



Career Development & Occupational Studies

Elementary Core Curriculum

Standard 1

Career Development

and

Standard 3a

Universal Foundation Skills

A MESSAGE TO ELEMENTARY TEACHERS

—From Your Colleagues

“It is especially important to connect knowledge and skills...so that students can see how they will use them.... This means placing learning objectives within real environments rather than insisting that students first learn in the abstract what they will later be expected to apply. Teaching in context implies that schools will provide students with the opportunities to apply knowledge in real-life situations....”

Teaching the SCANS Competencies 1993, p. 15

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

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 elementary educators 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.

Elementary 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 begin a career plan that would assist in the transition from school to eventual entry into a career option.

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. Demonstrate awareness of career options in the community:
 1. Explore work and careers in the community
 2. Define career-related terminology (e.g., cluster, career, employment, workforce, etc.)
 3. Identify career clusters in occupations within the community
- C. Demonstrate planning and goal-setting techniques:
 1. Identify personal qualities and academic skills relevant to specific careers
 2. Identify short- and long-term goals and set priorities
 3. Create an action plan to achieve long-term goals

Discussion Questions

- What is a career cluster?
- What are the various career clusters within your community?
- Which career within a cluster best supports your personal qualities?

Performance Indicator 2: Students demonstrate an awareness of their interests, aptitudes, and abilities.

Students will:

- A. Develop a personal assessment plan:
 - 1. List areas of strength
 - 2. List areas in need of improvement
 - 3. Identify personal learning style
 - 4. Identify career clusters related to interests, aptitudes, and abilities
- B. Create an emerging career folder (e.g., interest inventories, checklists, awards, certificates, letters of recommendation, pictures, reflections, etc.).

| Discussion Questions |
|--|
| <ul style="list-style-type: none">• How will my plan help me to become a better worker?• What is the purpose of a personal assessment plan? |

Performance Indicator 3: Students know the value of work to the individual and society in general.

Students will:

- A. Identify basic economic principles:
 - 1. Differences between needs and wants
 - 2. Relationship of needs/wants to financial resources
 - 3. Awareness of the circular flow of money
 - 4. Differences between paid and unpaid work
- B. Engage in basic workplace behaviors (*academic and real-world*):
 - 1. Identify personal qualities that lead to responsible behavior (e.g., personal fitness and hygiene, respect for self and others, honesty, integrity, dependability, punctuality, positive self-esteem, tolerance, stress management)
 - 2. Recognize the connection between effort and achievement
 - 3. Demonstrate the effective use of time
 - 4. Manage resources
 - 5. Apply organization strategies
 - 6. Demonstrate independent work habits
 - 7. Engage in cooperative learning activities
 - 8. Identify decision-making skills and problem-solving strategies (e.g., conflict management, peer mediation)
 - 9. Acquire and apply effective communication skills
 - 10. Develop leadership qualities
- C. Identify the relationship between lifestyle choices and future career paths:
 - 1. Career choices associated with geographic locations
 - 2. Hobbies, interests, and earnings
 - 3. Work environments (e.g., indoor vs. outdoor, physical vs. mental, working with others vs. working alone, travel vs. stationary)

| Discussion Questions |
|---|
| <ul style="list-style-type: none">• What are the differences between needs and wants?• Why is it important to know the differences?• Why do some people work and not receive a paycheck?• What is a work ethic?• Why is it important for community members to have a work ethic?• How does a good work ethic lead to quality work production?• Why is teamwork important?• How will my communication skills enable me to make effective contributions to my community? |

Performance Indicator 4: Students describe the changing nature of the workplace brought about by global competition and technology.

Students will:

- A. Discuss how the 21st century impacts their workplace environment:
1. Identify ways in which technology has changed the world of work
 2. List careers that rely upon modern technology
 3. Discuss how worldwide trade changes the workplace in America
 4. List the strategies to manage change in daily life
 5. List the different types of economies (e.g., agrarian, industrial, information, and idea)
 6. List skills and abilities needed in a highly skilled technological workplace

Discussion Questions

- How has the world of work changed since your parents' generation?
- How does worldwide trade affect the American marketplace?
- What is the role of change in your life?
- How does geographic location affect the types of jobs available in your region?

Performance Indicator 5: Students explore their preferences for working with people, information, and/or things.

Students will:

- A. Discuss the difference between independent work and teamwork:
1. Identify factors that influence work preferences
 2. Identify the different types of jobs available based upon working styles (e.g., sedentary work, physical labor, high-risk work)
 3. Discuss the various working conditions that affect job choice

Discussion Questions

- Why do some people choose to work alone while others prefer to work as a team?
- How do working conditions affect productivity?

Performance Indicator 6: Students demonstrate understanding of the relationship of decision making to the attainment of future goals.

Students will:

- A. Identify the steps in the decision-making process to accomplish goals.
- B. Acquire strategies involved in the decision-making process.
- C. Discuss the role of beliefs and attitudes in the decision-making process.
- D. Describe the consequences of making decisions.
- E. Reflect upon the relationship between academic success and real-world success.

Discussion Questions

- Why are the steps in the decision-making process important to academic and real-world success?
- How can the decision-making process be applied to future success?

Performance Indicator 7: Students describe the changing roles of men and women at home and in the workplace.

Students will:

- A. Identify their roles in the home environment and workplace.
- B. List the roles and occupations of men and women in the workplace:
 - 1. Distinguish between traditional and nontraditional roles and occupations of men and women at home and in the workforce
 - 2. Discuss the value of work in the home and workplace
- C. Identify the factors that affect change in the work environment (e.g., assembly line vs. shared decision-making process, downsizing, technological advancement).

Discussion Questions

- Why is work important to both men and women?
- Why are people now able to explore different opportunities in the world of work?
- Why is it important to be able to adapt to change in the workplace?

Elementary Standard 3a: Universal Foundation Skills

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

BASIC SKILLS

Performance Indicator 1: Students listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.

Students will:

- A. Demonstrate competency in **reading** through strategies to:
1. Improve oral and silent reading comprehension of written language (e.g., main idea and supporting details, sequence of events, author's purpose, audience addressed, etc.)
 2. Improve phonemic awareness
 3. Strengthen vocabulary development:
 - a. Recognize and comprehend language used within the various genres
 - b. Recognize contextual clues
 - c. Understand technical vocabulary
 4. Improve research skills:
 - a. Locate and access resources
 - b. Develop note-taking skills
- B. Demonstrate competency in **writing** through strategies to:
1. Improve process writing
 2. Effectively communicate thoughts, ideas, and information within the various writing domains
 3. Focus upon purpose and audience
 4. Use language conventions accurately
 5. Self-assess
- C. Demonstrate competency in **listening and speaking** through strategies to:
1. Improve listening behaviors
 2. Improve critical listening
 3. Improve oral fluency
 4. Improve articulation
 5. Contribute effectively to discussions
 6. Deliver a message accurately
 7. Express opinions thoughtfully
 8. Pose thought-provoking questions
- D. Demonstrate competency in **mathematical operations** through strategies to:
1. Improve basic computational skills
 2. Collect, sort, and classify data for statistical purposes
 3. Present data in chart, graph, diagram, or table format
 4. Solve problems, using accurate data
 5. Calculate basic statistical data
 6. Use a calculator accurately
 7. Understand length, width, volume, capacity, weight, area, temperature, and other units of measurement
 8. Arrange units of measure in order size
 9. Estimate on the basis of given information
 10. Predict outcomes

Discussion Questions

- Why is it important to be able to read, write, listen, speak, and use mathematical operations?
- Why are basic skills critical to personal success in the workplace?
- Why is it necessary for academically competent individuals to enter the 21st-century workforce?

