Career & Development Occupational Studies

Commencement Sample Activities

Standard 2
Integrated Learning

Sample Activities Overview

Sample Activities	Page	CDOS and Possible Connecting Standards
Investigating the Sun and Shadows	181	CDOS; ELA; MST
Density and Specific Gravity	182	CDOS; MST,
Yahoo, the Atom! Building a Model of the Atom with the Help of the Internet	185	CDOS; MST
Is Indiana Jones Really That Smart?	186	CDOS; LOTE; MST
Aspirin Study	187	CDOS; MST
Career Exploration Project	188	CDOS; ELA
Write This Way to Canterbury!	191	CDOS; ELA
Writing Whimsical Dialogues	192	CDOS; ELA; MST; SS; Arts
Who Has Human Rights?	193	CDOS; ELA; SS
The Sweet Smell of Success When Beauty Meets the Bard	194	CDOS; ELA; MST; H/PE/FCS
To Invest or Not to Invest?	195	CDOS; ELA; SS;
Family Budget in a Foreign Country	196	CDOS; LOTE; MST; H/PE/FCS; SS
Electrician's Math	197	CDOS; MST
Financial Markets and Planning	198	CDOS; H/PE/FCS; SS
PowerPoint Presentation	199	CDOS; ELA; MST
Wanted: Monster Masher	200	CDOS; ELA
Creating an Advertisement	201	CDOS; ELA; SS; Arts
A Country Project	202	CDOS; ELA; SS;
What Would You Have Done? 20th-Century Presidents	204	CDOS; ELA; SS;

Possible Connecting Standards

ELA = English Language Arts Standards
LOTE = Languages Other than English Standards
MST = Mathematics, Science, and Technology Standards
H/PE/FCS = Health, Physical Education, Family and Consumer Sciences Standards
SS = Social Studies Standards
Arts = The Arts Standards

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): Earth Science

Title of Activity: Investigating the Sun and Shadows

GRADE			
9	10	11	12

Estimated Time: 5 days

OBJECTIVE(S)

Students will collect data through measurement and access data on the Internet. Students will generate and analyze graphs. Students will generate a laboratory report.

DESCRIPTION OF ACTIVITY

- Teacher introduces the activity to students and identifies an area around the school where students can put their tomato stakes in the ground.
- Divide students into small groups to gather data.
- Each group marks and measures shadow lengths for their tomato stake, and uses a compass to measure the sun's azimuth at that time.
- Each class posts their information so all students will have access to data about shadow lengths and azimuths for different times of the day.
- Students use their data (length of shadow and height of stake) to calculate the sun's altitude for each shadow marked. This could be done with astrolabes.
- Students photograph the arrangement of stakes with a digital camera for inclusion in their lab reports.
- Students use the Internet to access solar data from the United States Naval Observatory. They find the sun's altitude throughout the day for their location and date the lab was performed.
- Students import this data and copy it into a spreadsheet program, where they compare their laboratory results to those obtained from the Internet.
- Students go back to the Internet to obtain data for another date (i.e., December 21 or June 21), and copy that information into the spreadsheet.
- Students graph data from the two dates, and compare graphs to explain how the altitude of the sun changes.
- Students combine their knowledge of proportions with the Internet data to calculate the length of the stake's shadow at noon on that date.
- Students generate a laboratory report (using a word processing program), which include charts and graphs from a spreadsheet program.

MATERIALS/RESOURCES

- Computer with Internet access
- Digital camera
- Spreadsheet software (e.g., Microsoft Excel)
- Word processing software (e.g., Microsoft Word, WordPerfect)
- 10 tall tomato stakes, 100 small tomato stakes
- 10 compasses, 10 meter sticks, 10 protractors, string
- 10 astrolabes (optional), calculators, tangent tables (optional)
- Laboratory lab sheets

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

- Data collection is evaluated on basis of accuracy.
- Spreadsheets, graphs, and charts are evaluated.
- Completion of laboratory report is a requirement.

SOURCE/CREDIT

Submitted by Missy Weber, Thomas Edison High School.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	•
6. Managing Information	•
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	•
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): Chemistry, Physical Science

Title of Activity: Density and Specific Gravity

GRADE			
9	10	11	12

Estimated Time: 1 week

OBJECTIVE(S)

Students will measure the density of a liquid and relate density to concentration.
Students will visit a work site that uses a hydrometer to relate the classroom to the workplace.

DESCRIPTION OF ACTIVITY

- Teacher introduces activity, and students divide into pairs.
- Students prepare six solutions of varying concentrations with antifreeze and H_2O.
- Students use a graduated cylinder and triple beam balance to measure density.
- Students use a hydrometer to measure specific gravity.
- Students calculate densities and specific gravity.
- Students construct graphs (i.e., concentration vs. density, density vs. specific gravity).
- Students complete a laboratory report.
- Students complete "Reflection and Evaluation" worksheet.
- Students visit a local auto repair shop to compare findings to a real-life situation.
- Teacher leads class in a discussion of the importance of findings.

MATERIALS/RESOURCES

- Antifreeze
- Droppers
- Graduated cylinders
- Distilled H_2O
- Triple beam balance
- "Preparation of Antifreeze Solutions" (see page 183)
- "Data Table" (see page 184)

COMMENTS/MODIFICATIONS

- *Chem Matters*, October 1996, features an article on the toxic effects of antifreeze.
- Once the initial six solutions are prepared, a freezing point depression and a boiling point elevation activity can also be done.

