# Career & Development Occupational Studies

## Commencement Core Curriculum

Standard 1
Career Development

and

Standard 3a
Universal Foundation Skills

# A Message To Commencement Teachers

—From Your Colleagues

"We must not believe the many, who say that only free people ought to be educated, but we should rather believe the philosophers who say that only the educated are free."

{Epictetus (Roman philosopher and former slave) Discourses}

This section of the *Career Development and Occupational Studies Resource Guide with Core Curriculum* exemplifies the interconnectedness of academic concepts, facts, and procedures and their application in the world of work. We encourage you to use these resources as they appear, modify them to meet your classroom needs, or integrate them into existing curricula.

Inside you will find:

- 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

We invite you to read through this guide and discover the universality of CDOS.

# CORE CURRICULUM

This section provides educators at the commencement 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.

## Commencement 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 complete the development of a career plan that would permit eventual entry into a career option of their choosing.**

**Students will:**

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

B. Identify how basic academics relate to a variety of careers:
   1. Basic skills required by employers
   2. Assessed skills by state/national/private testing to enter workforce
   3. Promotional skill requirements
   4. Effective communication skills
   5. Specific technical skills needed for some jobs

**Discussion Questions**

- Have I realistically evaluated my career plan?
- What basic academic skills are required in a variety of careers?
- What resources are available for me to use to learn about the changing world of work and its effect on me?
- Why are successful job-seeking skills required in a competitive marketplace?
- What information is required on a postsecondary application?

C. Identify resources for researching postsecondary and employment opportunities:
   1. Library
   2. Internet
   3. Networking
   4. Mentoring
   5. Newspapers
   6. Television/multimedia

D. Identify procedures for successful job seeking:
   1. Understand the purpose for having a resume
   2. Compare and contrast resume styles
   3. Create a dynamic resume
   4. Understand and complete various application formats
   5. Compose a letter of application and/or cover letter
   6. Compose a follow-up interest/thank-you letter
   7. Develop interpersonal skills
   8. Participate in mock interviews

## Performance Indicator 2: **Students apply decision-making skills in the selection of a career option of strong personal interest.**

**Students will:**

A. Apply self-knowledge of skills, interests, and abilities:
   1. Detail personal skills into a priority list
   2. Detail personal interests into a priority list
   3. Compare priority lists to determine best career options

B. Select a career option.

C. Determine steps to acquire employment, enter postsecondary study, or both.

D. Analyze labor market/employment data for selected careers in the local, regional, national, and global employment markets:
   1. Need
   2. Advancement opportunities
   3. Financial rewards
   4. Promotional aspects

E. Reevaluate long-term goals.

F. Identify action steps to obtain long-term goals.

### Discussion Questions

- What questions need I ask of practitioners in my field of choice to help me determine if this field is right for me?

## Performance Indicator 3: **Students analyze skills and abilities required in a career option and relate them to their own skills and abilities.**

**Students will:**

A. Determine an employer's skill requirements for a selected career:
   1. Basic academic needs.
   2. Postsecondary requirements.
   3. Specific foundation skills required.

B. Compare personal skills with determined employer skills and match to career choice.

C. Compare present education with job to determine postsecondary training if needed.

### Discussion Questions

- What skills will an employer require of me in my chosen career choice?
- How do my skills match with my employer's needs?
- Will I need postsecondary education for my career choice?

# Commencement 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 use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.**

**Students will:**

A. Demonstrate competency in **reading** through strategies to:
   1. Organize new information to support a decision in the workplace
   2. Make generalizations and identify underlying concepts independently
   3. Apply information from one context to many
   4. Extract and synthesize data from many sources
   5. Use insight to make generalizations and draw conclusions
   6. Assess data and information for significance
   7. Recognize and evaluate cultural values in text
   8. Determine the meaning of unknown and technical vocabulary
   9. Judge the accuracy of reports, proposals, or ideas of others

B. Demonstrate competency in **writing** through strategies to:
   1. Use effective and appropriate writing styles
   2. Present information selectively and make independent decisions
   3. Write in unique and purposeful ways
   4. Display high levels of writing skills in areas of specialized knowledge
   5. Show originality in writing
   6. Manipulate vocabulary for pleasing or striking effects
   7. Use appropriate perspective based on the context
   8. Use creative and insightful strategies
   9. Compose and create documents (manuscripts, flowcharts, graphs, reports, etc.)
   10. Develop note-taking skills

C. Demonstrate competency in **listening and speaking** through strategies to:
   1. Adjust and expand ideas and opinions by listening to others
   2. Seek out, incorporate, and synthesize new information
   3. Make judgments about the most effective way to present information
   4. Present information clearly and logically to a variety of audiences
   5. Take initiative in structuring group discussions
   6. Influence group members through effective expression of ideas
   7. Be open to a wide range of assessments
   8. Develop personal standards and objective criteria to assess a wide variety of oral presentations
   9. Encourage and evaluate diverse and complex oral presentations

### Discussion Questions

- How do I know if I have all the academic talent that will be required in the world of work?
- Do I understand the importance of reading books for enjoyment and personal interest during my free time?
- Do I try to explore my creativity and develop opinions?
- Can I effectively communicate?
- Can I spell, use correct grammar, and express my written views intelligently?
- Am I an effective/active listener?
- Do I speak clearly so that I can be understood and heard?
- Are mathematical computations neat and accurate?
- Do I analyze information objectively and logically?
- Can I make important decisions resulting from data I have analyzed?

