
11. E. Build an airport
    G. Keep business records for a company
12. F. Put small tools together
    P. Design a Web site
13. M. Tutor students
    Q. Work at a zoo
14. J. Take care of children
    O. Plan special diets
15. A. Choreograph a dance
    K. Lobby for a cause
16. H. Sell clothes
    E. Work with hands
17. I. Work at an amusement park
    N. Broker insurance
18. I. Learn about ethnic groups
    P. Manage a computer information system
19. N. Appraise the value of a house
    M. File books at the library
20. E. Make three-dimensional items
    D. Analyze handwriting
21. B. Design sprinkler systems for a new building
    F. Run a factory sewing machine
22. G. Develop personnel policies
    Q. Train racehorses
23. D. Work as a security guard
    H. Work in a department store
24. A. Write for a newspaper
    G. Use a calculator
25. O. Help people at a mental health clinic
    L. Remodel old houses
26. M. Care for young children
    D. Locate a missing person
27. N. Plan estate disbursement
    P. Enter data
28. A. Design a book cover
    E. Assemble toys following written instructions
29. B. Figure out why someone is sick
    R. Fly an airplane
30. C. Learn how things grow and stay alive
    H. Sell cars
31. I. Work as a restaurant host or hostess
    D. Fight fires
32. G. Keep payroll records for a company
    J. Work in a nursing home
33. G. Hire new staff
    O. Operate ventilators – help people breathe
34. R. Drive a taxi
    A. Be a news broadcaster
35. K. Work for the IRS
    B. Sort and date dinosaur bones
36. O. Give shots
    C. Design landscaping
37. P. Provide technical support for computer users
    D. Work in a courtroom
38. Q. Care for injured animals
    I. Serve meals to customers
39. L. Build kitchen cabinets
    N. Refinance a mortgage
40. A. Sing in a concert
    R. Direct the take-off/landing of planes
41. G. Operate a cash register
    B. Collect rocks
42. G. Start own business
    L. Draft a blueprint
Career Interests (cont.)

43. M. Assess student progress
   L. Design an airplane
44. O. Wrap a sprained ankle
   I. Guide a tour group out of the country
45. P. Work on solving technical problems
   J. Be a minister
46. Q. Manage a veterinary clinic
   K. Lead others
47. E. Operate heavy equipment
   Q. Manage a fish hatchery
48. F. Assemble cars
   K. Protect our borders
49. A. Play an instrument
   J. Plan activities for adult day care
50. C. Research soybean use in paint
   B. Study why people do the things they do
51. D. Guard money in an armored car
   B. Study weather conditions
52. E. Fix a television set
   M. Be an instructional leader of a school
53. F. Fix controls on a control panel
   J. Help a friend with a personal problem
54. C. Oversee a logging crew
   B. Study weather conditions
55. R. Pack boxes at a warehouse
   A. Teach dancing
56. O. Sterilize surgical instruments
   B. Study soil conditions
57. N. Play the stock market
   C. Protect the environment
58. M. Grade papers
   R. Be a railroad engineer
59. L. Order building supplies
   E. Paint motors
60. P. Develop new computer games
   H. Buy merchandise for a store
61. K. Work to get someone elected
   C. Identify plants in a forest
62. D. Guard inmates in a prison
   L. Read blueprints
63. H. Line up concerts for a band
   K. Ask people questions for a survey
64. E. Manage a factory
   O. Work as a nurse in a hospital
65. A. Paint a portrait
   K. Testify before Congress
66. B. Work with a microscope
   I. Make tee times at a golf course
67. C. Classify plants
   O. Transcribe medical records
68. F. Install rivets
   Q. Raise worms
69. N. Balance accounts
   M. Develop learning games
70. J. Read to sick people
   P. Repair computers
71. F. Compare sizes and shapes of objects
   Q. Fish
72. R. Repair bicycles
   K. Deliver mail
73. M. Teach Special Education
   P. Set up a tracking system for lost packages
74. G. Manage a store
   H. Advertise goods and services
75. R. Distribute supplies to dentists
   I. Compete in a sports event
76. I. Check guests into a hotel
   M. Teach reading to adults
77. L. Follow step-by-step instructions
   N. Work at a collection agency
78. O. Deliver babies
   H. Persuade people to buy
79. R. Inspect cargo containers
   F. Work in a cannery
80. I. Coach a school sports team
   P. Set up a Web site
81. Q. Hunt
   K. Enlist in a branch of the service
82. H. Sell sporting goods
   J. Cut and style hair
83. B. Conduct experiments to find new metals
   N. Be a bank teller
84. G. Work with computer programs
   N. Loan money
85. R. Deliver babies
   H. Persuade people to buy
86. H. Stock shelves
   I. Serve drinks at a concession stand
87. P. Set up a tracking system for lost packages
88. Q. Fish
89. K. Enlist in a branch of the service
90. I. Coach a school sports team
   P. Set up a Web site
91. Q. Hunt
   K. Enlist in a branch of the service
92. H. Sell sporting goods
   J. Cut and style hair
93. B. Conduct experiments to find new metals
   N. Be a bank teller
94. G. Work with computer programs
   N. Loan money
95. R. Deliver babies
   H. Persuade people to buy
96. H. Stock shelves
   I. Serve drinks at a concession stand
97. P. Set up a tracking system for lost packages
98. Q. Fish
99. K. Enlist in a branch of the service
100. I. Coach a school sports team
    P. Set up a Web site
101. Q. Hunt
    K. Enlist in a branch of the service
102. H. Sell sporting goods
    J. Cut and style hair
103. B. Conduct experiments to find new metals
    N. Be a bank teller
104. G. Work with computer programs
    N. Loan money
105. R. Deliver babies
    H. Persuade people to buy
106. H. Stock shelves
    I. Serve drinks at a concession stand
107. P. Set up a tracking system for lost packages
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    N. Be a bank teller
114. G. Work with computer programs
    N. Loan money
115. R. Deliver babies
    H. Persuade people to buy
116. H. Stock shelves
    I. Serve drinks at a concession stand
117. P. Set up a tracking system for lost packages
118. Q. Fish
119. K. Enlist in a branch of the service
120. I. Coach a school sports team
    P. Set up a Web site
121. Q. Hunt
    K. Enlist in a branch of the service
122. H. Sell sporting goods
    J. Cut and style hair
123. B. Conduct experiments to find new metals
    N. Be a bank teller
124. G. Work with computer programs
    N. Loan money
125. R. Deliver babies
    H. Persuade people to buy
126. H. Stock shelves
    I. Serve drinks at a concession stand
Exercise 2: Career Evaluation

Step 1:
Go back through Exercise 1 and look at the letters you circled. Count the number of times you circled the letter “A” for your response. Write that number next to the “A” in the table below.

Next, count the number of times you circled the letter “B” for your response. Write that number next to the “B” in the table. Continue counting and recording your responses until you have completed the table.

|   | A  |   |   | B  |   |   | C  |   |   | D  |   |   | E  |   |   |   | Total | + | Total | + | Total | = 86 |
|---|----|---|---|----|---|---|----|---|---|----|---|---|----|---|---|---|       |   |       |   |       |     |
|   | F  |   |   | G  |   |   | H  |   |   | I  |   |   | J  |   |   |   |       |   |       |   |       |     |
|   | K  |   |   | L  |   |   | M  |   |   | N  |   |   |   |   |   |   |       |   |       |   |       |     |
|   | O  |   |   | P  |   |   | Q  |   |   | R  |   |   |   |   |   |   |       |   |       |   |       |     |

Step 2:
Now write down the two letters with the most responses. These are your top two areas of career interest. (If you have a tie, list three.)

___________________  ___________________  ___________________

Step 3:
Read the description of your top area of career interest on the following page. Record your interest and the Career Cluster it is listed under.

_________________________________________________________________
_________________________________________________________________

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Career Interest Areas

Listed below are 16 Career Clusters and the areas of career interest related to each.

Agriculture, Food & Natural Resources
C. Plants: Interest in activities involving plants, usually in an outdoor setting.
Q. Animals: Interest in activities involving the training, raising, feeding, and caring for animals.

Architecture and Construction
L. Designing and Building: Interest in designing, planning, managing, building, and maintaining physical structures.

Arts, A/V Technology and Communications
A. Artistic: Interest in creative or performing arts, communication, or A/V technology.

Business, Management and Administration
G. Business Detail: Interest in organizing, directing, and evaluating business functions.

Education and Training
M. Teaching: Interest in planning, managing, and providing education and training services, including support services, library, and information services.

Finance
N. Banking, Investments and Insurance: Interest in financial and investment planning and management and providing banking and insurance services.

Government and Public Administration
K. Administration: Interest in performing government functions at the local, state, or federal levels.

Health Science
O. Care and Prevention: Interest in helping others by providing diagnostic, therapeutic, informational and environmental services, including researching and developing new health care services.

Hospitality and Tourism
I. Interest in helping others with travel planning and hospitality services in hotels, restaurants, and recreational pursuits.

Human Services
J. Interest in helping others with their mental, spiritual, social, physical, or career needs.

Information Technology
P. Interest in the design, development, support, and management of hardware, software, multimedia, systems integration services, and technical support.

Law, Public Safety, Corrections and Security
D. Interest in judicial, legal, and protective services for people and property.

Manufacturing
E. Mechanical: Interest in applying mechanical principles to practical situations using machines, hand tools, or techniques.
F. Industrial: Interest in repetitive, organized activities in a factory/industrial setting.

Marketing, Sales and Service
H. Interest in bringing others to a point of view through personal persuasion, using sales/promotional techniques.

Science, Technology, Engineering and Mathematics
B. Interest in discovering, collecting, and analyzing information and applying findings to problems in science, math, and engineering.

Transportation, Distribution and Logistics
R. Interest in the movement of people, materials, and goods by road, pipeline, air, railroad, and water.

Adapted from Washington State’s “Where are you going? Career Guide” funded through the 1998 Carl D. Perkins Vocational Act.
**Agriculture, Food and Natural Resources**

**Favorite Career Pathways**

There are an unlimited number of challenging educational and training opportunities related to Agriculture, Food, and Natural Resources (AFNR). This inventory is to help you focus on possible careers. Seven AFNR career pathways are identified. The left column describes the types of work you can do and the right column identifies some of the possible occupations.

Instructions: Review each of the seven pathways below; rank your top three pathways of interest by assigning a 1 to your favorite, a 2 to your next favorite, and a 3 to your next favorite. Only rank your top three pathways of interest. You do not need to rank all seven pathways.

Name ____________________________________________ Date __________________________

_____ **Agribusiness Systems**

<table>
<thead>
<tr>
<th>In this pathway, you can . . .</th>
<th>Sample Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy and sell agricultural commodities</td>
<td>Agricultural Commodity Broker</td>
</tr>
<tr>
<td>Loan money to individuals and companies</td>
<td>Agricultural Loan Officer</td>
</tr>
<tr>
<td>Manage a farm or ranch business</td>
<td>Farm/Ranch Manager</td>
</tr>
<tr>
<td>Manage a feed/farm supply store</td>
<td>Feed/Farm Supply Store Manager</td>
</tr>
<tr>
<td>Market agricultural products</td>
<td>International Agri-Marketing Specialist</td>
</tr>
<tr>
<td>Buy and/or sell livestock</td>
<td>Livestock Buyer/Seller</td>
</tr>
</tbody>
</table>

_____ **Animal Systems**

<table>
<thead>
<tr>
<th>In this pathway, you can . . .</th>
<th>Sample Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clone animals</td>
<td>Animal Geneticist</td>
</tr>
<tr>
<td>Create balanced diets for specific animals</td>
<td>Animal Nutritionist</td>
</tr>
<tr>
<td>Manage a fish farm</td>
<td>Aquaculturalist</td>
</tr>
<tr>
<td>Improve animals reproducitively</td>
<td>Embryo Technologist</td>
</tr>
<tr>
<td>Manage poultry operations</td>
<td>Poultry Manager</td>
</tr>
<tr>
<td>Treat sick or injured animals</td>
<td>Veterinarian</td>
</tr>
</tbody>
</table>

_____ **Environmental Service Systems**

<table>
<thead>
<tr>
<th>In this pathway, you can . . .</th>
<th>Sample Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and dispose of hazardous materials</td>
<td>Hazardous Materials Handler</td>
</tr>
<tr>
<td>Help prevent harm to the environment</td>
<td>Health and Safety Sanitarian</td>
</tr>
<tr>
<td>Collect samples of air and water</td>
<td>Environmental Sampling Technician</td>
</tr>
<tr>
<td>Measure and control hazardous substances</td>
<td>Pollution Prevention and Control Manager</td>
</tr>
<tr>
<td>Dispose of solid waste in a safe way</td>
<td>Solid Waste Disposer/Recycler</td>
</tr>
<tr>
<td>Treat water so it is safe to drink</td>
<td>Water Quality Manager</td>
</tr>
</tbody>
</table>
### Food Products and Processing

<table>
<thead>
<tr>
<th>In this pathway, you can . . .</th>
<th>Sample Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search for new uses for chemicals</td>
<td>Biochemist</td>
</tr>
<tr>
<td>Test food so it won’t make people sick</td>
<td>Food and Drug Inspector</td>
</tr>
<tr>
<td>Improve the quantity and quality of food</td>
<td>Food Scientist</td>
</tr>
<tr>
<td>Cut meat to be sold in grocery stores</td>
<td>Meat Cutter-Grader</td>
</tr>
<tr>
<td>Purchase food for grocery stores</td>
<td>Product Buyer</td>
</tr>
<tr>
<td>Detect poisons and specify treatments</td>
<td>Toxicologist</td>
</tr>
</tbody>
</table>

### Natural Resource Systems

<table>
<thead>
<tr>
<th>In this pathway, you can . . .</th>
<th>Sample Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enforce hunting and fishing laws</td>
<td>Fish and Game Warden</td>
</tr>
<tr>
<td>Raise fish to be sold for consumption</td>
<td>Fisheries Manager</td>
</tr>
<tr>
<td>Develop, maintain, and protect forests</td>
<td>Forest Manager or Technician</td>
</tr>
<tr>
<td>Manage and operate public parks</td>
<td>Park Manager</td>
</tr>
<tr>
<td>Monitor the quality of water</td>
<td>Water Monitoring Technician</td>
</tr>
<tr>
<td>Manage and protect wildlife</td>
<td>Wildlife Manager</td>
</tr>
</tbody>
</table>

### Plant Systems

<table>
<thead>
<tr>
<th>In this pathway, you can . . .</th>
<th>Sample Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advise farmers on how and what to grow</td>
<td>Certified Crop Advisor</td>
</tr>
<tr>
<td>Grow plants to discover new medicines</td>
<td>Plant Breeder and Geneticist</td>
</tr>
<tr>
<td>Assist growers with pest control plans</td>
<td>Education and Extension Specialist</td>
</tr>
<tr>
<td>Manage and maintain a golf course</td>
<td>Golf Course Superintendent</td>
</tr>
<tr>
<td>Grow trees, plants, flowers, and sod</td>
<td>Greenhouse Manager</td>
</tr>
<tr>
<td>Make organisms more productive or resistant to disease</td>
<td>Microbiologist</td>
</tr>
</tbody>
</table>

### Power, Structural, and Technical Systems

<table>
<thead>
<tr>
<th>In this pathway, you can . . .</th>
<th>Sample Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design equipment, machinery, and structures</td>
<td>Agricultural Engineer</td>
</tr>
<tr>
<td>Use satellite images to make decisions</td>
<td>Global Positioning System Technician</td>
</tr>
<tr>
<td>Design and make precision metal parts</td>
<td>Machinist</td>
</tr>
<tr>
<td>Develop and operate recycling equipment</td>
<td>Recycling Technician</td>
</tr>
<tr>
<td>Use remote sensing tools to collect data</td>
<td>Remote Sensing Specialist</td>
</tr>
<tr>
<td>Build and repair equipment using a welder</td>
<td>Welder</td>
</tr>
</tbody>
</table>

Compiled by: Curtis Shumaker, facilitator of Agriculture, Food & Natural Resources Career Cluster
Elementary Career Cluster Definitions

**Agriculture, Food and Natural Resources**
The jobs in this cluster are concerned with bringing food and fiber products to the consumer, including production, processing, research, conservation, and government regulation. Occupational examples include Food Scientist, Rancher, and Geologist.

