Career Development & Occupational Studies

Intermediate Core Curriculum

Standard 1
Career Development

and

Standard 3a
Universal Foundation Skills

A Message to Intermediate Teachers

—From Your Colleagues

This section of the *Career Development and Occupational Studies Resource Guide with Core Curriculum* offers a tool for implementing powerful lessons that will connect the academic world with the "real world."

We believe that the following activities will provide a teacher with a wide range of teacher/student strategies to integrate CDOS across all POSSIBLE STANDARDS CONNECTIONS.

The following activities are designed to meet the ever-changing needs of the child in middle school. The activities build upon the skills developed at the elementary level and afford the child more in-depth career exploration. This career exploration is the primary focus of the CDOS learning standards for intermediate-level children and is based upon their diverse physical, psychological, and academic needs. Included in this section you will find the following:

- CDOS core curriculum with performance indicators
- Essential questions
  - ◆ Promote higher level thinking skills
  - ◆ Set up parameters for exciting learning
- Sample units, projects, lessons, and classroom activities
  - ◆ Authentic
  - ◆ Standards-driven
  - ◆ Project-based
  - ◆ Motivational
  - ◆ Creative
  - ◆ Student-centered
- Cross reference checklist

After reading this intermediate section, it is our hope that you will be better prepared to integrate career-related activities into your specific content area.

Core Curriculum

This section provides educators at the intermediate level with an organizational tool that connects the Career Development and Occupational Studies (CDOS) Learning Standards 1 and 3a with corresponding performance indicators. The goal of this scope and sequence is to further identify the knowledge and skills that students should acquire to meet the CDOS performance indicators and subsequent learning standards. The following should provide educators with a framework for lesson plan development.

Intermediate Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Performance Indicator 1: **Students continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.**

A. Key elements of a career plan should include the student's documenting the following:
   1. Personal data
   2. Knowledge
      a. Who am I?
         i. Interests
         ii. Abilities
         iii. Areas to strengthen
      b. Where am I going?
      c. How do I get there?
   3. Skills/Application
      a. Foundation skills
         i. Knowledge
         ii. Application
   4. Culminating activity
      a. Activity description
      b. Self-reflection
   5. Review of student career plan

Discussion Questions

- What are the major career clusters?
- What skills and abilities are needed for each career cluster?
- What is the relationship between a level of education and the career options within a cluster?
- How do students' personal skills and abilities relate to different career clusters?

Students will:

B. Research careers within career clusters:
   1. Use a variety of sources for career research and employment information
   2. Develop strategies to explore career options
   3. Develop an awareness of high school and postsecondary options
   4. Investigate specific job descriptions
   5. Participate in job-shadowing experiences
   6. Explore entrepreneurial options and possibilities

Performance Indicator 2: **Students demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.**

Students will:

A. Identify personal skills and abilities related to career clusters:
   1. Learn techniques to assess personal strengths and weaknesses
   2. Investigate careers that complement personal and academic strengths
   3. Learn personal skills relative to career options
   4. Develop learning/thinking skills necessary for career planning
   5. Identify characteristics of quality work
   6. Document academic and personal accomplishments (e.g., awards and recognition)

Discussion Questions

- What personal knowledge is needed to drive effective career research?
- How do people identify possible careers?

Performance Indicator 3: **Students understand the relationship of personal interests, skills, and abilities to successful employment.**

Students will:

A. Understand the characteristics for successful employment:
   1. Recognize the relationship of home, school, and community experiences to a career selection
   2. Understand the value of work and its relationship to personal success
   3. Demonstrate appropriate social skills for the workplace
   4. Develop strategies for self-improvement
   5. Learn decision-making techniques
   6. Understand the relationship between personal appearance and public perception
   7. Make connections between academic abilities and success in the workplace

B. Identify the relationship between lifestyle choices and future career paths:
   1. Identify the career choices associated with geographic locations
   2. Explain how resources impact lifestyle choices
   3. Identify and describe various lifestyle characteristics
   4. Identify factors that can affect lifestyle choices

Discussion Questions

- What attributes support success at work?
- What social skills are appropriate for the workplace?
- How do personal skills (both technical and social) impact success at work?
- What are successful strategies for self-improvement?
- How do lifestyle preferences impact career selections?

Performance Indicator 4: Students demonstrate an understanding of the relationship between the changing nature of work and educational requirements.

Students will:

A. Value what they are required to learn:
   1. Identify educational requirements for various careers
   2. Understand the value and need for lifelong learning
   3. Understand the relationship between educational achievement and career success
   4. Understand the importance of successful employment to the economy and the individual

B. Explore the differences between the 20th- and 21st-century workplace:
   1. Understand and explore employment trends
   2. Recognize the changing composition of the workforce
   3. Identify the changing skills and tasks relevant to various careers

Discussion Questions

- How do educational requirements relate to career selections?
- Why is lifelong learning important to one's satisfaction and success?
- What is the relationship between successful employment and the economy?
- How will societal trends impact future career opportunities?
- How will the workforce change in the 21st century?

Performance Indicator 5: Students understand the relationship of personal choices to future career decisions.

Students will:

A. Recognize the connection between current choices and future goals.

B. Understand the relationship of lifestyles and career choices.

C. Discuss strategies for overcoming career obstacles.

D. Examine positive and negative factors that affect career choices.

E. Reevaluate personal goals.

F. Create an action plan to achieve personal goals.

Discussion Questions

- What factors impact career choices?
- What is the relationship between personal choices and career decisions?

Intermediate Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

BASIC SKILLS

Performance Indicator 1: Students listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.

Students will:

A. Demonstrate competency in **reading** through strategies to:
   1. Interpret written information from a variety of sources
   2. Read manuals and apply content
   3. Recognize significance of information
   4. Make generalizations and draw conclusions
   5. Determine purpose for reading
   6. Apply information from one context to other contexts
   7. Use a limited range of criteria to evaluate
   8. Assess the accuracy, validity, and significance of written information
   9. Develop ability to decipher unknown vocabulary

B. Demonstrate competency in **writing** through strategies to:
   1. Make use of proper conventions, diverse grammatical structures, vocabulary, and style for purpose and audience
   2. Write cohesive paragraphs, using proper structure for purpose and audience
   3. Use standard English skillfully
   4. Use logical sequence in writing
   5. Self-assess writing
   6. Use resources effectively to communicate meaning
   7. Develop note-taking ability

C. Demonstrate competency in **listening and speaking** through strategies to:
   1. Obtain and recall essential information from oral/visual communications
   2. Determine significance of new information
   3. Make generalizations and draw conclusions
   4. Express ideas for group consideration
   5. Incorporate ideas from other members
   6. Present information clearly and logically to a variety of audiences
   7. Voice evaluations of oral presentations or written text by referring to specific criteria

D. Demonstrate competency in **mathematical operations** through strategies to:
   1. Apply logic to mathematical solutions and outcomes
   2. Combine the four mathematical operations to solve narrative problems
   3. Use relationships to reach conclusions
   4. Use simple probability
   5. Compare experimental and theoretical probability
   6. Do statistical analysis of trends and relationships
   7. Analyze and examine the relationships among statistical data
   8. Choose and use proper measuring devices
   9. Apply proper conversions for units of measurement
   10. Use a calculator effectively and efficiently

Discussion Questions

- What are the skills most useful when reading for information?
- In what ways is reading an important skill in the world of work?
- How does skill in writing benefit you as a worker?
- What skills are most important when you need to convey information through writing?
- Why is speaking an important skill in the world of work?
- How can listening help you as a worker in the 21st century?
- Why are basic skills critical to personal success in the workplace?
- Why is it necessary for academically competent individuals to enter the 21st-century workforce?

