



Career & Development Occupational Studies

Intermediate Sample Activities

Standard 2
Integrated Learning

SAMPLE ACTIVITIES OVERVIEW

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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

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Mathematics, Health, Family and Consumer Sciences

Title of Activity: Blackboards and Butcher Blocks

GRADE			
5	6	7	8

Estimated Time: 2 weeks

<p>OBJECTIVE(S) Students will gain information about the jobs available in the food service industry. Students demonstrate knowledge of basic accounting skills, product management, and health issues.</p>	INTERMEDIATE STANDARDS	
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> • Students visit a local restaurant and get a behind-the-scenes look at a restaurant operation. • Restaurant manager, or representative, conducts a career tour highlighting skills necessary for each job. Students record information on an inventory sheet with four columns. Headings include “Job Title,” “Responsibilities,” “Necessary Skills,” and “School Preparation.” (see page 118) • Students work with a local nutritionist and the school’s cafeteria manager to determine a nutritional meal for senior citizens that the students could prepare in the school’s cafeteria (with assistance and guidance from the cafeteria’s staff). • Working with the restaurant manager as a mentor, students create a mock restaurant in the school cafeteria, hosting a meal for the elderly. <ul style="list-style-type: none"> ○ Students complete the following activities: establish a budget; order supplies (identify prices); create advertisements and menus; develop spreadsheets for accounting revenues and expenditures; work with cafeteria staff on preparation of meal; set up the cafeteria as a restaurant; greet, seat, and serve senior citizens; clean up. 	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	•	
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> • Transportation for restaurant visits • Funding for food, supplies • Chart paper, art supplies • Spreadsheet software • Cooking, serving utensils • Computer • Calculators 		
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> • Students can work with local senior citizens center on identification and transportation for senior citizens, or students can invite their grandparents or elderly neighbors. • Integrated issues include health, food handling, meal planning (nutrition), and customer relations (communication skills). • This is a community service project in addition to a regular mathematics unit. 		
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> • Rubrics are used for evaluation of menus, spreadsheets, and restaurant operation. 		
<p>SOURCE/CREDIT</p> <p>Submitted by Karen Reynolds, St. Peter’s School, Plattsburgh.</p>		

Job Inventory Sheet

Job Title	Responsibilities	Necessary Skills	School Preparation

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Mathematics, Science, Technology

Title of Activity: E² Egg Explosion

GRADE			
5	6	7	8

Estimated Time: 5–7 class periods

<p>OBJECTIVE(S) Students will identify the integrated skills involved in the career of a package designer.</p>	INTERMEDIATE STANDARDS	
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher provides instruction on the scientific method of problem solving. Teacher introduces the activity, explaining that the students are to create packaging for a raw egg that will protect it when dropped from a height of 300 cm. Students are placed into groups of three. Students brainstorm and discuss various factors that might affect the ability of a container to protect the egg during the drop. Students and teacher create a rubric for the package design, taking into consideration the factors they identified (design, creativity, size) and various guidelines for the packaging materials (materials should be environmentally friendly, strong, lightweight, and economical). Students design and build containers, using materials supplied from home. Students use test runs (experiments) to make any necessary design changes to assure an optimum design. Teacher supplies a worksheet to track the velocity and score (height of drop divided by total package weight). Students discuss the packaging designs that worked most successfully. A wrap-up session addresses the career of a package designer, and students discuss their experiences in designing the packages. 	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	•	
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Packaging materials (provided by students or school) Eggs Stopwatch Paper/pencil Ladder, scale Scissors, tape 		
<p>COMMENTS/MODIFICATIONS</p>		
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Established rubric is used to assess individual package designs. Teacher evaluates teamwork, worksheets, and final fun. 		
<p>SOURCE/CREDIT Submitted by Lynn Corder, Olean City School District.</p>		

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): English Language Arts

Title of Activity: Biographical Explorations

Estimated Time: 1 week

GRADE			
5	6	7	8

OBJECTIVE(S)	INTERMEDIATE STANDARDS
<p>Students will identify characteristics of an individual in a biography. Students will develop a job description for a specific person.</p>	<p>Career Development (1)</p> <p>1. Career Plan •</p> <p>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</p> <p>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</p> <p>4. Changing Nature of Work and Educational Requirements</p> <p>5. Relationship of Personal Choices to Career Decision Making</p>
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Students select a person of interest with a successful career and read a biography about that person. Students take notes on the following topics as related to the person being studied: <ul style="list-style-type: none"> ○ Interests ○ Abilities ○ Job choices ○ Education Using a timeline format, students identify the path the person took to reach his successful career. Points on the timeline should reflect information on person's interests, abilities, job choices, and education. (If students are not acquainted with timelines, the teacher should provide models and directions regarding them.) Students research the final career of the identified person. Teacher reviews the components of a job description with students. Teacher and students create a rubric for a job description. Students write a job description for the person in the final career. 	<p>Integrated Learning (2)</p> <p>1. Apply academic knowledge and skills</p> <p>2. Solve problems that call for applying academic knowledge •</p> <p>3. Use academic knowledge and skills in an occupational context</p> <p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills •</p> <p>2. Thinking Skills •</p> <p>3. Personal Qualities</p> <p>4. Interpersonal Skills</p> <p>5. Technology •</p> <p>6. Managing Information •</p> <p>7. Managing Resources</p> <p>8. Systems</p>
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Various biographies Sample job descriptions Computer Access to Internet and career sites (e.g., www.nycareerzone.org) Career resources 	<p>POSSIBLE STANDARDS CONNECTIONS</p> <p>English Language Arts •</p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology •</p> <p>Health, Physical Education, and Family and Consumer Sciences</p> <p>Social Studies</p> <p>The Arts</p>
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Have a wide variety of biographies representative of several reading levels and careers. Providing appropriate reading levels will make this activity available to all students. If the biographies are historical, the changing nature of the workplace could be explored. 	
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Teacher assesses timeline for accuracy and content (ELA 1 for information). In addition to the rubric evaluation of the job, description should address synthesis and ability to pull in information from a variety of sources (ELA 4), critical response, and evaluation. 	
<p>SOURCE/CREDIT</p> <p>Submitted by Linda Szymkowiak, Jeffersonville-Youngsville CS, Jeffersonville, NY, and Carol Bliefertich, Eldred Central School, Eldred, NY.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): English Language Arts, Technology