**Architecture and Construction**
The jobs in this cluster help design, plan, build, and fix things. Occupational examples include Interior Designer, Bulldozer Operator, and Electrician.

**Arts, A/V Technology and Communications**
The jobs in this cluster help make, create, and/or communicate ideas and thoughts through performing arts, design, or journalism. Occupational examples include Actor/Actress, Sportscaster, and Florist.

**Business, Management and Administration**
The jobs in this cluster help plan, organize, and evaluate businesses and industries. Occupational examples include Accountant, Company President (CEO), and Court Reporter.

**Education and Training**
The jobs in this cluster help people learn about themselves and the world around them. Occupational examples include Training Specialist, Media Specialist, and Teacher.

**Finance**
The jobs in this cluster provide financial and investment planning, banking, and insurance services. Occupational examples include Revenue Agent (IRS), Auditor, and Loan Officer.

**Government and Public Administration**
The jobs in this cluster help perform government functions at the local, state, and federal levels. Occupational examples include Senator, Postal Clerk, and Election Supervisor.

**Health Science**
The jobs in this cluster help people with their physical and mental concerns. Occupational examples include Dental Assistant, Doctor, and Pharmacist.

**Hospitality and Tourism**
The jobs in this cluster provide services for others through travel planning, hospitality services in hotels, restaurants, and recreation. Occupational examples include Event Planner, Executive Chef, and Recreation Director.

**Human Services**
The jobs in this cluster help family and individuals through counseling and related services. Occupational examples include Childcare Worker, Social Worker, and Funeral Director.

www.okcareertech.org/guidance
Elementary Career Cluster Definitions

**Information Technology**
The jobs in this cluster help design, develop, support, and manage hardware, software, and multimedia systems. Occupational examples include Computer Programmer, Web Designer, and Animator.

**Law, Public Safety, Corrections and Security**
The jobs in this cluster provide legal and protective services for people and property. Occupational examples include FBI Agent, Judge, and Rescue Worker.

**Manufacturing**
The jobs in this cluster help with changing raw material into useful products, services, and/or repair of machines or products. Occupational examples include Engineering Technician, Welder, and Design Engineer.

**Marketing, Sales and Service**
The jobs in this cluster deal with selling or marketing products (goods) and services (something that is done). Occupational examples include Sales Engineer, Retail Salespersons, and Advertising Managers.

**Science, Technology, Engineering and Mathematics**
The jobs in this cluster discover new ways to solve problems, provide scientific research, and technical support. Occupational examples include Aerospace Engineer, Oceanographer, and Laser Technician.

**Transportation, Distribution and Logistics**
The jobs in this cluster help move people and/or things by road, pipeline, air, railroad, and/or water. Occupational examples include Motorcycle Mechanic, Air Traffic Controller, and Railroad Engineer.
Discovering Clusters

Clustering means to sort or group objects and things together. The items in each row are alike in some way. Give a cluster name to each cluster below. Make up your own cluster groups to share with the class.

<table>
<thead>
<tr>
<th>Things in the Cluster</th>
<th>Cluster Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arm</td>
<td>Leg</td>
</tr>
<tr>
<td>2. Hammer</td>
<td>Wrench</td>
</tr>
<tr>
<td>3. Heels</td>
<td>Pumps</td>
</tr>
<tr>
<td>4. Atlantic</td>
<td>Pacific</td>
</tr>
<tr>
<td>5. Texas</td>
<td>Oklahoma</td>
</tr>
<tr>
<td>6. Pear</td>
<td>Banana</td>
</tr>
<tr>
<td>7. Shark</td>
<td>Tuna</td>
</tr>
<tr>
<td>8. Rose</td>
<td>Pansy</td>
</tr>
<tr>
<td>9. Mittens</td>
<td>Ear Muffs</td>
</tr>
<tr>
<td>10. Skis</td>
<td>Poles</td>
</tr>
<tr>
<td>11. Colored Glass</td>
<td>Grinder</td>
</tr>
<tr>
<td>12. Saturn</td>
<td>Pluto</td>
</tr>
<tr>
<td>13. Pottery</td>
<td>Sculpture</td>
</tr>
<tr>
<td>14. Columbus</td>
<td>Cortez</td>
</tr>
<tr>
<td>15. Opal</td>
<td>Amber</td>
</tr>
<tr>
<td>16. Trumpet</td>
<td>Trombone</td>
</tr>
<tr>
<td>17. Fibula</td>
<td>Femur</td>
</tr>
<tr>
<td>18. Trapezoid</td>
<td>Triangle</td>
</tr>
<tr>
<td>19.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
</tr>
</tbody>
</table>
## Career Clusters Web Sites

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Web Site</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.urbanext.uiuc.edu/firstgarden/index.html">http://www.urbanext.uiuc.edu/firstgarden/index.html</a></td>
<td>Available in Spanish or English, the information discusses the characteristics of soil, the fundamentals of gardening, and ways to plan for different types of gardens. Students will gain experience with planning, responsibility, math, measurements, and science. In an example selection on garden planning, students read about planting and care tips for growing vegetables and flowers.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.louisville.edu/a-s/biology/ecojobs.html">http://www.louisville.edu/a-s/biology/ecojobs.html</a></td>
<td>This guide was put together to answer some of the questions commonly asked by students concerning their careers in ecology and environmental studies.</td>
</tr>
<tr>
<td><strong>Arts, A/V Technology, and Communications</strong></td>
<td><a href="http://www.bls.gov/opub/ooq/2003/fall/contents.htm">http://www.bls.gov/opub/ooq/2003/fall/contents.htm</a></td>
<td>This article separates fact from fiction by exploring how occupations are presented on television. Showcases medical and law professions.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.theatrelinks.com/">http://www.theatrelinks.com/</a></td>
<td>Justin Cash has created a directory of theatre links including history, practitioners, classroom resources, education institutions, set/lighting/costume designs and more.</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td><a href="http://fisher.osu.edu/fin/overview.htm">http://fisher.osu.edu/fin/overview.htm</a></td>
<td>The Virtual Finance Library is intended as a resource for academics and investors. The information contained is a listing of finance resources and is provided for free.</td>
</tr>
<tr>
<td>Cluster</td>
<td>Web Site</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Finance</strong> (cont.)</td>
<td><a href="http://www.saludos.com/cguide/bguide.html">http://www.saludos.com/cguide/bguide.html</a></td>
<td>Finance and Accounting Career Guide describes five major job categories. This site has an interesting link called “Be Your Own Boss.”</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.educationindex.com/finance/">http://www.educationindex.com/finance/</a></td>
<td>Accounting and finance resources.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.practicalmoneyskills.com/index.php">http://www.practicalmoneyskills.com/index.php</a></td>
<td>This Web site has Lessons on spending plans; click on “Teacher Resources” located under “At School.”</td>
</tr>
<tr>
<td><strong>Government and Public</strong></td>
<td><a href="http://thomas.loc.gov/home/thomas2.html">http://thomas.loc.gov/home/thomas2.html</a></td>
<td>This site provides National House and Senate legislative information.</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td><a href="http://www.whitehousekids.gov">http://www.whitehousekids.gov</a> and click on “Kids Only”</td>
<td>The White House kid's page.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.kids.gov/">http://www.kids.gov/</a></td>
<td>This site provides links to federal kids' sites, along with some of the best kids' sites from other organizations, all grouped by subject: Arts, Careers, Computers, Fighting Crime, Fun Stuff, Global Village, Government, Money, Safety, Science, Math, and Space (includes a search tool).</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.okcareertech.org/cimc/titles/lifeskills-citizen/index.htm">http://www.okcareertech.org/cimc/titles/lifeskills-citizen/index.htm</a></td>
<td>This handbook was developed so that communities can partner with their youth in community projects. This manual provides the lessons, overheads, and worksheet to assist students in gathering needs assessments, surveys, samplings, and interviews on community needs.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.redcross.org/disaster/masters/">http://www.redcross.org/disaster/masters/</a></td>
<td>Masters of Disaster, a children’s natural hazard safety curriculum, is available in Grades K-2, Grades 3-5, and Grades 6-8. The curriculum focuses on general disaster preparedness, hurricanes, floods, tornadoes, lightning, and earthquakes. Facing Fear was developed to help children cope in uncertain times.</td>
</tr>
<tr>
<td>Cluster</td>
<td>Web Site</td>
<td>Description</td>
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<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.okcareertech.org/guidance/cc_plans_study.html">http://www.okcareertech.org/guidance/cc_plans_study.html</a></td>
<td>This site provides a template of 16 career cluster plans of study that can be used by a school or consortium to encourage students to take appropriate course work to prepare for a career and advanced educational opportunities.</td>
</tr>
</tbody>
</table>

**Answers to Questions on Page 27 – Calculate the Cost of Credit**

1. $1,000 \times 0.07 \times 1 \text{ (or } \frac{12}{12}\text{)} = $70
2. $500 \times 0.18 \times 0.5 \text{ (or } \frac{6}{12}\text{)} = $45
3. ($19.24 \times 20 \text{ months}) - $300 = $84.80
4. ($18.15 \times 7 \text{ months}) - $100 = $27.05
5. ($250 \times 0.10) + $250 \div 6 = $45.83
6. ($300 \times 0.12) + 300 \div 12 = $28.00
Activities for Career Clusters

**Agriculture, Food, and Natural Resources**

**From Farm to Table**
*Related Subjects:* Social Studies/Economics  
*Related Occupations:* Food Scientist, Food Inspector

*Activity:* Divide students into teams. Provide each team with a cereal box or soup can. Have students list all the occupations that had a role in the development of the product from its beginning until it is brought home from the store.  

*Graded On:* Teamwork and number of occupations listed.

**Animal Count**
*Related Subject:* Math  
*Related Occupation:* Wildlife Biologist

*Activity:* Divide students into teams. Provide each team with a handful of animal crackers and a paper handout to record the number of animals. Make a table with six rows and three columns. Have students glue different animal crackers in the first column. Ask each group to count their remaining crackers and tally them by animal type in the second column. They then report on their animal count totals and add this information to the class count. Table headings may look like this:

<table>
<thead>
<tr>
<th>Animal</th>
<th>Tally Marks</th>
<th>Total</th>
</tr>
</thead>
</table>

*Graded On:* Counting ability and teamwork.

**Career Bingo**
*Related Subject:* Science  
*Related Occupation:* All agricultural occupations

*Activity:* Students select a career title from a list of occupations and write the title in any square on the Bingo card until each square has an occupation (except for the FREE square). Teacher calls out career titles at random. Students mark the space or cover space with M&Ms, jellybeans, pinto beans, etc. Students can tell in which career pathway the occupation belongs. Sample occupations: Agricultural Loan Officer, Farm/Ranch Manager, Feed/Farm Supply Store Manager, Livestock Buyer/Seller, Animal Geneticist, Animal Nutritionist, Aquaculturalist, Embryo Technologist, Poultry Manager, Veterinarian, Hazardous Materials Handler, Health and Safety Sanitarian, Pollution Prevention and Control Manager, Solid Waste Disposer/Recycler, Water Quality Manager, Biochemist, Food and Drug Inspector, Food Scientist, Produce Buyer, Toxicologist, Fish and Game Warden, Forest Manager or Technician, Park Manager, Water Monitoring Technician, Wildlife Manager, Plant Breeder and Geneticist, Education and Extension Specialist, Golf Course Superintendent, Microbiologist, Agricultural Engineer, Global Positioning System Technician, Recycling Technician, Welder.  

*Graded On:* Listening skills and knowledge of occupations.

**Arts, A/V Technology, and Communications**

**Puppet Show**
*Related Subject:* Health  
*Related Occupation:* Puppeteer

*Activity:* Divide students into teams of three for a puppet show. Students in each team make three puppets and practice script. Students may present *Short Fuse Blows His Top* to younger students so they may learn how to control their temper.  

Puppet script:  
http://www.puppetresources.com/documents/script1049.htm

*Graded On:* Puppet making, oral communication, and teamwork.
Broadcasting from the Classroom
Related Subject: English
Related Occupations: Radio and TV Announcers, Newscasters
Activity: Have students broadcast school news while reinforcing their reading, verbal, and presentation skills. Divide students into teams of four. Assign teams to create one morning announcement that will last five to eight minutes. Team members choose to be either video, audio, lighting, camera, cue card holder, or:

- **News Director** – oversees the process, coordinates tasks and script, and rehearses with the newscaster.
- **Newscaster** – records the announcement, reading the script from the teleprompter. Locates a theme of the month (i.e., drug education, nutrition).
- **Artist** – takes digital photos and gathers supporting content.
- **Writer** – compiles the information and develops the script. Locates birthdays, weather, menu for lunch and next morning breakfast, and thoughts for the day. After the teacher approval, the team records their newscast.