THINKING SKILLS

Performance Indicator 1: Students use ideas and information to make decisions and solve problems related to accomplishing a task.

Students will:

- A. Demonstrate competency in effective decision making and problem solving that affects their own work or activities:
 - 1. Recognize the problem
 - 2. Identify an *a* or *b* decision
 - 3. Define a few consequences for each alternative
 - 4. Determine the rationale for the decision made
 - 5. Evaluate the decision made
- B. Demonstrate imaginative thinking.
- C. Follow a set of guidelines or directions.
- D. Use memorization and repetition to complete a task.

Discussion Questions

- Why is the use of critical thinking skills important to success in both the academic world and the real world?

PERSONAL QUALITIES

Performance Indicator 1: Students demonstrate the personal qualities that lead to responsible behavior.

Students will:

- A. Recognize the value of effort and perseverance to reach goals.
- B. Understand the importance of attendance and punctuality.
- C. Differentiate between responsible and irresponsible behavior in the workplace.
- D. Apply a positive work attitude in both the academic world and the real world.
- E. Develop honesty, respect, and integrity in work situations.
- F. Take independent action to engage in a task.
- G. Focus on a task to be accomplished.
- H. Demonstrate self-control.

Discussion Questions

- How do personal qualities affect performance?

INTERPERSONAL QUALITIES

Performance Indicator 1: Students relate to people of different ages and from diverse backgrounds.

Students will:

- A. Recognize and respect individual differences, races, genders, disabilities, and cultures.
- B. Identify the impact of stereotypes and prejudices.
- C. Participate in cooperative learning situations.
- D. Apply effective communication skills in various situations.
- E. Problem solve to resolve disagreements.
- F. Take responsibility for completing their own work as part of a team project.
- G. Teach a familiar task to others.

Discussion Questions

- Why is it necessary for individuals in the workplace to possess strong interpersonal skills?

TECHNOLOGY

Performance Indicator 1: Students demonstrate an awareness of the different types of technology available to them and of how technology affects society.

Students will:

- A. Use the computer as a tool for:
 1. Word processing
 2. Graphic design
 3. Gathering, organizing, and manipulating data and information (e.g., spreadsheet, database, Internet)
 4. Presentations
- B. Access different types of technology to accomplish a task.
- C. Identify the impact of technology on present and future life in the home, school, work, and community.
- D. Select the appropriate basic tools to complete a task.
- E. Practice simple troubleshooting techniques.

Discussion Questions

- What is the role of technology in the modern workplace?
- Why is it important to be computer literate in the 21st century?

MANAGING INFORMATION

Performance Indicator 1: Students describe the need for data and obtain data to make decisions.

Students will:

- A. Use research techniques to acquire data:
 1. Locate information in the library
 2. Access the Internet
 3. Conduct surveys and maintain tally
 4. Interview
 5. Record
 6. Take notes
 7. Outline
- B. Organize data through the use of:
 1. Graphic organizers
 2. Tables, graphs, and charts
 3. Interviews
 4. Available resources (e.g., community, natural, and human)
- C. Make informed decisions based on the documentation of data.
- D. File data, using alphabetical or numerical code.

Discussion Questions

- Why is it necessary to gather and document information?
- Why is the management of information important?

MANAGING RESOURCES

Performance Indicator 1: Students demonstrate an awareness of the knowledge, skills, abilities and resources needed to complete a task.

Students will:

- A. Utilize different techniques to acquire, use, and manage resources.
- B. Use planning strategies to carry out an activity:
 1. Use brainstorming techniques
 2. Manage time
 3. Inventory available materials
 4. Calculate finances
 5. Assign individuals to specific tasks
 6. Pose creative solutions to possible problems
 7. Implement a plan
 8. Assess a plan
 9. Improve the plan if necessary
- C. Perform tasks in order within time constraints.
- D. Estimate costs for a specific activity.

Discussion Questions

- What resources are available in your school and community to successfully carry out a planned activity?

SYSTEMS

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

Students will:

- A. Define a system.
- B. Identify the roles of people within a system (e.g., individual, worker, consumer).
- C. Demonstrate an understanding of basic systems in their lives:
 1. Social system (e.g., family, school, community)
 2. Technological system (e.g., computer, multimedia, and industry)
- D. Determine the relationship between goal setting and the organization of a system.
- E. Identify operational procedures within a system.
- F. Identify potential system problems.

Discussion Questions

- Why is it important to be able to identify the system within which one is working?
- What is your role within a system?
- How do you access a system to accomplish a task?



Career & Development Occupational Studies

Elementary Sample Activities

Standard 1

Career Development

and

Standard 3a

Universal Foundation Skills

ELEMENTARY □ ESSENTIAL □ QUESTIONS

Who am I?

Why do I need to learn?

How does my current learning prepare me for my life experiences?

Why do I need to work?

How do I find out what I need to know to become an effective worker?

What do I need to discover about myself that will allow me to handle change in the workplace?

Why is it important to interact with others?

How do I apply knowledge to become a successful worker in the 21st century?

ELEMENTARY ESSENTIAL QUESTIONS/SAMPLE ACTIVITIES OVERVIEW

| Essential Questions | Sample Activities | Page | CDOS and Possible Connecting Standards |
|---|--|----------|--|
| Who am I? | Me in the Future Me Bags | 16 17 | CDOS; ELA; SS; Arts CDOS |
| Why do I need to learn? | School as My Workplace Successful Workers | 20 21 | CDOS; SS CDOS; ELA; SS |
| How does my current learning prepare me for my life experiences? | Career Bags School Store | 24 25 | CDOS; ELA CDOS; ELA; SS |
| Why do I need to work? | Are You for Hire? Where Do I Learn? | 28 30 | CDOS; ELA CDOS; ELA |
| How do I find out what I need to know to become an effective worker? | Who Am I? The Interview | 32 33 | CDOS; Arts CDOS; ELA |
| What do I need to discover about myself that will allow me to handle change in the workplace? | Me, Even Better! Go with the Flow | 36 37 | CDOS; ELA CDOS; ELA |
| Why is it important to interact with others? | Helping Hands Friendship Train | 40 41 | CDOS; ELA; Arts CDOS; ELA; Arts |
| How do I apply knowledge to become a successful worker in the 21 st century? | Career Charts Career History Timeline | 44 45 | CDOS; ELA 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?