ASSESSMENT/EVALUATION

- Completion of the written laboratory report is required.
- Teacher assess answers to the following self-reflection and evaluation questions: Explain the scientific concept you investigated; Describe how this scientific concept is related to a real-world issue; Describe how working with a partner(s) helped to increase your understanding of chemistry; What did you conclude? Was the conclusion the same or different from what you expected? Describe how your observations and data support your conclusions.

SOURCE/CREDIT

Submitted by Maria Russo, Cohoes High School.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	•
3. Personal Qualities	•
4. Interpersonal Skills	•
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	•
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

Preparation of Antifreeze Solutions

Materials and Equipment Needed:

600-ml beaker
antifreeze
6 1-pint bottles
droppers
distilled water
paper towels
funnel
triple beam balance
wax pencil
lab apron
goggles

Student Directions:

Put on your lab apron and goggles.
Label the 6 1-pint bottles as 0%, 10%, 25%, 50%, 75%, and 100%.
Weigh the 600-ml beaker on the balance.
Add 25 grams more weight to the beaker weight by moving the rider.
Slowly add antifreeze until balance is achieved. You may want to use a dropper as you move closer to the balanced condition.
Add 225 grams more weight to the beaker and antifreeze weight and slowly add the distilled water until balance is achieved. Again, you may want to use a dropper.
With the aid of a funnel, pour this solution into the bottle labeled 10%.
Wash and dry the beaker.
Repeat steps 2-7, using the following masses and solution percents:

Percentage (%)	Amount of Antifreeze (g)	Amount of H_20 (g)
0	None	250.0 g
25	62.5 g	187.5 g
50	125.0 g	125.0 g
75	187.5 g	62.5 g
100	250.0 g	none

Additional Lab Activity:

Relationship Between Density and Concentration

Objectives:

Measure the density of a liquid.
Relate density or specific gravity to concentration.
Use a hydrometer to measure specific gravity.

Materials:

Antifreeze solutions
hydrometer
dropper
triple beam balance
100-ml graduated cylinder

Student Directions:

Weigh a clean, dry, 100-ml graduated cylinder.
Add 100 ml of distilled water to the graduated cylinder.
Weigh the filled graduated cylinder and record the mass in the data table for 0% antifreeze.
Return the solution to its storage container.
Clean and dry the graduated cylinder.
Repeat steps 1-4 for each antifreeze solution.
Use the hydrometer to determine the specific gravity of distilled water and each antifreeze solution. Record the measured specific gravity in the data table.

Data Table

Antifreeze Solution	Mass	Density	Measured Specific Gravity	Calculated Specific Gravity
0%				
10%				
25%				
50%				
75%				
100%				

Calculations:

Calculate the density for each solution.
Divide the density of each solution by the density of water. Record this as your calculated specific gravity.
Graph concentration versus density.
Graph density versus specific gravity.

Questions:

How does the density compare to the specific gravity for each solution?
How does density vary with concentration?
Is it possible to use density to determine concentration? Explain.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): Chemistry, Physical Science

Title of Activity: Yahoo, the Atom! Building a Model of the Atom with the Help of the Internet

GRADE			
9	10	11	12

Estimated Time: 1 week

OBJECTIVE(S)

Students will name the fundamental particles of matter and list their properties.
Students will model atomic structure.
Students will link historical discovery to scientific understanding.

DESCRIPTION OF ACTIVITY

- Teacher reviews with students the basic subatomic particles—their names, mass, charge, and location.
- Teacher models the size of an atom by comparing it to a marble in a football field or a basketball in the center of a basketball court.
- Teacher directs students to The Particle Adventures website at http://ParticleAdventure.org/. This site reveals that there are even more fundamental particles than the three covered in high school chemistry class.
- Teachers make some quick notations for the students on particular like quarks.
- Students work in pairs to create a real scale model of an atom by researching the actual masses and dimensions involved, and making the parts of the model proportional to the actual atom.

MATERIALS/RESOURCES

- Styrofoam balls of varying sizes
- Periodic table
- Colored pencils/markers
- Computers with Internet access
- We site: http://ParticleAdventure.org/

COMMENTS/MODIFICATIONS

- Additional website for students to visit is: http://pdg.lbl.gov/cpep/animate/particle.mov

ASSESSMENT/EVALUATION

- Assessment is based on rubrics for the atomic model and application questions.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	•
3. Personal Qualities	•
4. Interpersonal Skills	•
5. Technology	•
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	•
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

SOURCE/CREDIT

Submitted by Maria Russo, Cohoes High School—adapted from Marc Rossner, *Teaching Science with the Internet*.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): Chemistry, Physical Science

Title of Activity: Is Indiana Jones Really That Smart?

GRADE			
9	10	11	12

Estimated Time: 3–4 days

OBJECTIVE(S)

Students will differentiate between mass and density.
Students will write a report identifying what is technically incorrect with the beginning of *Raiders of the Lost Ark*.

DESCRIPTION OF ACTIVITY

- Teacher shows the first 10-15 minutes of *Raiders of the Lost Ark*.
- Teacher asks students, "What is technically wrong with the activities in the first part of the movie?" Direct them to Indiana Jones's use of sand to replace the golden idol.
- Students discuss the difference between mass and density.
- Teacher shows students the correct format for writing technical reports.
- Students write technical reports explaining the scientific inaccuracies in that portion of the movie.
- Students write letters to Steven Spielberg, explaining the inaccuracies in the movie and include the technical report for additional information.

MATERIALS/RESOURCES

- Video, *Raiders of the Lost Ark*
- *Technical Writing for Success*, Southwestern Publishing

COMMENTS/MODIFICATIONS

- In addition to the technical writing piece, students could also do a typical density lab activity.

