



# Career & Development Occupational Studies

## Elementary 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

# ELEMENTARY SAMPLE ACTIVITY

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

**Title of Activity:** Celebration of Writing

GRADE				
K	1	2	3	4

**Estimated Time:** monthlong/yearlong unit

<b>OBJECTIVE(S)</b>	<b>ELEMENTARY STANDARDS</b>																																																								
<p>Students will experience the roles of being a published author and illustrator.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e91e63; color: white;"> <th style="text-align: left; padding: 2px;">Career Development (1)</th> <th style="width: 20px;"></th> </tr> <tr><td style="padding: 2px;">1. Career Plan</td><td></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 style="text-align: center;">•</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> <tr style="background-color: #e91e63; color: white;"> <th style="text-align: left; padding: 2px;">Integrated Learning (2)</th> <th></th> </tr> <tr><td style="padding: 2px;">1. Identify academic knowledge and skills</td><td style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">2. Demonstrate differences</td><td></td></tr> <tr><td style="padding: 2px;">3. Solve problems</td><td style="text-align: center;">•</td></tr> <tr style="background-color: #e91e63; color: white;"> <th style="text-align: left; padding: 2px;">Universal Foundation Skills (3a)</th> <th></th> </tr> <tr><td style="padding: 2px;">1. Basic Skills</td><td style="text-align: center;">•</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 style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">6. Managing Information</td><td style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">7. Managing Resources</td><td style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">8. Systems</td><td style="text-align: center;">•</td></tr> <tr style="background-color: #e91e63; color: white;"> <th style="text-align: center; padding: 2px;">POSSIBLE STANDARDS CONNECTIONS</th> <th></th> </tr> <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 style="text-align: center;">•</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 style="text-align: center;">•</td></tr> <tr><td style="padding: 2px;">The Arts</td><td style="text-align: center;">•</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	•	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><b>DESCRIPTION OF ACTIVITY</b></p> <p>Students will know the thrill of becoming an actual published author and illustrator.</p> <ul style="list-style-type: none"> <li>Teacher discusses the different genres of books.</li> <li>Students analyze different types of books and identify the various components of a book (e.g., story, illustrations, cover). Teacher and students create a rubric for a children’s book.</li> <li>Local bookstore owner, artist, author, graphic designer, and printer are invited to class to discuss their roles in making children’s books.</li> <li>Teacher introduces/models the writing process (i.e., brainstorm, write rough draft, edit, write final copy, publish, and share).</li> <li>Students brainstorm ideas for books and follow the writing process to write their stories. Students use a peer-editing process.</li> <li>Students use computers and word processing programs to write their stories.</li> <li>Students analyze the covers of different books to identify major components (i.e., title, author, and illustration).</li> <li>Art teacher discusses the different elements that should be included in the illustrations on the cover and throughout the story.</li> <li>Students create the covers for their books and produce other illustrations.</li> <li>Teacher assists students in publishing their books.</li> <li>A special “Meet the Author” day is scheduled, and friends, families, and guest speakers are invited to hear the students read their books.</li> <li>Teacher and students work to create a program for the event.</li> </ul>																																																									
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Computers</li> <li>Bookbinding machines</li> <li>Word processing software</li> <li>Guest speakers</li> </ul>																																																									
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>Read a variety of books that deal with publishing a book or being an author (i.e., <i>If I Were an Author</i> by Amelia Writes).</li> <li>Students can read their books to senior citizens at a local retirement home.</li> <li>Books can be displayed in school or community library.</li> </ul>																																																									
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>Books are evaluated on the basis of established rubric.</li> <li>Teacher evaluates student participation.</li> </ul>																																																									
<p><b>SOURCE/CREDIT</b></p> <p>Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p>																																																									