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): Who am I?

Title of Activity: Me in the Future

Estimated Time: 20–30 minutes

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 2 | 3 | 4 |

| | |
|---|---|
| <p>OBJECTIVE(S) Students will picture themselves as competent and successful.</p> | ELEMENTARY STANDARDS |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Class participates in a discussion of what makes someone successful or important. Discussion can include identification of specific people and their traits. Students imagine themselves as people who are successful or important. Students think about what they would be if they could be anything, or do anything they wanted, when they grow up. Students draw pictures of themselves as they want to be when they are adults, including the setting. Students decorate a paper briefcase to represent the type of job they would like to have when they grow up. Class discusses what students can do to become the type of people they have identified. Students write a story called “Me in 20 Years.” | Career Development (1) |
| | 1. Career Plan |
| | 2. Awareness of Interests, Aptitudes, and Abilities |
| | 3. Value of Work |
| | 4. Changing Nature of Workplace |
| | 5. Exploring Preferences |
| | 6. Relationship of Decision Making |
| | 7. Changing Roles |
| | Integrated Learning (2) |
| | 1. Identify academic knowledge and skills |
| | 2. Demonstrate differences |
| | 3. Solve problems |
| | 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"> Art paper Drawing and coloring materials | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Students can dress up as the person they want to be and give an oral presentation. “Me in 20 Years” can be used for older students or students with more advanced writing skills. | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Students communicate what they want to be when they grow up. Class discusses the positive aspects of the “future people” shared by the students. | |
| <p>SOURCE/CREDIT CDOS Writing Team.</p> | |

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): Who am I?

Title of Activity: Me Bags

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 2 | 3 | 4 |

Estimated Time: per student 5–10 minutes

| OBJECTIVE(S) | ELEMENTARY STANDARDS | |
|---|---|--|
| <p>Students will increase awareness of self and others.</p> | | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> • Students take home to parents a letter explaining that the students are working on a project to help the students better understand themselves and others by creating a “Me Bag.” They also take home a paper bag and a copy of the following “Make a Me Bag” instructions: <ul style="list-style-type: none"> ○ What words or things describe you? ○ Place at least three but not more than five things in a paper bag! Suggested items are photos, magazine pictures, souvenirs, small toys, things you collect, etc. ○ Bring this bag to school with you on Monday to share with the class! • During a sharing session in class, each student takes the items out of the bag and takes a few minutes to explain why he/she chose those items. • Students receive a copy of the class list and write one thing they heard each of their classmates share. | <p>Career Development (1)</p> <ol style="list-style-type: none"> 1. Career plan 2. Awareness of Interests, Aptitudes, and Abilities 3. Value of Work 4. Changing Nature of Workplace 5. Exploring Preferences 6. Relationship of Decision Making 7. Changing Roles <p>Integrated Learning (2)</p> <ol style="list-style-type: none"> 1. Identify academic knowledge and skills 2. Demonstrate differences 3. Solve problems <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 | <ul style="list-style-type: none"> • • |
| <p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> • Letter to parents • Instruction sheet • Brown paper bags (lunch size) | | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> • Activity is recommended for use at beginning of school year. | <p>POSSIBLE STANDARDS CONNECTIONS</p> | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> • Students communicate information among themselves. | <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</p> <p>Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p> | | |

Why Do I Need to Learn?

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): Why do I need to learn?

Title of Activity: School as My Workplace

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 2 | 3 | 4 |

Estimated Time: one week

| OBJECTIVE(S) | ELEMENTARY STANDARDS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------------------------------|--|-----------------------|--|---|---|--------------------------------------|---|--|--|--------------------------|---|------------------------------------|--|-------------------|--|--------------------------------|--|---|--|----------------------------|--|-------------------|--|---|--|-----------------|---|--------------------|---|-----------------------|---|-------------------------|---|---------------|--|-------------------------|--|-----------------------|--|------------|--|
| Students will identify their roles and responsibilities at school. Students will identify skills necessary for success at school. Students will self-evaluate school performance and select an area to improve. | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e91e63; color: white;"> <th colspan="2" style="text-align: center; padding: 5px;">Career Development (1)</th> </tr> <tr> <td style="padding: 5px;">1. Career Plan</td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;">2. Awareness of Interests, Aptitudes, and Abilities</td> <td style="text-align: center;">•</td> </tr> <tr> <td style="padding: 5px;">3. Value of Work</td> <td style="text-align: center;">•</td> </tr> <tr> <td style="padding: 5px;">4. Changing Nature of Workplace</td> <td></td> </tr> <tr> <td style="padding: 5px;">5. Exploring preferences</td> <td></td> </tr> <tr> <td style="padding: 5px;">6. Relationship of Decision Making</td> <td></td> </tr> <tr> <td style="padding: 5px;">7. Changing Roles</td> <td></td> </tr> <tr style="background-color: #e91e63; color: white;"> <th colspan="2" style="text-align: center; padding: 5px;">Integrated Learning (2)</th> </tr> <tr> <td style="padding: 5px;">1. Identify academic knowledge and skills</td> <td></td> </tr> <tr> <td style="padding: 5px;">2. Demonstrate differences</td> <td></td> </tr> <tr> <td style="padding: 5px;">3. Solve problems</td> <td></td> </tr> <tr style="background-color: #e91e63; color: white;"> <th colspan="2" style="text-align: center; padding: 5px;">Universal Foundation Skills (3a)</th> </tr> <tr> <td style="padding: 5px;">1. Basic Skills</td> <td style="text-align: center;">•</td> </tr> <tr> <td style="padding: 5px;">2. Thinking Skills</td> <td style="text-align: center;">•</td> </tr> <tr> <td style="padding: 5px;">3. Personal Qualities</td> <td style="text-align: center;">•</td> </tr> <tr> <td style="padding: 5px;">4. Interpersonal Skills</td> <td style="text-align: center;">•</td> </tr> <tr> <td style="padding: 5px;">5. Technology</td> <td></td> </tr> <tr> <td style="padding: 5px;">6. Managing Information</td> <td></td> </tr> <tr> <td style="padding: 5px;">7. Managing Resources</td> <td></td> </tr> <tr> <td style="padding: 5px;">8. Systems</td> <td></td> </tr> </table> | Career Development (1) | | 1. Career Plan | | 2. Awareness of Interests, Aptitudes, and Abilities | • | 3. Value of Work | • | 4. Changing Nature of Workplace | | 5. Exploring preferences | | 6. Relationship of Decision Making | | 7. Changing Roles | | Integrated Learning (2) | | 1. Identify academic knowledge and skills | | 2. Demonstrate differences | | 3. Solve problems | | 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 | |
| Career Development (1) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Career Plan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Awareness of Interests, Aptitudes, and Abilities | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Value of Work | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Changing Nature of Workplace | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Exploring preferences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Relationship of Decision Making | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Changing Roles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Integrated Learning (2) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Identify academic knowledge and skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Demonstrate differences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Solve problems | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DESCRIPTION OF ACTIVITY <ul style="list-style-type: none"> Students create a “school as my workplace” book. Students are photographed demonstrating appropriate school behavior: independent work, large group participation, school rules, cooperative learning, and organizational skills (e.g., clean desk). Students glue photographs to blank book pages and add descriptive text identifying what is happening. (The teacher would do this in kindergarten, and the students would do this in grades 1 and 2.) Class reads <i>Curious George Gets a Job</i> by H. A. Rey and <i>Arthur Babysits</i> by Marc Brown. Class identifies skills needed to do each job in each book, and charts a comparison between the job skills identified in the literary works and the students’ job skills in school. Class creates a class/personal contract of what skills will be used and valued in the class. Students complete self-evaluation weekly on the basis of the contract. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATERIALS/RESOURCES <ul style="list-style-type: none"> Blank books/paper Camera and film or digital camera and computer Laminator Contract form Self-evaluation form | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COMMENTS/MODIFICATIONS <ul style="list-style-type: none"> This activity was used in a primary special education class. Modifications include adults helping with bookmaking and writing. | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e91e63; color: white;"> <th colspan="2" style="text-align: center; padding: 5px;">POSSIBLE STANDARDS CONNECTIONS</th> </tr> <tr> <td style="padding: 5px;">English Language Arts</td> <td></td> </tr> <tr> <td style="padding: 5px;">Languages Other than English</td> <td></td> </tr> <tr> <td style="padding: 5px;">Mathematics, Science, and Technology</td> <td></td> </tr> <tr> <td style="padding: 5px;">Health, Physical Education, and Family and Consumer Sciences</td> <td></td> </tr> <tr> <td style="padding: 5px;">Social Studies</td> <td style="text-align: center;">•</td> </tr> <tr> <td style="padding: 5px;">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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 <ul style="list-style-type: none"> Students complete and use their books as a reminder for appropriate behavior-reference tool. Students complete weekly self-evaluation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOURCE/CREDIT Submitted by Tricia Dosiek, Peru Northside Elementary School, Peru Central School District. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): Why do I need to learn? How does my current learning prepare me for life experiences? How do I find out what I need to know to become an effective worker?