ASSESSMENT/EVALUATION

- Rubrics are used to assess lab report and technical writing pieces.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	•
3. Personal Qualities	•
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	
Languages Other than English	•
Mathematics, Science, and Technology	•
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

SOURCE/CREDIT

Submitted by Maria Russo, Cohoes High School.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): Chemistry, Consumer Science

Title of Activity: Aspirin Study

GRADE			
9	10	11	12

Estimated Time: 1 week

OBJECTIVE(S)

Students will perform acid-base titration.
Students will calculate the percentage of acetylsalicylic acid in aspirin samples.
Students will select the best consumer choice in aspirins.

DESCRIPTION OF ACTIVITY

- Students are divided into teams.
- Teacher gives students the following task:

"You are different teams of chemists working for a small, independent pharmaceutical company. You receive a letter from the 'Create an Ad Advertising Agency' asking you to compare their company's aspirin to the four leading brands. The agency needs your results in 10 days. The small, independent pharmaceutical company has received a federal grant for this project. Therefore, in addition to sending out your findings to the ad agency, you must make a presentation to the company's board of directors on _____."

- Students complete the aspirin consumer science laboratory activity, performing the acid-base titration and calculating the percentage of acetylsalicylic acid in five aspirin samples.
- Representatives from a local ad agency or promotional department of a local company are invited to the class to discuss the important components of a good product presentation.
- Students work with the teacher to develop a rubric for their presentations.
- Students prepare a computer presentation, using PowerPoint or Hyperstudio.
- Students make their presentations in front of the class and the representatives from the ad agencies. The presentation time and date should coincide with the students' lab period.

MATERIALS/RESOURCES

- Laboratory equipment
- Aspirin samples, required laboratory supplies
- Computers
- Presentation software (e.g., PowerPoint, Hyperstudio)

COMMENTS/MODIFICATIONS

- If computers are not available, students could make charts and diagrams to accompany their presentations.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	•
3. Personal Qualities	•
4. Interpersonal Skills	•
5. Technology	•
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	•
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

ASSESSMENT/EVALUATION

- Rubric is used to evaluate laboratory activity.
- Rubric is used to evaluate oral presentation.

SOURCE/CREDIT

Submitted by Maria Russo, Cohoes High School.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): English Language Arts, Career Development and Occupational Studies

Title of Activity: Career Exploration Project

GRADE			
9	10	11	12

Estimated Time: 8-10 class periods

OBJECTIVE(S)

Students will research specific career clusters to determine employment opportunities.
Students will develop a resume and write a letter of application.

DESCRIPTION OF ACTIVITY

- Teacher presents unit on workplace communications prior to beginning this activity.
- Students research careers in specific career clusters, contacting the local Chamber of Commerce for specific employment opportunities in the local area.
- Teacher works with students to develop rubrics for chart, cover letter, and resume.
- Students use the information they have secured to complete a career clusters chart.
- Students develop a resume and write a letter of application for one of the employers/jobs.

See below for more specific information.

MATERIALS/RESOURCES

- See pages 189-190
- *Encyclopedia of Careers and Vocational Guidance*, Chicago, IL: J.G. Ferguson Publishing, 1997
- *The Communication Handbook*, Cincinnati, OH: Western Educational Publishing, 1997

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

- Chart, cover letter, and resume are assessed on basis of established rubrics.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	•
2. Apply decision-making skills in selection of a career option	•
3. Analyze skills and abilities in a career option	•
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	•
3. Personal Qualities	
4. Interpersonal Skills	•
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

SOURCE/CREDIT

Submitted by Charlene B. Hahn, Cohoes High School.

Career Exploration Project

Part 1—Career Clusters:

Directions

Read the following explanation of a career cluster.
Review the list of 15 career clusters (14 are available to choose from; one is used as the sample.)
Choose three career clusters from the list given.
Prepare a chart for each of the three clusters, using the sample given.
Complete the fourth column of the chart by contacting local Chambers of Commerce.

Career Cluster

A career cluster is a group of jobs that are similar to each other. For example, a nurse, physician, dental hygienist, and pharmacist can be grouped into the same cluster because they are all related to the health field.

Jobs can be grouped in different ways. There are 15 career clusters:

Agriculture
Business and Office
Communications and Media
Construction
Fine Arts and Humanities
Health
Family and Consumer Sciences
Hospitality and Recreation
Manufacturing
Marine Science
Marketing and Distribution
Natural Resources and Environmental Control
Personal Services
Public Service (used in example)
Transportation

PUBLIC SERVICE

Major Categories	Examples of Careers	Typical Places of Employment	Specific Local Employers
Federal Services	Mail carrier Mail clerk	Post office	U.S. Postal Service
	Armed services worker	Armed forces	U.S. Army, Navy, Air Force, Marines
	Social Security clerk	Federal building	Social Security Administration
	Internal Revenue Service worker FBI agent CIA agent USDA meat inspector	Other federal offices	
State and Local Services	Teacher Teacher's aide	School	_____ City School District
	Firefighter Police officer Sanitation officer	City government	City of _____
	Coroner	County government	_____ County
	Librarian	Library	___ Public Library
	Social welfare service aide	State government	N.Y.S. Department of Social Services
	Corrections officer		State prison

Part 2—Job Profiles:

Directions

Look at the career cluster charts you have completed for Part 1.
Choose five jobs from the column labeled "Examples of Careers."
Research these five jobs, using career information guides. Find the training and education needed for each career, expected earnings, working conditions, and job prospects for the future.
Using the Guidance Information System (GIS), research New York State's employment potential for those jobs.
Using GIS, locate two-year colleges that provide training or courses for the jobs you have chosen.
Organize the results of your research in a table or chart format, using word processing software.