THINKING SKILLS

Performance Indicator 1: Students evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.

Students will:

A. Apply decision-making and problem-solving processes that affect small groups:
   1. Identify and isolate components of the problem
   2. Identify several alternatives for making a decision
   3. Define several consequences of each alternative
   4. Determine the rationale for the decision made
   5. Evaluate the decision made

B. Engage in effective higher level thinking:
   1. Reevaluate and critique work
   2. Synthesize information
   3. Engage in effective brainstorming
   4. Use creativity and imagination
   5. Determine usefulness of data
   6. Adapt previous knowledge to new situations
   7. Predict results based on previous knowledge and current data

Discussion Questions

- When would you use the decision-making process?
- What are the limits of the decision-making process?
- What is the place of creativity and imagination in the world of work?
- How is the skill of prediction useful in a career?
- What previous knowledge might be useful in a new situation?

PERSONAL QUALITIES

Performance Indicator 1: Students demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.

Students will:

A. Recognize the value of effort and perseverance to reach goals.

B. Understand the importance of optimism to complete a task.

C. Differentiate between negative attitudes and personality traits.

D. Understand the importance of attendance and punctuality.

E. Model ethical behavior.

F. Establish a positive work ethic.

G. Develop conflict resolution skills.

H. Evaluate personal appearance relative to social situations.

I. Understand and demonstrate integrity in a variety of situations.

J. Accept responsibility to accomplish a task.

K. Tolerate differences of opinion.

Discussion Questions

- In what ways are social skills useful in a career?
- Are personal qualities important in all careers?

INTERPERSONAL QUALITIES

Performance Indicator 1: Students demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.

Students will:

A. Demonstrate effective human relations skills.

B. Demonstrate proper debating and negotiating behaviors.

C. Understand and demonstrate the process of reaching consensus.

D. Engage in team-building activities.

E. Develop and practice appropriate methods to challenge procedures, policies, and authorities.

F. Explore and demonstrate the methods of teaching others a multiple-step process.

G. Evaluate and provide constructive feedback.

H. Apply motivating techniques to self and others.

I. Logically present a persuasive argument.

J. Inspire confidence and trust in others.

Discussion Questions

- What problems can occur in team-work?
- How do problems get solved among team members?

TECHNOLOGY

Performance Indicator 1: Students select and use appropriate technology to complete a task.

Students will:

A. Use the computer as a tool for:
   1. Word processing
   2. Graphics
   3. Gathering, organizing, and manipulating data and information (e.g., spreadsheets, databases, Internet)
   4. Presentations

B. Understand how different parts of a machine (e.g., copier, laboratory equipment, etc.) operate.

C. Demonstrate awareness of technology and the 21st-century workforce.

D. Use technology appropriate for management of individuals, families, groups, etc.

E. Discuss the influence of technology on the changing economy.

F. Practice troubleshooting and routine maintenance of technological resources.

G. Use the computer as a tool to solve problems.

H. Recognize the limits of current technology.

I. Understand costs of technological solutions.

MANAGING INFORMATION

Performance Indicator 1: Students select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).

Students will:

A. Acquire, organize, analyze, and communicate information, using computers and/or other appropriate resources.

B. Convert information into a variety of formats.

C. Determine best format for communicating information.

D. Aggregate, organize, and evaluate data into usable information and for effective presentations.

E. Make decisions regarding accuracy, relevance, and appropriateness of information.

F. Identify and correct errors prior to communicating.

G. Determine which information needs to be secure.

Discussion Questions

- What criteria can be used to measure the appropriateness of information?
- How is data best organized for effective presentation?

MANAGING RESOURCES

Performance Indicator 1: Students understand the material, human, and financial resources needed to accomplish tasks and activities.

Students will:

A. Identify the resources necessary to accomplish a task.

B. Establish time schedules and deadlines.

C. Develop and practice money management.

D. Recognize the existence and proper use of human and nonhuman resources.

E. Understand the concept and value of networking.

F. Learn to allocate resources in areas such as:
   1. Forecasting costs and revenues
   2. Prioritizing
   3. Scheduling
   4. Budgeting
   5. Acquiring, storing, and distributing material resources
   6. Assessing knowledge and skills required
   7. Identifying present and future workload

G. Determine sequence of tasks to be completed and prioritize accordingly.

H. Develop a budget for a proposed project.

I. Reassign individuals on the basis of skills and attitudes.

Discussion Questions

- What kinds of resources are needed for different careers?
- What are human and nonhuman resources?
- How do time management and money management relate to the accomplishment of tasks and activities?
- Why is resource management of prime importance to business?

SYSTEMS

Performance Indicator 1: Students demonstrate understanding of how a system operates and identify where to obtain information and resources within the system.

Students will:

A. Identify and understand social, organizational, and technological systems.

B. Predict the impact of decisions and actions on systems.

C. Recognize trends within systems.

D. Detect deviations in the system.

E. Develop strategies for troubleshooting systems.

F. Identify processes to improve system function.

G. Develop processes for system improvement.

H. Determine if a system problem is caused by external or internal factors.

Discussion Questions

- What is a system? What are organizational systems?
- How are systems interrelated?
- How can a system be evaluated and modified?

Career & Development Occupational Studies

Intermediate Sample Activities

Standard 1
Career Development

and

Standard 3a
Universal Foundation Skills

Intermediate Essential Questions

Who am I as a citizen?

How are my school experiences connected to my future success?

How are my social skills related to my future success?

How is work important to me?

How do I develop the skills and abilities that I need to be successful in a career?

Why do the choices I make now matter to my future?

How do I find out what I want to know?

How do I affect the systems within which I live and work?

Intermediate Essential Questions/Sample Activities Overview

Essential Questions	Sample Activities	Page	CDOS and Possible Connecting Standards
Who am I as a citizen?	Making Cultural Connections Through Research	82	CDOS; ELA; LOTE; SS
	Role-Play—Ethics	83	CDOS; ELA; H/PE/FCS; SS
How are my school experiences connected to my future success?	Museum of Holiday Arts	86	CDOS; ELA; H/PE/FCS; SS; Arts
	20th High School Reunion	88	CDOS; ELA
How are my social skills related to my future success?	Women in Business	92	CDOS; ELA; H/PE/FCS; SS
	Managers of the Future	93	CDOS; ELA; H/PE/FCS; SS
How is work important to me?	Where Does It Come From? Where Does It Go?	96	CDOS; ELA; MST; H/PE/FCS; SS
	Brochure	97	CDOS; ELA; SS; Arts
How do I develop the skills and abilities that I need to be successful in a career?	Being Heart Smart: A Study of the Cardiovascular System	100	CDOS; ELA; H/PE/FCS; Arts
	Jobs of the Future	102	CDOS; ELA; Arts
Why do the choices I make now matter to my future?	What Shall I Be?	104	CDOS; ELA; SS
	Get the Facts about Drugs	105	CDOS; ELA; MST; H/PE/FCS; SS
How do I find out what I want to know?	Take Me Out to the Ball Park	108	CDOS; ELA; MST; SS
	Activity Survey	110	CDOS; ELA
How do I affect the systems within which I live and work?	Community Services Resource	112	CDOS; ELA
	"Flower Power" Beautification Program	113	CDOS; ELA; MST; H/PE/FCS; 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

Who Am I as a Citizen?