Title of Activity: Successful Workers

Estimated Time: two weeks

| GRADE | | | | | | | | | |
|---|---|---|---|---|---|--|--|--|--|
| K | 1 | 2 | 3 | 4 | | | | | |
| <p>OBJECTIVE(S) Students will describe their parents' workplaces and identify skills needed. Students will describe their responsibilities at school and identify skills needed. Students will connect skills learned and applied at school to skills applied at work.</p> | | | | | ELEMENTARY STANDARDS | | | | |
| <p>DESCRIPTION OF ACTIVITY Students discover the connection between school-based skills and work-based skills. Interviewing, brainstorming, summarizing, and creating documents lead students to realize that the skills they are developing at school will help them to become successful and effective lifelong workers.</p> <ul style="list-style-type: none"> • Students work collectively to identify interview questions to ask their parents about their jobs and the skills that they need in those jobs. • Students interview their parents, summarize results, and chart the number of times specific skills are needed in their parents' jobs. • Students brainstorm the skills they use in the classroom. • Students use the results of the parent interviews and class brainstorming to create a classroom poster of the Universal Foundation Skills. • As a culminating activity, students create a book for their kindergarten "buddy" class that identifies the skills necessary for kindergarten students to develop so that they, too, can become successful workers. | | | | | Career Development (1) | | | | |
| | | | | | 1. Career Plan | | | | |
| | | | | | 2. Awareness of Interests, Aptitudes, and Abilities | | | | |
| | | | | | 3. Value of Work | | | | |
| | | | | | 4. Changing Nature of Workplace | | | | |
| | | | | | 5. Exploring Preferences | | | | |
| | | | | | 6. Relationship of Decision Making | | | | |
| | | | | | 7. Changing Roles | | | | |
| | | | | | Integrated Learning (2) | | | | |
| | | | | | 1. Identify academic knowledge and skills | | | | |
| | | | | | 2. Demonstrate differences | | | | |
| | | | | | 3. Solve problems | | | | |
| | | | | | 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 | | | | | | | | | |
| MATERIALS/RESOURCES | | | | | | | | | |
| <ul style="list-style-type: none"> • "Parent Career Interview" form (see page 22) • Poster paper • Camera • Computer | | | | | | | | | |
| COMMENTS/MODIFICATIONS | | | | | | | | | |
| <ul style="list-style-type: none"> • Students can present their parents to the class after the interviewing process (an advanced show-and-tell activity). • This activity serves as a springboard for creation of "Classroom Career Book." | | | | | | | | | |
| ASSESSMENT/EVALUATION | | | | | | | | | |
| <ul style="list-style-type: none"> • ELA writing rubric is used for summary of interviews. • Teacher observation and rubric are used to evaluate group work. | | | | | | | | | |
| SOURCE/CREDIT | | | | | | | | | |
| Submitted by Tricia Dosiek, Peru Northside Elementary School, Peru Central School District. | | | | | | | | | |

Parent Career Interview

Name _____

Name of Person Being Interviewed _____

Where do you work? _____

What is your job title? _____

What is your job description? _____

What skills do you use at work? _____

personal: _____

technical: _____

What did you learn in school that helps you do your job? _____

What is the easiest part of your job? _____

What is the hardest part of your job? _____

Why is your job important to you and others? _____

What should I do now to be successful in a future career? _____

How Does My Current Learning Prepare Me for My Life Experiences?

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): Why do I need to learn? How does my current learning prepare me for life experiences?

Title of Activity: Career Bags

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 2 | 3 | 4 |

Estimated Time: per student 10–20 minutes

| OBJECTIVE(S) | ELEMENTARY STANDARDS | |
|---|--|---|
| <p>Students will identify capabilities and strengths they have that are necessary for a job in which they are interested.</p> | Career Development (1) | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Students write on pieces of paper five words that best describe them (e.g., <i>organized, efficient</i>). Students identify a particular career of interest and five objects (e.g., tools, props), or pictures of those objects, that represent that career. Students put the five pieces of paper and the career objects in a bag. Teacher empties each bag, and students try to identify the owner of those items. (Students rely on what they've learned about each other over the course of the year.) When a bag is matched to its owner, owner explains his/her choice of words and career. As the owner of each bag is identified, a class chart is made to show which careers interest the students. | 1. Career Plan | |
| | 2. Awareness of Interests, Aptitudes, and Abilities | • |
| | 3. Value of Work | • |
| | 4. Changing Nature of Workplace | |
| | 5. Exploring Preferences | |
| | 6. Relationship of Decision Making | |
| | 7. Changing Roles | |
| | Integrated Learning (2) | |
| | 1. Identify academic knowledge and skills | • |
| | 2. Demonstrate differences | |
| | 3. Solve problems | |
| | 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>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Bags Paper Magazines or other sources of pictures, toy objects | POSSIBLE STANDARDS CONNECTIONS | |
| | English Language Arts | • |
| | Languages Other than English | |
| | Mathematics, Science, and Technology | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> This activity is most successful when a class has had many experiences talking about their future goals, career choices, etc. It is a good follow-up to the “Me Bags” activity. | Health, Physical Education, and Family and Consumer Sciences | |
| | Social Studies | |
| | The Arts | |
| | | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Students can create a large-scale graph to show which careers were chosen. Students communicate to others what skills they feel they have developed and how those skills will help them. | | |
| | | |
| <p>SOURCE/CREDIT</p> <p>Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p> | | |

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): Why do I need to learn? How does my current learning prepare me for life experiences?