Suggested Sources

Library
Dictionary of Occupational Titles/The Occupational Information Network (http://www.doleta.gov/programs/onet)
Occupational Outlook Handbook
Guide for Occupational Exploration

Guidance
Encyclopedia of Careers and Vocational Guidance

Part 3—Completing a Resume:

Directions

Complete a rough draft of a resume, using an established format from GIS or a template from a word processing program.
Complete a final copy of a resume, using GIS or a template from a word processing program.

Part 4—Completing a Letter of Application:

Directions

Refer to the five jobs you researched in Part 2.
Complete a rough draft of a letter of application to a possible employer. Use an employer from the fourth column of your career cluster chart.
Complete a final copy of a letter of application, using a word processing program.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): English Language Arts

Title of Activity: Write This Way to Canterbury!

GRADE			
9	10	11	12

Estimated Time: 1-2 weeks

OBJECTIVE(S)

Students will use a traditional work of literature as the basis for workplace writing. Students will complete applications.
Students will create a website.

DESCRIPTION OF ACTIVITY

- After reading and discussing "The Prologue," "The Nun's Priest's Tale," and "The Pardoner's Tale," students are provided with the following situation:

"You own and operate a travel agency that is offering an escorted trip to Canterbury, England. Many people have contacted you about making reservations. The number of travelers must be limited, and the participants will be selected on the basis of submitted applications."

- Students determine the criteria for selecting participants for the trip and create an application form that all will use.
- Each student uses information from *The Canterbury Tales* to complete an application for each traveler identified in the three readings.
- Teacher presents the students with the following situation:

"The travelers would like to share information about their trip and communicate with the 'folks back home'."

- Students work in teams to create a website for *The Canterbury Tales*. The site should have basic information about your travel agency and should include:
  - ❍ An e-mail message
  - ❍ Links to a map of the travel route
  - ❍ A biography of Chaucer
  - ❍ A description of each traveler
  - ❍ Weather
  - ❍ An itinerary
- Students work together to create a newsletter featuring news of the travelers for their relatives at home, using a desktop publishing program.

MATERIALS/RESOURCES

- Text: *The British Tradition*, Prentice-Hall Publishers
- Computers with access to the Internet
- Software programs for developing websites (e.g., Publisher or ClarisWorks)
- Word processing programs
- Desktop publishing programs

COMMENTS/MODIFICATIONS

- Teachers may want to do only one of these writing tasks.

ASSESSMENT/EVALUATION

- Rubrics should be developed for each task and used for evaluation.

SOURCE/CREDIT

Submitted by Charlene B. Hahn, Cohoes High School.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	•
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): English Language Arts, Science, Social Studies

Title of Activity: Writing Whimsical Dialogues

GRADE			
9	10	11	12

Estimated Time: 2–3 days

OBJECTIVE(S)

Students will write dialogues in the subject areas.
Students will demonstrate knowledge in various subject areas in relation to a specific topic.

DESCRIPTION OF ACTIVITY

- Teacher will review with the students the various aspects of writing good dialogue.
- Students and teacher will create a rubric for a content-based dialogue, addressing both writing and subject-specific criteria.
- Students will choose one of the suggested dialogue situations:
  - ❍ Write a conversation between a germ and a white blood cell.
  - ❍ Write a dialogue in which you explain the differences between a frequency histogram and a cumulative frequency histogram.
  - ❍ Write a dialogue between two people in a famous painting.
  - ❍ Thomas Jefferson has returned from the grave. Write a conversation he might have with one of his descendants.
  - ❍ Oedipus and Hamlet discuss how their relationships with their mothers have shaped their lives.
  - ❍ You are in a friendly debate with a friend on a current issue (e.g., gun control, death penalty, animal rights). Write a pro versus con conversation for that debate.
- Students will brainstorm ideas to develop the dialogue.
- Students will research the selected topic to obtain additional information to include in the dialogue.
- Students write dialogues, using appropriate punctuation and writing format.

MATERIALS/RESOURCES

- Suggested dialogue situations

COMMENTS/MODIFICATIONS

- Students may work in teams or individually.
- English language arts teacher can work with subject area teacher to include this activity as part of the subject area unit of study.
- Subject area teachers could develop additional topics.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	•
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	•
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	•
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	•
The Arts	•

ASSESSMENT/EVALUATION

- Dialogues are evaluated on basis of rubric.
- Teacher evaluates classroom participation and interaction with the teammate.

SOURCE/CREDIT

CDOS Writing Team.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): English Language Arts, Global History

Title of Activity: Who Has Human Rights?

GRADE			
9	10	11	12

Estimated Time: 1 week

OBJECTIVE(S)

Students will apply the ideals of the Helsinki Agreement to the news, a novel (*In the Time of the Butterflies)*, and themselves.

DESCRIPTION OF ACTIVITY

- Students read *In the Time of the Butterflies*.
- Students read the handout about the Helsinki Agreement and put it in their own words, using specific examples to explain the components of the agreement. Students meet in groups to share their interpretations, and they come to agreement on a group interpretation. The class discusses these interpretations to ensure that everyone has a valid understanding.
- Students collect three newspaper articles that identify issues put forth by the Helsinki Agreement and explain why they think that article addresses the points in the Helsinki Agreement.
- Students identify five times when basic human rights were unprotected in the novel *In the Time of the Butterflies*.
- Students work in teams to discuss their findings. Each team chooses one issue to share with the class. The class discusses each group's findings.
- Students complete the following writing assignment: "Take the role of one of the Mirabal sisters from *In the Time of the Butterflies*. Using that point of view, write an editorial that relates your' situation in terms of human rights being upheld or violated."