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): Who am I as a citizen? How do I find out what I want to know? How do I develop the skills and abilities that I need to be successful in a career?

Title of Activity: Making Cultural Connections Through Research

GRADE			
5	6	7	8

Estimated Time: 3–4 weeks

OBJECTIVE(S)

Students develop self-management skills for researching a topic.
Students develop critical thinking skills.
Students develop effective interpersonal skills.

DESCRIPTION OF ACTIVITY

- Students discuss "What does a good researcher do?" "What career opportunities are available for researchers?" "What is culture?"
- Students form research teams based upon their cultural background or interest.
- Teacher and students identify what they want to know about culture and create a rubric for the finished product.
- Library media specialist provides information on obtaining information from the library, online, and from community resources. Information is also provided on primary and secondary sources.
- Students gather information from different sources.
- Students organize and manage their information for presentation.
- Students present information in both oral and written forms.
- Students create a "Cultural News and Views" newsletter for schoolwide distribution.
- Students reflect on the teamwork process for task completion.

MATERIALS/RESOURCES

- Internet access
- Word processing and desktop publishing software
- Library resources
- Computer and printer
- Human/Community resources

COMMENTS/MODIFICATIONS

- This is an inclusive project that accommodates various learning styles within a group.

ASSESSMENT/EVALUATION

- Teacher evaluates student and team reflections.
- Teacher/student-created rubric is used in evaluations.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	●
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	●
4. Changing Nature of Work and Educational Requirements	●
5. Relationship of Personal Choices to Career Decision Making	
Integrated Learning (2)	
1. Apply academic knowledge and skills	●
2. Solve problems that call for applying academic knowledge	●
3. Use academic knowledge and skills in an occupational context	●
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 Christie DeCesare, Melissa Dixon, Patricia Molloy, and Carol Varsalona.

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): Who am I as a citizen? Why do the choices I make now matter to my future?

Title of Activity: Role-Play—Ethics

GRADE			
5	6	7	8

Estimated Time: 1 class period

OBJECTIVE(S)

Students will understand how attitudes and choices affect success at school and at the workplace.

DESCRIPTION OF ACTIVITY

- Students role-play various situations that involve ethical decisions or actions.
  - ❍ Cheating on a test
  - ❍ Taking credit for another's work
  - ❍ Gossiping about fellow students
  - ❍ Forging a parent's signature
  - ❍ Staying home sick when you're not
  - ❍ Making fun of a classmate who is different
  - ❍ Sneaking "freebies" to families and friends
- Students discuss the ethics involved in each of the situations and possible results of those actions.
- Students identify similar actions in the workplace and discuss how those actions could impact one's success on the job.
- Students write a one-page summary of their reactions to the role-play situations and discussions.

MATERIALS/RESOURCES

- Copies of role-play situations

COMMENTS/MODIFICATIONS

- Teachers or students can create their own ethical situations tailored to their grade level.
- Summaries could be completed on a computer.

ASSESSMENT/EVALUATION

- Students are evaluated on basis of participation in class discussions.
- Students are evaluated on basis of one-page reaction.

SOURCE/CREDIT

CDOS Writing Team.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	
4. Changing Nature of Work and Educational Requirements	
5. Relationship of Personal Choices to Career Decision Making	•
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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	

How Are My School Experiences Connected to My Future Success?

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How are my school experiences connected to my future success? How do I find out what I want to know? How do I develop the skills and abilities that I need to be successful in a career?

Title of Activity: Museum of Holiday Arts

GRADE			
5	6	7	8

Estimated Time: approx. 4 weeks

OBJECTIVE(S)

Students will acquire skills in decision making, communication, and teamwork.
Students will learn various management skills.
Students will participate in a simulated work environment.

DESCRIPTION OF ACTIVITY

- Teacher introduces the project on a holiday arts museum, explaining that the learning environment will be transformed into a museum of seasonal cultural arts. The students will be responsible for designing the museum, collecting materials, and designing learning materials for other students.
- Teacher arranges for the curator of a local museum to talk to the class about his/her job and the purpose, components, and appropriate structures of displays. If there is no museum close by, the teacher should determine if a museum curator will videotape a presentation or "meet online" with the class.
- Class determines the number of holiday displays that can be adequately created within the classroom and discusses which holidays should be reflected.
- Students are divided into groups, and each group creates a display for one holiday.
- Each group researches its holiday and identifies appropriate articles (e.g., decorations, music, literature, artifacts, historical descriptions) to be displayed. Articles are made or borrowed. Students investigate local community groups (e.g., veteran groups, religious groups, senior citizen groups, artists) to assist with providing information or objects for the display.
- Each group creates displays and "display cards" explaining each object in displays.
- Teacher explains the job and responsibilities of a docent. The class discusses the purposes docents would serve in their museum.
- Each group decides what information should be provided regarding their display, and each member of the group writes the script they will use when they explain their display to others.
- Students learn how to use desktop publishing software. Students create a learning package regarding the museum and the various displays for other classes, younger students in elementary school, or senior citizens. The students decide what information should be shared (including information they have researched for the displays) and create various publications to meet the specific audiences.
- Students design the announcements for the operating hours of the museum. Students create a schedule for groups or individuals visiting the museum.
- Students participate in the museum's operation. Students create a photo journal of the museum experience.
- Class discusses the museum experience.

MATERIALS/RESOURCES

- Internet access
- Desktop publishing software
- Material for the museum displays
- Supplies for learning packets
- Research sources
- Speakers
- Photographic equipment

COMMENTS/MODIFICATIONS

- Change the museum experience to reflect different historical time periods.
- Encourage intergenerational participation.
- Plan cross-grade-level visitations to the museum.

ASSESSMENT/EVALUATION

- Participant's reflections., photo journal, and guest log comments are evaluated.
- "How Do We Rate?" rubric (see page 87) is used for evaluation.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	•
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	•
4. Changing Nature of Work and Educational Requirements	
5. Relationship of Personal Choices to Career Decision Making	•
Integrated Learning (2)	
1. Apply academic knowledge and skills	•
2. Solve problems that call for applying academic knowledge	•
3. Use academic knowledge and skills in an occupational context	•
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 Melissa Dixon, Patricia Molloy, and Carol Varsalona.

How Do We Rate?