D. Demonstrate competency in mathematical operations through strategies to:
   1. Make generalizations that will apply to all similar data
   2. Express mathematical concepts orally and in writing
   3. Use logic to create new situations and predict outcomes using similar relationships
   4. Determine the appropriate unit of measure
   5. Develop procedures for using measurements in job situations and personal use
   6. Conduct an experiment to simulate an event over a number of trials
   7. Evaluate predictions based on outcomes of a probability model
   8. Use statistics to make decisions and inferences based on data
   9. Use charts, graphs, and tables to convey quantitative data

## *THINKING SKILLS*

### Performance Indicator 1: **Students demonstrate the ability to organize and process information and apply skills in new ways.**

**Students will:**

A. Apply decision-making and problem-solving processes that affect groups or work procedures:
   1. Identify and isolate components of the problem
   2. Identify multiple alternatives for making a decision
   3. Define consequences in terms of time, costs, and outcomes
   4. Determine rationale for the decision made
   5. Evaluate the decision made and consider future applications

B. Assimilate a variety of information and draw conclusions.

C. Extract rules or principles from a set of objects or written text.

D. Interpret and apply technical material.

E. Determine conclusions when given a set of facts.

F. Apply rules and/or principles to a new situation.

G. Apply past knowledge about rules and/or principles to solve everyday problems.

H. Prepare flowcharts, drawings that include dimensions and specifications, recipes, etc. from narrative descriptions.

I. Create original applications or solutions.

J. Initiate thought-provoking ideas to others.

**Discussion Questions**

- Do I recognize problems and commit to solving them by acquiring knowledge and information?
- Can I identify rules and apply them in work situations?
- Can I draw conclusions when given facts?
- Can I understand and use various technical materials?

## *PERSONAL QUALITIES*

**Performance Indicator 1: Students demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.**

**Students will:**

A. Set goals for a group, team, or organization.
B. Accept and give constructive criticism.
C. Monitor progress toward goal attainment.
D. Exhibit self-control and respond to feedback unemotionally and nondefensively.
E. Understand the impact of violating the beliefs and codes of an organization or team.
F. Show awareness of impact of decisions on others.
G. Promote ethical behaviors in others.
H. Show initiative to accomplish goals.
I. Exhibit a level of concentration when given an unpleasant task.
J. Present ideas that may conflict with those of peers.
K. Demonstrate poise in unfamiliar situations.
L. Initiate conversation with unfamiliar people.

**Discussion Questions**

- Am I reasonable to work with?
- Can I continually evaluate myself and commit to constant selfimprovement?
- Can I make efficient use of available resources?
- Do I strive to always try to do what I believe is right?

## *INTERPERSONAL QUALITIES*

**Performance Indicator 1: Students communicate effectively and help others to learn a new skill.**

**Students will:**

A. Assess performance and provide constructive feedback/reinforcement.
B. Deal effectively with objectives and change course of action, if warranted.
C. Use a variety of approaches for teaching a new skill and act as a mentor to others.
D. Demonstrate leadership qualities.
E. Help others to apply concepts and theories.
F. Use active listening skills in a work situation.
G. Handle complaints and conflict in a work situation.
H. Set goals with a group, team, or organization.
I. Recognize and build on strengths of team members.
J. Act as a facilitator in a group activity.
K. Responsibly challenge existing rules and guidelines.
L. Understand others' perspectives and see situations through others' eyes.

**Discussion Questions**

- Why is it important to remain in control and be objective during complaints and/or conflicts?
- How can I display a willingness to help others?
- Why are leadership qualities important to employees and employers?

## *TECHNOLOGY*

**Performance Indicator 1: Students apply knowledge of technology to identify and solve problems.**

**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., spreadsheet, database, Internet)
   4. Presentations

B. Interpret and analyze data.

C. Generate workable solutions to correct errors.

D. Maintain and troubleshoot technology.

E. Use a process to determine established procedures and applicable constraints.

F. Break down component parts and identify underlying principles.

G. Establish new hypotheses or a more complete body of information.

H. Be aware of technological innovations in various career clusters.

I. Use technology to improve efficiency and performance.

**Discussion Questions**

- Can I troubleshoot and detect errors?
- Am I current on technological advancements and their continual impact on my personal and professional life?
- Do I demonstrate a true working knowledge of both modern hardware and software solutions?