Title of Activity: School Store

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 2 | 3 | 4 |

Estimated Time: setup/practice – 1 week, then annually

| | ELEMENTARY STANDARDS | |
|---|--|--|
| <p>OBJECTIVE(S) Students will gain life experiences in the world of work within a school-business setting.</p> | <p>Career Development (1)</p> <p>1. Career Plan</p> | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> The school store is housed in a 4th-grade classroom. It contains school supplies, which are sold to the students. Inventory and prices are preset by the teacher. Students hold various jobs at the store. Week 1: The project is explained to the students. Jobs and skills are identified, defined, and practiced—purchasing through catalogs, selling to customers (role-play), inventory evaluation (setting a maximum volume and evaluating needs), money management (e.g., making change), receipt writing (role-play), and scheduling workers. Weeks 2-40: Under teacher mentoring, students run the school store the first 15 minutes of each day. Daily: Students record inventory and money received. Weekly: Students evaluate the need to order products. Monthly: Students “deposit” money in school safe. End of Year: Students project needs for next year and order inventory. | <p>2. Awareness of Interests, Aptitudes, and Abilities</p> <p>3. Value of Work</p> <p>4. Changing Nature of Workplace</p> <p>5. Exploring Preferences</p> <p>6. Relationship of Decision Making</p> <p>7. Changing Roles</p> <p>Integrated Learning (2)</p> <p>1. Identify academic knowledge and skills</p> <p>2. Demonstrate differences</p> <p>3. Solve problems</p> <p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills</p> | |
| | <p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> School supply catalog School store cupboard Receipts Cash box Start-up money | <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"> The store can be operated under the direction of a parent volunteer, teacher, or teaching assistant. | <p style="text-align: center;">POSSIBLE STANDARDS CONNECTIONS</p> <p>English Language Arts</p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology</p> |
| | <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Databases showing monthly profit margins are maintained. Inventory control (weekly, monthly, annually) is maintained. | <p>Health, Physical Education, and Family and Consumer Sciences</p> <p>Social Studies</p> <p>The Arts</p> |
| | <p>SOURCE/CREDIT Submitted by Tricia Dosiek, Peru Northside Elementary School, Peru Central School District.</p> | |

Why Do I Need to Work?

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): Why do I need to work?

Title of Activity: Are You for Hire?

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 2 | 3 | 4 |

Estimated Time: 20–30 minutes

| | | |
|---|---|---|
| <p>OBJECTIVE(S) Students will identify and express their roles in the classroom. Students will compare job roles of the school and workplace.</p> | ELEMENTARY STANDARDS | |
| <p>DESCRIPTION OF ACTIVITY Throughout the school year, students will hold different classroom jobs (e.g., clerk, botanist, custodian, host). The initial instruction on this project will provide students with guidance on job selection, application, and evaluation. Days 1 & 2:</p> <ul style="list-style-type: none"> Teacher discusses the importance of classroom jobs and gives an overview of the jobs available to them in the classroom. Teacher models how each job should be done and explains where to find the tools and how to complete the necessary steps and procedures. <p>Day 3:</p> <ul style="list-style-type: none"> Students complete “This Is How I Feel About My Skills” form. Students think about classroom jobs for which they feel qualified. Students complete an application for the job(s) of interest. <p>Day 4:</p> <ul style="list-style-type: none"> Students are assigned jobs. <p>Ongoing:</p> <ul style="list-style-type: none"> Students complete a self-assessment upon completion of their job. Teacher confers with students on how they handled their jobs. Students train other students ,who will replace them. | Career Development (1) | |
| | 1. Career Plan | • |
| | 2. Awareness of Interests, Aptitudes, and Abilities | • |
| | 3. Value of Work | • |
| | 4. Changing Nature of Workplace | • |
| | 5. Exploring Preferences | • |
| | 6. Relationship of Decision Making | • |
| | 7. Changing Roles | • |
| | Integrated Learning (2) | |
| | 1. Identify academic knowledge and skills | • |
| | 2. Demonstrate differences | • |
| | 3. Solve problems | • |
| | 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"> “This Is How I Feel About My Skills” form (see page 29) | | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> This activity is recommended for the very beginning of the school year. It is recommended that students hold jobs for periods of two to three weeks. | | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Students train other students, who will replace them (job-shadowing concept). | | |
| <p>SOURCE/CREDIT Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p> | | |

This Is How I Feel About My Skills

Name _____

Date _____

DIRECTIONS: Draw an arrow to the YES. Make it a long arrow if the statement is always true, and a short arrow if it is only sometimes true.

- | | | |
|---|---|-----|
| ❖ I am good at organizing materials. | • | YES |
| ❖ I like to figure out problems. | • | YES |
| ❖ I like to write about my ideas. | • | YES |
| ❖ I like to solve number problems (+ -). | • | YES |
| ❖ I am good at talking in front of a group. | • | YES |
| ❖ I am a good record keeper. | • | YES |
| ❖ I like working by myself. | • | YES |
| ❖ I like working with a group. | • | YES |
| ❖ When I'm working, noise bothers me. | • | YES |
| ❖ I prefer to move around and talk rather than to work quietly. | • | YES |

Name one to three of your favorite classroom jobs. _____

If you could take over a job at the school for a day, what would it be? Why? _____

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): Why do I need to work?

Title of Activity: Where Do I Learn?