Title of Activity: Multimedia Autobiography

GRADE			
5	6	7	8

Estimated Time: 1 week

	INTERMEDIATE STANDARDS																						
<p>OBJECTIVE(S) Students will represent biographical information in a multimedia format. Students will present and narrate a personal presentation to classmates.</p>	<p>Career Development (1)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1. Career Plan</td><td style="text-align: center;">•</td></tr> <tr><td>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</td><td style="text-align: center;">•</td></tr> <tr><td>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</td><td style="text-align: center;">•</td></tr> <tr><td>4. Changing Nature of Work and Educational Requirements</td><td></td></tr> <tr><td>5. Relationship of Personal Choices to Career Decision Making</td><td style="text-align: center;">•</td></tr> </table>	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	•												
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4. Changing Nature of Work and Educational Requirements																							
5. Relationship of Personal Choices to Career Decision Making	•																						
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Students list biographical information, including interests, skills/abilities, activities, and future goals. Teacher provides instruction on use of computer presentation software (e.g., PowerPoint, Hyperstudio) and discusses how color, animation, and graphics can be used to represent a topic. Examples are provided showing how these presentation attributes can change the image of a topic. Students and teacher design a rubric for the computer presentation. Students design a computer presentation, representing themselves and their goals. Students make connections between their interests and abilities and the career goals or areas they choose to present. Students make presentations to class. Class discusses the various approaches used and the impact of each approach. 	<p>Integrated Learning (2)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1. Apply academic knowledge and skills</td><td style="text-align: center;">•</td></tr> <tr><td>2. Solve problems that call for applying academic knowledge</td><td></td></tr> <tr><td>3. Use academic knowledge and skills in an occupational context</td><td></td></tr> </table> <p>Universal Foundation Skills (3a)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1. Basic Skills</td><td style="text-align: center;">•</td></tr> <tr><td>2. Thinking Skills</td><td style="text-align: center;">•</td></tr> <tr><td>3. Personal Qualities</td><td></td></tr> <tr><td>4. Interpersonal Skills</td><td></td></tr> <tr><td>5. Technology</td><td style="text-align: center;">•</td></tr> <tr><td>6. Managing Information</td><td style="text-align: center;">•</td></tr> <tr><td>7. Managing Resources</td><td></td></tr> <tr><td>8. Systems</td><td></td></tr> </table>	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		1. Basic Skills	•	2. Thinking Skills	•	3. Personal Qualities		4. Interpersonal Skills		5. Technology	•	6. Managing Information	•	7. Managing Resources		8. Systems	
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8. Systems																							
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Computers Presentation software (e.g., PowerPoint, Hyperstudio) 	<p>POSSIBLE STANDARDS CONNECTIONS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>English Language Arts</td><td style="text-align: center;">•</td></tr> <tr><td>Languages Other than English</td><td></td></tr> <tr><td>Mathematics, Science, and Technology</td><td style="text-align: center;">•</td></tr> <tr><td>Health, Physical Education, and Family and Consumer Sciences</td><td></td></tr> <tr><td>Social Studies</td><td></td></tr> <tr><td>The Arts</td><td></td></tr> </table>	English Language Arts	•	Languages Other than English		Mathematics, Science, and Technology	•	Health, Physical Education, and Family and Consumer Sciences		Social Studies		The Arts											
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<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Partners can be assigned to help students who have trouble with the software. 																							
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Presentations are assessed through use of a rubric; accuracy, effective speaking, overall quality of work, speaking, and critical response are evaluated. 																							
<p>SOURCE/CREDIT Submitted by Linda Szymkowiak, Jeffersonville-Youngsville CS, Jeffersonville, NY, and Carol Bliefernich, Eldred CS, Eldred, NY.</p>																							

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Foreign Language, English Language Arts

Title of Activity: What's Wrong with This Product?

GRADE			
5	6	7	8

Estimated Time: 2–5 days

	INTERMEDIATE STANDARDS
<p>OBJECTIVE(S) Students will write a letter of complaint in a foreign language that they are studying.</p>	<p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</p> <p>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</p> <p>4. Changing Nature of Work and Educational Requirements</p> <p>5. Relationship of Personal Choices to Career Decision Making</p>
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher introduces the format for a business letter and discusses any societal variations between the English version and that of the foreign language. Students brainstorm and identify the information that should be included in a complaint letter. Students and teacher establish a rubric for a business complaint letter. Students brainstorm and discuss products or services about which they have complaints (e.g., CD player that stops working soon after purchase, clothes that fade, bad service at a restaurant). Students compose a letter in the language they are studying, using a word processing program. 	<p>Integrated Learning (2)</p> <p>1. Apply academic knowledge and skills</p> <p>2. Solve problems that call for applying academic knowledge</p> <p>3. Use academic knowledge and skills in an occupational context</p>
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Computers Word processing software Model complaint letters Language dictionaries 	<p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills</p> <p>2. Thinking Skills</p> <p>3. Personal Qualities</p> <p>4. Interpersonal Skills</p> <p>5. Technology</p> <p>6. Managing Information</p> <p>7. Managing Resources</p> <p>8. Systems</p>
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Representatives from the Chamber of Commerce or a business school discuss variations in business etiquette in different cultures. Students answer classmate's letters of complaint in language they are studying. 	<p>POSSIBLE STANDARDS CONNECTIONS</p>
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Assessment of business letter, is based on established rubric. 	<p>English Language Arts</p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology</p> <p>Health, Physical Education, and Family and Consumer Sciences</p> <p>Social Studies</p> <p>The Arts</p>
<p>SOURCE/CREDIT Adapted from Nassau BOCES, <i>Activities That Work</i>.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Foreign Language, English Language Arts

Title of Activity: What’s My Line?