## *MANAGING INFORMATION*

**Performance Indicator 1: Students use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.**

**Students will:**

A. Acquire, organize, analyze, and communicate information, using presentation software.

B. Choose format for display of information (e.g., line graphs, bar graphs, tables, pie charts, narrative).

C. Transform data into different formats to communicate to different audiences.

D. Determine when information must be created and edited.

E. Synthesize and integrate data or information from two or more sources.

F. Pose analytical questions to determine information needs.

G. Use advanced systems to retrieve data and manipulate information.

H. Judge the accuracy and authenticity of information collected from a variety of sources.

I. Explain complex information in understandable terminology.

**Discussion Questions**

- Can I create meaningful, accurate, and interesting presentations using numerous methods and techniques?
- Do I demonstrate organizational skills and objectivity?
- What steps can be taken to ensure the accuracy of information?

## *MANAGING RESOURCES*

### Performance Indicator 1: Students allocate resources to complete a task.

**Students will:**

A. Evaluate and adjust several schedules to complete a project.

B. Make decisions to track, transport, store, and distribute materials.

C. Match individual talents and workload.

D. Monitor performance and provide feedback.

E. Assess deficiencies in individuals' abilities and recommend strategies for improvement.

F. Make decisions depending on present and future resources.

G. Use appropriate accounting methods to track resources.

H. Utilize resources to reach maximum performance.

I. Make cost and revenue predictions and adjustments to a budget.

J. Integrate and evaluate new resources into an existing project.

**Discussion Questions**

- Do I understand the universal importance of monetary value?
- Can I identify the steps involved to get the job done on time and under budget, while meeting all project specifications?
- Can I recognize individuals' strengths and weaknesses?
- Can I continually monitor project status and make adjustments quickly and when needed?
- Do I recognize the value of time?

## *SYSTEMS*

### Performance Indicator 1: Students demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.

**Students will:**

A. Function within the formal and individual codes of an organization.

B. Troubleshoot a system to ensure quality of a product or service.

C. Modify system design based on relevant feedback.

D. Evaluate and improve the system.

E. Know the relationship of systems performance and organizational goals.

F. Develop new and/or alternative systems.

G. Explain the logic for a particular system.

H. Identify how different systems interact.

I. Define new components of a system.

**Discussion Questions**

- Do I try to understand situations on a global/macro level?
- Do I demonstrate courage to continually strive for improvement?
- Can I make changes based on relevant recommendations?
- Am I flexible and reasonable in my decisionmaking?

# Career & Development Occupational Studies

## Commencement Sample Activities

Standard 1
Career Development

and

Standard 3a
Universal Foundation Skills

# Commencement Essential Questions

Who am I as a worker in the 21st century?

How do I know whether I am prepared for lifelong learning?

How do I know if I am prepared for change?

How do I access information in an efficient manner?

How do I present myself to others?

How will personal reflection aid in the development and implementation of my career goals?

How do my career choices affect the systems in which I operate?

# Commencement Essential Questions/Sample Activities Overview

| Essential Questions | Sample Activities | Page | CDOS and Possible Connecting Standards |
|---|---|---|---|
| **Who am I as a worker in the 21st century?** | We Need to Hire a Leader<br>Peanut Butter Sandwich | 154<br>155 | CDOS; ELA<br>CDOS; ELA |
| **How do I know whether I am prepared for lifelong learning?** | A Colleague in Need<br>Move? | 158<br>159 | CDOS; ELA; SS<br>CDOS; ELA; SS |
| **How do I know if I am prepared for change?** | The Company Is Expanding<br>Future Trends | 162<br>163 | CDOS; H/PE/FCS; SS<br>CDOS; H/PE/FCS; SS |
| **How do I access information in an efficient manner?** | We Need Your Help | 166 | CDOS; ELA |
| **How do I present myself to others?** | It Starts with a Handshake<br>Business Greetings and Introduction | 168<br>169 | CDOS; H/PE/FCS<br>CDOS; ELA |
| **How will personal reflection aid in the development and implementation of my career goals?** | A Look in the Mirror<br>A Timeline for My Birthday | 172<br>173 | CDOS; H/PE/FCS; LOTE; SS<br>CDOS; ELA; SS |
| **How do my career choices affect the systems in which I operate?** | The Big Picture<br>Work in the Media | 176<br>177 | CDOS; H/PE/FCS; SS<br>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

# Who Am I as a Worker in the 21st Century?

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** Who am I as a worker in the 21st century?

**Title of Activity:** We Need to Hire a Leader

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 1–2 days

## OBJECTIVE(S)

Students will research criteria for hiring a "leader" from the perspective of an employer.
Students compare and contrast their findings by evaluating whether they possess the attributes of a leader.