Multimedia Exhibit Rubric

	MASTER PRESENTERS	JUNIOR PRESENTERS	NOVICE PRESENTERS	PRESENTERS IN TRAINING
CONTENT	• Present clear, relevant, accurate, interesting, and entertaining information in an engaging manner to audience • Connects topic in a descriptive, believable way	• Presents specific, interesting, thoughtful information to audience • Connects topic in a believable way	• General information presented to audience • Connects topic in a nonspecific way that is unbelievable to audience	• Information presented to the audience is limited or inaccurate • Does not connect topic in any way that is believable to audience
PERFORMANCE SKILLS	• Clearly articulates purpose and information • Expressive and good tone of voice • Proper eye contact and posture in front of an audience	• Articulates purpose and relevant information • Some expression and good tone of voice • Some eye contact and proper posture in front of an audience	• Unclear purpose with general information • Speaks in a monotone voice with no expression • Needs to be reminded to stand properly and make eye contact with the audience	• Confused purpose with limited information • No feeling or expression • Proper eye contact and posture needs to be modeled
USE OF VISUAL MATERIALS	• Creative use of props and visuals which strengthen the message being presented • Neat, organized, relevant, and attention-getting	• Specific use of props and visuals which relate to the message being presented • Neat and attractive	• Limited use of props and visuals which generally relate to the message being presented • Simple and unattractive	• Props and visuals are unrelated to the message being presented • Illegible, not relevant, and unattractive
AUDIENCE ENGAGEMENT	• Hooks audience immediately and keeps their attention • Provides information in a variety of ways	• Gains audience's attention • Provides information in a specific way	• Attempts to hook audience • Provides information in one way	• Unable to hook audience • Provides uninteresting information

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How are my school experiences connected to my future success?

Title of Activity: 20th High School Reunion

GRADE			
5	6	**7**	**8**

Estimated Time: long-term project

OBJECTIVE(S)

Students will predict future situations.
Students will identify reasons for choosing a specific career.
Students will work as a team to complete a project.

DESCRIPTION OF ACTIVITY

- Students take interest inventories to identify possible career areas.
- Each student identifies a possible career on the basis of interests and abilities, and researches that career through *Career Zone* (www.nycareerzone.org) or other sources.
  The teacher and students determine the areas to be researched.
- Using the results of the research, the students complete "My Future Fantasy," (see page 89) which places students in a time 24 years from now.
- To share their ideas and research, students plan a 20th high school reunion.
- On the basis of that work, students use a desktop publishing program to create a yearbook/journal to be distributed to participants at their 20th high school reunion. The students and teacher establish a rubric for the journal.
- As a culminating activity, students work in groups to plan and execute a 20th high school reunion party. Committees can include refreshments, decorating, entertainment, photography/video, and cleanup.
- Students come to the party dressed in the correct attire for their selected career, and they come prepared to talk about their jobs.
- Selected students play the role of television/newspaper reporters and interview the participants at the reunion regarding their careers and job successes. (The interviews can be videotaped.) This part of the activity will give the students an opportunity to verbally share their research and knowledge about the identified careers. Students should be encouraged to "play the role."

MATERIALS/RESOURCES

- Interest inventories
- Access to the Internet/Career Zone
- Desktop publishing software
- "My Future Fantasy" (see page 89)
- Computers
- Party supplies
- Video camera (optional)
- Research resources

COMMENTS/MODIFICATIONS

- This activity can be adjusted for work with 7th-grade students.

ASSESSMENT/EVALUATION

- Rubric is used to evaluate the journal.
- Individual/group reflections are evaluated.
- Interviews are evaluated for content.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	•
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	
4. Changing Nature of Work and Educational Requirements	•
5. Relationship of Personal Choices to Career Decision Making	•
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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 Joyce Merzbacher, Home and Career Skills teacher, Weldon E. Howitt Middle School, Farmingdale School District, New York,.

Name _____

Class _____ **Date** _____

MY FUTURE FANTASY

You are now 24 years older. Describe what your life is like!

Where are you living?

Country _____

Community (urban, suburban, rural) _____

Location (north, south, east, west) _____

Dwelling (house, apartment, condominium, trailer, mobile home) _____

What is your life style?

Are you married or single? _____

Do you have children? _____

What kind of transportation do you use? _____

What are your hobbies and how do you spend your time? _____

What are you most proud of? _____

What kind of career do you have?

What job do you do? _____

What kind of clothes do you wear to work? _____

What is your work schedule or what hours do you work? _____

How do you get to and from work? _____

Where do you work? (inside, outside; open area, small area) _____

Do you work with people, data, or things? _____

What do you do for lunch? (brown-bag, go to restaurant) _____

Describe your job _____

Do you have special tools or equipment? _____

Are you in charge or are you part of a team? _____

What types of people do you work with? _____

How Are My Social Skills Related to My Future Success?

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How are my social skills related to my future success? How is work important to me?

Title of Activity: Women in Business

GRADE			
5	6	7	8

Estimated Time: 4 class periods

OBJECTIVE(S)

Students will gain an awareness of different occupations and changing male/female roles.
Students will gain an awareness of how different occupations and gender roles affect the way they perceive and deal with others in the workplace.

DESCRIPTION OF ACTIVITY

- Students divide into groups to complete the project.
- Student groups research the area of women in business.
  - The history of women in business
  - Salary issues
  - Traditional and nontraditional roles for women
  - Percentage of women business owners and leaders (e.g., CEO, vice president, board members)
- Students brainstorm businesses in the community and research which ones have female owners or leaders.
- Teacher instructs the students on the format of a business letter, explaining the format and its importance in business. The teacher and students create a rubric for the letters.
- Each group identifies one female business leader and sends her a letter, inviting her to speak to the class. The letters will include information on the topics they would like for her to address, such as:
  - Job responsibilities
  - Education and experience
  - Challenges
  - Necessary skills
  - Future predictions
  - Impact of social skills on job success

  If more than one speaker is secured, the speakers will serve on a panel.
- The students identify additional questions to ask the speakers.
- Speaker(s) visit the classroom, addressing the topics identified in the students' letters. Students ask the speaker(s) any questions that were not addressed in the presentations.
- Students write thank-you letters to the guest speakers.
- Class engages in a discussion of what they learned

MATERIALS/RESOURCES

- Computer
- Internet access
- Writing supplies
- Female business owners/leaders

COMMENTS/MODIFICATIONS

- Students could write an article for the school paper on "Women in Business."

ASSESSMENT/EVALUATION

- Student research is evaluated.
- Teacher uses rubric to evaluate letters.
- Classroom discussion is evaluated.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	•
4. Changing Nature of Work and Educational Requirements	•
5. Relationship of Personal Choices to Career Decision Making	•
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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

CDOS Writing Team.

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How are my social skills related to my future success? Why do the choices I make now matter to my future?

Title of Activity: Managers of the Future

GRADE			
5	6	7	8

Estimated Time: 2–3 periods

OBJECTIVE(S)

Students will develop problem-solving strategies.
Students will interact effectively with business partners.