MATERIALS/RESOURCES

- Copies of *In the Time of the Butterflies*
- Copies of student assignment
- Helsinki Agreement
  The Helsinki Agreement states that the freedoms of speech, religion, and the press are basic human rights. The 35 nations that signed this agreement in 1975 also agreed to protect the rights of their citizens to get a fair trial, to earn a living, and to live in safety from attack.

COMMENTS/MODIFICATIONS

- The writing assignment could be replaced by a more traditional essay—task 2 for the English Regents and a theme essay for Global History.

ASSESSMENT/EVALUATION

- Assessment of student writing is based on established rubrics.
- Teacher evaluates classroom participation.

SOURCE/CREDIT

Submitted by Virginia Schmitt, Freeport Schools.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	•
3. Personal Qualities	
4. Interpersonal Skills	•
5. Technology	
6. Managing Information	•
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	•
The Arts	

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): English Language Arts, Social Studies

Title of Activity: The Sweet Smell of Success When Beauty Meets the Bard

GRADE			
9	10	11	12

Estimated Time: 2 weeks

OBJECTIVE(S)

Students will research the background of the Elizabethan time period.
Students will connect traditional literature to a workplace situation.
Students will create a computer-based presentation.

DESCRIPTION OF ACTIVITY

- Before reading a Shakespearean play (e.g., *Romeo and Juliet*, *MacBeth*), students work in groups to complete a research project on the background of the Elizabethan time period.
- Each group researches a different aspect of everyday life, and prepares a PowerPoint presentation of four to five slides. The presentation is to include:
  - ❍ Works-cited cards in MLA format
  - ❍ A summary slide
  - ❍ Slide(s) using bullets
  - ❍ A title slide
- Each group makes their presentation to the class and leads a discussion on the information that they learned.
- One of the topics to be researched is that of personal grooming and hygiene. Following a discussion of personal hygiene during the Elizabethan period, each group is given the task of creating promotional information for a perfume of that time.
- Students work as a team in the research and development division of an imaginary company, and they "create" the name and attributes of a new perfume/cologne. Students then complete the following tasks:
  - ❍ Write a memo from the group to the president of the company, describing the perfume/cologne.
  - ❍ Write a business letter to an advertising agency, requesting information on advertising costs and other pertinent issues.
  - ❍ Use desktop publishing software to create a flyer to be used to advertise the product.
  - ❍ Write a news release for the project.

MATERIALS/RESOURCES

- Computer with Internet connections
- Research resources
- PowerPoint (or other presentation software)
- Desktop publishing software

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	●
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	●
Universal Foundation Skills (3a)	
1. Basic Skills	●
2. Thinking Skills	●
3. Personal Qualities	
4. Interpersonal Skills	●
5. Technology	●
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	●
Languages Other than English	
Mathematics, Science, and Technology	●
Health, Physical Education, and Family and Consumer Sciences	●
Social Studies	
The Arts	

COMMENTS/MODIFICATIONS

- Students could create an Elizabethan magazine, writing articles and creating advertisements for the time period.

ASSESSMENT/EVALUATION

- Assessment should be based on rubrics for each piece of the task.

SOURCE/CREDIT

Submitted by Charlene B. Hahn, Cohoes High School.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): English Language Arts, Social Studies

Title of Activity: To Invest or Not to Invest?

GRADE			
9	10	11	12

Estimated Time: - 2 weeks

OBJECTIVE(S)

Students will study the climate of a country in terms of politics, economy, culture, and history.
Students will decide if a specific country would support a particular product.
Students will prepare a presentation explaining a specific viewpoint.

DESCRIPTION OF ACTIVITY

- Students will be divided into teams, and each team will be assigned a country.
- Each team member will research one of the following categories, ensuring that all are researched within the group:
  - ❍ Government and politics
  - ❍ Economy
  - ❍ Culture
  - ❍ History
- Team will pick or teacher will assign a product or service.
- Using their research, the team will decide if a company that makes their product or provides that service would be successful in their assigned country.
- Team prepares a report to the president of the selected company, sharing their findings and recommendations. The recommendation will include a statement of purpose, overview of research, specific recommendation, and bibliography.
- Students and teacher will develop a rubric for the report.

MATERIALS/RESOURCES

- Computer with Internet access for research
- Research resources
- Word processing software

COMMENTS/MODIFICATIONS

- Representatives from the business college at a local university or other business representatives could be invited to speak to the class on the factors that impact the decisions of international companies.

ASSESSMENT/EVALUATION

- Report is evaluated on basis of the established rubric.
- Teacher evaluates student participation on team.

SOURCE/CREDIT

Submitted by Yantz, Glynn, Schmitt, and Volta at Freeport Schools.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	•
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	•
3. Personal Qualities	
4. Interpersonal Skills	•
5. Technology	
6. Managing Information	•
7. Managing Resources	•
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	•
The Arts	

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): Economics, Languages Other Than English

Title of Activity: Family Budget in a Foreign Country

GRADE			
9	10	11	12

Estimated Time: 1 week

OBJECTIVE(S)

Students will understand economic differences in the country of language studied.
Students will develop a budget for a family in the country of language studied.