## DESCRIPTION OF ACTIVITY

- Students are presented with a role-play situation in which the management of a successful design organization needs to hire a "team leader" to see a crucial project through to completion. Additionally, the potential team leader will be required to assist the organization in maintaining positive growth in the 21st century.
- Students compile a list of attributes that would be critical for the team leader position.
- Students work in teams to create a job description for the team leader position. The teacher discusses the components of a job description and provides examples of existing job descriptions to use as models. The criteria for the job description must be based on the identified list of attributes.
- Upon completion of the job descriptions, students identify how to develop skills to fit the criteria in the job description.
- Students make a brief (two- to three-minute) verbal presentation of their findings.

## MATERIALS/RESOURCES

- Copies of job descriptions
- Computer with Internet access
- Trade publications
- Local and national newspapers

## COMMENTS/MODIFICATIONS

- This lesson is valuable to students because it allows them to view a work-based situation from a different perspective. Also, it creates opportunity for self-examination and reflection following objective analysis.

## ASSESSMENT/EVALUATION

- Student job description is assessed on the basis of content, grammar and spelling.
- Student verbal presentations are assessed on the basis of teacher-developed 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 John D. Caminiti, Career and Technical Education, Broome-Delaware-Tioga BOCES, Binghamton.

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** Who am I as a worker in the 21st century?

**Title of Activity:** Peanut Butter Sandwich

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 2—3 class periods

## OBJECTIVE(S)

Students will understand written directions, follow them, and complete the task successfully.
Students will understand that incomplete instructions require adaptability to change from normal pattern and may or may not result in the completed task.

## DESCRIPTION OF ACTIVITY

- Each student writes a description of how to make a peanut butter and jelly sandwich. Teacher collects the papers and scans them to identify the supplies mentioned.
- Teacher borrows the Family and Consumer Sciences room or another room. An aide stays in the regular classroom with the students.
- The teacher takes one of the students, along with the papers, to the other room, where all supplies are located. That student draws one paper from the pile. Teacher gets the author from the regular classroom. The first student slowly reads the paper exactly as written. Student who wrote the paper follows the directions exactly.
- Student gets to eat the sandwich after directions are read to the next student and stays quietly in the room.
- Upon completion, the students discuss the directions and the complications that arose.

## MATERIALS/RESOURCES

- A second room
- Written directions by students
- Large jar of peanut butter
- One or two loaves of bread, enough for each student to have two slices of bread
- Jar of jelly
- Spoon and knife
- Bread board

## COMMENTS/MODIFICATIONS

## 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 in assessment of sandwich. Rubric includes directions for making sandwich: "put peanut butter on one side of a slice of bread, jelly on top of the peanut butter, and a second slice of bread on top of the jelly."

## SOURCE/CREDIT

Submitted by Betty Lou Herter, Haverling Central School, Bath Central School District.

# How Do I Know Whether I Am Prepared for Lifelong Learning?

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** How do I know whether I am prepared for lifelong learning?

**Title of Activity:** A Colleague in Need

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 2–3 days

## OBJECTIVE(S)

Students will examine the important role that lifelong learning plays in all career opportunities by identifying and offering crucial advice.

## DESCRIPTION OF ACTIVITY

- Students participate in a lecture/discussion of lifelong learning and the crucial role it plays in career development.
- Students are presented with the following points:
  - A never-ending quest for increased knowledge, education, understanding, and self-improvement is the foundation for lifelong learning.
  - Committing to lifelong learning begins with the appropriate state of mind.
  - Being humble, open-minded, and never satisfied are positive traits of the lifelong learner.
- Teacher gives the students the following role-play scenario:

*Juanita works in a growing and successful start-up company, and she received a letter from a colleague. The colleague said that he recently received notification that he was denied a promotion because he was not open to new ideas and challenges. The colleague admits that he has "missed out on" several key business trends that have recently developed and that he is not current and up-to-date on the latest version of software that the company uses extensively. The colleague asks Juanita for advice on what to do.*

- Students prepare a formal business letter to their colleague, offering advice and encouragement, detailing important steps to learning on the job and achieving lifelong learning.
- To reinforce activity, students may be directed to read at least one biography or autobiography about someone they feel exemplifies lifelong learning.

## MATERIALS/RESOURCES

- Copies of the role-play scenario
- Library resources (biography/autobiography)

## COMMENTS/MODIFICATIONS

- This activity generates genuine student involvement and participation, because it places students in a position of importance and respect as a result of having had a colleague request their professional advice.