GRADE			
5	6	7	8

Estimated Time: 1—2 weeks

	INTERMEDIATE STANDARDS
<p>OBJECTIVE(S) Students will research a career. Students will write and answer questions about a job, using a foreign language they are studying.</p>	<p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</p> <p>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</p> <p>4. Changing Nature of Work and Educational Requirements</p> <p>5. Relationship of Personal Choices to Career Decision Making</p>
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher explains the major idea of the 1950s-1960s television show “What’s My Line?” (Students sit on a panel and ask questions of the “guest” to determine the job of that person. The questions can only be “yes” or “no” questions. On the basis of the answers to the questions, the students guess the occupation of the guest.) Students select a job in which they are interested and research that job. Students write five questions about a job that will help them determine what kind of job it is. These questions are to be written in the foreign language that the students are studying. Using their research, students prepare answers to possible questions in the foreign language they are studying. Students take turns serving on the panel and being the guest. The questions are both asked and answered in the foreign language. 	<p>Integrated Learning (2)</p> <p>1. Apply academic knowledge and skills •</p> <p>2. Solve problems that call for applying academic knowledge</p> <p>3. Use academic knowledge and skills in an occupational context •</p>
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Computer with Internet access Career sites (e.g., www.nycareerzone.org) Career resources Foreign language dictionary 	<p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills •</p> <p>2. Thinking Skills •</p> <p>3. Personal Qualities</p> <p>4. Interpersonal Skills</p> <p>5. Technology •</p> <p>6. Managing Information •</p> <p>7. Managing Resources</p> <p>8. Systems</p>
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Students can design a pamphlet about the selected job/career, with all writing in the foreign language. Activity could be completed in English. 	<p>POSSIBLE STANDARDS CONNECTIONS</p>
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Teacher assesses written and spoken language. Teacher evaluates classroom participation. 	<p>English Language Arts •</p> <p>Languages Other than English •</p> <p>Mathematics, Science, and Technology</p> <p>Health, Physical Education, and Family and Consumer Sciences</p> <p>Social Studies</p> <p>The Arts •</p>
<p>SOURCE/CREDIT Adapted from Nassau BOCES, <i>Activities That Work</i>.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): English Language Arts

Title of Activity: Adventure Attributes

Estimated Time: 2-4 weeks

GRADE			
5	6	7	8

<p>OBJECTIVE(S) Students will compare adventure stories to identify similarities in the protagonists.</p>	INTERMEDIATE STANDARDS
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher identifies four to five different adventure stories, and each student chooses one of them to read. While reading the stories, students take notes on the events, structure of the story, and attributes of the protagonists. Students divide into groups based upon their choice of books. In groups, students agree on the list of attributes of the major character. Using a jigsaw approach (a new group is made up of one person from each of the previous groups), students compare the major character in the various books and identify similarities. Similarities in story structure can also be identified. Whole class discusses the findings of the groups and discusses the similarities and the reasons for those similarities. Students write a reaction piece comparing themselves to the character in the books they read. 	<p>Career Development (1)</p> <ol style="list-style-type: none"> 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 <p>Integrated Learning (2)</p> <ol style="list-style-type: none"> 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 <p>Universal Foundation Skills (3a)</p> <ol style="list-style-type: none"> 1. Basic Skills 2. Thinking Skills 3. Personal Qualities 4. Interpersonal Skills 5. Technology 6. Managing Information 7. Managing Resources 8. Systems
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Adventure books, such as: <ul style="list-style-type: none"> ○ <i>Hatchet</i> by Gary Paulson ○ <i>Haymeadow</i> by Gary Paulson ○ <i>Julie of the Wolves</i> by Jean George ○ <i>Island of the Blue Dolphins</i> by Scott O'Dell 	<p>POSSIBLE STANDARDS CONNECTIONS</p> <ul style="list-style-type: none"> English Language Arts Languages Other than English Mathematics, Science, and Technology Health, Physical Education, and Family and Consumer Sciences Social Studies The Arts
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Reading levels can be controlled by the choice of books. Book selections should reflect male and female protagonists, as well as a variety of ethnic representations. 	
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Teacher evaluates teamwork. Evaluation of book notes and reaction piece is based on a rubric. 	
<p>SOURCE/CREDIT Submitted by Linda Szymkowiak, Jeffersonville-Youngsville CS, Jeffersonville, NY, and Carol Bliefernich, Eldred CS, Eldred, NY.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Languages Other than English, English Language Arts