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 1 | 2 | 4 |

Estimated Time: minimum of 20 minutes

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------|---|---|---|--------------------------------------|---|--|--|--------------------------|--|------------------------------------|--|-------------------|--|---|--|----------------------------|--|-------------------|--|-----------------|--|--------------------|---|-----------------------|---|-------------------------|---|---------------|--|-------------------------|--|-----------------------|--|------------|---|
| <p>OBJECTIVE(S) Students will describe activities in which learning occurs inside and outside school.</p> | ELEMENTARY STANDARDS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher introduces the activity, explaining that the students are going to be investigating jobs (or responsibilities) that they have at home and at school to determine if the jobs are similar or different. Teacher explains that the students will be using Venn diagrams to graphically represent where jobs occur. (If students have not had experience with Venn diagrams, the teacher should introduce the diagrams at this time.) Students, as a group, identify a job that occurs only at school, one that occurs only at home, and one that occurs in both. The name of each job is placed in the appropriate place on a large Venn diagram. After the class completes this example, students work independently. Each student is given a blank Venn diagram to enter all the jobs (or responsibilities) they have at home and at school. (This is a good activity for students to take home and work on with their parents.) Students bring the diagrams back to the classroom to share. Have students work in groups of three or four to share their Venn diagrams and to make a group list of jobs they do both at home and at school. Class discusses the number and types of jobs they have at both home and school. Class discusses why that is important. | <p>Career Development (1)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">1. Career Plan</td><td style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">2. Awareness of Interests, Aptitudes, and Abilities</td><td style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">3. Value of Work</td><td style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">4. Changing Nature of Workplace</td><td></td></tr> <tr><td style="padding: 2px;">5. Exploring Preferences</td><td></td></tr> <tr><td style="padding: 2px;">6. Relationship of Decision Making</td><td></td></tr> <tr><td style="padding: 2px;">7. Changing Roles</td><td></td></tr> </table> <p>Integrated Learning (2)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">1. Identify academic knowledge and skills</td><td></td></tr> <tr><td style="padding: 2px;">2. Demonstrate differences</td><td></td></tr> <tr><td style="padding: 2px;">3. Solve problems</td><td></td></tr> </table> <p>Universal Foundation Skills (3a)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">1. Basic Skills</td><td></td></tr> <tr><td style="padding: 2px;">2. Thinking Skills</td><td style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">3. Personal Qualities</td><td style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">4. Interpersonal Skills</td><td style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">5. Technology</td><td></td></tr> <tr><td style="padding: 2px;">6. Managing Information</td><td></td></tr> <tr><td style="padding: 2px;">7. Managing Resources</td><td></td></tr> <tr><td style="padding: 2px;">8. Systems</td><td style="text-align: center;">•</td></tr> </table> | 1. Career Plan | • | 2. Awareness of Interests, Aptitudes, and Abilities | • | 3. Value of Work | • | 4. Changing Nature of Workplace | | 5. Exploring Preferences | | 6. Relationship of Decision Making | | 7. Changing Roles | | 1. Identify academic knowledge and skills | | 2. Demonstrate differences | | 3. Solve problems | | 1. Basic Skills | | 2. Thinking Skills | • | 3. Personal Qualities | • | 4. Interpersonal Skills | • | 5. Technology | | 6. Managing Information | | 7. Managing Resources | | 8. Systems | • |
| | 1. Career Plan | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2. Awareness of Interests, Aptitudes, and Abilities | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3. Value of Work | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4. Changing Nature of Workplace | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5. Exploring Preferences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 6. Relationship of Decision Making | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7. Changing Roles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Identify academic knowledge and skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2. Demonstrate differences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3. Solve problems | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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"> Chart paper Venn diagram form | POSSIBLE STANDARDS CONNECTIONS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Students with special needs can buddy up with a partner, tape-record responses, or work with a parent or older sibling at home. This activity should also emphasize that learning is a continuous, interrelated process. | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">English Language Arts</td><td style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">Languages Other than English</td><td></td></tr> <tr><td style="padding: 2px;">Mathematics, Science, and Technology</td><td></td></tr> <tr><td style="padding: 2px;">Health, Physical Education, and Family and Consumer Sciences</td><td></td></tr> <tr><td style="padding: 2px;">Social Studies</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 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | English Language Arts | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Languages Other than English | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Mathematics, Science, and Technology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health, Physical Education, and Family and Consumer Sciences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Students identify related tasks at home and school. Students self-evaluate how well they do the tasks. | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">The Arts</td><td></td></tr> </table> | The Arts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | The Arts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>SOURCE/CREDIT Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

How Do I Find Out What I Need to Know to Become an Effective Worker?

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): How do I find out what I need to know to become an effective worker?

Title of Activity: Who Am I?

Estimated Time: 20–25 minutes

| GRADE | | | | | | | | | |
|--|---|---|---|---|--|--|--|--|--|
| K | 1 | 2 | 3 | 4 | | | | | |
| <p>OBJECTIVE(S) Students will identify tasks for which people are responsible in various positions.</p> | | | | | ELEMENTARY STANDARDS | | | | |
| | | | | | <p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Awareness of Interests, Aptitudes, and Abilities</p> <p>3. Value of Work</p> <p>4. Changing Nature of Workplace</p> <p>5. Exploring Preferences</p> <p>6. Relationship of Decision Making</p> <p>7. Changing Roles</p> <p>Integrated Learning (2)</p> <p>1. Identify academic knowledge and skills</p> <p>2. Demonstrate differences</p> <p>3. Solve problems</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>DESCRIPTION OF ACTIVITY Using photographs or magazine pictures, students will participate in an independent activity matching pictures of workers with job descriptions and job titles.</p> <ul style="list-style-type: none"> Teacher gathers a collection of photographs or magazine pictures of people working at different jobs. Teacher writes a job description and a job title for each job on separate pieces of paper. All descriptions end with “Who Am I?” Students work independently to match the pictures with the job descriptions and job titles. Students tape or glue each picture, job description, and job title on a separate piece of paper with the picture on top, the job description placed below the picture, and the job title placed below the job description. Using these pages, students create their own booklet of careers and job titles. | | | | | | | | | |
| <p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Pictures of various workers “Who Am I?” job descriptions Job titles Paper for books, and bookbinding materials | | | | | | | | | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> This activity can be made into an interactive bulletin board display using string cards and hooks to match. Create a self-correcting booklet in which students can check work. | | | | | POSSIBLE STANDARDS CONNECTIONS | | | | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Students will demonstrate knowledge about workers through matching activity. Evaluation of final product is based upon established rubric. | | | | | English Language Arts | | | | |
| | | | | | Languages Other than English | | | | |
| | | | | | Mathematics, Science, and Technology | | | | |
| | | | | | Health, Physical Education, and Family and Consumer Sciences | | | | |
| | | | | | Social Studies | | | | |
| | | | | | The Arts | | | | |
| | | | | | | | | | |
| <p>SOURCE/CREDIT Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p> | | | | | | | | | |

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): How do I find out what I need to know to become an effective worker?

Title of Activity: The Interview

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 2 | 3 | 4 |

Estimated Time: 30 minutes

| | ELEMENTARY STANDARDS |
|--|--|
| <p>OBJECTIVE(S) Students will examine and illustrate characteristics, interests, and abilities of others.</p> | <p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Awareness of Interests, Aptitudes, and Abilities</p> <p>3. Value of Work</p> <p>4. Changing Nature of Workplace</p> <p>5. Exploring Preferences</p> <p>6. Relationship of Decision Making</p> <p>7. Changing Roles</p> <p>Integrated Learning (2)</p> <p>1. Identify academic knowledge and skills</p> <p>2. Demonstrate differences</p> <p>3. Solve problems</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>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher explains that students will be interviewing a classmate and drawing a picture of that person, incorporating what they learned about the person. Teacher assigns each student a partner. Students determine what they want to know about their classmates (e.g., family members, pets, favorite foods, favorite games, favorite thing to do in school, favorite TV show). Students create a list of questions that all will ask their partners (e.g., What is your idea of a perfect Saturday afternoon? If you had three wishes, what would they be? What is the best thing that ever happened to you?). Each student interviews his/her partner. Students make pictures of their partners. They incorporate what they have found out about the person into their picture. Students show their pictures and tell the class about the person they interviewed. | <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>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Interview sheet Drawing paper Crayons Markers | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> As a preparation activity for parents' career talks, each student should "introduce" the student he/she interviewed to the class. | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Students interview and draw pictures of each other. | |
| <p>SOURCE/CREDIT CDOS Writing Team.</p> | |

What Do I Need to
Discover About Myself
That Will Allow Me to
Handle Change in the
Workplace?