DESCRIPTION OF ACTIVITY

- Students are divided into groups. The teacher provides students with several pictures of people in different types of dress (e.g., business, casual, sloppy), and with the names of different occupations, mounted on heavy paper. (Have more pictures than occupations.) Students match the pictures of people (explaining they are only to look at dress) with the occupations they think they will hold.
- Teacher asks students why they made the specific matches, moving the discussion to professional images and the importance of "dressing for success."
- Students identify the criteria for appropriate dress for business.
- Teacher and students identify one day as "Dress for Success Day," and the students are to dress according to the criteria.
- Students discuss any reactions they had to their dress and how dressing up impacted their feelings toward their work (school work) and interactions with others.
- Students interview managers of community businesses concerning their roles and responsibilities. They also discuss appropriate and inappropriate behavior in the workplace.
- Teacher reads examples of possible "business–related problems," and the students propose solutions. The managers talk with the students about their solutions.
- Students develop an "Appropriate Behavior Checklist" for the classroom.
- Students discuss both appropriate dress and behavior in the workplace.

MATERIALS/RESOURCES

- Pictures of people in different dress
- Names of different occupations mounted on heavy paper
- Cards with business problems

COMMENTS/MODIFICATIONS

- Students write a thank-you letter to participating business partners.
- Students can create their own business cards.
- Debriefing summaries can be computer generated.

ASSESSMENT/EVALUATION

- Student–generated "Appropriate Behavior Checklist" is used in evaluations.
- Teacher observation is used in evaluations.
- Team discussions and managers' reactions are evaluated.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	
4. Changing Nature of Work and Educational Requirements	
5. Relationship of Personal Choices to Career Decision Making	•
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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 Melissa Dixon, Patricia Molloy, and Carol Varsalona.

How Is Work Important to Me?

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How is work important to me?

Title of Activity: Where Does It Come From? Where Does It Go?

GRADE			
5	6	**7**	**8**

Estimated Time: 5 class periods

OBJECTIVE(S)

Students will gain an awareness of how work relates to providing for the needs and wants of a family.
Students will be able to prepare a balanced monthly budget that provides for the needs and wants of the individual.

DESCRIPTION OF ACTIVITY

- Students brainstorm how people support themselves financially.
- Teacher explains the purpose and basic components of budgets.
  - ❍ Food
  - ❍ Clothing
  - ❍ Housing
  - ❍ Utilities
- Students brainstorm other expenses they might need or want to include in a monthly budget.
- Students are divided into small groups to work on budgets. Each group is given a different situation (e.g., number of children, if any; amount of monthly paycheck after taxes) to use in creating a monthly budget.
- Students are provided with resources to use in determining their budgets.
  - ❍ Grocery ads
  - ❍ Clothing ads
  - ❍ Classified ads indicating various rents or mortgages
  - ❍ Cost information from local utilities
  - ❍ Internet sites with prices for various items (e.g., *Peapod* for groceries, clothing companies)
- Groups work to create monthly budgets based upon their resources and personal situations.
- Students present their budgets to the class, discussing each component. The class discusses the reasons for any variations.
- Teacher instructs students on how individual banking accounts , both checking and savings, work.
- Teacher explains how to write a check.
- Students are given blank, mock checks to use in "making their monthly payments."

MATERIALS/RESOURCES

- Computers
- Calculators
- Utility cost information
- Internet access
- Budget forms
- Check samples
- Newspaper advertisements for housing, groceries, and clothing

COMMENTS/MODIFICATIONS

- This activity could be adapted for younger students by using allowances.

ASSESSMENT/EVALUATION

- Monthly budget is evaluated.
- Written checks are evaluated.

SOURCE/CREDIT

Submitted by Lynn Corder, Kathy Eberlein, Bob Lammly, Patricia Molloy, and Diana Voerg.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	●
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	●
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	
4. Changing Nature of Work and Educational Requirements	●
5. Relationship of Personal Choices to Career Decision Making	●
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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	

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How is work important to me? Why do the choices I make now matter to my future?

Title of Activity: Brochure

GRADE			
5	6	**7**	**8**

Estimated Time: long-term project

OBJECTIVE(S)

Students will develop knowledge of courses and activities that are required/recommended for their chosen career.

DESCRIPTION OF ACTIVITY

- After brainstorming, each student makes a list of his/her top career choices.
- From that list, students pick one career to research. Before deciding on a career, students should ask themselves which one they are most qualified for and which one they enjoy doing.
- Students develop a list of interview questions regarding the career they have selected. Questions should focus on what curricular and cocurricular activities are required to successfully enter the field of their choice.
- Students research and develop a list with a minimum of three to five people with whom they could set up an interview. (School guidance counselors may be a good resource for students to access.)
- Students may conduct their interview, using a variety of resources. They may do any of the following:
  - ❍ Online interview
  - ❍ Phone interview
  - ❍ Personal interview
  - ❍ Written response to a formal business letter
- Once students have established the method of interviewing, they set up the interview and share that method with the person being interviewed. They request written permission for the interview to be taped, if necessary.
- Once students have completed the interview, they create a brochure that clearly outlines the curricular and cocurricular activities that will best prepare them for entry into their chosen field. **Criteria for the brochure must be established with the students before they begin this activity.**
- Completed brochures should be displayed in a career center for student use.

MATERIALS/RESOURCES

- Interview questions
- Computer
- Desktop publishing program
- Tape recorder
- Phone
- Journal

COMMENTS/MODIFICATIONS

- Students may have an adult coach them through the entire process.
- Brochures of superior quality should be displayed as a resource for other students to use in the school guidance office.
- Students could assist younger students with the networking process and help them to establish human resources outside the school.
- Students should use a desktop publishing program to create their brochure.

ASSESSMENT/EVALUATION

- Assessment of brochure is based on teacher/student-developed rubric.
- Teacher conducts ongoing evaluation of classroom participation.

SOURCE/CREDIT

CDOS Writing Team.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	•
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	•
4. Changing Nature of Work and Educational Requirements	•
5. Relationship of Personal Choices to Career Decision Making	
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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	•

How Do I Develop the Skills and Abilities That I Need to Be Successful in a Career?

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How do I develop the skills and abilities that I need to be successful in a career? Why do the choices I make now matter to my future?

Title of Activity: Being Heart Smart: A Study of the Cardiovascular System

GRADE			
5	6	7	8

Estimated Time: long-term project

OBJECTIVE(S)

Students will know and understand the purpose and function of the cardiovascular system.
Students will know and understand the importance of maintaining a healthy heart.
Students will develop knowledge of careers and career skills associated with the maintenance and care of the cardiovascular system.

DESCRIPTION OF ACTIVITY

- As a culminating activity for a unit on the cardiovascular system, students are presented with the American Medical Association (AMA) activity sheet (see page 101), which outlines the three-part project that the students are to complete.
- Students are divided into groups to complete the project.
- A timeline is developed, identifying the class time that will be spent on the project, the various parts to be completed, and the final due date.
- Teacher and students collaborate on the development of rubrics for the three parts of the project.
  - ❍ Project meets and/or exceeds the stated requirements for the project.
  - ❍ Project contains many examples of original thought.
  - ❍ Information included is accurate and up-to-date.
  - ❍ Project is eye-catching in its design.
  - ❍ Teams are on task at all times.
  - ❍ Teams make efficient use of resources (e.g., time, materials).
  - ❍ Individual effort strongly contributes to the group's success.
- Students research the topics and complete the projects.
- Using appropriate research and technology, student groups should complete the project within one week.