Sources: [http://www.seriousmagic.com/vceducampusnews.cfm](http://www.seriousmagic.com/vceducampusnews.cfm)
The sites are examples, a starting point to search for software. CareerTech is not endorsing any of these products.

Graded On: Teamwork, presentation skills, and organization of script.

Business Cards
Related Subject: English
Related Occupation: Graphic Designers
Activity: Have students create business cards from an occupation of their choice (i.e., termite company, corner of card with a jagged bite mark, “Putting a Bite on Pest.”)

Graded On: Completed business card.

Penny Power
Related Subjects: Art, Social Studies, Math
Related Occupation: Bank Teller
Activity: Provide a coffee can to each class to decorate. Assemble all students to announce a goal to collect pennies for a local agency. Provide a reward for the top two classes. Assign students the task of counting, wrapping, and writing out a deposit slip for the bank.

Graded On: Teamwork, Counting Ability, Organizational Skills

Student-Run Credit Union Program
Related Subjects: Finance and Banking
Related Occupations: Tellers, Branch Managers, Computer Operators, Bookkeepers
Activity: The program consists of opening a fully functioning credit union branch inside an elementary, middle school, or high school. Students then are instructed on how to run the branch performing all duties from accepting membership applications to processing deposits. The goal is for students to become financially educated and gain real-world work experience.

Sources: [http://training.cuna.org/pubs/connect_tips.html](http://training.cuna.org/pubs/connect_tips.html)
Information located at end of newsletter.
Credit Unions with In-School and/or Youth Center Branches
The Credit Union School Branch Handbook (Michigan Credit Union League)
San Francisco's Student Run Credit Union Program
[http://www.sfycup.8m.net/](http://www.sfycup.8m.net/)
Graded On: All aspects of the banking industry.

www.okcareertech.org/guidance
Government and Public Administration

First Amendment
Related Subjects: Social Studies/Government
Related Occupations: Mayor, City Manager
Activity: Divide students into teams. Ask each team to brainstorm the needs that are not available to the students in the community. Discuss the First Amendment, which includes freedom of speech, religion, the press, and the right of the people to peacefully seek change. Have students write out how they would ask the city council members to help get it accomplished. Have students attend a city council meeting and talk about what they think is needed.
Graded On: Oral and written communication.

Current Population Survey
Related Subject: Government
Related Occupation: Economist
Activity: Who's Working? (lesson for Grades 6-8)
   http://www.econedlink.org/lessons/index.cfm?
   lesson=EM474&page=teacher
   EconEdLink, National Council on Economic Education
   Students learn to communicate like economists as they use the Current Population Survey to determine the employment status of 10 people. Students will use a bar graph and line graph to create a visual representation of their findings.
Graded On: Completion of assessment activity.

Nominating Candidates
Related Subject: Government
Related Occupation: Election Supervisor
Activity: Have students complete the Nominating Form on someone that would be a good leader for a school office (i.e., student council).
Graded On: Complete sentences, spelling, and grammar.

See Nominating Form on page 46.

Finance/Government and Public Administration

County Clerk Speaker
Related Subject: Science
Related Occupation: County Clerk
Activity: Arrange a question and answer interview with a County Clerk. Sample questions may be used or students can create more questions about the guest speaker’s duties and responsibilities.
   What percent of the city budget is spent for fire and police protection?
   How many people are employed by the city?
   How much of the tax dollar is spent on maintenance of streets?
   Is the city library financed by city taxes?
   What is the size of the recreation budget?
Graded On: Generation of questions, oral communication, and evaluation of participants.

www.okcareertech.org/guidance
Nominating Form

Complete the form to nominate officers. Select someone who would be a good leader as an officer. Answer the following questions as honestly as possible about the person you are nominating.

For which office are you nominating this person?
- [ ] President
- [ ] Vice President
- [ ] Secretary
- [ ] Treasurer

| Nominee’s Name ______________________________ | What experience does this person have to be a good candidate? |
| Grade Level ______________________________ | |

Why do you see this person as a leader?

How has this person served in another leadership role?

Why do you want this person to run for this office?

How has this person volunteered in school or out-of-school activities?

Check the qualities from the two columns that best fit the nominee:

- [ ] Dependable and responsible
- [ ] Does not take sides
- [ ] Ability to communicate
- [ ] Good listener
- [ ] Respect for others
- [ ] Honest
- [ ] Skills to work effectively with others
- [ ] Genuine enthusiastic
- [ ] Good organizational skills
- [ ] Respect others’ opinions

What other qualities does the nominee possess that is specific for this office?

Signature of person nominating ________________________________ Date ____________________
Exploring Career Clusters – Activity

Prepare a packet for each cluster area, including the following:

- Pathway Model
  - [http://www.okcareertech.org/guidance/career%20path/okcareertech/student/career_clusters.htm](http://www.okcareertech.org/guidance/career%20path/okcareertech/student/career_clusters.htm)
- Plan of Study
  - [http://www.okcareertech.org/guidance/cc_plans_study.html](http://www.okcareertech.org/guidance/cc_plans_study.html)
- Workforce Statistics
  - [http://www.okcareertech.org/iis/clustericons/workforcestats.htm](http://www.okcareertech.org/iis/clustericons/workforcestats.htm)

Divide the students into small groups and provide each group a cluster packet. Ask each group to use their materials to answer the following questions and then report to the large group with highlights of their findings.

Your Career Cluster is ________________________________________________________________.

How many pathways are in your cluster and what are they?

Give an example of a career ladder within your Career Cluster.

What high school academic courses would best prepare you to pursue postsecondary education and a career in this Career Cluster?

What technical courses would prepare students to be successful in postsecondary education and a career in this Career Cluster?

What additional electives would give students an edge in preparing for a future career in this cluster?

What college degree plans would be appropriate for students interested in pursuing a career in this Career Cluster?
What short-term courses, seminars, and/or certifications could a student acquire to best prepare for postsecondary education and a career in this cluster?

Identify an extensive learning experience that would benefit students interested in preparing for a career in this Career Cluster.

What is the salary range in your cluster for each level of education below?

- Certification/license from tech center or two-year college
  ______________________
- Associate degree from tech center or two-year college
  ______________________
- Bachelor’s degree from a college or university
  ______________________
- Graduate degree from a college or university
  ______________________

Resource: Teachers As Advisors for Secondary and Postsecondary Students, CS1015. Order by calling 1-800-654-4502.

www.okcareertech.org/guidance
**HS Plan of Study**

**Student Name** __________________________________________

**Date** __________________________________________________

**Student Signature** _______________________________________

**Parent/Guardian Signature** _________________________________

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended course work and should be individualized to meet each student’s educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

<table>
<thead>
<tr>
<th>High School</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses/Electives</strong></td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td></td>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Algebra II, Trig or Pre-Calculus</td>
<td>Trig, Pre-Calculus, or Calculus</td>
</tr>
<tr>
<td></td>
<td>Physical Science or Biology I</td>
<td>Biology I or Chemistry I</td>
<td>Chemistry I or Physics</td>
<td>Physics, AP Biology, or Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Geography/Oklahoma History</td>
<td>World History</td>
<td>American History</td>
<td>Economics/Government</td>
</tr>
<tr>
<td><strong>Career Electives</strong></td>
<td>Agriscience I</td>
<td>Agriscience II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Technology Center**
- Horticulture
- Farm Equipment Repair
- Horse Production/Management
- Meat Processing
- Welding

For more information, visit [www.okhighered.org](http://www.okhighered.org)

**Community College**
- Agriculture Communications
- Agricultural Economics
- Agricultural Sciences & Natural Resources
- Agronomy
- Animal Science
- Equine Science
- Horticulture

For more information, visit [www.okhighered.org](http://www.okhighered.org)

**College/University**
- Agricultural Communications
- Agricultural Economics
- Agriculture Sciences & Natural Resources
- Agronomy
- Animal Science
- Biochemistry
- Equine Science
- Horticulture

For more information, visit [www.okhighered.org](http://www.okhighered.org)

**Postsecondary**

**Technology Center Electives**
- Horiculture
- Horse Production Management
- Meat Processing
- Farm Equipment Repair
- Welding
- Veterinary Assisting

**Short-Term Training Options**
- Farm Business Management
- Welding
- Conversational Spanish

**Work-Based Learning Options**
- Job-Shadowing
- Internship/Mentorship
- On-the-Job Training
The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
# Agriculture, Food and Natural Resources Career Cluster

## Requirements may include but are not limited to the following:

<table>
<thead>
<tr>
<th>You should like:</th>
<th>You should be able to:</th>
<th>Possible physical abilities:</th>
<th>Opportunities for experience/training:</th>
<th>Methods of entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activities of a scientific and/or technical nature.</td>
<td>• Make decisions based on verifiable data and/or personal judgment.</td>
<td>• See well, either naturally or with correction.</td>
<td>• Work in production agriculture/agribusiness.</td>
<td>• Direct application to employers.</td>
</tr>
<tr>
<td>• Working with machines and equipment.</td>
<td>• Perform a variety of duties that may change often.</td>
<td>• Talk and hear well, either naturally or with correction.</td>
<td>• Career and technology student organizations (e.g., FFA).</td>
<td>• Consulting state employment offices.</td>
</tr>
<tr>
<td>• Activities dealing with things and objects.</td>
<td>• Work within precise limits or standards of accuracy.</td>
<td>• Lift heavy tools and parts.</td>
<td>• Participate in co-op programs.</td>
<td>• Consulting newspaper ads.</td>
</tr>
<tr>
<td>• Working outdoors.</td>
<td>• Present information or ideas to others, both orally and in writing.</td>
<td>• Be able to execute flexible movement.</td>
<td>• Work in parks, state and national forests, and private industry.</td>
<td>• Taking civil service exams.</td>
</tr>
<tr>
<td>• Working closely with people.</td>
<td>• Work as part of a team.</td>
<td>• Reach, handle, and hold objects.</td>
<td>• Membership in 4-H.</td>
<td>• Consulting school placement offices.</td>
</tr>
<tr>
<td>• Creative thinking to deal with and solve problems.</td>
<td>• Plan, direct, and control activities.</td>
<td>• Flexible movement.</td>
<td>• Work-based and/or work-site learning.</td>
<td>• Online job placement sites.</td>
</tr>
<tr>
<td>• Communicating ideas and information.</td>
<td></td>
<td>• Reach, handle, and hold objects.</td>
<td>• Job shadowing.</td>
<td></td>
</tr>
<tr>
<td>• Activities of a routine and organized nature.</td>
<td></td>
<td></td>
<td>• CareerTech courses.</td>
<td></td>
</tr>
</tbody>
</table>

For more sources of information:


World of Work Map Regions: 6 and 8
Agriculture Career Cluster
Plant Systems Pathway Workforce Statistics

| Microbiologists | Transportation, Storage, and Distribution | Seclusions, Commodities, and Financial Services | Sales Agents | Loan Officers | Foresters | Conservation Scientists | Vocational Education Teachers, Secondary School | Vocational Education Teachers, Postsecondary School | Farm, Ranch, and Other Agricultural Managers | Sales Representatives | Farm and Home Management Advisors | Forest and Conservation Technicians | Biological Technicians | Agricultural and Food Science Technicians | First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers | Agricultural Equipment Operators |

| Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees | Graduate Degrees |

| $44,400 ($21.36/hr.) | $54,300 ($26.09/hr.) | $47,000 ($22.59/hr.) | $41,200 ($19.80/hr.) | $39,600 ($19.03/hr.) | $39,500 ($19.01/hr.) | $39,100 ($18.80/hr.) | $38,700 ($18.61/hr.) | $36,400 ($17.52/hr.) | $31,900 ($15.33/hr.) | $31,200 ($15.00/hr.) | $30,800 ($14.79/hr.) | $28,700 ($13.82/hr.) | $27,100 ($13.04/hr.) | $25,600 ($12.30/hr.) | $17,200 ($8.25/hr.) |

| 18% Average growth | 14% Average growth | 13% Average growth | 17% Average growth | No relevant change | 5% Slower than average growth | 10% Average growth | 35% Faster than average growth | 14% Average growth | 9% Slower than average growth | 7% Slower than average growth | NA | 18% Average growth | 14% Average growth | 14% Average growth | 14% Average growth | 36% Much faster than average growth |

# HS Plan of Study

**Student Name** ______________________________________  **Date** ______________________________________

**Student Signature** ______________________________________  **Advisor Signature** ______________________________

**Parent/Guardian Signature** ______________________________

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended course work and should be individualized to meet each student's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

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</tr>
<tr>
<td></td>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Algebra II, Trig or Statistics</td>
<td>Trigonometry or Statistics</td>
</tr>
<tr>
<td></td>
<td>Physical Science or Biology I</td>
<td>Biology I or Chemistry I</td>
<td>Chemistry I or Physics</td>
<td>Physics or Environmental Science</td>
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<td>World History</td>
<td>American History</td>
<td>Economics/Government</td>
</tr>
<tr>
<td><strong>Career Electives</strong></td>
<td>TechConnect Communication</td>
<td>TechConnect Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology Education</td>
<td>Technology Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art/Drama/Band/Vocal Music</td>
<td>Art/Drama/Band/Vocal Music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Center</th>
<th>Community College</th>
<th>College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Art</td>
<td>Desktop Publishing</td>
<td>Art History</td>
</tr>
<tr>
<td>Graphic Communication</td>
<td>Graphic Design</td>
<td>Electronic Engineering</td>
</tr>
<tr>
<td>Electronic Desktop Publishing</td>
<td>Printing Technology</td>
<td>Fashion Design</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>Telecommunications</td>
<td>Journalism</td>
</tr>
</tbody>
</table>

For more information, visit [www.okhighered.org](http://www.okhighered.org)

**Postsecondary**
- Technology Center
- Community College
- College/University

<table>
<thead>
<tr>
<th>Work-Based Learning Options</th>
<th>Short-Term Training Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job-Shadowing</td>
<td>Adobe Photoshop</td>
</tr>
<tr>
<td>Internship/Mentorship</td>
<td>Desktop Publishing</td>
</tr>
<tr>
<td>On-the-Job Training</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td>Theater Set Design</td>
</tr>
<tr>
<td></td>
<td>Photography</td>
</tr>
<tr>
<td></td>
<td>Web Design</td>
</tr>
<tr>
<td></td>
<td>Telecommunications Protocol</td>
</tr>
<tr>
<td></td>
<td>Floral Design</td>
</tr>
<tr>
<td></td>
<td>Floral Design</td>
</tr>
</tbody>
</table>