Title of Activity: Pen Pals Around the World

GRADE			
5	6	7	8

Estimated Time: ongoing

	INTERMEDIATE STANDARDS
<p>OBJECTIVE(S) Students write letters and exchange information with a pen pal from a school in a country that speaks the language they are studying.</p>	<p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</p> <p>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</p> <p>4. Changing Nature of Work and Educational Requirements</p> <p>5. Relationship of Personal Choices to Career Decision Making</p>
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> • Teacher secures information on schools in other countries and obtains the names and addresses of students in that school interested in being pen pals. • Students select one of the pen pals and engage in an ongoing exchange of information about: <ul style="list-style-type: none"> ○ Themselves ○ Their families ○ Their friends ○ Everyday activities ○ Interests at home, school, and community • Using e-mail, digital cameras, scanners, and a webcam, students maintain an interactive communication with the pen pals. • Teacher arranges videoconferencing between the two classrooms so that the students have an opportunity for direct communication. • Students should alternate between speaking in English and the foreign language so that the students in both countries have an opportunity to practice speaking. 	<p>Integrated Learning (2)</p> <p>1. Apply academic knowledge and skills •</p> <p>2. Solve problems that call for applying academic knowledge</p> <p>3. Use academic knowledge and skills in an occupational context</p> <p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills •</p> <p>2. Thinking Skills •</p> <p>3. Personal Qualities</p> <p>4. Interpersonal Skills</p> <p>5. Technology •</p> <p>6. Managing Information</p> <p>7. Managing Resources •</p> <p>8. Systems</p>
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> • List of possible pen pals • Computers with Internet access • Digital camera, scanner, webcam • Stationery, postage 	<p>POSSIBLE STANDARDS CONNECTIONS</p> <p>English Language Arts •</p> <p>Languages Other than English •</p> <p>Mathematics, Science, and Technology •</p> <p>Health, Physical Education, and Family and Consumer Sciences</p> <p>Social Studies</p> <p>The Arts</p>
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> • Foreign exchange students at the high school can be invited to speak with the class. 	
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> • A rubric is used to assess written work. • Journal writing is evaluated. 	
<p>SOURCE/CREDIT Adapted from Nassau BOCES, <i>Activities That Work</i>.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies

Title of Activity: International Gala

GRADE			
5	6	7	8

Estimated Time: 1 month

<p>OBJECTIVE(S) Students will conduct research and organize plans for a schoolwide international ethnic festival.</p>	INTERMEDIATE STANDARDS
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher introduces the unit on an international festival. Teacher leads students in a discussion of what they would like to research about their own ethnicity to share at the festival. Students and teacher determine the categories of information to be researched (e.g., a nation's history, culture, politics, economics). Students research their ethnic backgrounds, using the categories established by the teacher and students. Students create displays for the different countries, including maps, historical information, food, art, dress, and music. Students bring ethnic recipes from home. Using a desktop publishing program, students combine recipes into a class ethnic cookbook. Students create invitations to send to parents, school staff, and other classes, inviting them to attend an evening or afternoon event. Students decide on recipes to prepare for the evening gala. Students work with Family and Consumer Sciences teacher or cafeteria staff to plan and execute food preparation. Students create posters about the different countries. Cafeteria is decorated for the international gala. Students serve as hosts for the gala. 	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 •	
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Computers Desktop publishing software Research resources including the Internet Art supplies Food supplies Cooking equipment 	
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Art and music departments can be invited to be part of the unit. 	
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Completed cookbook, invitations, posters, and written research are evaluated. Teacher evaluates student participation in classroom and gala. 	
<p>SOURCE/CREDIT Submitted by Robert T. Lammy, Ravena Coeymans Selkirk Middle School, Ravena, NY.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Mathematics, Science, Social Studies

Title of Activity: Snow Day—Get the Word Out!

GRADE			
5	6	7	8

Estimated Time: 3 days

<p>OBJECTIVE(S) Students will construct a system, using basic mathematical computations that will notify students of a snow day.</p>	INTERMEDIATE STANDARDS
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher introduces the task of designing a system for informing all of the students in class of a snow day in a timely manner. Students are divided into groups to work. Each group brainstorms ideas and methods to accomplish the task. Students design various phone trees (diagrams) or other means, using mathematical computations to complete the task in the fewest possible steps. Groups create displays of their plans and present them to the class. Class discusses the merits of each of the plans. 	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
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Class roster Computer Calculator Poster board Art supplies 	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	
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Create a simulation of student phone chain by connecting the students with yarn to show them how one breakage in the link disconnects the entire network (possibly for lower grades). 	POSSIBLE STANDARDS CONNECTIONS
	English Language Arts
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Teacher evaluates completed diagram or other demonstration. Teacher evaluates group participation. 	Languages Other than English
	Mathematics, Science, and Technology
	Health, Physical Education, and Family and Consumer Sciences
	Social Studies
<p>SOURCE/CREDIT Submitted by Lynn Corder, Olean Middle School, Olean, NY; Robert Lammlly, Ravena Coeymans Selkirk Middle School, Ravena, NY.</p>	The Arts