## COMMENCEMENT STANDARDS

| | |
|---|---|
| **Career Development (1)** | |
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| 3. Analyze skills and abilities in a career option | • |
| **Integrated Learning (2)** | |
| 1. Demonstrate integration and application | • |
| 2. Use academic knowledge and skills | • |
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| 1. Basic Skills | • |
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| 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

- Student letter is assessed on the basis of content, grammar, and spelling.

## SOURCE/CREDIT

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

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** How do I know whether I am prepared for lifelong learning?

**Title of Activity:** Move?

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 1 week

## OBJECTIVE(S)

The student will develop a logical plan of action to handle a specific situation.

## DESCRIPTION OF ACTIVITY

- Students are presented with the following situation:

*Your father works for a large telecommunications firm that wishes to develop a new market in Kenya, Brazil, or China. The position for your father will double his salary, allow him to become the vice president of this division of the company, and be on the cutting edge of the telecommunications world in Africa, South America, or Asia. The company will move the family and requests that all family members stay in the country for a minimum of two years. In Kenya, the company will find appropriate housing for the family, and you will be living in the capital of Nairobi. In Brazil, you will be housed in San Paolo, and you will attend the public schools there. In China, you will live in Beijing, and the company will provide housing in a new subdivision. Your family will have to pay for private school for you, your brother, and sister.*

- Students use the Internet to find the locations and obtain factual information about each country. Students investigate language, schools, colleges, population, weather, customs, and other information that will help in making a recommendation.
- Students prepare presentations to their families on their findings. Their choices are prioritized, information provided about each location, and reasons for choosing one location over the other two are explained. Students include information on the positive and negative effects that each location might have on the student.
- Presentations should be made to a panel representing their parents, brother, and sister. The panel should be prepared to ask questions, as would happen if they were actually making this important decision.
- Students discuss and identify specific needs to adapt to the new country.
- Students develop a plan of adjustment to prepare themselves for the country they selected.
- Students design a timeline to obtain needed skills to be ready for the move.

## MATERIALS/RESOURCES

- Computer with Internet access
- Reference sources

## COMMENTS/MODIFICATIONS

- Students may work on this activity individually or in small groups.
- Teacher and students should develop a rubric for the final product.

## ASSESSMENT/EVALUATION

- Students are assessed on the method of arguments chosen. Is the choice of software or presentation format appropriate?
- The presentation is evaluated on content and substance of information provided, along with the following: Are the arguments logical and reasonable? Do the students consider others or only themselves? Is the timeline reasonable? What is the reaction to change—are students excited, agreeable, or negative?

## SOURCE/CREDIT

Submitted by Betty Lou Herter, Haverling Central School, Bath Central School District.

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| | |
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# How Do I Know If I Am Prepared for Change?

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** How do I know if I am prepared for change?

**Title of Activity:** The Company Is Expanding

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 1–2 days

## OBJECTIVE(S)

Students will explore the role of change in both personal and professional aspects of life.

## DESCRIPTION OF ACTIVITY

- Teacher explains that students will examine the turbulent emotions faced by a worker whose company is in the process of a rapid and aggressive expansion.
- Students are presented with the situation of a worker who has come home to his family with the following information:

"My company is expanding. Instead of dealing with projects pretty much by myself, I now have to create and manage a department of 20 people. I've also learned that a new computer system with up-to-date videoconferencing will soon be implemented. In addition, we will be moving aggressively into global markets and e-commerce! I may have to travel to far-off countries! After this, nothing will ever be the same. How do I know if I am up to the challenge?"

- Students participate in a classroom discussion on the situation, assessing its reality potential and the major issues within the situation. Students identify both the positive and negative aspects of change as reflected in the situation.
- Students are presented with the fact that change encompasses all aspects of life and careers, and that it affects lives almost daily. Students brainstorm ways that change impacts careers and daily lives.
- Teacher presents a brief lecture on change, explaining that accepting change is a crucial life skill. Additionally, the teacher explains that developing a strong, positive emotional/mental outlook will greatly ease the stress that often accompanies change.
- Students research the subject of change, and report back to class the next day with their findings. Class discusses the various findings.

## MATERIALS/RESOURCES

- Copies of the situation
- Computer with Internet access
- Library resources

## COMMENTS/MODIFICATIONS

- This activity generates genuine student interest because the emotions the story conveys are easy to relate to.

## 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

- Quality of research work and contributions made during classroom discussions are assessed.

## SOURCE/CREDIT

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

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** How do I know if I am prepared for change?

**Title of Activity:** Future Trends

| GRADE | | | |
|---|---|---|---|
| **9** | **10** | 11 | 12 |

**Estimated Time:** 2–3 class periods

## OBJECTIVE(S)

Students will learn some of the trends and forecasts of future life in the United States.
Students will develop a career plan that takes into account some of these trends.