For more information, visit [www.okhighered.org](http://www.okhighered.org)
Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

### Education Needed for Career
- **High School** - completed high school, high school with career and technology training, GED, on-the-job training, or apprenticeship
- **Junior College** - completed junior/community college, postsecondary technical, or career and technology training
- **Bachelor's Degree** - completed four-year degree or more

### Sample Career Specialties / Occupations

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Education Needed for Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Systems Technicians</td>
<td>High School – completed high school, high school with career and technology training, GED, on-the-job training, or apprenticeship</td>
</tr>
<tr>
<td>Audio-Video Designers and Engineers</td>
<td>Junior College – completed junior/community college, postsecondary technical, or career and technology training</td>
</tr>
<tr>
<td>Audio-Video System Service Technicians</td>
<td>Bachelor's Degree – completed four-year degree or more</td>
</tr>
<tr>
<td>Computer Game Designers</td>
<td></td>
</tr>
<tr>
<td>Technical Computer Support Technicians, State, Film, Video, and DVD</td>
<td></td>
</tr>
<tr>
<td>Video Graphics, Special Effects, and Animation</td>
<td></td>
</tr>
<tr>
<td>Video Systems Technicians</td>
<td></td>
</tr>
<tr>
<td>Audio and Video Technology and Film</td>
<td></td>
</tr>
<tr>
<td>Printing Technology</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Journalism and Broadcasting</td>
<td></td>
</tr>
<tr>
<td>Telecommunications</td>
<td></td>
</tr>
</tbody>
</table>

### Cluster Knowledge and Skills
- **Academic Foundations**
- **Communications**
- **Employability and Career Development**
- **Ethics and Legal Responsibilities**
- **Information Technology**
- **Leadership and Teamwork**
- **Problem Solving and Critical Thinking**
- **Safety, Health, and Environment**
- **Systems**
- **Technical Skills**

This is a sample of the Cluster and Pathway Model located at [http://www.okcareertech.org/guidance](http://www.okcareertech.org/guidance). Select Career and Pathway Models; click on "Cluster Icon."
## Arts, A/V Technology and Communications Career Cluster

**Requirements may include but are *not* limited to the following:**

<table>
<thead>
<tr>
<th>You should like:</th>
<th>You should be able to:</th>
<th>Possible physical abilities:</th>
<th>Opportunities for experience/training:</th>
<th>Methods of entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicating information to others.</td>
<td>• Work within precise limits or standards of accuracy.</td>
<td>• See well, either naturally or with correction.</td>
<td>• Summer or part-time employment.</td>
<td>• Direct application to employers.</td>
</tr>
<tr>
<td>• Activities dealing with things and objects.</td>
<td>• Make decisions based on personal judgment.</td>
<td>• Talk and hear well, either naturally or with correction.</td>
<td>• Co-op programs in high schools, technology centers, or community colleges.</td>
<td>• Consulting newspaper ads.</td>
</tr>
<tr>
<td>• Activities involving the use of machines, techniques, and processes.</td>
<td>• Communicate with people and present ideas clearly.</td>
<td>• Reach for, handle, and feel objects or materials.</td>
<td>• Apprenticeship programs.</td>
<td>• Consulting school placement offices.</td>
</tr>
<tr>
<td>• Activities of a scientific and technical nature.</td>
<td>• Relate well and work effectively with different types of people.</td>
<td>• Have good color vision.</td>
<td>• Personal hobbies involving the arts.</td>
<td>• Consulting state employment offices.</td>
</tr>
<tr>
<td>• Activities involving business contact with people.</td>
<td>• Evaluate information according to measurable or verifiable criteria.</td>
<td>• Be able to lift objects.</td>
<td>• Participation in performing groups.</td>
<td>• Taking civil service exams.</td>
</tr>
</tbody>
</table>

**For more sources of information:**


**World of Work Map Regions:** 10 and 11
Arts, A/V Technology and Communications
Journalism and Broadcasting Pathway Workforce Statistics

General and Operations Managers: Station Manager / Radio Announcer / TV Announcer
Editors: Publisher / Editor / Journalist / Reporter, Print, Broadcast
Caption Writers: Publisher / Editor / Journalist / Reporter, Print, Broadcast
Copy Writers: Publisher / Editor / Journalist / Reporter, Print, Broadcast
Broadcast News Analyst: Publisher / Editor / Journalist / Reporter, Print, Broadcast
Reporters and Correspondents: Publisher / Editor / Journalist / Reporter

| Bachelor's Degrees | College/Universities | $58,400 ($28.07/hr.) | 15% Average growth |
| Association Degrees | 2-Year Colleges/Tech Cntrs | $36,800 ($17.69/hr.) | 9% Slower than average growth |
| Associate Degrees | 2-Year Colleges/Tech Cntrs | $36,500 ($17.55/hr.) | 11% Average growth |
| Certifications | 2-Year Colleges/Tech Cntrs | $36,500 ($17.55/hr.) | 11% Average growth |
| $22,200 ($10.67/hr.) | $22,200 ($10.67/hr.) | $31,000 ($14.92/hr.) | 12% Average growth |
| $31,000 ($14.92/hr.) | $27,300 ($13.13/hr.) | $16,500 ($7.92/hr.) | 18% Average growth |
| $27,300 ($13.13/hr.) | $16,500 ($7.92/hr.) | Oklahoma Median Salary | Percent Change and Employment Prospects |

Broadcast Technician
Audio and Video Equipment Technician: Audio/Visual Operator / Control Room Technician
Radio and Television Announcer

**HS Plan of Study**

**Student Name**  
________________________________________

**Date**  
________________________________________

**Parent/Guardian Signature**  
________________________________________

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended course work and should be individualized to meet each student’s educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

<table>
<thead>
<tr>
<th>High School</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses/Electives</strong></td>
<td>English I</td>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Algebra II, Trigonometry or Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td>Geography/Oklahoma History</td>
<td>Biology I or Chemistry I</td>
<td>World History</td>
<td>American History</td>
</tr>
<tr>
<td></td>
<td>Physical Science or Biology I</td>
<td>Chemistry or Physics</td>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Foreign Language, or Computer Technology</td>
<td></td>
<td></td>
<td>Government</td>
</tr>
<tr>
<td><strong>Career Electives</strong></td>
<td>Computer Applications I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/University</th>
<th>Technology Center Electives</th>
<th>Community College</th>
<th>Work-Based Learning Options</th>
<th>Short-Term Training Options</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accounting Services</td>
<td>Banking and Financial Support Services</td>
<td>Basic Insurance</td>
<td>Business Writing</td>
</tr>
<tr>
<td></td>
<td>Financial Services</td>
<td>Actuarial Sciences</td>
<td>Ethics in Financial Services</td>
<td>Business Communications</td>
</tr>
<tr>
<td></td>
<td>Insurance Services</td>
<td>Accounting</td>
<td>Peachtrees for Windows</td>
<td>Quickbooks Pro</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finance</td>
<td>Payroll Reporting Requirements</td>
<td>Payroll Reporting Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bank Services</td>
<td></td>
</tr>
</tbody>
</table>

For more information, visit [www.okhigher.org](http://www.okhigher.org)
Planning, services for financial and investment planning, banking, insurance, and business financial management.

<table>
<thead>
<tr>
<th>Financial and Investment Planning</th>
<th>Business Financial Management</th>
<th>Banking and Related Services</th>
<th>Insurance Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brokerage Clerks (Assistants)</td>
<td>Abstractors</td>
<td>Actuaries</td>
<td></td>
</tr>
<tr>
<td>Development Officers</td>
<td>+ Accountants</td>
<td>+ Claims Agents, + Examiners, and Investigators</td>
<td></td>
</tr>
<tr>
<td>Investment Advisors</td>
<td>+ Auditors</td>
<td>+ Claims Clerks</td>
<td></td>
</tr>
<tr>
<td>+ Personal Financial Advisors</td>
<td>+ Collectors</td>
<td>+ Customer Service Agents</td>
<td></td>
</tr>
<tr>
<td>+ Sales Agents, Securities, Commodities</td>
<td>+ Economists</td>
<td>+ Direct Marketing Personnel</td>
<td></td>
</tr>
<tr>
<td>Tax Preparers</td>
<td>+ Financial Analysts</td>
<td>+ + Insurance Appraisers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revenue Agents</td>
<td>+ Processing Clerks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ Tax Examiners</td>
<td>+ + Teller</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treasurers, Controllers, and Chief Revenue Agents</td>
<td>+ + Underwriters</td>
<td></td>
</tr>
</tbody>
</table>

**Education Needed for Career**

- **High School** – completed high school, high school with career and technology training, GED, on-the-job training, or apprenticeship
- **Junior College** – completed junior/community college, postsecondary technical, or career and technology training
- **Baccalaureate Degree** – completed four-year degree or more

**Cluster Knowledge and Skills**

- Academics
- Communications
- Employability and Career Development
- Ethics and Legal Responsibilities
- Information Technology Applications
- Leadership and Teamwork
- Problem Solving and Critical Thinking
- Safety, Health, and Environment
- Systems
- Technical Skills

**Sample Career Specialties / Occupations**

- Brokerage Clerks
- Development Officers
- Investment Advisors
- Personal Financial Advisors
- Sales Agents, Securities, Commodities
- Tax Preparers

- Abstractors
- Accountants
- Auditors
- Collectors
- Economists
- Financial Analysts
- Revenue Agents
- Tax Examiners
- Treasurers, Controllers, and Chief Revenue Agents

- Actuaries
- Claims Agents, + Examiners, and Investigators
- Claims Clerks
- Customer Service Agents
- Direct Marketing Personnel
- Insurance Appraisers
- Processing Clerks
- Sales Agents
- Underwriters
Finance Career Cluster

Requirements may include but are not limited to the following:

<table>
<thead>
<tr>
<th>You should like:</th>
<th>You should be able to:</th>
<th>Possible physical abilities:</th>
<th>Opportunities for experience/training:</th>
<th>Methods of entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explaining complex technical matters.</td>
<td>• Communicate effectively both orally and in writing.</td>
<td>• Be able to do sedentary work, usually sitting, but some walking or standing involved.</td>
<td>• Career and technology student organizations.</td>
<td>• Consulting newspapers.</td>
</tr>
<tr>
<td>• Calculating rates.</td>
<td>• Use logical reasoning and step-by-step procedures.</td>
<td>• See and hear well, either naturally or with correction.</td>
<td>• Job shadowing.</td>
<td>• Consulting state employment offices.</td>
</tr>
<tr>
<td>• Activities that require maintaining records.</td>
<td>• Perform mathematics quickly and accurately.</td>
<td>• Maintain focused attention for long periods of time.</td>
<td>• Work-based and/or work-site learning.</td>
<td>• Professional certification test/licensing.</td>
</tr>
<tr>
<td>• Advising individuals and businesses.</td>
<td>• Work well with others.</td>
<td></td>
<td>• Summer or part-time employment.</td>
<td>• Consulting school placement offices.</td>
</tr>
<tr>
<td>• Preparing a detailed report of findings.</td>
<td>• Work within precise limits or standards of accuracy.</td>
<td></td>
<td>• Military service</td>
<td>• Consulting newspaper ads.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• CareerTech courses.</td>
<td>• Consulting civil service offices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Direct application to employers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Online job placement sites.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more sources of information:


World of Work Map Region: 4
**Finance**

**Banking and Related Services Pathway Workforce Statistics**

<table>
<thead>
<tr>
<th>Financial Examiners</th>
<th>$68,300 ($32.85/hr.)</th>
<th>Oklahoma Median Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Managers: Operations Managers</td>
<td>$58,100 ($27.95/hr.)</td>
<td><strong>Percent Change and Employment Prospects</strong></td>
</tr>
<tr>
<td>Network and Computer Systems Administrators: Computer Security Specialists</td>
<td>$51,600 ($24.81/hr.)</td>
<td>7% Slower than average growth</td>
</tr>
<tr>
<td>Database Administrators</td>
<td>$48,700 ($23.42/hr.)</td>
<td>16% Average growth</td>
</tr>
<tr>
<td>Network Systems and Data Communications Analysts</td>
<td>$48,500 ($23.34/hr.)</td>
<td>33% Faster than average growth</td>
</tr>
<tr>
<td>Loan Officers</td>
<td>$40,600 ($19.53/hr.)</td>
<td>34% Faster than average growth</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>$40,400 ($19.42/hr.)</td>
<td>51% Faster than average growth</td>
</tr>
<tr>
<td>Credit Analysts</td>
<td>$37,500 ($18.05/hr.)</td>
<td>17% Average growth</td>
</tr>
<tr>
<td>Personal Financial Advisors: Investment Advisors</td>
<td>$34,800 ($16.71/hr.)</td>
<td>11% Average growth</td>
</tr>
<tr>
<td>Computer Support Specialists</td>
<td>$28,600 ($13.74/hr.)</td>
<td>17% Average growth</td>
</tr>
<tr>
<td>Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation</td>
<td>$34,800 ($16.75/hr.)</td>
<td>31% Faster than average growth</td>
</tr>
<tr>
<td>Title Examiners, Abstractors, and Searchers</td>
<td>$34,400 ($16.55/hr.)</td>
<td>29% Faster than average growth</td>
</tr>
<tr>
<td>Computer Operators</td>
<td>$34,400 ($16.55/hr.)</td>
<td>16% Average growth</td>
</tr>
<tr>
<td>Credit Authorizers, Checkers, and Clerks</td>
<td>$24,000 ($11.56/hr.)</td>
<td>-8% Declining</td>
</tr>
<tr>
<td>Loan Interviewers and Clerks: Loan Processors</td>
<td>$23,400 ($11.24/hr.)</td>
<td>-18% Declining</td>
</tr>
<tr>
<td>New Accounts Clerks</td>
<td>$23,100 ($11.11/hr.)</td>
<td>-5% Declining</td>
</tr>
<tr>
<td>Bill and Account Collectors: Repossession Agents</td>
<td>$23,100 ($11.10/hr.)</td>
<td>-15% Declining</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>$22,700 ($10.90/hr.)</td>
<td>9% Slower than average growth</td>
</tr>
<tr>
<td>Tellers</td>
<td>$22,600 ($10.86/hr.)</td>
<td>22% Faster than average growth</td>
</tr>
<tr>
<td>Banking and Related Services Pathway</td>
<td>$19,100 ($9.16/hr.)</td>
<td>24% Faster than average growth</td>
</tr>
</tbody>
</table>

Unless otherwise indicated, all salary and employment outlook data is from O*Net Online, [http://online.onetcenter.org](http://online.onetcenter.org), and America's Career Infonet, [http://www.acinet.org](http://www.acinet.org).
This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended course work and should be individualized to meet each student’s educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Algebra II, Trigonometry or Statistics</td>
<td>Pre-Calculus, Trigonometry or Statistics</td>
</tr>
<tr>
<td>Physical Science or Biology I</td>
<td>Biology I or Chemistry I</td>
<td>Chemistry or Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Geography/Oklahoma History</td>
<td>World History</td>
<td>American History</td>
<td>Economics/Government</td>
</tr>
</tbody>
</table>

**Career Electives**
- Career Orientation
- Career Electives

**Technology Center Electives**
- Criminal Justice
- Law Enforcement

**Postsecondary**
- Technology Center
  - Law Enforcement
  - Cyber Security

**Community College**
- Communications
- Geography
- History
- Management
- Political Science
- Sociology

**College/University**
- American Studies
- Economics
- Political Science
- Planning
- Sociology
- Foreign Language

**Work-Based Learning Options**
- Job-Shadowing
- Internship/Mentorship
- On-the-Job Training

**Short-Term Training Options**
- Crime Scene Investigation
- Latent Fingerprint Comparison

For more information, visit [www.okhighered.org](http://www.okhighered.org)
Executing governmental functions to include Governance, National Security, Foreign Service, Planning, Revenue and Taxation, Regulation, and Management and Administration at the local, state, and federal levels.