MATERIALS/RESOURCES

- AMA activity sheet (see page 101)
- Internet access/resource facilities
- Van Cleeve, Janice. *The Human Body*
- *The Human Body*. Instructional Fair, Inc.
- *The Heart*. Seymour Simon.
- *Health for Life*. Scott, Foresman. 1994.
- CareerZone www.nycareerzone.org

COMMENTS/MODIFICATIONS

- It is suggested that students work in small groups, but for exceptional or honors students this is an individual project.

ASSESSMENT/EVALUATION

- Teacher uses rubric for individual and group assessment.
- Further assessment of the cardiovascular system is suggested.

SOURCE/CREDIT

Submitted by Ken Slentz, Long Lake Central School, Long Lake, NY.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	
4. Changing Nature of Work and Educational Requirements	
5. Relationship of Personal Choices to Career Decision Making	
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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	●

The American Medical Association

1599 Pennsylvania Avenue Washington, DC 23876 1-800-555-9876

Middle School Teacher
Your School Central
Your Town, New York 12345

Dear Teacher:

In preparation for Heart Healthy Month in February, the AMA is asking a number of classes across the country to help us educate the general public about the heart and the cardiovascular system. By participating in this project, you will not only increase your own knowledge of the CV system, but you will also help others to understand and appreciate this very important body system. The parts of the project are as follows:

PART I: A graphic design of the heart with its primary parts clearly labeled and defined, the path and direction of blood flow clearly displayed; and arteries, veins, and blood appropriately colored. At a minimum, the parts that must be included are:

- The four chambers
- The septum
- The aorta
- The superior and inferior vena cava
- The valves
- The pulmonary vein and artery
- The lungs

PART II: A poster, or posters, of "Heart Healthy Habits" that should include the following information:

1. Habits that help to avoid heart disease and heart attacks
2. First aid for a heart attack victim
3. What a heart attack actually is

PART III: A career chart listing the careers associated with maintaining a healthy heart. This chart should include:

1. Kind of training required for this career (e.g., college, trade school, classes, etc.)
2. Average starting salary, if the career is a salaried position, for these careers
3. Local availability of these jobs
4. Skills required, aside from the required training, for this career (e.g., SCANS skills)

All parts of these projects are expected to meet high quality standards and are to be presented to an appropriate audience. Students should keep in mind that these products are to educate other students and adults. The deadline for posting these products is _____. Thank you for your assistance in this project and we expect to hear great things about the final product.

Sincerely,

Dr. C.V. System
AMA President

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How do I develop the skills and abilities that I need to be successful in a career? How do I affect the systems within which I live and work?

Title of Activity: Jobs of the Future

GRADE			
5	6	7	8

Estimated Time: 2–3 weeks

OBJECTIVE(S)

Students will develop understanding and awareness of traditional and nontraditional careers and job availability.
Students will become aware of the education and training needed to prepare for a career or job.

DESCRIPTION OF ACTIVITY

- Students brainstorm a list of traditional and nontraditional careers.
- Students identify what they need to know about the careers.
  - Education and training
  - Salary
  - Job requirements
  - Mobility requirements
- Each student selects one of the listed careers and researches that career.
- A representative from a printing firm or from the commercial arts class at the vocational school talks to the class about designing effective brochures. On the basis of the information received, the students create rubrics for their brochures.
- Students use desktop publishing software to create brochures about the researched careers.
- Brochures are reproduced and placed in the career resource file. Copies are sent to the high schools for their resource files.
- Students make a presentation to the class on their researched career.

MATERIALS/RESOURCES

- Computer
- Desktop publishing software
- Internet access
- Resource materials
- Guest speakers

COMMENTS/MODIFICATIONS

- Students can write letters to professional organizations for job information.
- Students can work in cooperative groups or pairs.
- Students can go on site visits.

ASSESSMENT/EVALUATION

- Rubrics are used to evaluate brochures.
- Brochures and presentations are evaluated by student's peers.
- Teacher evaluates classroom participation.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	•
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	
4. Changing Nature of Work and Educational Requirements	•
5. Relationship of Personal Choices to Career Decision Making	
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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

Adapted from *Activities That Work: Connecting CDOS with All Curricula*. Nassau BOCES.

Why Do the Choices I Make Now Matter to My Future?

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): Why do the choices I make now matter to my future? How do I find out what I want to know? How do I develop the skills and abilities that I need to be successful in a career?

Title of Activity: What Shall I Be?

GRADE			
5	6	7	8

Estimated Time: 5 periods

OBJECTIVE(S)

Students will research the job market through the Internet.

DESCRIPTION OF ACTIVITY

- Teacher invites a representative from the Department of Labor, the Chamber of Commerce, or other organizations to speak about careers in the 21st century.
- Students take personal interest inventories or aptitude surveys to determine appropriate areas of interest. Students can also interview fellow students to generate a list of personal interests, aptitudes, and abilities.
- Students choose one career area that reflects their interests and abilities.
- Teacher presents information on various means of researching career information, explaining The website CareerZone and what can be found there.
- Students access the Internet address www.nycareerzone.org to research the occupation of choice.
- The teacher and students create a rubric of what is to be included in the presentation.
- Students prepare a presentation including at least the following information:
  - ❍ Availability of jobs in various geographic areas
  - ❍ Title of career
  - ❍ Job outlook
  - ❍ Average salary
  - ❍ Education requirements
  - ❍ Job responsibilities
- Students create a PowerPoint (or other graphics program) presentation of their findings. The presentation must include both a visual display and a verbal explanation.
- The computer presentations are printed and combined to make a class resource on careers.

MATERIALS/RESOURCES

- PowerPoint or other presentation program
- Supplies for classroom book on careers
- Personal interest inventories/aptitude surveys
- Internet access
- Speakers

COMMENTS/MODIFICATIONS

- Projects can be completed in pairs.
- Presentations can be videotaped to allow for peer review.
- Take a field trip to local business sites to learn about specific careers.

ASSESSMENT/EVALUATION

- Teacher/student-generated rubric is used to evaluate presentation.
- Visual display and classroom career book are evaluated.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	•
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	•
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	•
4. Changing Nature of Work and Educational Requirements	•
5. Relationship of Personal Choices to Career Decision Making	•
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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 Melissa Dixon, Patricia Molloy, and Carol Varsalona.

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): Why do the choices I make now matter to my future? How do I affect the systems within which I live and work?

Title of Activity: Get the Facts About Drugs

GRADE			
5	6	7	8

Estimated Time: 3 periods

OBJECTIVE(S)

Students will gain an awareness of the importance of personal responsibility and good work habits.
Students will gain an awareness of the impact of their actions and choices.