## DESCRIPTION OF ACTIVITY

- Students watch a videotape of the "Jetsons" cartoon. Students identify and discuss predictions made in the 1960s and their status today.
- Students discuss what is meant by a prediction. Examples are provided.
- Students brainstorm predictions about how American society will change in the next decade with respect to major areas (e.g., world economy, health care, technology, transportation, education, family, etc.). Predictions are recorded on the board or chart paper.
- Discuss as a class the following examples of topics: "Is there any topic that is surprising?" "Has anything already come true?" "Are any of the topics alarming?"
- Students discuss how these trends might impact their career plans.
- Students then develop skits showing their version of the future of the world of work.

## MATERIALS/RESOURCES

- Television, VCR
- Videotape of the "Jetsons" cartoon

## COMMENTS/MODIFICATIONS

## ASSESSMENT/EVALUATION

- Teacher assesses student on the basis of class participation and discussion.

## 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 | |

# How Do I Access Information in an Efficient Manner?

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** How do I access information in an efficient manner?

**Title of Activity:** We Need Your Help

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 3 days

## OBJECTIVE(S)

Students will examine their skills in accessing various types of information quickly and efficiently while developing an understanding for deadlines and schedules.

## DESCRIPTION OF ACTIVITY

- Students are assigned the task of working independently and conducting research on a paper, "Schedules and Deadlines in Modern Career Opportunities." Students are asked to identify one career and identify how careers and deadlines are related to that specific career.
- Students are directed to gather and compile information from numerous sources (e.g., Internet, library, and media center) to assist in the preparation of the research paper, while following guidelines they will help to create on efficiency.
- Prior to beginning their research, students will be asked to contribute to a classroom list, detailing their interpretation of "efficiency" (thesauruses and dictionaries may be used) and discussing why it is important when accessing information.
- Students are then asked why accessing information efficiently is required for success in making schedules and meeting critical deadlines at work. The students then contribute to a classroom list detailing skills they believe are essential for efficient information access.
- They will be given a deadline of three days to submit their research paper, specifically detailing aspects of an individually selected career.

## MATERIALS/RESOURCES

- Computer with Internet access
- Library resources
- School media center

## COMMENTS/MODIFICATIONS

- This activity teaches students critical skills while also allowing an opportunity for career exploration.

## 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

- Student research paper is assessed on the basis of content, grammar, and spelling.

## SOURCE/CREDIT

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

# How Do I Present Myself to Others?

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** How do I present myself to others?

**Title of Activity:** It Starts with a Handshake

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 2–3 class periods

## OBJECTIVE(S)

Students will gain valuable knowledge of interpersonal skills, business dress, and personal grooming by examining their importance in modern careers.

## DESCRIPTION OF ACTIVITY

- Students are informed that beginning with the "the interview," interpersonal skills, business dress, and personal grooming are crucial aspects in successfully acquiring and keeping jobs.
- Students are presented with the following points:
  - A proper handshake combined with a smile sets the stage for social and business interactions.
  - Kindness and generosity are traits that can be improved and developed on a continual basis.
  - Civility is always better than conflict.
  - Conveying a willingness to assist is essential in every occupation.
  - Personal hygiene and grooming must be impeccable and proper manners and etiquette are worth their weight in gold.
  - Proper business dress must begin with apparel that is clean and neat,and that reflects their chosen career.
  - Proper vocabulary and pronunciation must be combined with good grammar and taste.
  - Courtesy is a precious commodity.
- Students discuss how each point relates to personal success in business. They are also asked to identify any points with which they disagree—and explain why. Students identify any other points they believe are critical aspects of interpersonal skills, business dress, and personal grooming.
- Upon completion of the discussion, students agree upon a final set of critical points. Each student lists all points in a notebook for future reference.
- One day is identified as "Business Day." Each student identifies a preferred career and dresses in appropriate business dress. Additionally, students follow all the agreed-upon points (e.g., shaking hands when meeting others, being courteous, using proper grammar). In class, students discuss their feelings and reactions to Business Day and comment on whether there was a change in how others reacted to them.

## MATERIALS/RESOURCES

- Computer with Internet access
- Library resources
- School media center

## COMMENTS/MODIFICATIONS

- This activity is greatly enhanced if the teacher can provide real-life examples and humor during presentation. Instituting special days designated for dressing in business attire during the school year can reinforce activity.

## ASSESSMENT/EVALUATION

- Students are assessed on interest and contributions during classroom discussions.
- Students are assessed on participation in Business Day.

## 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

**Essential Question(s):** How do I present myself to others?

**Title of Activity:** Business Greetings and Introduction

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 1 week

## OBJECTIVE(S)

Students will develop skills commonly used in business and social settings.