<table>
<thead>
<tr>
<th>Cluster Knowledge and Skills</th>
<th>Education Needed for Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic Foundations</td>
<td>• High School – completed high school, high school with career and technology training, GED, on-the-job training, or apprenticeship</td>
</tr>
<tr>
<td>• Communications</td>
<td>• Junior College – completed junior/community college, postsecondary technical, or career and technology training</td>
</tr>
<tr>
<td>• Employability and Career Development</td>
<td>• Bachelor's Degree – completed four-year degree or more</td>
</tr>
<tr>
<td>• Ethics and Legal Responsibilities</td>
<td>• Technical Skills</td>
</tr>
</tbody>
</table>

### Education Needed for Career

- **High School** – completed high school, high school with career and technology training, GED, on-the-job training, or apprenticeship
- **Junior College** – completed junior/community college, postsecondary technical, or career and technology training
- **Bachelor’s Degree** – completed four-year degree or more

### Cluster Knowledge and Skills

- **Governance**: Academic Foundations, Communications
- **National Security**: Fiscal Responsibilities, Information Technology
- **Foreign Service**: Leadership and Teamwork, Problem Solving and Critical Thinking
- **Planning**: Safety, Health, and Environment
- **Revenue and Taxation**: Systems
- **Regulation**: Technical Skills
- **Public Management and Administration**: Knowledge and Skills

### Sample Career Specialties / Occupations

- **President**: National Security Advisor, Staff or Field Officer
- **Vice President**: Foreign Service Officer, Administrative Officer
- **Governor**: Economic Officer, Political Officer
- **Legislative Assistant**: Diplomatic Courier
- **Commissioner (County, Parish, City)**: Business/Enterprise Official, Census Clerk
- **Commissioner (State Agency)**: Census Enumerator, Chief of Vital Statistics
- **Congressional Aide**: Commissioner, County Director
- **Policy Advisor**: Director (Various Agencies)
- **City Manager**: Economic Development Coordinator
- **City Council**: Director
- **City or County Clerk**: Program Associate
- **Court Administrator or Clerk**: Assessor, Assistant/Clerk
- **Board of Education**: Inspector General, Internal Revenue Investigator
- **Postal Clerk**: Tax Attorney
- **City or County Clerk**: Revenue Agent/Officer, Tax Auditor
- **Business/Enterprise Official**: Tax Examiner, Tax Policy Analyst

### Pathways

- **Cluster Knowledge and Skills**
  - Academic Foundations
  - Communications
  - Employability and Career Development
  - Ethics and Legal Responsibilities

- **Education Needed for Career**
  - High School – completed high school, high school with career and technology training, GED, on-the-job training, or apprenticeship
  - Junior College – completed junior/community college, postsecondary technical, or career and technology training
  - Bachelor’s Degree – completed four-year degree or more

### Select Career and Pathway Models

Select Career and Pathway Models: click on "Cluster Icon."
Government and Public Administration Career Cluster

Requirements may include but are *not* limited to the following:

<table>
<thead>
<tr>
<th>You should like:</th>
<th>You should be able to:</th>
<th>Possible physical abilities:</th>
<th>Opportunities for experience/training:</th>
<th>Methods of entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activities that involve meeting, helping, and direct contact with people.</td>
<td>• Perform a variety of duties that may change often.</td>
<td>• Speak clearly.</td>
<td>• Career and technology student organizations.</td>
<td>• Taking civil service exams.</td>
</tr>
<tr>
<td>• Solving complex problems.</td>
<td>• Communicate easily, tactfully, courteously, and effectively.</td>
<td>• Sit or stand for long periods.</td>
<td>• Work-based learning and/or work-site learning.</td>
<td>• Direct application to employers.</td>
</tr>
<tr>
<td>• Activities involving communication of ideas, data, and information.</td>
<td>• Work under pressure.</td>
<td>• Work long hours.</td>
<td>• Summer or part-time employment.</td>
<td>• Consulting newspaper ads.</td>
</tr>
<tr>
<td>• Leading and being a part of a team.</td>
<td>• Make decisions based upon personal judgment or verifiable data.</td>
<td>• See and hear well, either naturally or with correction.</td>
<td>• Job shadowing.</td>
<td>• Consulting state employment offices.</td>
</tr>
<tr>
<td>• Direct, control, and plan activities that affect many people.</td>
<td>• Direct, control, and plan activities that affect many people.</td>
<td>• Maintain good physical and mental health.</td>
<td>• Student council and leadership roles in clubs and organizations.</td>
<td>• Consulting school placement offices.</td>
</tr>
<tr>
<td>• Maintain even temperament and emotional stability.</td>
<td></td>
<td></td>
<td>• Two-year or four-year degree courses or programs.</td>
<td>• Consulting professional journals and associations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Military service.</td>
<td>• Online job placement sites.</td>
</tr>
</tbody>
</table>

For more sources of information:


World of Work Map Regions: 2 and 3
Government and Public Administration Career Cluster
Planning Pathway Workforce Statistics

**Economists**: Economic Development Coordinators / Economic Development Specialists

**Operations Research Analysts**: Management Analysts

**Urban and Regional Planners**: Planners / Senior Planners

**Statisticians**: Statistical Assistants

**Chief Executives**: Business/Enterprise Officials / Chiefs of Vital Statistics / Commissioners (Various Services) / Directors (Various Agencies) / County Directors (Various Services)

**Logisticians**: Global Imaging Systems Specialists / Logistics Managers / Logistics Engineers / Logistics Analysts / Logistics Consultants

**Management Analysts**

**Social and Community Service Managers**: Federal Aide Coordinators / Program Associates

**Emergency Management Specialists**: Emergency Planners

**Statistical Assistants**

**Surveying and Mapping Technicians**: Global Imaging Systems Specialists

**Interviewers, Except Eligibility and Loan**: Census Enumerators

**Planning Pathway**

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Major</th>
<th>Oklahoma Median Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td></td>
<td>$55,300 ($26.60/hr.)</td>
</tr>
<tr>
<td>Bachelor's</td>
<td></td>
<td>$94,800 ($45.60/hr.)</td>
</tr>
<tr>
<td>Certifications</td>
<td></td>
<td>$19,900 ($9.59/hr.)</td>
</tr>
<tr>
<td>2-Year Colleges/Tech Cntrs</td>
<td></td>
<td>$19,900 ($9.59/hr.)</td>
</tr>
</tbody>
</table>

**Percent Change and Employment Prospects**

- Not Available
- 5% Slower than average growth
- 19% Average growth
- 15% Average growth
- 15% Average growth
- 15% Average growth
- 25% Faster than average growth
- 27% Faster than average growth
- 34% Faster than average growth
- Not Available
- 27% Faster than average growth
- 23% Faster than average growth

Saving the Career Cluster Plan of Study

Customizing and/or saving the Career Cluster Plan of Study:

Locate:  http://www.okcareertech.org/guidance/cc_plans_study.html

Click on:  One of the 16 Career Clusters

Decide which of the two choices you will use:

I. You may make changes to document on the Internet.
   Two choices to save document:
   
   A. Click on:  File:  Select:  Close
      It will ask you:
      Do you want to save changes?
      Yes:  Saves your changes.
      No:  Discards your changes.
      Cancel:  Keep this document open.
      Click yes if you want to save to your hard drive.

   B. Click on:  File:  Select:  Save As
      Once the document has been saved, the Internet screen will turn white. If you need to go back to the original document, click on the back button and go into Cluster Plan of Study.

II. You may save document without changes directly to your hard drive and make changes from <Word>.

   A. Click on:  File:  Select:  Close
      It will ask you:
      Do you want to save changes?
      Yes:  Saves your changes.
      No:  Discards your changes.
      Cancel:  Keep this document open.
      Click yes if you want to save to your hard drive.

   B. Click on:  File:  Select:  Save As
      Once the document has been saved, the Internet screen will turn white. If you need to go back to the original document, click on the back button and go into Cluster Plan of Study.
High School Plan of Study Check Sheet

Provide a planning template that will accommodate the student’s current high school schedule (e.g., six-period day, seven-period day, block schedule or trimester).

Using the student’s current high school transcript, record the courses and programs already completed. Be sure to record all course work for ninth grade and above. (Note: Some eighth-grade courses may be counted for high school credit — Algebra I, etc.).

Record the current academic and CareerTech program or courses in which the student is currently enrolled.

Compare completed course work with the student’s high school graduation requirements, and document those requirements still to be earned.

Using the student’s chosen Career Cluster and Pathways, choose appropriate academic and CareerTech courses to complete the student’s high school schedule.

Ensure that each student’s plan will meet college entrance requirements.

Items to consider:

1. Are there additional academic courses that would strengthen the plan of study?

2. Are there additional elective or CareerTech courses that would strengthen the plan of study?

3. Will the student be prepared to enter a college degree program if appropriate?

4. What information can the student use from his/her ACT or ACT-PLAN, ACT-EXPLORE assessment?

5. Does the opportunity exist for CareerTech courses to count for academic credit?

6. Are there additional short-term courses that would provide the student with additional skills for his/her chosen career field?

7. Have you determined when the student should revisit, revise, and strengthen his/her plan of study?

8. How will you share the student’s plan of study with appropriate partners (e.g., technology center staff, college recruiters, etc.)?

9. Have parents or guardians been included in the planning and review process?
Products and Resources

Credit: You’re in Charge
Mismanaged credit and robbing Peter to pay Paul can be signs of a serious debt problem. Viewers are given an in-depth understanding of concepts necessary to survive in today’s financial environment. A decision-making model to assist individuals in regaining control of their credit is a featured component of this program.
(21-minute video)
Grade Level: High School
Order Number: HE7174
In-State Price: $39

Life, Love, and Money
Our emotions and feelings are integrated with our financial decisions, goal setting, and spending patterns. Students explore the relationship between emotions and money. Emphasis is on the importance of communication about money issues with future roommates and/or spouses. (15-minute video)
Grade Level: High School
Order Number: HE7139
In-State Price: $39

Consumer Education – Teacher’s Guide
Table of Contents: Understanding the Economy, Making Wise Consumer Decisions, Influencing the Buyer Through Advertising, Resolving Consumer Problems in the Marketplace, Choosing Financial Services, Exploring Savings and Investment Opportunities, Developing a Personal Financial System, Understanding Credit, Resolving Credit Problems, Selecting Transportation, Housing Considerations, Protecting Your Loved Ones, Wills and Funerals, Managing Time, Managing Leisure Activities, Exploring Professional Opportunities in Consumer Education. There are 15 units in this teacher’s guide.
Order Number: HE1015
In-State Price: $16

Consumer Education — Student Book
(10th-12th Grades)
Order Number: HE3015
In-State Price: $10

On Your Own in Middleton CD-ROM
Your students will be in complete control of their finances with this personal finance simulation. True-to-life jobs, income, prices, and expenses show your students how to meet the financial challenges they are going to face. They will hunt for a job, find a place to live, choose their transportation, select a financial institution, open a checking and savings account, and set up a budget. Will they be able to stick to their budget?
Grade Level: 8th Grade–High School
Order Number: CS8005
In-State Price: $63

Personal Financial Skills
The Table of Contents includes Managing Money, Understanding Banking, Using Credit Wisely, Understanding Taxes and Insurance.
Grade Level: High School
Order Number: BS1004 Teacher Edition
In-State Price: $10
Order Number: BS3004 Student Edition
In-State Price: $6

A Career Cluster Journey
This guide introduces middle grade students to Career Clusters through a colorful poster, teacher’s guide, and a classroom set of student-managed portfolio folders. The folders provide a three-year record of students’ interests and accomplishments, including a place to keep the students’ work. Information for counselors and teachers, activity pages, and lesson plans are provided in the teacher’s guide to reinforce the Career Clusters.
Grade Level: 4th – 8th Grades
Order Number: CC9022
(Guide, poster, and 25 folders)
In-State Price: $17.50
Order Number: CC9023
Portfolio Folder Refills (25/pkg.)
In-State Price: $7.50
Career Cluster Folders
The colorful four-page flyers for each Career Cluster contain fast-facts. They include a list of 20 possible career choices for this cluster, along with the required education, Oklahoma salary, and projected job growth for each cluster area. Each of the 16 brochures includes a Career Plan of Study for a particular cluster, and the Cluster Knowledge and Skills, Sample Career Specialties, and Career Pathways available to students.
Grade Level: Middle Grades – High School
Order Number: CE9001 - 16
In-State Price: $10 (25/pkg.)