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): What do I need to discover about myself that will allow me to handle change in the workplace?

Title of Activity: Me, Even Better!

Estimated Time: can be done in 20 minutes on a weekly or monthly basis

| GRADE | | | | | | | |
|---|---|---|---|---|--|--|---|
| K | 1 | 2 | 3 | 4 | | | |
| <p>OBJECTIVE(S) Students will examine and modify their behavior, as necessary.</p> | | | | | ELEMENTARY STANDARDS | | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher discusses with students the fact that everyone wants to improve something they do and they can accomplish this by setting specific goals and working toward those goals. Teacher asks the students to think of something they would like to know how to do better. Students identify their desired goals. The teacher confers with each student to make sure the goals are reasonable. After the goals are recorded for each student, the teacher discusses with the class how to establish a plan to reach the goals. Emphasize that the plan must include the following: <ul style="list-style-type: none"> What they want to be able to do How they need to practice the new behavior When they will know they can do the new thing Students write their plans. Teacher makes sure that each student's goals and plans are reasonable. Teacher frequently asks students, individually, how their plans are working. Teacher helps students revise their plans or goals at any time it seems necessary. | | | | | Career Development (1) | | |
| | | | | | 1. Career Plan | | • |
| | | | | | 2. Awareness of Interests, Aptitudes, and Abilities | | • |
| | | | | | 3. Value of Work | | • |
| | | | | | 4. Changing Nature of Workplace | | |
| | | | | | 5. Exploring Preferences | | |
| | | | | | 6. Relationship of Decision Making | | |
| | | | | | 7. Changing Roles | | |
| | | | | | Integrated Learning (2) | | |
| | | | | | 1. Identify academic knowledge and skills | | |
| | | | | | 2. Demonstrate differences | | |
| | | | | | 3. Solve problems | | |
| | | | | | 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>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Paper Pencil | | | | | POSSIBLE STANDARDS CONNECTIONS | | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> For nonverbal/special needs students, create Popsicle stick faces as a way to participate in the activity. | | | | | English Language Arts | | • |
| | | | | | Languages Other than English | | |
| | | | | | Mathematics, Science, and Technology | | |
| | | | | | Health, Physical Education, and Family and Consumer Sciences | | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Students develop plans for achieving a desired goal. | | | | | Social Studies | | |
| | | | | | The Arts | | |
| <p>SOURCE/CREDIT Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District,.</p> | | | | | | | |

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): What do I need to discover about myself that will allow me to handle change in the workplace?

Title of Activity: Go with the Flow

Estimated Time: 30 minutes

| GRADE | | | | | | | | | |
|---|---|---|---|---|---|--|--|--|--|
| K | 1 | 2 | 3 | 4 | | | | | |
| <p>OBJECTIVE(S) Students will identify things they can change and things they cannot change.</p> | | | | | ELEMENTARY STANDARDS | | | | |
| | | | | | <p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Awareness of Interests, Aptitudes, and Abilities</p> <p>3. Value of Work</p> <p>4. Changing Nature of Workplace</p> <p>5. Exploring Preferences</p> <p>6. Relationship of Decision Making</p> <p>7. Changing Roles</p> | | | | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher reads a fable about change to the class. Students discuss the main character’s actions and the consequences of those actions (e.g., how they handled the changing situation). Students name things they can change (e.g., our own behavior, what we say, how we treat others, how we do our assignments). Teacher lists the students’ ideas on chart paper. On a second list, ask students to name things they cannot change (e.g., the behavior of other people, what other people say, the weather, physical characteristics). | | | | | <p>Integrated Learning (2)</p> <p>1. Identify academic knowledge and skills</p> <p>2. Demonstrate differences</p> <p>3. Solve problems</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"> Chart paper Markers | | | | | POSSIBLE STANDARDS CONNECTIONS | | | | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Look at a series of books that focus on change as a central theme. Examples include: <i>The Berenstain Bears</i> (K) <i>The Polk Street Kids</i> (upper 2nd - 4th) <i>Molly’s Pilgrim</i> (3rd - 4th grade) | | | | | <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"> Students have identified behaviors that can be changed and some that cannot be changed. | | | | |
| <p>SOURCE/CREDIT CDOS Writing Team.</p> | | | | | | | | | |

Why Is It Important to Interact with Others?

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): Why is it important to interact with others?

Title of Activity: Helping Hands

Estimated Time: 30 minutes

| GRADE | | | | | | | | | |
|--|---|---|---|---|---|--|--|--|--|
| K | 1 | 2 | 3 | 4 | | | | | |
| <p>OBJECTIVE(S) Students will gain knowledge of how people help each other.</p> | | | | | ELEMENTARY STANDARDS | | | | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher introduces the activity by leading a class discussion about helping other people. Teacher explains that students will be role-playing different helping situations. If the students have never role-played, the teacher needs to provide guidance. Teacher prepares “Helping Hands” cards ahead of time. Examples include: <ul style="list-style-type: none"> Sue is crying on the playground. Tim is a new boy in class. Juan has lost his hat. Natasha has misplaced her gloves. Students take turns picking a card. The teacher reads the card and asks the class, “What would you do to help?” Students can role-play, using the “Helping Hands” cards. | | | | | Career Development (1) | | | | |
| | | | | | 1. Career Plan | | | | |
| | | | | | 2. Awareness of Interests, Aptitudes, and Abilities | | | | |
| | | | | | 3. Value of Work | | | | |
| | | | | | 4. Changing Nature of Workplace | | | | |
| | | | | | 5. Exploring Preferences | | | | |
| | | | | | 6. Relationship of Decision Making | | | | |
| | | | | | 7. Changing Roles | | | | |
| | | | | | Integrated Learning (2) | | | | |
| | | | | | 1. Identify academic knowledge and skills | | | | |
| | | | | | 2. Demonstrate differences | | | | |
| | | | | | 3. Solve problems | | | | |
| | | | | | 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"> “Helping Hands” cards | | | | | | | | | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> This can be done several times throughout the year. It is a good springboard to help resolve conflict and build social skills. This activity can be adjusted to a “what if” situation in which students are asked how they would respond in situations that require a judgment call. | | | | | | | | | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Teacher evaluates role-play. Teacher evaluates classroom participation. | | | | | | | | | |
| <p>SOURCE/CREDIT CDOS Writing Team.</p> | | | | | | | | | |

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): Why is it important to interact with others?