## DESCRIPTION OF ACTIVITY

- Teacher provides an introduction regarding the importance of properly greeting and introducing people in a business environment. Established rules regarding introductions (e.g., "stand for introductions, make good eye contact, base introductions on rank rather than gender) are presented to the class. Rules can be posted in the room for easy reference (and constant reminders).
- Class discusses the reasons for the different rules, and discusses if social introductions are different from business introductions.
- Teacher and students create a rubric addressing the rules for business introductions.
- Teacher presents the class with different role-play situations in which students make various business introductions. (The role-play scenarios should address the range of introduction possibilities.)
- Students are assigned various roles in role-play situations, and they role-play their assignments.
- Students are assigned to critique (in a positive, helpful manner) other students as they make the assigned introductions. Students are also given an opportunity to self-evaluate.
- All students are given an opportunity to repeat their introductions so that they can improve their technique.
- Class discusses the activity.
- As a study on the impact of proper introductions, the class is asked to use the "rules for introductions" for one week in all situations in which they meet and introduce other people.
- At the end of one week, the class discusses any reactions to the introductions—both from others and themselves.

## MATERIALS/RESOURCES

- Copies of roles and situations
- Name tags

## COMMENTS/MODIFICATIONS

## ASSESSMENT/EVALUATION

- Evaluation of critiques is based on rubrics.
- Participation in class discussion is evaluated.

## 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 | |

# How Will Personal Reflection Aid in the Development and Implementation of My Career Goals?

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** How will personal reflection aid in the development and implementation of my career goals?

**Title of Activity:** A Look in the Mirror

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 1–2 class periods

## OBJECTIVE(S)

Students will gain valuable knowledge in the important role that personal reflection plays in the development and implementation of career goals.

## DESCRIPTION OF ACTIVITY

- Teacher informs students that personal reflection is crucial in all successful career endeavors and gives examples.
- Students are informed that a person must know "who they are" and what interests, skills, and talents they possess in order to meet career goals.
- Students are presented with the following statement:
  "If I always look in the mirror and am not afraid to contemplate, to seek answers, and to be open to new ideas, I will be wiser and more educated, thus making me more successful in my career."
- Students discuss the statement and explain what it means. Then, they identify if they agree or disagree, providing rationale for their answers.
- After discussion, students are directed to answer the following questions in brief essay format:
  - "Who am I really (e.g., son/daughter, sister/brother, friend, student, worker)?" "What do I stand for?" "What is important to me?"
  - "What kind of a citizen am I now, and what kind of citizen do I want to be in adulthood?"
  - "How are my career goals impacted by my beliefs and actions?"
- Upon completion of essay, students participate in an informal classroom discussion to reinforce learning.

## MATERIALS/RESOURCES

- Computer with Internet access
- Library resources
- School media center

## COMMENTS/MODIFICATIONS

- This lesson can be enhanced if the classroom is quiet and peaceful; minimal distractions and soft music are helpful.

## 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

- Student essays are assessed on basis of content, grammar, and spelling.

## SOURCE/CREDIT

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

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** How will personal reflection aid in the development and implementation of my career goals?

**Title of Activity:** A Timeline for My Birthday

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 1–2 weeks

## OBJECTIVE(S)

Students will reflect on the changes that have taken place with specific jobs in the local area or state over a period of years.
Students will determine whether they want to secure a job with some history within the area or seek a different type of employment.

## DESCRIPTION OF ACTIVITY

- Students will design a timeline of job or career changes in a specific area over 50 to 100 years.
  - ❍ Using logic program (e.g., Inspiration), prepare a timeline; or draw a timeline, using a paint program or the draw tool on the word processor.
  - ❍ Determine whether to use 5-, 10,- or 20-year intervals, including two intervals beyond the present year.
  - ❍ Reflect changes in jobs or careers on the timeline.
- Students write an article for each time period to reflect the changes in jobs, occupations, or particular fields. Students will research things that happened close to the day they were born that had an impact on careers, job situation, or career changes.
- Students compare their findings with changes in the jobs their family members (e.g., parents, aunts/uncles, grandparents, great-grandparents) have held. Students predict the direction their careers will take.
- Students use this information to describe a pattern of change in relation to tools, the way work is done, location of work, education requirements, and predictions for the future based upon the past.
- Students develop a home page to portray the timeline and topic.
- Class reviews all timelines that were developed. Students draw a conclusion for each 5- to 10-year period as to what caused the changes and what indicators will predict the changes in the future. From these, the students write descriptions of what their future jobs will be like, what kind of education they will need, what the demand will be for the job, and what the potential earnings are for this occupation based on the job requirements and salary structure.

## MATERIALS/RESOURCES

- Computer with Internet access
- Reference materials
- Software programs

## COMMENTS/MODIFICATIONS

- This activity can be handled individually or in groups.

## ASSESSMENT/EVALUATION

- Evaluation will be based on the following: quality of the written article, historical data presented, predictions made, sound logic used in making predictions, leadership in class activity, classroom discussion, willingness to present changes, willingness to make a prediction.