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies

Title of Activity: Veterans Day Observance

GRADE			
5	6	7	8

Estimated Time: 1–2 weeks

OBJECTIVE(S)	INTERMEDIATE STANDARDS																																						
<p>Students will gain an awareness of various employment opportunities at a hospital.</p> <p>Students will become aware of the importance of veterans.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e91e63; color: white;"> <th colspan="2">Career Development (1)</th> </tr> <tr> <td style="width: 80%;">1. Career Plan</td> <td style="width: 20%; text-align: center;">•</td> </tr> <tr> <td>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</td> <td></td> </tr> <tr> <td>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</td> <td></td> </tr> <tr> <td>4. Changing Nature of Work and Educational Requirements</td> <td></td> </tr> <tr> <td>5. Relationship of Personal Choices to Career Decision Making</td> <td></td> </tr> <tr style="background-color: #e91e63; color: white;"> <th colspan="2">Integrated Learning (2)</th> </tr> <tr> <td>1. Apply academic knowledge and skills</td> <td style="text-align: center;">•</td> </tr> <tr> <td>2. Solve problems that call for applying academic knowledge</td> <td></td> </tr> <tr> <td>3. Use academic knowledge and skills in an occupational context</td> <td></td> </tr> <tr style="background-color: #e91e63; color: white;"> <th colspan="2">Universal Foundation Skills (3a)</th> </tr> <tr> <td>1. Basic Skills</td> <td style="text-align: center;">•</td> </tr> <tr> <td>2. Thinking Skills</td> <td style="text-align: center;">•</td> </tr> <tr> <td>3. Personal Qualities</td> <td></td> </tr> <tr> <td>4. Interpersonal Skills</td> <td style="text-align: center;">•</td> </tr> <tr> <td>5. Technology</td> <td></td> </tr> <tr> <td>6. Managing Information</td> <td style="text-align: center;">•</td> </tr> <tr> <td>7. Managing Resources</td> <td></td> </tr> <tr> <td>8. Systems</td> <td></td> </tr> </table>	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	
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<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Students write letters to local veterans’ medical facilities, inviting them to send representatives to their class. Teacher works with hospital staff to ensure that representatives from various departments visit the class. Medical center representatives provide information on employment opportunities and educational requirements. Students write to patients at the veterans’ hospital to invite them to speak to the class. Invited veterans give oral presentations on military experiences and government programs for veterans. Hold a social following the assembly. Students conduct additional research on services or lack of services for veterans. Students write thank-you notes to visitors. Students write letters about veterans’ concerns to local, state, and national political leaders. 																																							
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Research resources Transportation Refreshments for visit from veterans 																																							
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Students may visit the veterans’ facility instead of inviting speakers to come to school. Students can continue a dialogue with the veterans. If no veterans’ facilities are in the area, contact a local VFW chapter. This activity can be done around Veterans Day. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e91e63; color: white;"> <th colspan="2">POSSIBLE STANDARDS CONNECTIONS</th> </tr> <tr> <td style="width: 80%;">English Language Arts</td> <td style="width: 20%;"></td> </tr> <tr> <td>Languages Other than English</td> <td></td> </tr> <tr> <td>Mathematics, Science, and Technology</td> <td></td> </tr> <tr> <td>Health, Physical Education, and Family and Consumer Sciences</td> <td></td> </tr> <tr> <td>Social Studies</td> <td style="text-align: center;">•</td> </tr> <tr> <td>The Arts</td> <td></td> </tr> </table>	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																									
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<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Teacher evaluates written letters. Teacher evaluates research. 																																							
<p>SOURCE/CREDIT</p> <p>Submitted by Robert T. Lammy, Ravena Coeymans Selkirk Middle School, Ravena, NY.</p>																																							

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies, The Arts

Title of Activity: Exploring the Louisiana Territory

GRADE			
5	6	7	8

Estimated Time: 5-7 class periods

	INTERMEDIATE STANDARDS
<p>OBJECTIVE(S) Students will gain an awareness and appreciation for the roles of Lewis, Clark, Sa Cajarvea, Pike. Students will replicate the journey of Lewis and Clark through an art medium.</p>	<p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</p> <p>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</p> <p>4. Changing Nature of Work and Educational Requirements</p> <p>5. Relationship of Personal Choices to Career Decision Making</p>
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Students study the exploration and journeys of Lewis and Clark in the Louisiana Territory. Art teacher teaches various art mediums and techniques to use in their work. Art teacher describes the skills and responsibilities of an artist in a working art studio. Students visit a local artist to observe work in the studio. Art teacher and classroom teacher facilitate the process of replicating the journey of Lewis and Clark through an art medium. Students display their artwork in the school. Students make presentations of their research and their art throughout the community. 	<p>Integrated Learning (2)</p> <p>1. Apply academic knowledge and skills •</p> <p>2. Solve problems that call for applying academic knowledge</p> <p>3. Use academic knowledge and skills in an occupational context •</p> <p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills •</p> <p>2. Thinking Skills •</p> <p>3. Personal Qualities</p> <p>4. Interpersonal Skills •</p> <p>5. Technology •</p> <p>6. Managing Information •</p> <p>7. Managing Resources</p> <p>8. Systems</p>
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Transportation to art studio Art supplies Computer with Internet access Research resources 	<p>POSSIBLE STANDARDS CONNECTIONS</p> <p>English Language Arts •</p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology</p> <p>Health, Physical Education, and Family and Consumer Sciences</p> <p>Social Studies •</p> <p>The Arts •</p>
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Learning styles are addressed through choice in expression. Learning abilities are personalized, on the basis of each student's skill level. 	
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Teacher evaluates research and artwork. Teacher evaluates presentation on basis of oral rubric. 	
<p>SOURCE/CREDIT Submitted by Michelle Saiz, St. Peter's School, Plattsburgh, NY.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies

Title of Activity: Public Forum Night

Estimated Time: 2 weeks

GRADE			
5	6	7	8

	INTERMEDIATE STANDARDS
<p>OBJECTIVE(S) Students will become more aware of community issues and possible solutions.</p>	
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher explains the purpose, structure, and components of surveys. Students develop surveys for the community on various community issues. Students survey the community and seek community issues. Students divide into groups with each group selecting one issue. Students research the issues and brainstorm possible solutions. Students contact local governmental leaders and politicians, inviting them to attend an open forum night on community issues. Students prepare scripted questions for the governmental leaders. Students work with art department to prepare suitable stage props and backdrops. Family and Consumer Sciences department develops child care services for interested parents. Students prepare public relations materials and post them throughout the community, inviting the community to an open forum on community issues. On the evening of the forum, students introduce the speakers and present prepared questions. Students discuss the event in class the next day. 	<p>Career Development (1)</p> <ol style="list-style-type: none"> 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 <p>Integrated Learning (2)</p> <ol style="list-style-type: none"> 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 <p>Universal Foundation Skills (3a)</p> <ol style="list-style-type: none"> 1. Basic Skills • 2. Thinking Skills • 3. Personal Qualities 4. Interpersonal Skills 5. Technology • 6. Managing Information • 7. Managing Resources 8. Systems
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Computer with Internet access Research resources Desktop publishing software Student-developed surveys Art supplies 	
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Letters announcing the event can be sent to local media. Activity could be done on a schoolwide scale, with students seeking school issues, and inviting teachers/administrators to speak. 	<p>POSSIBLE STANDARDS CONNECTIONS</p>
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Successful completion of activity is a requirement. Teacher evaluates research, questions, public relations materials, and oral presentations. 	<p>English Language Arts •</p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology •</p> <p>Health, Physical Education, and Family and Consumer Sciences •</p> <p>Social Studies •</p> <p>The Arts •</p>
<p>SOURCE/CREDIT Submitted by Robert T. Lammy, Ravena Coeymans Selkirk Middle School, Ravena, NY.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies, Family and Consumer Sciences