Young Person’s Occupational Outlook Handbook
Based on the Department of Labor’s Occupational Outlook Handbook (OOH), this popular guidebook is ideal for helping young people explore over 270 jobs that cover more than 88 percent of the workforce. One-page job descriptions include a brief description of the job; details on working conditions; school subjects related to the job; suggested activities for “trying out” the job; information on earnings, education, and employment outlook.
Grade Level: 4th – 8th Grades
Order Number: CS1109
In-State Price: $14

Teachers as Advisors for Secondary and Postsecondary Students
Students need more guidance than college entrance requirements and a course catalog. High school and adult students need to understand their options, set career goals, and develop a plan of study to help them reach those goals. Based on the Teachers as Advisors Toolbox, this new publication will provide information and resources to assist teachers as they prepare secondary and postsecondary students to explore work-based learning, education, and training or to enter the world of work.

The curriculum outlines how to advise students using Career Clusters and workplace learning information, and it provides content materials, monthly activities, forms, and more to help provide education and career planning. Topics include Getting Started, Advisor Training, Preparing for Parent Conference, Interpreting PLAN Results, Computing GPA, Career Clusters, Developing a Plan of Study, ACT Information, Financial Aid, Strategies for Entering the Workforce, Seminar Topics for Seniors, Work-Based Learning, and Additional Examples and Ideas.
Grade Level: High School
Order Number: CS1015
In-State Price: Request Price
Resource Center
Free Loan of Materials for Classroom and Professional Development Use

The Resource Center is a full-service library that loans print and multimedia materials to educators and students in Oklahoma. The scope of our collection includes career and technology education and curriculum, School-to-Work, teaching methods and learning styles, technology in education, business management, and more.

For more information, visit our Web site at www.okcareertech.org/resrc.

Materials are available in all the following subjects. Visit our Web site today to view the resources under each subject.

- Adult Literacy
- At-Risk, Dropout Prevention
- Audio Tapes 1993-2002
- Audio Tapes Through 1992
- Career Awareness K-8
- Career Clusters
- Career Exploration and Preparation
- Career – Program Development
- Classroom Management and Discipline
- College Scholarship Guides
- Corrections Education
- Cultural Diversity & Ethnicity
- Disability Resources
- Distance Education
- Education Theory and Reform
- Educational Technology
- Electronic Books
- English Grammar
- Gender Equity/Sexual Harassment
- Grants and Grant Writing
- Health
- Integration of Vocational and Academic Education
- Job Search and Resumé Writing
- Leadership
- Mentoring
- National Board Certification Standards
- Presentation Skills
- Professional Image
- Quality/Teams
- School-to-Work
- School Administration
- Software through 1995
- Software 1996-2002
- Strategic Planning
- Teacher Excellence
- Tech Prep
- Videos 1995-2002
- Videos through 1994
- Violence Prevention in Schools
Tips for Teachers and Counselors

OKCIS Scavenger Hunt

To complete this activity, you will need Oklahoma Career Information System (OKCIS) online comprehensive software containing career exploration and planning tools and career/education information. It is password protected. This software is available for purchase; contact 1-800-654-4502.

Students will learn to explore the many resources offered by OKCIS by completing the scavenger hunt on this worksheet.

Click on “Occupation” listed under “Occupations and Employment.”
Can you find the occupation you would like to investigate?

YES  NO
(Circle One)

If you answered YES:
Select “Outlook” that is located under “Topics.”
What is the job outlook in your state
(choose three cities)? Is the outlook on the
rise, stable, or declining?

City_________ Rise Stable Declining
City_________ Rise Stable Declining
City_________ Rise Stable Declining

What is the average salary in each city?

City_________ Rise Stable Declining
City_________ Rise Stable Declining
City_________ Rise Stable Declining

PROCEED

Your chosen occupation needs the following skills:

www.okcareer.org/guidance
NEXT STEP

Click on “Home.”
Do you know of a postsecondary option (college, technical school, etc.) that you may want to pursue?

Yes: What is it?
Locate it by clicking on “U.S. Colleges and Universities” under “Education and Training.”

No: Click on “Undergraduate School Sort” and follow the procedure given. Name a result (school):
Click on one of the results.

YOU’RE ON YOUR WAY

Locate the following information.

1. The percentage of girls who attend this educational/training facility:

2. The percentage of boys who attend this educational/training facility:

3. The cost of tuition there:

4. Requirements for entrance:

5. A course of study you could pursue:

6. Either a Web site address or postal mail address of this facility:

YOUR JOURNEY IS ALMOST COMPLETE

With the information you now have available, draw your career pathway time line. Include when, where, and what you will be doing to accomplish your career goal/s.
The school report card has valuable information that can be used when planning the school’s improvement plan and/or guidance comprehensive plan. One of the best ways to promote your school counseling program is by using data. School counselors can use data to demonstrate student growth, counselor effectiveness, and program design. The following questions can be used in planning:

1. What activity/program can be implemented to decrease the rate of absenteeism, suspension, dropout, and remedial college courses?

2. What activity program can be implemented to increase the rate of graduation, ACT scores, end-of-instruction tests, and Regents curriculum?

3. Read the following bullet points. Would they make a positive difference in the data?
   - Students participate in a parent-teacher-student conference to plan a high school program of study at least once a year.
   - Students have an adult mentor or advisor who works with them all four years of high school.
   - Students complete a high school plan of study prior to Grade 9.
   - Students take math and science courses during their senior year.

The information presented on the School Report Card is divided into three major reporting categories: (1) Community Characteristics, (2) School Educational Process, and (3) Student Performance.

Located at: [http://www.schoolreportcards.org/](http://www.schoolreportcards.org/)
Select: Oklahoma Education Indicators Program by clicking on the purple book.
Scroll down to: School Report Card. Click on (next to title) “Click here to access reports.”

Directions:
- Select: Five years of reports.
- Locate by district name.
- View the report cards.
- Submit

Note: A worksheet is provided on the next page to collect the data.

**Other Resources on Evaluating Student Goals**

Guidance Indicators

Information includes:
- Guidance Indicator Survey Template (PDF format)
- Guidance Indicator Data and Goals Template
- Student Choice Data and Goals Template
- Academic Data and Goals Template
## High School Profile

### Socioeconomic Data

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free/reduced lunch</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
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### Census Data

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<thead>
<tr>
<th>Year</th>
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<th>2004</th>
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<tbody>
<tr>
<td>Average Income</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
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### Census Data

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<th>2001</th>
<th>2002</th>
<th>2003</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Educational level adults 25+ (2003)</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
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<tr>
<td>Educational level adults 25+ (2004)</td>
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<td>[ \text{Data} ]</td>
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### Preparation, Motivation, and Parental Support

<table>
<thead>
<tr>
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<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days absent per student</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
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<tr>
<td>Suspension of 10 days or less</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
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<tr>
<td>Suspension of more than 10 days</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
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### Juvenile Offenders

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<thead>
<tr>
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<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>One out of every ___ students charged</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
</tr>
<tr>
<td>Averaged ___ offense(s)</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
</tr>
<tr>
<td>___ Alleged gang members</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
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### Classroom and Administration Characteristics

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<tbody>
<tr>
<td>Student enrollment</td>
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<td>[ \text{Data} ]</td>
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### End of Instruction

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<tbody>
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<td>English II</td>
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<td>[ \text{Not Available} ]</td>
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<td>U.S. History</td>
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<tr>
<td>Algebra I</td>
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<td>[ \text{Not Available} ]</td>
<td>[ \text{Not Available} ]</td>
<td>[ \text{Not Available} ]</td>
<td>[ \text{Not Available} ]</td>
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<tr>
<td>Biology I</td>
<td>[ \text{Not Available} ]</td>
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<td>[ \text{Not Available} ]</td>
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### Student Performance

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<th>2002</th>
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<tr>
<td>Dropout rate</td>
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<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
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<tr>
<td>Graduates</td>
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<td>[ \text{Data} ]</td>
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<tr>
<td>CareerTech participation</td>
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<td>[ \text{Data} ]</td>
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<tr>
<td>CareerTech completion</td>
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<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
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<tr>
<td>ACT participation</td>
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<td>[ \text{Data} ]</td>
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<td>Average ACT score</td>
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<td>[ \text{Data} ]</td>
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<td>Completing Regents curriculum</td>
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<td>[ \text{Data} ]</td>
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<td>Out-of-state college rate</td>
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<td>State college rate</td>
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<td>[ \text{Data} ]</td>
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<td>Remedial courses</td>
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<td>College completion</td>
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<td>[ \text{Data} ]</td>
<td>[ \text{Data} ]</td>
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</tbody>
</table>
Profiles 2005 State Report
Quick Facts From the Oklahoma Office of Accountability

2003-04 percent change shown in parentheses ( ):  ↑=increase  ↓=decrease  ↔=no change

- Total ADM was 619,208, an increase of 810 students (↑ 0.1)
- There was also a rapid decline in ADM from 9th through 12th grade (↓)
- 15% of students qualify for the special education programs (↔) (has climbed steadily from 12% to 15% over past 10 years)
- 53.8% of students qualify for the Free or Reduced Lunch program (↑ 1.4)
- Classroom teacher FTEs decreased to lowest number since 1992-93 (↓ 4.0)
- Gross student/teacher ratio for regular classroom teachers was 17.7:1 (↑ 4.0) (the highest student/teacher ratio in the history of the Profiles report)
- Districts offered an average of 33.6 units in the six core subject areas
- Average teacher salary was $34,779 (↑ 0.55)
- Average number of administrators per school district was 5.5 (↓ 3.8)
- Average salary of administrators was $60,434 (↑ 1.2)
- Local/County provides 33.9% of local district funding (↑ 0.1)
- State provides 53.4% of local district funding (↓ 0.1)
- Federal funds provide 12.7% of local district funding (↔)
- Expenditure per student using all funds was $5,369 (↓ 18.1)

- Oklahoma’s expenditures per student is 34.2% below a national average ($8,156) (↓ 12.2)
- Oklahoma’s graduation rate (from 9th grade to graduation) was 75.4% (↑ 0.9)
- National-level graduation rate (from 9th grade to graduation) was 68.1% (↑ 0.1)
- 76.1% of graduates completed college-bound curriculum (↓ 0.9)
- Average GPA of senior class was 3.0 (↔)
- ACT participation rate was 68.1% (↓ 0.6)
- Average ACT Score was 20.7 (↔)
- 7% of graduates planned to attend out-of-state college (↑ 0.9)
- 41.0% of seniors enrolled in an occupationally specific CareerTech program (↑ 0.7); of those enrolled, 82.7% completed one or more competencies (↓ 0.1) – 3-year average
- 51.8% of graduates went directly to public college or university in Oklahoma (↑ 1.7) – 3-year average
- 35.8% of graduates took at least one remedial course in college (↑ 0.3) – 3-year average
- 72.5% college freshmen had a GPA of 2.0 or above during the first semester (↓ 0.7) – 3-year average
- 41.2% received a college degree within 150% of the ordinary completion time (↓ 1.4)

Prepared by Dr. Dale Barnett,
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Web Sites for Counselors and Teachers

CAREER Choose Your Path to Success
http://www.okcareertech.org/GUIDANCE
Click on link under Bulletin Board or type in http://www.okcareertech.org/GUIDANCE/Career%20Path/okcareertech/student/home.htm
Students can create their own career plan while using this prepaid Internet site. Junior high and high school students follow the menu to view career-planning steps, plans of study, the 16 Career Clusters, career knowledge and skills, occupational information, and more career information. Students can download and print out the worksheets to use with their top three Career Clusters determined by the results from their interest inventory. Their next step is to decide which education or training they need to meet their career goal. Then they use the plans of study to develop a plan to reach their goal.

Students can view, customize, and print the plan of study. The cluster plan of study is a template that should be used as a tool to help choose appropriate course work to prepare for a career and advanced educational opportunities. This template can be customized to reflect the school’s current course offerings as well as those at the local technology center and colleges. Making the right plans for their future during high school will save students time and money. Many of the steps followed in this program can be used again as students explore other occupations.

Oklahoma Career Clusters Speaker’s Kit
http://okcareertech.org/iis/clustericons/ccdindex/index.htm
This kit is intended to serve as a tool for presenters who speak to teachers, parents, and students about Career Clusters. This presentation includes a PowerPoint and script, group activities, and handouts. The resources in this kit are designed to facilitate participants’ awareness and knowledge of Career Clusters.

A pencil-and-paper interest inventory is located at this Web site. Click on “Presentations by Group Activity” and then select “Career Cluster Interest Survey.”

Schools Attuned
A professional development program gives educators the knowledge and skills to meet the diverse needs of all students in their schools. Schools Attuned is a researched-based program that is provided pre-paid through the Department of Education. Teachers report being better prepared to assist students with differences in learning. Participants leave with a wealth of tools, including Web resources. http://www.allkindsofminds.org/
Workshop dates: Click on “Calendar.” In the drop down boxes, select “All Categories” for Events. Under “An Event by Region,” select South – West South Central.

Online Readiness Survey
The “Online Readiness Survey” is available to help people assess their district’s readiness to implement an ASCA National Model school counseling program. The online survey creates a “score report” that can be useful for identifying steps to implement the National Model. http://www.umass.edu/schoolcounseling/

ACT’s monthly News You Can Use electronic newsletter provides short articles to inform students and parents about college and career planning. Schools may use these articles in emails, handouts, newsletters, school newspapers, and on school Web sites. The articles are written for a student audience, but they can be rewritten for parents. The newsletter is delivered during the school year as a text email message. Sign up at this site. http://www.act.org/news/use/index.html

www.okcareertech.org/guidance
New National Career Development Guidelines

The National Career Development Guidelines (NCDG) help educators, career professionals, and community leaders develop high-quality career development programs for youth and adults nationwide. Quality career development programs can:
- Increase academic achievement.
- Help students make sound decisions related to planning for, preparing for, and financing postsecondary education or training.
- Contribute to safe and drug-free schools.
- Help students develop the positive personal qualities they will need in their future roles as parents, workers, and community members.

The framework includes three domains of competency:
- Personal Social Development
- Educational Achievement and Lifelong Learning
- Career Management

Under each domain are goals with indicators of mastery for each goal. The NCDG framework describes a continuum of personal, educational, and career skills that young people and adults should master to get the most from education, life, and work.

Development Level
Knowledge — Elementary

Domain 1: Personal Social Development
Goal PS1  Develop understanding of yourself to build and maintain a positive self-concept.