DESCRIPTION OF ACTIVITY

- The class is divided into groups to research the following drugs:
  - ❍ Alcohol
  - ❍ Inhalants
  - ❍ Tobacco
  - ❍ Crack cocaine
  - ❍ Marijuana
  - ❍ Methamphetamine (speed)
- Groups research the effects each drug has on the body, short- and long-term effects of using the drugs, and other dangers. Using their research as a basis for discussion, students brainstorm in their groups, naming the many ways each drug could cause someone in the following occupations to do poorly on their job:
  - ❍ Auto mechanic
  - ❍ Construction worker
  - ❍ Firefighter
  - ❍ Surgeon
  - ❍ Waitress/waiter
  - ❍ Bus driver
  - ❍ Dentist
  - ❍ Police officer
  - ❍ Teacher
- Groups create a chart or graphic representation of their findings. The teacher and/or students create a rubric to identify the expectations for the graphic representations.
- Drug prevention counselor, physician, or other qualified person speaks to the class on the topic of the impact of drugs on activities. Students discuss their findings with the speaker to verify their information.

MATERIALS/RESOURCES

- Computer
- Internet access
- Graphics program
- Research resources

COMMENTS/MODIFICATIONS

- Graphics and findings can be combined into a reference book for other students.

ASSESSMENT/EVALUATION

- Rubrics are used to evaluate graphics representations.
- Students are evaluated on basis of classroom participation and group work.

SOURCE/CREDIT

CDOS Writing Team.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	•
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	•
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	
4. Changing Nature of Work and Educational Requirements	
5. Relationship of Personal Choices to Career Decision Making	•
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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	

How Do I Find Out What I Want to Know?

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How do I find out what I want to know? How do I affect the systems within which I live and work?

Title of Activity: Take Me Out to the Ball Park

GRADE			
5	6	**7**	**8**

Estimated Time: long-term project

OBJECTIVE(S)

Students will demonstrate an understanding of the concept of scale by completing a detailed scale drawing.
Students will demonstrate an awareness of careers necessary to complete a large community task.

DESCRIPTION OF ACTIVITY

- Students will discuss why baseball is the "Great American Pastime" and how it may have changed since the turn of the century.
- Students will discuss the World Series, how teams get there, and the current format.
- Students will be introduced to "Home Field Advantage" project.
- A timeline will be set for completion of the project.
- Guidelines for the final oral presentation will be discussed.

MATERIALS/RESOURCES

- "Home Field Advantage" (see page 109) activity sheet
- Examples of maps and scale drawings
- Current atlases of states and roads
- Local architects and contractors
- Drawing tools
- Calculators

COMMENTS/MODIFICATIONS

- The economics piece of this lesson could be expanded to include such things as:
  - Impact on local economy (positive and negative)
  - Cost to build the park
  - Breakdown of the cost of a ticket to see where the money goes, etc.
  - The amount of property tax that such a structure would be charged
  - The jobs that such a place would create/eliminate
  - Current salaries of players and why they are paid that amount
- This project can be "shrunk" to meet the needs of lower grades or expanded to meet the needs of higher grades.
- When possible, local experts should be brought in to work with students. This is especially true in locations where architects and professional commercial builders are available.
- To authenticate this project, final drawings could be submitted to a commercial construction firm to get an estimated cost.
- As a technology option, advanced students could complete their drawings, using a CAD system.

ASSESSMENT/EVALUATION

- "Home Field Advantage" project will be graded on the basis of rubric standards that will include:
  - Accuracy of scale
  - Accuracy of required areas
  - Teamwork
  - Presentation of final products
  - Accuracy, neatness, and appeal of design
  - Knowledge of jobs necessary to complete the ball park project

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	
4. Changing Nature of Work and Educational Requirements	
5. Relationship of Personal Choices to Career Decision Making	
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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 Ken Slentz and Jane Arsenault, Long Lake Central School, Long Lake, NY.

Home Field Advantage

According to many players, coaches, and spectators, playing a game on your home field gives your team an advantage. There are many reasons for this. As a whole group, take about five minutes to brainstorm what some of these reasons are. Once you have done that, you will better understand the task that lies ahead of you.

TASK: In order to eliminate the home field advantage from the World Series, the MLB's commissioner has asked for your help in designing World Series Park in your town. The park would be used for World Series games, local exhibition games, local baseball championship games, and a year-round tourist attraction. Here is what you need to do in groups of four to six students.

1. Choose a location in your town that allows for a structure that is 250,000 square feet in size.
2. Using an appropriate scale, design a baseball park that includes:
   a. Appropriate base distances with at least 50 feet between 1st and 3rd base and the dugouts/seating areas.
   b. A center field wall that is 400 feet from home plate.
   c. Two dugouts that are 400 square feet each.
   d. Seating for 70,000 people (each person requires 5 square feet of space).
   e. A food court area that can house 10 vendors (each vendor requires 225 square feet of space).
   f. A souvenir shopping area that measures 2,500 square feet.
   g. A history of baseball museum area that measures at least 7,500 square feet.
   h. A virtual ballfield area where fans can play simulated games with hitting, pitching and throwing. This requires at least 5,000 square feet.
   i. An indoor theatre where fans can watch the game on a full-size movie screen. This requires seating for at least 5,000 people.
   j. A box-seating area for owners and other VIPs that is behind home plate and measures at least 6,000 square feet.
3. Make a job list of the people needed to complete this project (e.g., structural engineer, architect, contractor, etc.). The jobs should be divided into two categories:
   a. Jobs that can be filled by local workers.
   b. Jobs that need workers from other areas.
4. Once the ball field is designed, a scale drawing of a billboard advertising the park should be designed; the billboard must be attractive and World Series oriented.
5. Drawings should all follow the same scale and should be done using straightedge, compass, protractor, and other appropriate tools.

The chosen location, final drawing of both the ball field and the billboard, and the job list will be presented on _____. Your presentation should include:

- a detailed explanation of your ballpark and billboard and why the commissioner should choose your version;
- an explanation of the jobs that would be required to complete this project (may be presented in chart or graph form); and
- an explanation of how the town will benefit from your design and your ballpark.

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How do I find out what I want to know? How do I affect the systems within which I live and work?

Title of Activity: Activity Survey

GRADE			
5	6	7	8

Estimated Time: long-term project

OBJECTIVE(S)

Students will survey the interests of the students on their school's instructional team.
Students will analyze the data from the surveys and recommend clubs, activities, or other school programs to meet those interests.
Students begin to understand how they can impact the system in which they operate.

DESCRIPTION OF ACTIVITY

- Teacher will introduce the project, explaining that they will survey the students on their interests, analyze the data, make recommendations based on the data, and present the findings to the students and staff in order to develop a club/activities program that addresses the findings. Teacher will engage the students in a discussion on the importance of research and the possible direct results for this activity.
- Teacher secures a speaker from the Census Bureau, a representative from a research firm, or a researcher from a local university to discuss the importance of appropriate research and survey techniques and their impact on the resulting findings.
- Following the presentations from the outside speakers, the teacher and students identify the specific survey techniques to be used during the project.
- Teacher will work with the students to identify or create an interest survey for use with middle-level (intermediate) students.
- Students survey the students on their school team or at their grade level.
- Teacher presents instruction on the analysis of data and the creation of graphic displays to represent the data. Rubrics for graphic representation should be developed or presented.
- Students analyze data and create appropriate graphic representations. Students identify clubs or activities that would address the survey results.
- Class discusses the most appropriate way to present their findings and create a presentation of their findings.
- Students present their findings to their fellow students, recommending clubs or activities that would address the identified interest areas. Students select those programs, clubs, or activities of most interest.
- Class works with the other teachers, administrators, and student representatives to create club offerings, advisor-advisee programs, or other team/school programs.
- Class engages in a discussion of what they learned from the project.