Title of Activity: School Shopping Mall

GRADE			
5	6	7	8

Estimated Time: 2 weeks

	INTERMEDIATE STANDARDS
<p>OBJECTIVE(S) Students will examine characteristics of successful entrepreneurial enterprises. Students will begin their own school business.</p>	<p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</p> <p>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</p> <p>4. Changing Nature of Work and Educational Requirements</p> <p>5. Relationship of Personal Choices to Career Decision Making</p>
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher invites representatives from local businesses or the Chamber of Commerce to discuss various aspects of businesses, including issues involved with starting a business and identifying potential businesses. Students brainstorm businesses they could begin as a class, identifying those that would most likely be successful. Students work with a business mentor to determine the various departments (or jobs) that will be necessary for the business to operate. <ul style="list-style-type: none"> Examples are quality control, design, research and development, production, finance, advertising, and accounting. Students complete job applications for the positions they want. Teacher discusses various interview skills, and students role-play interviews. Students engage in interview process, with the teacher as the interviewer. All students are given a position within the corporate structure of the school business. Each department has a student manager. Once products are manufactured, the students sell their products to the student population. Any profits (after paying back start-up money) are donated to a local charity. Students discuss the major learning points throughout the experience. 	<p>Integrated Learning (2)</p> <p>1. Apply academic knowledge and skills •</p> <p>2. Solve problems that call for applying academic knowledge</p> <p>3. Use academic knowledge and skills in an occupational context •</p> <p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills •</p> <p>2. Thinking Skills •</p> <p>3. Personal Qualities</p> <p>4. Interpersonal Skills •</p> <p>5. Technology •</p> <p>6. Managing Information •</p> <p>7. Managing Resources •</p> <p>8. Systems</p>
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Application forms (teacher-made) Start-up money Materials to make products Research resources Computer and related technology to manufacture goods 	<p>POSSIBLE STANDARDS CONNECTIONS</p>
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Ensure that the products or services offered are within the capabilities of the students. This is a good activity for the holidays. 	<p>English Language Arts •</p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology •</p> <p>Health, Physical Education, and Family and Consumer Sciences •</p> <p>Social Studies</p> <p>The Arts •</p>
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Success of business becomes part of evaluation. Teacher evaluates classroom participation on basis of observation. Teacher evaluates job application and interview. 	
<p>SOURCE/CREDIT Submitted by Alice S. Lammy, Ravena Coeymans Selkirk Middle School, Ravena, NY.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies, Technology

Title of Activity: Wagons Ho

GRADE			
5	6	7	8

Estimated Time: 2 weeks

	INTERMEDIATE STANDARDS
<p>OBJECTIVE(S) Students will be able to design and build a better means of transportation than that used during westward expansion.</p>	<p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</p> <p>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</p> <p>4. Changing Nature of Work and Educational Requirements</p> <p>5. Relationship of Personal Choices to Career Decision Making</p>
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Students research the geographical and topographical characteristics of the United States in the early 19th century. Students brainstorm problems that may arise while crossing the United States in a covered wagon. Students brainstorm possible solutions to problems, including design solutions. Teacher proposes the following question: “What wagon design will help me to travel across the United States with the fewest problems?” Students work in small groups and use computer assisted design (CAD) technology to design a better wagon. Students build a model of their design. Students share their models, explaining how the design addresses the problems of transportation in the 19th century. 	<p>Integrated Learning (2)</p> <p>1. Apply academic knowledge and skills</p> <p>2. Solve problems that call for applying academic knowledge</p> <p>3. Use academic knowledge and skills in an occupational context</p> <p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills</p> <p>2. Thinking Skills</p> <p>3. Personal Qualities</p> <p>4. Interpersonal Skills</p> <p>5. Technology</p> <p>6. Managing Information</p> <p>7. Managing Resources</p> <p>8. Systems</p>
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Computer CAD program Wood, building materials Various tools, equipment 	<p>POSSIBLE STANDARDS CONNECTIONS</p> <p>English Language Arts</p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology</p> <p>Health, Physical Education, and Family and Consumer Sciences</p> <p>Social Studies</p> <p>The Arts</p>
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> For younger students, models can be drawn on paper and not actually made. 	
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Teacher evaluates design and classroom participation. Teacher evaluates model on basis of established rubric. 	
<p>SOURCE/CREDIT Submitted by Robert T. Lammly, Ravena Coeymans Selkirk Middle School, Ravena, NY.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies

Title of Activity: Student Court

GRADE			
5	6	7	8

Estimated Time: 2 weeks

<p>OBJECTIVE(S) Students will gain an awareness of various court-related employment opportunities. Students will develop an understanding of our Constitution and how it relates to our daily lives.</p>	INTERMEDIATE STANDARDS	
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> • Lawyers, court employees, and judicial employees are invited to speak to the class about their jobs and explain how someone accused of a crime moves through the judicial system. Representatives talk about how their jobs are related to the Constitution. • Students select one of the jobs and participate in a job-shadowing experience. • Students conduct additional research of the job they selected so they have a good understanding of work involved. • Teacher arranges for the students to observe a courtroom. Judge speaks to class about the different roles in the courtroom and courtroom procedures. • Teacher provides students with a scenario of a youth breaking the law. • A mock courtroom is set up with students role-playing the various positions. • Student jury decides outcome of the case. • Students discuss how the Constitution/system of laws protect citizens. • Student reporters write a newspaper story of case or a narrative to be announced over the school's PA system. 	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		
MATERIALS/RESOURCES		
<ul style="list-style-type: none"> • Computer with Internet access • Research resources • Transportation for field trip 		
COMMENTS/MODIFICATIONS		
<ul style="list-style-type: none"> • Role-playing could be videotaped and used for public speaking. 		
ASSESSMENT/EVALUATION		
<ul style="list-style-type: none"> • Teacher evaluates research, role-plays, and written reports. • Teacher evaluates classroom participation on basis of observation. 		
SOURCE/CREDIT		
Submitted by Robert T. Lammy, Ravena Coeymans Selkirk Middle School, Ravena, NY.		