PS1.K1 Identify your interests, likes, and dislikes.
PS1.K2 Identify your abilities, strengths, skills, and talents.
PS1.K3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty.)
PS1.K4 Identify your work values/needs.
PS1.K6 Identify behaviors and experiences that help build and maintain a positive self-concept.
PS1.K7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.
PS1.K8 Recognize that your behaviors and attitudes affect the self-concept of others.
PS1.K9 Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.
PS1.K10 Recognize that educational achievement (performance) and/or success at work can affect your self-concept.

Goal PS2  Develop positive interpersonal skills, including respect for diversity.
PS2.K1 Identify effective communication skills.
PS2.K2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
PS2.K3 Identify positive social skills (e.g., good manners and showing gratitude).
PS2.K4 Identify ways to get along well with others and work effectively with them in groups.
PS2.K5 Describe conflict resolution skills.
PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
PS2.K7 Identify sources of outside pressure that affect you.
PS2.K8 Recognize that you should accept responsibility for your behavior.
PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
PS2.K10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3 Integrate personal growth and change into your career development.
PS3.K1 Recognize that you will experience growth and changes in mind and body throughout life that will impact your career development.
PS3.K2 Identify good health habits (e.g., good nutrition and constructive ways to manage stress).
PS3.K3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
PS3.K4 Recognize that external events often cause life changes.
PS3.K5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
PS3.K6 Recognize the importance of adaptability and flexibility when initiating or responding to change.

Goal PS4 Balance personal, leisure, community, learner, family, and work roles.
PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
PS4.K2 Recognize that you must balance life roles and that there are many ways to do it.
PS4.K3 Describe the concept of lifestyle.
PS4.K4 Recognize that your life roles and your lifestyle are connected.

Domain 2: Educational Achievement and Lifelong Learning
Goal ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.
ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
ED1.K3 Describe study skills and learning habits that promote educational achievement and performance.
ED1.K5 Describe the importance of having a plan to improve educational achievement and performance.

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ED1.K6 Describe how personal attitudes and behaviors can impact educational achievement and performance.
ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.
ED1.K8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

**Goal ED2** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.
ED2.K1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
ED2.K2 Recognize that viewing yourself as a learner affects your identity.
ED2.K3 Recognize the importance of being an independent learner and taking responsibility for your learning.
ED2.K4 Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.K5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, online courses, and on-the-job training).
ED2.K6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).
ED2.K7 Describe informal learning experiences that contribute to lifelong learning.

**Domain 3: Career Management**

**Goal CM1** Create and manage a career plan that meets your career goals.
CM1.K1 Recognize that career planning to attain your career goals is a lifelong process.
CM1.K2 Describe how to develop a career plan (e.g., steps and content).
CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
CM1.K4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
CM1.K5 Recognize that changes in you and the world of work can affect your career plans.

**Goal CM2** Use a process of decision-making as one component of career development.
CM2.K1 Describe your decision-making style (e.g., risk taker, cautious).
CM2.K2 Identify the steps in one model of decision-making.
CM2.K3 Describe how information (e.g., about you, the economy, and educational programs) can improve your decision-making.
CM2.K4 Identify alternative options and potential consequences for a specific decision.
CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
CM2.K6 Describe how education, work, and family experiences might impact your decisions.
CM2.K7 Describe how biases and stereotypes can limit decisions.
CM2.K8 Recognize that chance can play a role in decision-making.
CM2.K9 Recognize that decision-making often involves compromise.
Goal CM3  Use accurate, current, and unbiased career information during career planning and management.
CM3.K1  Describe the importance of career information to your career planning.
CM3.K2  Recognize that career information includes occupational education and training, employment, and economic information and that there is a range of career information resources available.
CM3.K3  Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).
CM3.K4  Identify several ways to classify occupations.
CM3.K5  Identify occupations that you might consider without regard to your gender, race, culture, or ability.
CM3.K6  Identify the advantages and disadvantages of being employed in a nontraditional occupation.

Goal CM4  Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
CM4.K1  Describe academic, occupational, and general employability skills.
CM4.K2  Identify job-seeking skills such as the ability to write a resumé and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
CM4.K3  Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
CM4.K4  Recognize that many skills are transferable from one occupation to another.
CM4.K5  Recognize that your geographic mobility impacts on your employability.
CM4.K6  Identify the advantages and challenges of self-employment.
CM4.K7  Identify ways to be proactive in marketing yourself for a job.

Goal CM5  Integrate changing employment trends, societal needs, and economic conditions into your career plans.
CM5.K1  Identify societal needs that affect your career plans.
CM5.K2  Identify economic conditions that affect your career plans.
CM5.K3  Identify employment trends that affect your career plans.

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Development Level
Application — Middle Grades

Domain 1: Personal Social Development

Goal PS1  Develop understanding of yourself to build and maintain a positive self-concept.
PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes, and dislikes.
PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.
PS1.A3 Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
PS1.A4 Demonstrate behavior and decisions that reflect your work values/needs.
PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.
PS1.A6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
PS1.A7 Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.
PS1.A8 Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.
PS1.A9 Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.
PS1.A10 Give personal examples of how educational achievement (performance and/or success at work) affected your self-concept.

Goal PS2  Develop positive interpersonal skills, including respect for diversity.
PS2.A1 Demonstrate effective communication skills.
PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.
PS2.A5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
PS2.A6 Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations.
PS2.A7 Demonstrate the ability to handle outside pressure on you.
PS2.A8 Demonstrate that you accept responsibility for your behavior.
PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
PS2.A10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.A11 Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment.
Goal PS3  **Integrate personal growth and change into your career development.**

PS3.A1  Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually).

PS3.A2  Demonstrate how you have adopted good habits.

PS3.A3  Give examples of how your personal motivations and aspirations have changed with time and circumstances.

PS3.A4  Give examples of external events that have caused life changes for you.

PS3.A5  Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources, including other people.

PS3.A6  Demonstrate adaptability and flexibility when initiating or responding to change.

Goal PS4  **Balance personal, leisure, community, learner, family, and work roles.**

PS4.A1  Give examples that demonstrate your life roles, including personal, leisure, community, learner, family, and work roles.

PS4.A2  Show how you are balancing your life roles.

PS4.A3  Give examples of decisions, factors, and circumstances that affect your current lifestyle.

PS4.A4  Show how your life roles and your lifestyle are connected.

Domain 2: **Educational Achievement and Lifelong Learning**

Goal ED1  **Develop understanding of yourself to build and maintain a positive self-concept.**

ED1.A1  Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

ED1.A2  Demonstrate strategies you are using to improve educational achievement and performance.

ED1.A3  Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A4  Show how you are using learning style information to improve educational achievement and performance.

ED1.A5  Show that you have a plan to improve educational achievement and performance.

ED1.A6  Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.A7  Show how your educational achievement and performance can expand your workplace options.

ED1.A8  Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2  **Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.**

ED2.A1  Show how lifelong learning is helping you function effectively in a diverse and changing economy.

ED2.A2  Show how being a learner affects your identity.

ED2.A3  Demonstrate that you are an independent learner.

ED2.A4  Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
ED2.A5  Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, online courses, and on-the-job training).

Ed2.A6  Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.

ED2.A7  Demonstrate participation in informal learning experiences.

Domain 3: Career Management
Goal CM1  Create and manage a career path that meets your career goals.
CM1.A1  Give examples of how you use career-planning strategies to attain your career goals.
CM1.A2  Develop a career plan to meet your career goals.
CM1.A3  Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
CM1.A4  Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
CM1.A5  Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2  Use a process of decision-making as one component of career development.
CM2.A1  Give examples of past decisions that demonstrate your decision-making style.
CM2.A2  Demonstrate the use of a decision-making model.
CM2.A3  Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
CM2.A4  Show how exploring options affected a decision you made.
CM2.A5  Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
CM2.A6  Give specific examples of how your education, work, and family experiences have influenced your decisions.
CM2.A7  Give specific examples of how biases and stereotypes affected your decisions.
CM2.A8  Give examples of times when chance played a role in your decision-making.
CM2.A9  Give examples of compromises you might have to make in career decision-making.

Goal CM3  Use accurate, current, and unbiased career information during career planning and management.
CM3.A1  Show how career information has been important in your plans and how it can be used in future plans.
CM3.A2  Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.
CM3.A3  Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate.
CM3.A4  Give examples of how occupational classification systems can be used in career planning.
CM3.A5  Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).
CM3.A6  Make decisions for yourself about being employed in a nontraditional occupation.
Goal CM4  Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.A2 Demonstrate the following job-seeking skills: the ability to write a resumé and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.A4 Show how your skills are transferable from one occupation to another.

CM4.A5 Make decisions for yourself regarding geographic mobility.


CM4.A7 Demonstrate skills that show how you can market yourself in the workplace.

Goal CM5  Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.A1 Show how you are prepared to respond to changing societal needs in your career management.

CM5.A2 Show how you are prepared to respond to changing economic conditions in your career management.

CM5.A3 Show how you are prepared to respond to changing employment trends in your career management.
Development Level
Reflection — High School

Domain 1: Personal Social Development

Goal PS1  Develop understanding of yourself to build and maintain a positive self-concept.

PS1.R1 Assess how your interests and preferences are reflected in your career goals.
PS1.R2 Assess the impact of your abilities, strengths, skills, and talents on your career development.
PS1.R3 Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.
PS1.R4 Assess how your work values/needs are reflected in your career goals.
PS1.R5 Analyze the positive and negative aspects of your self-concept.
PS1.R6 Evaluate the affect of your behaviors and experiences on building and maintaining a positive self-concept.
PS1.R7 Evaluate the affect of situations, attitudes, and the behaviors of others on your self-concept.
PS1.R8 Analyze how your behaviors and attitudes might affect the self-concept of others.
PS1.R9 Assess how your self-concept affects your educational achievement (performance) and/or success at work.
PS1.R10 Assess how your educational achievement (performance) and/or success at work affect your self-concept.

Goal PS2  Develop positive interpersonal skills, including respect for diversity.

PS2.R1 Evaluate your use of effective communication skills.
PS2.R2 Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.R3 Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.
PS2.R4 Evaluate your ability to work effectively with others in groups.
PS2.R5 Analyze the success of your conflict resolution skills.
PS2.R6 Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.
PS2.R7 Analyze the impact of outside pressure on your behavior.
PS2.R8 Assess the degree to which you accept personal responsibility for your behavior.
PS2.R9 Assess how you show respect for all kinds of human diversity.
PS2.R10 Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.
PS2.R11 Analyze the impact of your ability to interact positively with diverse groups of people on your employment.

Goal PS3  Integrate personal growth and change into your career development.

PS3.R1 Analyze the results of your growth and changes throughout life to determine areas of growth for the future.
PS3.R2 Assess the impact of your health habits on your career development.
PS3.R3 Assess how changes in your motivations and aspirations over time have affected your career development.
PS3.R4 Assess your strategies for managing life changes caused by external events.
PS3.R5 Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people.
PS3.R6 Analyze how effectively you respond to change and/or initiate change.
Goal PS4  Balance personal, leisure, community, learner, family, and work roles.
PS4.R1  Assess the impact of your life roles on career goals.
PS4.R2  Analyze how specific life role changes would affect the attainment of your career goals.
PS4.R3  Analyze how specific lifestyle changes would affect the attainment of your career goals.
PS4.R4  Assess how changes in your life roles would affect your lifestyle.

Domain 2: Educational Achievement and Lifelong Learning
Goal ED1  Attain educational achievement and performance levels needed to reach your personal and career goals.
ED1.R1  Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.
ED1.R2  Analyze your educational achievement and performance strategies to create a plan for growth and improvement.
ED1.R3  Evaluate your study skills and learning habits to develop a plan for improving them.
ED1.R4  Analyze your learning style to develop behaviors to maximize educational achievement and performance.
ED1.R5  Evaluate the results of your plan for improving educational achievement and performance.
ED1.R6  Assess how well your attitudes and behaviors promote educational achievement and performance.
ED1.R7  Assess how well your educational achievement and performance will transfer to the workplace.
ED1.R8  Assess your ability to acquire and use information in order to improve educational achievement and performance.

Goal ED2  Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.
ED2.R1  Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
ED2.R2  Analyze how specific learning experiences have affected your identity.
ED2.R3  Assess how well you function as an independent learner.
ED2.R4  Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.R5  Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, online courses, and on-the-job training) affects your personal and career goals.
ED2.R6  Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.
ED2.R7  Assess, throughout your life, how well you integrate both formal and informal learning experiences.

Domain 3: Career Management
Goal CM1  Create and manage a career path that meets your career goals.
CM1.R1  Assess how well your career planning strategies facilitate reaching your career goals.
CM1.R2  Analyze your career plan and make adjustments to reflect ongoing career management needs.
CM1.R3  Re-examine your career goals and adjust as needed.

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Career Activity File — Financial Literacy and Career Clusters

CM1.R4 Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
CM1.R5 Evaluate how well you integrate changes within you and the world of work into your career plans.

Goal CM2 Use a process of decision-making as one component of career development.
CM2.R1 Evaluate the effectiveness of your decision-making style.
CM2.R2 Assess what decision-making model(s) work best for you.
CM2.R3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.
CM2.R4 Assess how well you explore options when making decisions.
CM2.R5 Evaluate the effect of personal priorities, culture, beliefs, and work values in your decision-making.
CM2.R6 Assess the impact of your education, work, and family experiences on decisions.
CM2.R7 Analyze the ways you could manage biases and stereotypes when making decisions.
CM2.R8 Evaluate the impact of chance on past decisions.
CM2.R9 Analyze the effectiveness of your approach to making compromises.

Goal CM3 Use accurate, current, and unbiased career information during career planning and management.
CM3.R1 Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.
CM3.R2 Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.
CM3.R3 Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.
CM3.R4 Assess which occupational classification system is most helpful to your career planning.
CM3.R5 Assess your openness to considering nontraditional occupations in your career management.
CM3.R6 Assess the impact of your decisions about being employed in a nontraditional occupation.

Goal CM4 Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
CM4.R1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.
CM4.R2 Evaluate your ability to write a résumé and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
CM4.R3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.R4 Analyze the impact of your transferable skills on your career options.
CM4.R5 Analyze the impact of your decisions about geographic mobility on your career goals.
CM4.R6 Assess the impact of your decision regarding self-employment on your career goals.
CM4.R7 Evaluate how well you have marketed yourself in the workplace.

Goal CM5 Integrate changing employment trends, societal needs, and economic conditions into your career plans.
CM5.R1 Evaluate the results of your career management relative to changing societal needs.
CM5.R2 Evaluate the results of your career management relative to changing economic conditions.
CM5.R3 Evaluate the results of your career management relative to changes in employment trends.