DESCRIPTION OF ACTIVITY

- Class identifies various countries in which the specified language is spoken.
- Class identifies a list of professions/jobs common to all identified countries.
- Class works in teams to research the economic differences of the countries, the specific salary levels of the identified professions/jobs, and the culture in regard to work (e.g., whether or not the mother would work outside the house).
- Each team member will take on the role of a different member (e.g., father, mother) of a hypothetical family, and the working members of the family are assigned a profession or choose a profession in a "blind" selection or drawing.
- As a family, with each family member having different needs, they will create a monetary budget. The budget will be determined on the basis of the income for the specific profession(s) and cost of living for the identified country. All items are to be written in the language being studied.
- Students will discuss their findings and compare/contrast the cost of living, salaries, and budgets in the same profession in the United States.

MATERIALS/RESOURCES

- Computer with Internet access
- Research resources
- Spreadsheet software, if used
- Guest speakers, if used

COMMENTS/MODIFICATIONS

- Budget could be prepared as a spreadsheet.
- Guest speakers from the countries being researched could be invited to share lifestyle and cultural information from their native countries.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	•
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	•
3. Personal Qualities	•
4. Interpersonal Skills	•
5. Technology	
6. Managing Information	•
7. Managing Resources	•
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	
Languages Other than English	•
Mathematics, Science, and Technology	•
Health, Physical Education, and Family and Consumer Sciences	•
Social Studies	•
The Arts	

ASSESSMENT/EVALUATION

- Rubrics should be used to assess presentations; clarity and accuracy should be evaluated.
- Teacher evaluates teamwork and the completed task.

SOURCE/CREDIT

Nassau BOCES, adapted by Nancy Lynch, Ulster County School-to-Work Partnership.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): Mathematics, Science, Technology

Title of Activity: Electrician's Math

GRADE			
9	10	11	12

Estimated Time: 1 week

OBJECTIVE(S)

Students will use formulas to calculate the number of amperes a typical house could use.

DESCRIPTION OF ACTIVITY

- Students, working in groups or as a class, determine the typical electrical devices found in a home. (Don't forget the lights!)
- Students determine the wattage rating of each device. Students check the name plates of appliances, contact local appliance stores, or use the Internet to gather the specific information.
- Students use the formula, Wattage = Voltage X Ampere, to calculate the amount of current for each appliance.
- The information is to be included in a spreadsheet. Students calculate the total number of amperes.
- Students discuss the concerns of an electrician (e.g., regarding whether or not all devices would be used simultaneously).
- Discuss the most efficient way (mathematically) to reduce use of electricity.

MATERIALS/RESOURCES

- Computer
- Spreadsheet program (e.g., Excel)
- Calculator

COMMENTS/MODIFICATIONS

- Discuss what would change if the voltage were increased from 110v to 220v, as is the case in Europe.

ASSESSMENT/EVALUATION

- Student calculation of the amperage usage in a sample house is evaluated on basis of specified rubric.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	•
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	•
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

SOURCE/CREDIT

Submitted by Anthony George, Attica Senior High School.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): Engineering/Technologies, Economics

Title of Activity: Financial Markets and Planning

GRADE			
9	10	11	12

Estimated Time: 3–5 days, with evaluation throughout the semester or year

OBJECTIVE(S)

Students will gain valuable life skills in financial markets and planning as they develop an awareness of the United States economy.

DESCRIPTION OF ACTIVITY

- Teacher, financial planner, financial reporter, or representative from the business school of a local university speaks to the class on the importance of understanding the financial markets and developing a financial plan for the future.
- Students are presented with definitions and information regarding:
  - ❍ NASDAQ/AMEX
  - ❍ Standard & Poor's 500
  - ❍ Insurance
  - ❍ Interest Rates (both borrowing and investing)
  - ❍ The Dow Jones industrial average
  - ❍ Credit and credit ratings
  - ❍ Mutual funds
  - ❍ Savings
- Teacher or speaker explains the financial advantages/disadvantages, and relative risks, of the different investment formats, and discusses the difference between long-term and short-term investment.
- Students access numerous, related websites and various resources (e.g., magazines, newspapers) reinforcing definitions previously discussed.
- Students are taught how to invest and how to check on gains or losses.
- Each student is "given" a set amount of money to invest and develops a financial plan. The status of each student's account is checked weekly, and each student maintains a spreadsheet of his "investments."
- At the end of the semester or year, each student reevaluates his/her plan and has the opportunity to make adjustments.
- Each student submits a report of the gains/losses and explains why adjustments were made.
- Students discuss insights they gained from the experience.

MATERIALS/RESOURCES

- Computer with Internet access
- Spreadsheet software
- Research resources (e.g., newspapers, magazines, books)

COMMENTS/MODIFICATIONS

- This lesson generates genuine student interest and teaches skills that will have lifetime benefits.
- Students can be encouraged to share their acquired knowledge with family members or friends.
- Regular discussions, focusing on the daily changes that occur in financial markets, can be held.
- Students should be led to understand that their personal financial plans are dynamic and should change frequently.

ASSESSMENT/EVALUATION

- Students' plans are evaluated on basis of established rubric.
- Teacher evaluates class participation.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	•
2. Apply decision-making skills in selection of a career option	•
3. Analyze skills and abilities in a career option	•
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	•
3. Personal Qualities	•
4. Interpersonal Skills	•
5. Technology	•
6. Managing Information	•
7. Managing Resources	•
8. Systems	•

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	•
Social Studies	•
The Arts	

SOURCE/CREDIT

Submitted by John D. Caminiti, Career and Technical Education, Broome-Delaware-Tioga BOCES, Binghamton.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): Graphic Communications

Title of Activity: PowerPoint Presentation

GRADE			
9	10	11	12

Estimated Time: 3 weeks

OBJECTIVE(S)

Students will demonstrate a basic knowledge of a desktop computer system, Internet research skills, and software usage skills.
Students will create a PowerPoint presentation.