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Science

Title of Activity: Bluebird Boxes

Estimated Time: On-going

GRADE									
5	6	7	8						
<p>OBJECTIVE(S) Students will track the lives of area bluebirds, graph local and national populations via the Internet, and gain knowledge of environmental effects on the bluebird.</p>				INTERMEDIATE STANDARDS					
				<p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</p> <p>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</p> <p>4. Changing Nature of Work and Educational Requirements</p> <p>5. Relationship of Personal Choices to Career Decision Making</p>					
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Students take part in a nationwide program to raise awareness and concern for endangered bluebirds. Students work in correlation with the National Bluebird Society and a lumber company to build bluebird houses and track the lives of the birds. Students track and graph the bluebirds locally and nationally via the Internet. Students keep a journal of their roles (visiting the lumber company, tracking, building). Students work with a carpenter to build the houses, learning about skills, tools, and techniques of a carpenter. A visit to a lumber company will enable students to learn about different kinds of wood and explore the careers related to the lumber industry. Students present their findings and work at a school learning fair. 				<p>Integrated Learning (2)</p> <p>1. Apply academic knowledge and skills •</p> <p>2. Solve problems that call for applying academic knowledge •</p> <p>3. Use academic knowledge and skills in an occupational context •</p>					
				<p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills •</p> <p>2. Thinking Skills •</p> <p>3. Personal Qualities</p> <p>4. Interpersonal Skills •</p> <p>5. Technology •</p> <p>6. Managing Information •</p> <p>7. Managing Resources •</p> <p>8. Systems</p>					
				POSSIBLE STANDARDS CONNECTIONS					
				<p>English Language Arts</p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology •</p> <p>Health, Physical Education, and Family and Consumer Sciences</p> <p>Social Studies •</p> <p>The Arts</p>					
				<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Wood Art supplies, videos Nails Field glasses Computers with Internet access Graphing tools and paper 					
				<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Bringing students out in the field to bluebird sighting spots will be helpful. 					
				<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Rubrics are used to assess birdhouse building, oral presentation, graphs, and charts. 					
				<p>SOURCE/CREDIT Submitted by Melissa La Barre, St. Peter’s School, Plattsburgh, NY.</p>					

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Science

Title of Activity: Junior Chiropractors

GRADE			
5	6	7	8

Estimated Time: 1–2 weeks

	INTERMEDIATE STANDARDS																		
<p>OBJECTIVE(S) Students will identify and name larger skeletal structures in the human skeletal system. Students will explore the human anatomy, using online and human resources. Students will build 3-D skeletal models.</p>	<p>Career Development (1)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Career Plan</td> <td style="width: 20%; text-align: center;">•</td> </tr> <tr> <td>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</td> <td></td> </tr> <tr> <td>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</td> <td></td> </tr> <tr> <td>4. Changing Nature of Work and Educational Requirements</td> <td></td> </tr> <tr> <td>5. Relationship of Personal Choices to Career Decision Making</td> <td></td> </tr> </table>	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									
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<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Local chiropractors visit the classroom to speak to the class about the roles and responsibilities of chiropractors. Chiropractors explain the connection between the anatomy and general health. Chiropractors provide hands-on demonstrations, manipulating models to engage students and teach them about chiropractic practices. Students conduct additional research about the skeletal system. Students build 3-D models of the skeletal system. Students explain models. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Integrated Learning (2)</td> </tr> <tr> <td style="width: 80%;">1. Apply academic knowledge and skills</td> <td style="width: 20%; text-align: center;">•</td> </tr> <tr> <td>2. Solve problems that call for applying academic knowledge</td> <td></td> </tr> <tr> <td>3. Use academic knowledge and skills in an occupational context</td> <td></td> </tr> </table>	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											
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<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Skeletal models Computer with Internet access Anatomy software Art supplies 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Universal Foundation Skills (3a)</td> </tr> <tr> <td style="width: 80%;">1. Basic Skills</td> <td style="width: 20%; text-align: center;">•</td> </tr> <tr> <td>2. Thinking Skills</td> <td style="text-align: center;">•</td> </tr> <tr> <td>3. Personal Qualities</td> <td></td> </tr> <tr> <td>4. Interpersonal Skills</td> <td></td> </tr> <tr> <td>5. Technology</td> <td style="text-align: center;">•</td> </tr> <tr> <td>6. Managing Information</td> <td style="text-align: center;">•</td> </tr> <tr> <td>7. Managing Resources</td> <td></td> </tr> <tr> <td>8. Systems</td> <td></td> </tr> </table>	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	
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<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> A health fair can be an extension of this unit. Cooperative groups and peer mentoring will connect all learners. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e91e63; color: white;"> <th colspan="2">POSSIBLE STANDARDS CONNECTIONS</th> </tr> <tr> <td style="width: 80%;">English Language Arts</td> <td style="width: 20%; text-align: center;">•</td> </tr> <tr> <td>Languages Other than English</td> <td></td> </tr> <tr> <td>Mathematics, Science, and Technology</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Health, Physical Education, and Family and Consumer Sciences</td> <td style="text-align: center;">•</td> </tr> <tr> <td>Social Studies</td> <td></td> </tr> <tr> <td>The Arts</td> <td style="text-align: center;">•</td> </tr> </table>	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	•				
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<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Teacher uses rubric to evaluate model. Teacher evaluates oral presentations. Teacher evaluates classroom participation. 																			
<p>SOURCE/CREDIT Submitted by David Gurskey, St. Peter’s School, Plattsburgh, NY.</p>																			