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Career Poster Contest  
November 2005  
My Career ~ My Community ~ My Future

Sponsored by the  
Oklahoma School Counselor Association (OSCA), Oklahoma Counseling Association (OCA), and the Oklahoma Department of Career and Technology Education

Eligibility: There are six divisions: Primary (Grades K-2), Intermediate (Grades 3-5), Middle Grades (Grades 6-8), Senior (Grades 9-12), Adult-Student (enrolled in school), and Adult (18 and older, not enrolled in school). Each school is eligible to submit three entries per division.

Theme: The poster should reflect the theme: “My Career ~ My Community ~ My Future.” Each poster’s topic must relate to the theme.

Judging Criteria: Judging will be based on originality, creativity, and development of national theme. Attention will be focused on basic art principles and appropriate use of media and lettering. Only posters judged as first-, second-, and third-place school winners should be sent for judging in the state contest.

Lettering: Simple, bold lettering is preferred. Captions may be used to convey the message, attract attention, and achieve goals of clarity, vigor, and originality. All letters will be considered part of the design.

Media: Ink, pencil, collage, poster paints, magic marker, acrylic, photography, computer-generated graphics, oil, or cut and pasted paper.

NEW Size: Each poster must be created in 8½- by 11-inch format.

Display: Posters are to be displayed in the student’s school during National Career Development Month in November. Winning posters must be sent to the Oklahoma Department of Career and Technology Education by December 2.

Entry Form: Copy and complete the entry form below and attach to the back of each entry. Please do not add student’s name on the front of the poster.

Mail Posters Chosen as School Winners to:  
Oklahoma Department of Career and Technology Education, Guidance Division • 1500 West Seventh Avenue • Stillwater, OK  74074-4364.

Name ___________________________ Grade _____ Age _____

First MI Last

Address ___________________________ City __________ State ZIP __________

School Contact Person ___________________________

School Name ___________________________ E-mail ___________________

School Address ___________________________ City __________ State ZIP __________

School Phone ___________________________ County Name ___________________

All entries become the property of OCDA/ODCTE and will not be returned.  
For further information, contact: Oklahoma Guidance Internet site  http://www.okcareertech.org/guidance.  
Choose Teacher/Educator/Counselor Information and Resources. Click on grade level.
Career Poetry Contest
November 2005
My Career ~ My Community ~ My Future

Sponsored by the
Oklahoma School Counselor Association (OSCA), Oklahoma Counseling
Association (OCA), and the Oklahoma Department of Career and Technology Education

Eligibility: There are six divisions: Primary (Grades K-2), Intermediate (Grades 3-5), Middle Grades
(Grades 6-8), Senior (Grades 9-12), Adult-Student (enrolled in school), and Adult (18 and older, not enrolled in
school). Each school is eligible to submit three entries per division.

Theme: The poem should reflect the theme: “My Career ~ My Community ~ My Future.” Each poem’s
topic must relate to the theme.

Judging Criteria: Judging will be based on originality, creativity, development of national theme,
appropriate form, execution, spelling, and grammar. Only poetry judged as first-, second-, and third-place
winners in the school contests should be sent for judging in the state contest.

Poetic Form: Poems may be written in any poetic form, i.e., cinquain, diamante, free verse, haiku, limerick,
metered, rhyming, blank verse, etc.

Size: Each poem should be typed or printed on a sheet of paper 8½ by 11 inches in 12-point font.

Display: Poems are to be displayed/read in the student’s school during National Career Development Month
in November. Winning poems must be sent to the Oklahoma Department of Career and Technology Education
by December 2.

Entry Form: Copy and complete the entry form below and attach to the back of each entry. Please do not add
student’s name on the front of the page.

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Name ___________________________ Grade _______ Age _______
First    MI    Last

Address ____________________________
City ___________________ State __________ ZIP __________

School Contact Person ___________________________

School Name __________________________ E-mail _______________________

School Address __________________________
City ___________________ State __________ ZIP __________

School Phone __________________________ County Name _______________________

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Choose Teacher/Educator/Counselor Information and Resources. Click on grade level.
Oklahoma Labor Market Information
Fastest-Growing and Largest Increase in Employment

The table below lists the occupations projected to grow the fastest and have the largest numerical increase in employment by education and training category based on the 2002-2012 Oklahoma employment projections.

| Education/Training Category | Fastest-Growing Occupations | Occupations Having the Largest Numerical Category Increase in Employment |
|-----------------------------|----------------------------|------------------------------------------------|---|
| **First-Professional Degree** |
| At least three years of full-time academic study beyond a bachelor’s degree. | Law Teachers, Postsecondary | Pharmacists |
| Doctors and Veterinarians | Physicians and Surgeons, All Other |
| Surgeons | Surgeons |
| Pediatricians, General | |
| **Doctoral Degree** |
| At least three years of full-time academic study beyond a bachelor’s degree. | Philosophy and Religion Teachers, Postsecondary | Biological Science Teachers, Postsecondary |
| Political Science Teachers, Postsecondary | Clinical, Counseling, and School Psychologists |
| Sociology Teachers, Postsecondary | Postsecondary Teachers, All Other |
| History Teachers, Postsecondary | Education Teachers, Postsecondary |
| Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary | Nursing Instructors and Teachers, Postsecondary |
| **Master’s Degree** |
| One or two years of full-time academic study beyond a bachelor’s degree. | Survey Researchers | Rehabilitation Counselors |
| Arts, Drama, and Music Teachers, Postsecondary | Physical Therapists |
| Foreign Language and Literature Teachers, Postsecondary | Health Specialties Teachers, Postsecondary |
| Environmental Scientists and Specialists, Including Health | Educational, Vocational, and School Counselors |
| English Language and Literature Teachers, Postsecondary | Business Teachers, Postsecondary |
| **Work Experience Plus Bachelor’s or Higher Degree** |
| Most occupations in this category are managerial. All usually require experience in a related nonmanagement position for which a bachelor’s or higher degree is usually required. | Farm, Ranch, and Other Agricultural Managers | General and Operations Managers |
| Computer and Information Systems Managers | Management Analysts |
| Education Administrators, Preschool and Child Care Center/Program | Administrative Services Managers |
| Sales Managers | Chief Executives |
| Medical and Health Services Managers | Sales Managers |
| **Bachelor’s Degree** |
| At least four years of full-time academic study beyond high school. | Network Systems and Data Communications Analysts | Elementary School Teachers, Except Special Education |
| Physician Assistants | Secondary School Teachers, Except Special and Vocational Education |
| Teachers, Primary, Secondary, and Adult, All Other (OES Only) | Teachers, Primary, Secondary, and Adult, All Other (OES Only) |
| Biomedical Engineers | Business Operations Specialists, All Other |
| Database Administrators | Accountants and Auditors |

www.okcareertech.org/guidance
<table>
<thead>
<tr>
<th>Education/Training Category</th>
<th>Fastest-Growing Occupations</th>
<th>Occupations Having the Largest Numerical Category Increase in Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>Veterinary Technologists and Technicians</td>
<td>Registered Nurses</td>
</tr>
<tr>
<td></td>
<td>Medical Records and Health Information Technicians</td>
<td>Computer Support Specialists</td>
</tr>
<tr>
<td></td>
<td>Dental Hygienists</td>
<td>Medical Records and Health Information Technicians</td>
</tr>
<tr>
<td></td>
<td>Respiratory Therapists</td>
<td>Dental Hygienists</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapist Assistants</td>
<td>Radiologic Technologists and Technicians</td>
</tr>
<tr>
<td>Postsecondary Vocational Training</td>
<td>Fitness Trainers and Aerobics Instructors</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
</tr>
<tr>
<td></td>
<td>Security and Fire Alarm Systems Installers</td>
<td>Preschool Teachers, Except Special Education</td>
</tr>
<tr>
<td></td>
<td>Massage Therapists</td>
<td>Automotive Service Technicians and Mechanics</td>
</tr>
<tr>
<td></td>
<td>Respiratory Therapy Technicians</td>
<td>Fitness Trainers and Aerobics Instructors</td>
</tr>
<tr>
<td></td>
<td>Preschool Teachers, Except Special Education</td>
<td>Emergency Medical Technicians and Paramedics</td>
</tr>
<tr>
<td>Work Experience in a Related Occupation</td>
<td>Self-Enrichment Education Teachers</td>
<td>First-Line Supervisors/Managers of Retail Sales Workers</td>
</tr>
<tr>
<td></td>
<td>Vocational Education Teachers, Postsecondary</td>
<td>First-Line Supervisors/Managers of Food Preparation and Serving Workers</td>
</tr>
<tr>
<td></td>
<td>Farm Labor Contractors</td>
<td>Vocational Education Teachers, Postsecondary</td>
</tr>
<tr>
<td></td>
<td>Emergency Management Specialists</td>
<td>First-Line Supervisors/Managers of Production and Operating Workers</td>
</tr>
<tr>
<td></td>
<td>First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers</td>
<td>First-Line Supervisors/Managers of Office and Administrative Support Workers</td>
</tr>
<tr>
<td>Long-Term, On-the-Job Training</td>
<td>Police and Sheriff’s Patrol Officers</td>
<td>Police and Sheriff’s Patrol Officers</td>
</tr>
<tr>
<td></td>
<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers</td>
<td>Electricians</td>
</tr>
<tr>
<td></td>
<td>Tile and Marble Setters</td>
<td>Cooks, Restaurant</td>
</tr>
<tr>
<td></td>
<td>Fire Fighters</td>
<td>Welders, Cutters, Solderers, and Brazers</td>
</tr>
<tr>
<td></td>
<td>Telecommunications Line Installers and Repairers</td>
<td>Fire Fighters</td>
</tr>
<tr>
<td>Moderate-Term, On-the-Job Training</td>
<td>Medical Assistants</td>
<td>Customer Service Representatives</td>
</tr>
<tr>
<td></td>
<td>Social and Human Service Assistants</td>
<td>Truck Drivers, Heavy and Tractor-Trailer</td>
</tr>
<tr>
<td></td>
<td>Hazardous Materials Removal Workers</td>
<td>Medical Assistants</td>
</tr>
<tr>
<td></td>
<td>Agricultural Equipment Operators</td>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</td>
</tr>
<tr>
<td></td>
<td>Dental Assistants</td>
<td>Maintenance and Repair Workers, General</td>
</tr>
<tr>
<td>Short-Term, On-the-Job Training</td>
<td>Occupational Therapist Aides</td>
<td>Retail Salespersons</td>
</tr>
<tr>
<td></td>
<td>Personal and Home Care Aides</td>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
</tr>
<tr>
<td></td>
<td>Home Health Aides</td>
<td>Cashiers</td>
</tr>
<tr>
<td></td>
<td>Personal Care and Service Workers, All Other</td>
<td>Waiters and Waitresses</td>
</tr>
<tr>
<td></td>
<td>Physical Therapist Aides</td>
<td>Nursing Aides, Orderlies, and Attendants</td>
</tr>
</tbody>
</table>

http://www.oesc.state.ok.us/Lmi/NewProj/Trends2002-2012/EducationJobGrowth.htm
Career Games and Activities

Symmetrical Visualization

Finance

Draw the other half of the pig, bill, and safe in the empty squares.
Occupational Flip Books

Students create flip books in which head, body, and legs get all mixed up to produce some very funny occupations.

**Materials**
- Head outlines
- One oak tag backing for each group
- Scissors
- Crayons and colored markers
- Stapler

**Activity**
1. Divide students into two or three groups and distribute a copy of the body outline to each child. Tell students that they are going to draw and color a person in uniform or business clothing.

2. Ask students to place an occupational tool in each hand.

3. When the drawings are complete, have them cut along the horizontal lines.

4. Have each group sort the strips into three piles — head, body, and legs — and then staple each section carefully to an oak tag backing.

Optional: Read “Imogene’s Antlers” by D. Small.
Bulletin Board Ideas

Wants and Needs (interactive)
Cut out pictures from newspaper ads, mount on heavier paper, and laminate. Place two paper pockets on the bulletin board, one titled “Wants” and the other, “Needs.” Students decide in which pocket to place the pictures from the advertisements. Suggested pictures to use:

- blue jeans
- designer jeans
- CD player
- ipod
- tennis shoes
- designer tennis shoes
- bike
- 4-speed bike

Why Pay Taxes?
Money from taxes pays for services such as:

<table>
<thead>
<tr>
<th>Local</th>
<th>State</th>
<th>Federal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Department</td>
<td>Highway</td>
<td>FBI</td>
</tr>
<tr>
<td>County Roads</td>
<td>Common School</td>
<td>Highways</td>
</tr>
<tr>
<td>Police Department</td>
<td>Education</td>
<td>President’s Salary</td>
</tr>
<tr>
<td>Garbage Pickup</td>
<td>Higher Education</td>
<td>Military</td>
</tr>
<tr>
<td>Common School</td>
<td>Medicaid</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Governor’s Salary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National Guard</td>
<td></td>
</tr>
</tbody>
</table>

Can you name more services?

Tic Tac Toe (interactive)
Divide class into teams O and X. Place grid on white board. When students answer questions correctly, their team earns an O or X. To play the game more than once, use magnetic letters on grid. Remember, three in a row wins the game. To play “Can you name a worker who . . . ,” place these words in the nine separate areas of the Tic Tac Toe grid:

- Works alone
- Works with people
- Works with things
- Works outside
- Works with a computer
- Uses English
- Wears a uniform
- Uses math
- Works inside

Good Finances Is More Than Luck or Saving for a Rainy Day
Label shamrock petals or rain drops hanging from an umbrella.
- Read newspaper circulars.
- Plan your meals for the week.
- Eat something before going to the grocery store.
- Compare prices on private store brands, generic brands, and national brands.
- Check the unit price.

Bulletin Board Graphics
Variety of Occupations
- [http://www.bcit.cc/childcareer/cbook/coloring.htm](http://www.bcit.cc/childcareer/cbook/coloring.htm)
- [http://www.first-school.ws/theme/commhelpers.htm](http://www.first-school.ws/theme/commhelpers.htm)

Careers in Aerospace
- [http://vesuvius.jsc.nasa.gov/er/seh/color.html](http://vesuvius.jsc.nasa.gov/er/seh/color.html)

Use a search engine on the Internet to search “Coloring Books Careers.”