
Montana Content Standards for Career and Vocational/Technical Education

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Introduction

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

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

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

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

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

Benchmarks define our expectations for students' knowledge, skills and abilities along a development continuum in each content area. That continuum is focused at three points – at the end of grade 8, the end of one high school course, and the completion of six units of vocational coursework.

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

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

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

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

Content Standard 5: Students know and demonstrate the requirements of the workplace through authentic application.

CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1

(1) To satisfy the requirements of career and vocational/technical education content standard 1, a student must experience various career opportunities and assess personal career pathways.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) describe and demonstrate the importance of goal setting and career and life planning;
- (b) explore and investigate career opportunities; and
- (c) describe various lifetime roles (e.g., friend, student, leader, worker, family member).

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career and life goals;
- (b) utilize local resources to research career plans; and
- (c) recognize the interrelationships of family, community, career, and leisure roles.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) develop, evaluate, and modify personal career and life plans;
- (b) experience an internship, job shadow, or work experience related to one's career plan; and
- (c) evaluate career choices and the effect on family and lifestyle.

CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2

(1) To satisfy the requirements of career and vocational/technical education content standard 2, a student must demonstrate an understanding of and ability to apply principles of resource management (i.e., financial, time, and personal management).

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) use basic monetary skills, practice maintaining basic financial records;
- (b) follow detailed instructions and complete assignment (e.g., project/time management);
- (c) recognize time constraints (e.g., personal time); and
- (d) recognize limitations on physical resources.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) prepare a budget and keep financial records;
- (b) prioritize, allocate time, and prepare and follow schedules to complete a project;
- (c) apply appropriate time to task; and
- (d) use physical resources wisely to accomplish a goal.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) prepare and analyze financial plans, make forecasts, make adjustments to meet objectives, and evaluate financial records;
- (b) select, design, complete, and evaluate a project (e.g., manage multiple facets of a project);
- (c) manage multiple priorities and assess effectiveness of outcomes (e.g., school, work, family); and
- (d) evaluate the use of physical resources.

CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3

(1) To satisfy the requirements of career and vocational/technical education content standard 3, a student must acquire and utilize personal and leadership skills to become a successful, productive citizen.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) serve as a positive role model by following the rules and management strategies for school, family, and community;
- (b) identify personal and work ethics;
- (c) recognize characteristics of good citizenship;
- (d) identify methods that can increase a person's self-esteem;
- (e) observe and recognize diversity; and
- (f) describe several methods of communication.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) demonstrate active leadership skills by participation in group activities and projects;
- (b) demonstrate positive personal and work ethics;
- (c) demonstrate skills to be a productive citizen;
- (d) apply self-esteem building practices;
- (e) demonstrate appreciation for diverse perspective needs and characteristics; and
- (f) practice several methods of effective communication.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) assume a leadership role (e.g., team leader, career and technical student organization officer, committee chair);
- (b) evaluate, compare, and contrast positive personal and work ethics;
- (c) implement and evaluate a successful, productive citizenship activity (i.e., community service project);
- (d) select methods to constructively build esteem in others as well as self;
- (e) respect differences and work well with individuals from diverse backgrounds and philosophies; and
- (f) utilize multiple communication methods to complete a class project.

CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4

(1) To satisfy the requirements of career and vocational/technical education content standard 4, a student must acquire and demonstrate current technical skills leading to an occupation.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) identify appropriate technical skills required for selected occupation;
- (b) practice safe and appropriate use of technology;
- (c) identify and use the appropriate tools and equipment for the task;
- (d) identify and demonstrate appropriate care of technological tools; and
- (e) follow basic technical instruction.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) practice technical skills and procedures required for an occupation;
- (b) practice safe and appropriate use of technology;
- (c) select the appropriate tools, equipment, and procedures for the task;
- (d) manage and maintain technological tools and follow troubleshooting protocol; and
- (e) apply technical information to a variety of sources.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) master the technical skills required for an entry level job or advanced training;
- (b) practice safe and appropriate use of technology;
- (c) master tools and equipment needed for an entry level job or advanced training;
- (d) manage and maintain technological systems and follow troubleshooting protocol; and
- (e) adapt technical information generated from a variety of technical sources.

CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5

(1) To satisfy the requirements of career and vocational/technical education content standard 5, a student must know and demonstrate the requirements of the workplace through authentic application.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) apply academic and technical skills to a class project;
- (b) identify the concepts of entrepreneurship;
- (c) describe how decisions affect self and others; and
- (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) practice and demonstrate academic and technical skills in a workplace setting;
- (b) apply the concepts of entrepreneurship;
- (c) identify possible outcomes and consequences of decisions; and
- (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) transfer academic and technical skills to the level of industry standards;
- (b) evaluate and/or design components of a business plan;
- (c) demonstrate decision-making and problem-solving skills; and
- (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.