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Science, Technology

Title of Activity: Technology and Its Impact on Our Environment

GRADE			
5	6	7	8

Estimated Time: 5 class periods

<p>OBJECTIVE(S) Students will gain an understanding of the impact technology has had on our environment.</p>	INTERMEDIATE STANDARDS
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Class brainstorms the impacts technology has had on environment; examples are wildlife preservation, “throw-away society,” nuclear waste, and ozone depletion. Students select one impact and research it. Students write a letter to an environmental or governmental agency that deals with their topic, asking for information. Students choose one of the following projects: <ul style="list-style-type: none"> Research paper addressing their topic Project related to their topic, such as birdhouses, recycling bins, or products created from recycled materials Plan of action, such as posters, brochures, flyers, announcements, energy surveys, letters to the editor Students present their projects and research. Students write a one-page summary of the information and materials they received as a result of their letters. 	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
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	Integrated Learning (2)
	1. Apply academic knowledge and skills
	2. Solve problems that call for applying academic knowledge
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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	
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Computer with Internet access Word processing programs Research resources FAX Various hand tools and equipment Paper/pencils 	
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Project work can be accomplished inside or outside the classroom. A “down time” should be planned between the time letters are mailed and the time materials are received by students. 	
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Completed project and student summaries are evaluated. 	
<p>SOURCE/CREDIT Submitted by Lynn Corder, Olean Middle School, Olean, NY.</p>	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Mathematics, Science, Technology

Title of Activity: History and Impact of Technology

GRADE			
5	6	7	8

Estimated Time: 5–7 class periods

	INTERMEDIATE STANDARDS
<p>OBJECTIVE(S) Students will gain an understanding and appreciation of how technology has impacted and influenced our society.</p>	<p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</p> <p>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</p> <p>4. Changing Nature of Work and Educational Requirements</p> <p>5. Relationship of Personal Choices to Career Decision Making</p>
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> • Students select any technological device or product they want to research, such as a ballpoint pen, CD, phone, or camera. • Students research device or product through various means, such as: <ul style="list-style-type: none"> ○ Library ○ Internet ○ CD • Students select one of the following projects: <ul style="list-style-type: none"> ○ “Evolution” board—Students create poster depicting the evolution of the product, highlighting improvements and/or changes. ○ “How Things Work” board—Students display dismantled parts or images with descriptions of the significance of each component. • Students brainstorm and list careers that have been created as a result of the technology they have recommended. • Students present their completed board to the class and give an overview of the careers that have evolved as a result of their specific product. • Large group discussion concerning how the skills taught in school have a direct connection to the careers associated with the various technologies that were researched. 	<p>Integrated Learning (2)</p> <p>1. Apply academic knowledge and skills</p> <p>2. Solve problems that call for applying academic knowledge</p> <p>3. Use academic knowledge and skills in an occupational context</p> <p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills</p> <p>2. Thinking Skills</p> <p>3. Personal Qualities</p> <p>4. Interpersonal Skills</p> <p>5. Technology</p> <p>6. Managing Information</p> <p>7. Managing Resources</p> <p>8. Systems</p>
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> • Computer with Internet access • Library resources • Poster board • Markers • Tape, glue 	<p style="text-align: center; background-color: #e91e63; color: white; padding: 5px;">POSSIBLE STANDARDS CONNECTIONS</p>
<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> • Students gain an appreciation for the effect technology has had on our society • A class discussion concerning the positive and negative effects that technology has had on society is a good closure activity. 	<p>English Language Arts</p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology</p> <p>Health, Physical Education, and Family and Consumer Sciences</p> <p>Social Studies</p> <p>The Arts</p>
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> • Teacher evaluates completed board project, using a rubric. • Teacher evaluates oral presentation, using a rubric. 	
<p>SOURCE/CREDIT Submitted by the Applied Technology Staff, Olean Middle School, Olean, NY.</p>	

Cross Reference Checklist

Intermediate Sample Activities Integrated Learning

Sample Activities	CDOS 1	CDOS 2	CDOS 3a	ELA	LOTE	MST	H/PE /FCS	SS	ARTS
1. Blackboards and Butcher Blocks	✓	✓	✓	✓		✓	✓		✓
2. E ² Egg Explosion	✓	✓	✓	✓		✓			✓
3. Biographical Explorations	✓	✓	✓	✓		✓			
4. Multimedia Autobiography	✓	✓	✓	✓		✓			
5. What's Wrong with This Product?		✓	✓	✓	✓				
6. What's My Line?		✓	✓	✓	✓				✓
7. Adventure Attributes		✓	✓	✓					
8. Pen Pals Around the World		✓	✓	✓	✓	✓			
9. International Gala		✓	✓	✓		✓	✓	✓	✓
10. Snow Day—Get the Word Out!		✓	✓	✓		✓			✓
11. Veterans Day Observance		✓	✓	✓				✓	
12. Exploring the Louisiana Territory		✓	✓	✓		✓		✓	✓
13. Public Forum Night		✓	✓	✓		✓	✓	✓	✓
14. School Shopping Mall		✓	✓	✓		✓	✓		✓
15. Wagons Ho		✓	✓	✓		✓		✓	
16. Student Court	✓	✓	✓	✓	✓	✓		✓	
17. Bluebird Boxes		✓	✓	✓		✓		✓	
18. Junior Chiropractors	✓	✓	✓	✓		✓	✓		✓
19. Technology and Its Impact on Our Environment		✓	✓	✓		✓			
20. History and Impact on Technology		✓	✓			✓			✓

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