## SOURCE/CREDIT

Submitted by Betty Lou Herter, Haverling Central School, Bath Central School District.

## 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 | |

# How Do My Career Choices Affect the Systems in Which I Operate?

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** How do my career choices affect the systems in which I operate?

**Title of Activity:** The Big Picture

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 1–2 class periods

## OBJECTIVE(S)

Students will examine the important roles their career choices play in the world around them.
Students will develop criteria to assist in making positive career choices.

## DESCRIPTION OF ACTIVITY

- Students discuss the following points:
  - Career choices define a significant part of a person's life and they impact the world around them.
  - The systems reflected in society (civilization, the economy, and personal/family issues) are greatly affected by a person's career.
  - Career choices are decisions of major importance in a person's life.
- Students discuss the following question:
  - "How does a person know if he/she is making the right career choices?"
- Students are given the following questions people should ask themselves when making career decisions:
  - Does the career meet my interests and abilities?
  - Will I find the career rewarding, both for society and myself?
  - Will I find the career interesting?
  - Will the career be a source of enthusiasm?
  - Will the career generate a sense of pride and fulfillment?
  - Is the career challenging?
  - Will the career allow for accomplishments?
  - Is the career honorable and does it contribute to society?
- Students are asked to add to the questions and develop criteria for making intelligent career choices.
- Upon completion of the final list, students are assigned to work in groups of four to prepare presentations illustrating their criteria.

## MATERIALS/RESOURCES

- Computer with Internet access
- Computer with presentation software
- School media center
- Library resources

## COMMENTS/MODIFICATIONS

- This activity is valuable to students because it allows them to see that career decisions have an impact on more than just their own lives.

## 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

- Student participation in informal classroom discussion is assessed on the basis of interest and enthusiasm.
- Student presentations are assessed on basis of content, interest, and presentation quality.

## SOURCE/CREDIT

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

# COMMENCEMENT SAMPLE ACTIVITY

**Essential Question(s):** How do my career choices affect the systems in which I operate?

**Title of Activity:** Work in the Media

| GRADE | | | |
|---|---|---|---|
| 9 | 10 | 11 | 12 |

**Estimated Time:** 1–2 class periods

## OBJECTIVE(S)

Students will analyze the portrayal of working men and women in the media.

## DESCRIPTION OF ACTIVITY

- Student collects and reads two articles about working men and two articles about working women from current newspapers, magazines, the Internet, or other sources.
- Students summarize the articles.
- Students discuss their findings, using the following questions as discussion guides:
  - What basic issues are raised in the articles?
  - What specific messages are conveyed?
  - Do the portrayals of working men differ from those of working women?
  - Do the depictions of working men and women change when they are shown in nontraditional careers?
  - What is the significance of the location of the articles in the publications?
  - If the articles come from magazines, are the publications addressed to specific populations? If so, how does that impact the focus of the articles?
  - What conclusions, if any, can be reached as a result of this research?

## MATERIALS/RESOURCES

- Supply of current newspapers and news magazines.
- Computer with Internet access.
- Videotaped television program featuring working men and women (optional).

## COMMENTS/MODIFICATIONS

- If videotape of television program is available, use it as a conclusion for activity.
- Look at one career through a variety of media sources. Compare and contrast the findings.

## ASSESSMENT/EVALUATION

## 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

### Career Development and Universal Foundation Skills

| Sample Activities | CDOS 1 | CDOS 2 | CDOS 3a | ELA | LOTE | MST | H/PE /FCS | SS | ARTS |
|---|---|---|---|---|---|---|---|---|---|
| 1. We Need to Hire a Leader | ✓ | ✓ | ✓ | ✓ | | | | | |
| 2. Peanut Butter Sandwich | ✓ | ✓ | ✓ | ✓ | | | | | |
| 3. A Colleague in Need | ✓ | ✓ | ✓ | ✓ | | | | ✓ | |
| 4. Move? | ✓ | ✓ | ✓ | ✓ | | | | ✓ | |
| 5. The Company Is Expanding | ✓ | ✓ | ✓ | | | | ✓ | ✓ | |
| 6. Future Trends | ✓ | ✓ | ✓ | | | | ✓ | ✓ | |
| 7. We Need Your Help | ✓ | ✓ | ✓ | ✓ | | | | | |
| 8. It Starts with a Handshake | ✓ | ✓ | ✓ | | | | ✓ | | |
| 9. Business Greetings and Introduction | ✓ | | ✓ | ✓ | | | | | |
| 10. A Look in the Mirror | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | |
| 11. A Timeline for My Birthday | ✓ | ✓ | ✓ | ✓ | | | | ✓ | |
| 12. The Big Picture | ✓ | ✓ | ✓ | | | | ✓ | ✓ | |
| 13. Work in the Media | ✓ | ✓ | ✓ | ✓ | | | | ✓ | |

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