Title of Activity: Friendship Train

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 2 | 3 | 4 |

Estimated Time: 20 minutes

| OBJECTIVE(S) | ELEMENTARY STANDARDS | |
|--|--|--|
| <p>Students will identify characteristics of a friend. Students will identify a friend(s) in class.</p> | <p>Career Development (1)</p> <p>1. Career Plan</p> | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Class describes a train and discusses how train cars connect to become a whole. Class discusses how each student is like a train car and the class is like the whole train. Teacher asks students, "What kind of person would you choose to accompany you on a train ride?" and "Why would you choose this person?" Students discuss positive qualities of friends. Teacher writes these ideas on the board or chart paper. Students draw pictures of themselves with a friend(s) on a train ride. Teacher attaches pictures to a wall-mounted train. | <p>2. Awareness of Interests, Aptitudes, and Abilities</p> <p>3. Value of Work</p> <p>4. Changing Nature of Workplace</p> <p>5. Exploring Preferences</p> <p>6. Relationship of Decision Making</p> <p>7. Changing Roles</p> <p>Integrated Learning (2)</p> <p>1. Identify academic knowledge and skills</p> <p>2. Demonstrate differences</p> <p>3. Solve problems</p> <p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills •</p> <p>2. Thinking Skills •</p> | |
| | <p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Large paper train on wall Poster paper Crayons | <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"> This activity is recommended for middle to end of school year. Take photographs of students engaged in "friendship" activities. Students can verbalize/explain pictures. | <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> </p> |
| | | <p> </p> |
| | <p>SOURCE/CREDIT</p> <p>CDOS Writing Team.</p> | <p> </p> |

How Do I Apply Knowledge to Become a Successful Worker in the 21st Century?

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): How do I apply knowledge to become a successful worker in the 21st century?

Title of Activity: Career Charts

Estimated Time: per visit 20–30 minutes

| GRADE | | | | | | | |
|--|---|---|---|---|--|--|---|
| K | 1 | 2 | 3 | 4 | | | |
| <p>OBJECTIVE(S) Students will connect what they learn in school to what people need in their jobs.</p> | | | | | ELEMENTARY STANDARDS | | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Students write letters to parents, and/or local businesspeople to invite them to come to the classroom to talk about their careers. If students have not learned to write business letters, provide instruction now. Class determines what information should be included in each letter. Students create a list of appropriate questions to ask the visitors after they speak. Students take notes during presentations and question-and-answer sessions. Students take Polaroid or digital picture of each visitor. Each student completes an information sheet on one speaker, describing the job and the skills used. Students combine pages in “Classroom Career Book.” | | | | | Career Development (1) | | |
| | | | | | 1. Career Plan | | • |
| | | | | | 2. Awareness of Interests, Aptitudes, and Abilities | | |
| | | | | | 3. Value of Work | | • |
| | | | | | 4. Changing Nature of Workplace | | • |
| | | | | | 5. Exploring Preferences | | |
| | | | | | 6. Relationship of Decision Making | | |
| | | | | | 7. Changing Roles | | • |
| | | | | | Integrated Learning (2) | | |
| | | | | | 1. Identify academic knowledge and skills | | • |
| | | | | | 2. Demonstrate differences | | |
| | | | | | 3. Solve problems | | |
| | | | | | 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>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Polaroid or digital camera Interview sheets Cover paper for “Classroom Career Book” | | | | | POSSIBLE STANDARDS CONNECTIONS | | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Questions can be sent to speakers prior to the presentation dates. | | | | | English Language Arts | | • |
| | | | | | Languages Other than English | | |
| | | | | | Mathematics, Science, and Technology | | |
| | | | | | Health, Physical Education, and Family and Consumer Sciences | | |
| | | | | | Social Studies | | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Students will complete and discuss post-interview form. They will create a chart of skills that the visitors spoke about. | | | | | The Arts | | |
| <p>SOURCE/CREDIT Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p> | | | | | | | |

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s): How do I apply knowledge to become a successful worker in the 21st century? What do I need to discover about myself that will allow me to handle change in the workplace?

Title of Activity: Career History Timeline

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 2 | 3 | 4 |

Estimated Time: Year-long

| | ELEMENTARY STANDARDS |
|--|--|
| <p>OBJECTIVE(S) Students will discover the changing roles of men and women through time. Students will identify how they change roles throughout their lifetime.</p> | <p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Awareness of Interests, Aptitudes, and Abilities</p> <p>3. Value of Work</p> <p>4. Changing Nature of Workplace</p> <p>5. Exploring Preferences</p> <p>6. Relationship of Decision Making</p> <p>7. Changing Roles</p> <p>Integrated Learning (2)</p> <p>1. Identify academic knowledge and skills</p> <p>2. Demonstrate differences</p> <p>3. Solve problems</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>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> As students study New York State and United States history, they identify the careers of men and women, using a timeline. The timeline is set up across the top of the room as a growing timeline; eras are added as they are studied. (As added discussion within each unit, careers with changing roles are identified.) Students write/draw/cut out pictures of each career and place them on the timeline. At the end of the year, the class has a visual history of careers throughout time. | <p style="text-align: center;">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>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Timeline poster paper Social studies text Related trade books | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Students can make storybooks and chapter books. Students can role-play careers throughout history. Students can present a "History Career Fair." | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Student discussion and participation are evaluated. Student writings/drawings/role-play are evaluated. | |
| <p>SOURCE/CREDIT Submitted by Tricia Dosiek, Peru Northside Elementary School, Peru Central School District.</p> | |

Cross Reference Checklist

Elementary 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. Me in the Future | ✓ | | ✓ | ✓ | | | | ✓ | ✓ |
| 2. Me Bags | ✓ | | ✓ | | | | | | |
| 3. School as My Workplace | ✓ | | ✓ | | | | | ✓ | |
| 4. Successful Workers | ✓ | | ✓ | ✓ | | | | ✓ | |
| 5. Career Bags | ✓ | ✓ | ✓ | ✓ | | | | | |
| 6. School Store | ✓ | | ✓ | ✓ | | | | ✓ | |
| 7. Are You for Hire? | ✓ | | ✓ | ✓ | | | | | |
| 8. Where Do I Learn? | ✓ | | ✓ | ✓ | | | | | |
| 9. Who Am I? | ✓ | ✓ | ✓ | | | | | | ✓ |
| 10. The Interview | ✓ | | ✓ | ✓ | | | | | |
| 11. Me, Even Better! | ✓ | | ✓ | ✓ | | | | | |
| 12. Go with the Flow | ✓ | | ✓ | ✓ | | | | | |
| 13. Helping Hands | | | ✓ | ✓ | | | | | ✓ |
| 14. Friendship Train | | | ✓ | ✓ | | | | | ✓ |
| 15. Career Charts | ✓ | ✓ | ✓ | ✓ | | | | | |
| 16. Career History Timeline | ✓ | | ✓ | ✓ | | | | ✓ | |

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