DESCRIPTION OF ACTIVITY

- Students are given the following task:

"Congratulations! You have recently been given a new responsibility as student recruitment officer for the Cooper Education Center. Your duties will include researching facts and statistics supporting our goal to effectively train people for computer-related and technical jobs. Due to some disturbing information from community colleges and universities, we are finding a disproportionate number of students electing not to enroll in the computer and technical fields, despite the availability of jobs in these areas. Your initial goal is to pick one computer/technical occupation/trade field and develop a documented recruitment effort, using PowerPoint, to attract individuals to our education and training program."

- Students select a computer/technical occupation/trade field to research.
- Students identify at least five websites regarding their selected field, and gather statistics about the occupation.
- Students use the statistics to develop a spreadsheet and graphical chart (e.g., histogram, pie chart), to demonstrate the need for training in this field.
- Students create a recruitment presentation, using PowerPoint.

MATERIALS/RESOURCES

- Computer with Internet access
- Printer
- Spreadsheet software
- PowerPoint
- Word processing program

COMMENTS/MODIFICATIONS

- Copies of the information obtained can be filed in the school's career resource file.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	•
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	•
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

ASSESSMENT/EVALUATION

- Presentation will be assessed on basis of established rubric.
- Teacher evaluates classroom participation.

SOURCE/CREDIT

Submitted by David Larrimore, Rick Woolever, S.A. BOCES, Cooper Education Center.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): English Language Arts

Title of Activity: Wanted: Monster Masher

GRADE			
9	10	11	12

Estimated Time: 2 days

OBJECTIVE(S)

Students will connect traditional literature to job-related writing.

DESCRIPTION OF ACTIVITY

- After reading and discussing excerpts from *Beowulf*, students are presented with the following situation:

"Beowulf is applying for the job of 'monster slayer' as advertised by Hrothgar. Applicants must send a resume and cover letter."

- Students use information from the poem to prepare a resume for Beowulf. Students have to create some information, such as personal vital statistics and education.
- Teacher presents a resume format for the students to use.
- Teacher and students develop a rubric for the resume and cover letter.
- Students develop a cover letter to accompany the resume.
- Class discusses the purpose and importance of resumes and cover letters.
- Students discuss the various resumes and cover letters, identifying particularly strong aspects.

MATERIALS/RESOURCES

- Excerpt from *Beowulf*
- Format and sample or model of a job resume
- Sample or model of a cover letter
- Computer
- Word processing program

COMMENTS/MODIFICATIONS

- The teacher could design a job application and have students complete it for Beowulf.

ASSESSMENT/EVALUATION

- Cover letter is assessed on basis of identified rubric.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	•
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

SOURCE/CREDIT

Submitted by Charlene Hahn, Cohoes High School.

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): English Language Arts, Art, Social Studies

Title of Activity: Creating an Advertisement

GRADE			
9	**10**	11	12

Estimated Time: 1 week

OBJECTIVE(S)

Student will research Spain and the New World in the 1500s.
Students will create a handbill to attract Spaniards to the New World.

DESCRIPTION OF ACTIVITY

- Students research the status of the New World in 1500. Specifically, students will identify aspects of the New World that would be attractive to Spaniards during that time period and the types of people or skills that were needed.
- Students acquire information about Spain in the 1500s, identifying the profile of a "typical" candidate for moving to the New World (e.g., discussing who moved to the New World and why).
- Students will find examples of handbills and other printing from the 1500s.
- Class discusses the major characteristics of printing during that time period.
- Class creates a rubric for a handbill, including both technical aspects of the handbill and the information included on the handbill.
- Students use the provided information to create handbills meant to attract settlers.

MATERIALS/RESOURCES

- Handbill paper
- Art supplies (black crayons, markers, black ink, charcoal, scratch boards)
- Models of handbills (from historical documents or previous students)
- Computer with desktop publishing software (optional)

COMMENTS/MODIFICATIONS

- This activity could be done in teams.

ASSESSMENT/EVALUATION

- The handbill is assessed on basis of established rubric.

SOURCE/CREDIT

Submitted by Yantz, Freeport Schools.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	•
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	•
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	•
The Arts	•

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): English Language Arts, Social Studies

Title of Activity: A Country Project

GRADE			
9	**10**	**11**	**12**

Estimated Time: 1–2 weeks

OBJECTIVE(S)

Students will work in teams to promote tourism in a country studied in global history.

DESCRIPTION OF ACTIVITY

- Each team will be assigned a country.
- The team will gather artifacts that help capture the "essence" of the country. (Artifacts include conventional sources as well as television footage, notes from interviews, ads, music, and film.) Teams take notes for each artifact, and store the artifacts.
- Teacher presents information on format for business letters.
- Teams write business letters to their identified country's embassy, asking about tourism and business possibilities.
- Teams create a fact sheet about the country (similar to *U.S. News and World Report*'s country profiles).
- Teams create and perform a 30–60-second commercial "selling" their identified countries to tourists and investors.

MATERIALS/RESOURCES

- "Country Project" handouts (see page 203)
- Artifacts (samples plus those brought from home)
- Addresses of embassies, envelopes, stamps, stationery
- *U.S. News and World Report*'s country profiles
- Props for commercials
- Computer with word processing software

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

- Rubrics should be provided for (1) notes for artifacts, (2) business letters, (3) fact sheet, and (4) presentations.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	•
3. Personal Qualities	•
4. Interpersonal Skills	•
5. Technology	
6. Managing Information	•
7. Managing Resources	•
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	•
The Arts	

SOURCE/CREDIT

Submitted by Glynn, Schmitt, Freeport Schools.