MATERIALS/RESOURCES

- Interest surveys
- Graphics program
- Computer
- Computer survey program (optional)

COMMENTS/MODIFICATIONS

- Prior to implementing this activity, the teacher(s) should have approval of the rest of the team and the administration to implement an activity/club program, even on a short-term basis.
- If available, a computer program can be used to administer and process the survey information. This would give students another experience with technology and would vastly simplify the process.
- Appropriate faculty/staff and business/community members can be identified to serve as club/activity sponsors.

ASSESSMENT/EVALUATION

- A self-assessment of learning could be included.
- Project assessment is based on established rubrics.
- Periodic classroom assessment.
- Project recommendations are made.

SOURCE/CREDIT

CDOS Writing Team.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	•
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	
4. Changing Nature of Work and Educational Requirements	
5. Relationship of Personal Choices to Career Decision Making	
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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	

How Do I Affect the Systems Within Which I Live and Work?

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How do I affect the systems within which I live and work?

Title of Activity: Community Services Resource

GRADE			
5	6	7	8

Estimated Time: 1 week

OBJECTIVE(S)

Students will explore available public services and agencies within their community.

DESCRIPTION OF ACTIVITY

- Teacher explains to the class that they are going to create a community service resource to distribute to school counselors and resource centers.
- Students brainstorm a list of known public services and agencies within the community.
- Students use telephone books, the Internet, and other resources to complete the list, identifying unknown services/agencies.
- Students work in teams to research information about each agency/service. Students collaborate to identify the types of information they need to obtain.
- Students interview counselors to determine the more appropriate format for their community service resource, and they establish a design for the publication. Students work with the teacher to develop a rubric for the resource.
- Students use desktop publishing software to create the community service resource.
- Students write an introductory letter explaining the purpose of the resource, and they distribute the resource.

MATERIALS/RESOURCES

- Computer
- Internet access
- Desktop publishing software
- Phone books, additional sources of community information

COMMENTS/MODIFICATIONS

- Guest speakers can be invited to speak about the importance of community service agencies.
- Students can visit various community service agencies.
- Students can job-shadow representatives from community service agencies.

ASSESSMENT/EVALUATION

- Evaluation of resource document is based on established rubric.
- Letters explaining the purpose of the resource are evaluated.
- Classroom participation is evaluated.

SOURCE/CREDIT

CDOS Writing Team.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	
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2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
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	

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How do I affect the systems within which I live and work? How are my school experiences connected to future successes? How is work important to me? How do I find out what I want to know? How do I develop the skills and abilities that I need to be successful in a career?

Title of Activity: "Flower Power" Beautification Program

GRADE			
5	6	7	8

Estimated Time: approx. 8 weeks

OBJECTIVE(S)

Students will design a schoolwide beautification program.
Students will apply scientific concepts, principles, and theories pertaining to the physical setting and living environment.
Students will examine related career options in fields of horticulture and technology.

DESCRIPTION OF ACTIVITY

- Students brainstorm answers to the question "How do human decisions and activities have an impact upon the physical and living environment?"
- Students survey the school ground property and identify areas in need of beautification.
- Students write a letter of request to the board of education, seeking permission to participate in a beautification project; they explain that they will provide all plans for approval before initiation of any work.
- Students write letters to a landscape architect, surveyor, and horticulturist, requesting their presence as guest speakers. They will be asked to present information on landscape design, plant selection, and design implementation.
- Students take notes on different approaches to design and implementation provided during the speakers' visitations.
- Students research various plants, their applicability to the area, and their costs.
- Students design and measure planting area's and identify the types and number of the plants on the basis of research.
- Students prepare a budget and inventory of needed supplies and materials.
- High school students provide guidance on the design of blueprints and use of appropriate software. Students draw blueprints for the beautification areas.
- Students create a graphic presentation of the proposed beautification project, including all blueprints, budgets, and needed supplies. Students make presentation to school board (or school council), seeking final approval.
- Students execute the beautification design, cultivating the area and planting all seeds, bulbs, and plants.
- Students graph growth patterns and maintain a landscaper's log.
- Students maintain the garden.
- Students discuss the various aspects of the project.

MATERIALS/RESOURCES

- Internet access
- Speakers
- Tools and plant materials
- Computer and printer
- Landscaper's log
- Funding for project or donated supplies

COMMENTS/MODIFICATIONS

- Students can work with high school horticulture classes.
- Various types of gardens representing different cultures and eras can be created.
- Students can work with senior citizens on community gardens.
- Funding is secured from the school budget, or community businesses are approached for money or supplies.
- Students could cut and donate flower arrangements to various community sites.

ASSESSMENT/EVALUATION

- Student reflections, landscaper's log, and visitors' log are evaluated.
- Checklist is used to evaluate student participation
- Rubrics are used to evaluate letters.

SOURCE/CREDIT

Submitted by Melissa Dixon, Patricia Molloy, and Carol Varsalona.

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship Among Interests, Aptitudes, and Abilities, and Career Research	
3. Relationship Among Interests, Aptitudes, and Abilities, and Successful Employment	•
4. Changing Nature of Work and Educational Requirements	
5. Relationship of Personal Choices to Career Decision Making	
Integrated Learning (2)	
1. Apply academic knowledge and skills	•
2. Solve problems that call for applying academic knowledge	•
3. Use academic knowledge and skills in an occupational context	•
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

Intermediate Sample Activities

Career Development and Universal Foundation Skills

Sample Activities	CDOS 1	CDOS 2	CDOS 3a	ELA	LOTE	MST	H/PE /FCS	SS	ARTS
1. Making Cultural Connections Through Research	✓	✓	✓	✓	✓			✓	
2. Role-Play—Ethics	✓		✓	✓			✓	✓	
3. Museum of Holiday Arts	✓	✓	✓	✓			✓	✓	✓
4. 20th High School Reunion	✓		✓	✓					
5. Women in Business	✓		✓	✓			✓	✓	
6. Managers of the Future	✓		✓	✓			✓	✓	
7. Where Does It Come From? Where Does it Go?	✓		✓	✓		✓	✓	✓	
8. Brochure	✓		✓	✓				✓	✓
9. Being Heart Smart: A Study of the Cardiovascular System			✓	✓			✓	✓	
10. Jobs of the Future	✓		✓	✓					✓
11. What Shall I Be?	✓		✓	✓				✓	
12. Get the Facts About Drugs	✓		✓	✓		✓	✓	✓	
13. Take Me Out to the Ball Park			✓	✓		✓		✓	
14. Activity Survey	✓		✓	✓					
15. Community Services Resource			✓	✓					
16. "Flower Power" Beautification Program	✓	✓	✓	✓		✓	✓	✓	

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