Country Project

Name_____ Date _____

English 9, per _____

For this project, you will be researching one country that you will then try to "sell" to your audience. The project has several steps, so follow instructions carefully. Your group will be working together. YOU WILL BE GRADED ON HOW WELL YOU COOPERATE WITH CLASSMATES. Divide up the work equally, so that no one feels s/he has done too much.

Part 1

Gather artifacts for the country you are studying. An artifact is any item that reveals a truth about a culture or a country. (If each student in the group strives to bring three artifacts to class, the group will have plenty.)

Don't stop with conventional sources (e.g., encyclopedia, online services, etc.). You may wish to use television footage, videos, advertisements, music, film, or interviews with people who have lived there.

Stay organized. Take notes for each member's artifact. Label the notes and artifacts with any bibliographic information you will need and keep everything safe in your group envelope. Included in the notes should be the name of the artifact, a description of it, and the name of the group member who supplied it. Explain what this artifact tells you about the country you are studying. (ONE LAB DAY TO ORGANIZE)

Part 2

Create a pamphlet to entice travelers to your country.

Make up a slogan or a catch phrase. ("Come back to Jamaica" was effective.) Then look through all of your research. See how quotations, facts, and figures can be used. Decide how the pamphlet should be laid out. Make the pamphlets attractive by adding color, photographs, sketches, pictures, etc. (TWO LAB DAYS TO COMPLETE)

Part 3

Create a 30-60 second commercial in which you sell your country. This can be a radio or television advertisement. If it is for television, there should be movement; if it is for radio, it must use language that appeals to the five senses.

Have volunteer(s) from your group perform the commercial. (ONE LAB DAY)

Part 4

Write a one- to two-minute speech entitled "What We Didn't Tell You in Our Commercial." Here is where you discuss negative aspects of the country. (ONE LAB)

Grade for this project:

- Business letter to embassy (group grade)
- Cooperation with team (individual grade)
- Research artifacts—10 points each—unlimited (group)
- Pamphlet—quality and appearance (group)
- Commercial—Is it persuasive? (group)
- "What They Didn't Say…" speech (group)

Since you only have two weeks to complete this project, you must budget your time well. Good luck!

COMMENCEMENT SAMPLE ACTIVITY

Content Area(s): Social Studies

Title of Activity: What Would You Have Done? 20th-Century Presidents

GRADE			
9	10	**11**	12

Estimated Time: 1 week

OBJECTIVE(S)

Students will investigate decisions made during various presidential administrations.

DESCRIPTION OF ACTIVITY

- Students divide into teams of three and select a 20th-century President to research. Teacher makes sure that each President is selected only once.
- Students use library resources and Internet to research the President to identify:
  - Significant decisions made during his administration
  - The impact decisions had on this and other countries
  - Political, economic, and social policies
- Students representing various Presidents sit on a panel to lead class discussion about decisions made during various presidential administrations.
- Other students serve as reporters on the White House Press Corps and ask probing questions.
- Students select one President and write a reaction paper based on one of his decisions; paper is entitled "What Would I Have Done and Why?"

MATERIALS/RESOURCES

- Computer with Internet access
- Library resource material systems

COMMENTS/MODIFICATIONS

- Students outline the major policies of one President and use a computer-based presentation program to create a brief presentation for class.

ASSESSMENT/EVALUATION

- Reaction paper is assessed on basis of established rubric.
- Panel and class participation are assessed.

SOURCE/CREDIT

CDOS Writing Team.

COMMENCEMENT STANDARDS

Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	
3. Personal Qualities	•
4. Interpersonal Skills	•
5. Technology	•
6. Managing Information	•
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	•
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	•
The Arts	

Cross Reference Checklist

Commencement Sample Activities

Integrated Learning

Sample Activities	CDOS 1	CDOS 2	CDOS 3a	ELA	LOTE	MST	H/PE /FCS	SS	ARTS
1. Investigating the Sun and Shadows		✓	✓	✓		✓			
2. Density and Specific Gravity		✓	✓			✓			
3. Yahoo, the Atom! Building a Model of the Atom with the Help of the Internet		✓	✓			✓			
4. Is Indiana Jones Really That Smart?		✓	✓		✓	✓			
5. Aspirin Study		✓	✓			✓			
6. Career Exploration Project	✓	✓	✓	✓					
7. Write This Way to Canterbury!		✓	✓	✓					
8. Writing Whimsical Dialogues		✓	✓	✓		✓		✓	✓
9. Who Has Human Rights?		✓	✓	✓				✓	
10 The Sweet Smell of Success When Beauty Meets the Bard			✓	✓		✓	✓		
11. To Invest or Not to Invest?	✓	✓	✓	✓				✓	
12. Family Budget in a Foreign Country	✓	✓	✓		✓	✓	✓	✓	
13. Electrician's Math		✓	✓			✓			
14. Financial Markets and Planning	✓	✓	✓				✓	✓	
15. PowerPoint Presentation		✓	✓	✓		✓			
16. Wanted: Monster Masher		✓	✓	✓					
17. Creating an Advertisement		✓	✓	✓				✓	✓
18. A Country Project		✓	✓	✓				✓	
19. What Would You Have Done? 20th-Century Presidents		✓	✓	✓				✓	

Possible Connecting Standards

ELA = English Language Arts Standards

LOTE = Languages Other than English Standards

MST = Mathematics, Science, and Technology Standards

H/PE/FCS = Health, Physical Education, Family and Consumer Sciences Standards

SS = Social Studies Standards

Arts = The Arts Standards