# ELEMENTARY SAMPLE ACTIVITY

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

**Title of Activity:** Advertising Analysts

GRADE				
K	1	2	3	4

**Estimated Time:** two months

	ELEMENTARY STANDARDS		
<p><b>OBJECTIVE(S)</b>                      Students will identify and analyze the persuasive techniques used in advertising.                      Students will differentiate between fact and fiction and evaluate advertiser’s claims.                      Students will identify the components of product/package design.</p>			
<p><b>DESCRIPTION OF ACTIVITY</b></p> <ul style="list-style-type: none"> <li>• Students analyze and discuss the various techniques of persuasion used by advertisers to attract consumers.</li> <li>• Students establish criteria for evaluating media advertisement.</li> <li>• Students evaluate a variety of television, magazine, and newspaper advertisements for paper towels and adhesive bandages, using the established criteria.</li> <li>• Teacher discusses the scientific method and explains how students should conduct experiments to compare products.</li> <li>• Teacher establishes several “experiment stations” within the classroom.</li> <li>• Students field-test three brands of paper towel, using the following criteria: speed of absorption, quantity, and durability. Data are recorded, shared, and compared among the three workstations.</li> <li>• Students conduct a second experiment evaluating the “lasting ability” of bandage adhesive. Data are then recorded, shared, and compared among the three workstations.</li> <li>• Students compare their findings with the claims made in the advertisements.</li> <li>• Students identify the components of an advertisement and create a rubric for a print advertisement.</li> <li>• Students select a product and will work individually, or in groups, to create print advertisements for their products.</li> </ul>	<b>Career Development (1)</b>		
	1. Career Plan		•
	2. Awareness of Interests, Aptitudes, and Abilities		•
	3. Value of Work		•
	4. Changing Nature of Workplace		•
	5. Explore Preferences		•
	6. Relationship of Decision Making		•
	7. Changing Roles		•
	<b>Integrated Learning (2)</b>		
	1. Identify academic knowledge and skills		•
	2. Demonstrate differences		•
	3. Solve problems		•
	<b>Universal Foundation Skills (3a)</b>		
	1. Basic Skills		•
	2. Thinking Skills		•
3. Personal Qualities		•	
4. Interpersonal Skills		•	
5. Technology		•	
6. Managing Information		•	
7. Managing Resources		•	
8. Systems		•	
<b>POSSIBLE STANDARDS CONNECTIONS</b>			
English Language Arts		•	
Languages Other than English			
Mathematics, Science, and Technology		•	
Health, Physical Education, and Family and Consumer Sciences			
Social Studies		•	
The Arts		•	
<b>MATERIALS/RESOURCES</b>			
<ul style="list-style-type: none"> <li>• Magazine, newspaper, and television advertisements</li> <li>• Measurement tools (e.g., cups, spoons, rulers)</li> <li>• Various surfaces for testing adhesion</li> <li>• Paper towels, adhesive bandages</li> <li>• Data charts for record keeping</li> <li>• Assorted art supplies</li> <li>• Timers</li> <li>• Pitchers of water</li> <li>• Aluminum baking pans</li> </ul>			
<b>COMMENTS/MODIFICATIONS</b>			
<ul style="list-style-type: none"> <li>• Activity can be expanded to analysis and design of product packaging.</li> </ul>			
<b>ASSESSMENT/EVALUATION</b>			
<ul style="list-style-type: none"> <li>• Evaluation of final product is based on rubric.</li> <li>• Students are evaluated on record keeping and classroom participation.</li> </ul>			
<b>SOURCE/CREDIT</b>			
Submitted by Betty Ann Kramer, Archer Street Microsociety and Multimedia School, Freeport School District.			

# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** English Language Arts, The Arts, Career Development, and Technology

**Title of Activity:** Business Partnership

GRADE				
K	1	2	3	4

**Estimated Time:** yearlong project

<p><b>OBJECTIVE(S)</b> Students will create a school newspaper.</p>	<b>ELEMENTARY STANDARDS</b>	
<p><b>DESCRIPTION OF ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Take your students on a yearlong journey as owners and operators of their own newspaper publishing company. With the support of local businesses, students take on the role of editor, staff writer, photographer, and production manager. For example, “reporters” identify people to interview (e.g., school personnel, students, senior citizens), and the teacher instructs students on how to conduct interviews. Teacher has simulated interviews with students. Students write their interview questions, conduct their interviews, and write their articles, using the writing process.</li> <li>Teacher seeks out local businesses that want ad space. Students design the advertisements for the newspaper. Students will take pride as they distribute their final product throughout their school community.</li> </ul>	<b>Career Development (1)</b>	
	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	
	<b>Integrated Learning (2)</b>	
	1. Identify academic knowledge and skills	•
	2. Demonstrate differences	
	3. Solve problems	
	<b>Universal Foundation Skills (3a)</b>	
	1. Basic Skills	•
2. Thinking Skills	•	
3. Personal Qualities	•	
4. Interpersonal Skills	•	
5. Technology	•	
6. Managing Information	•	
7. Managing Resources	•	
8. Systems	•	
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Computer</li> <li>Word processing and desktop publishing software</li> <li>Paper for newspapers</li> <li>Art supplies for banners and other advertisements</li> <li>Graphic organizer handouts</li> </ul>	<b>POSSIBLE STANDARDS CONNECTIONS</b>	
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>Using a digital camera will facilitate inserting the pictures into the newspaper.</li> </ul>	English Language Arts	•
	Languages Other than English	
	Mathematics, Science, and Technology	•
	Health, Physical Education, and Family and Consumer Sciences	
	Social Studies	•
The Arts	•	
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>Students are evaluated on final product and classroom participation.</li> </ul>		
<p><b>SOURCE/CREDIT</b> Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p>		

# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** English Language Arts, Mathematics, The Arts

**Title of Activity:** Who Is the Boss?

GRADE				
K	1	2	3	4

**Estimated Time:** 3 – 4 days

<p><b>OBJECTIVE(S)</b> Students will develop a business plan.</p>	<b>ELEMENTARY STANDARDS</b>	
	<b>Career Development (1)</b>	
<p><b>DESCRIPTION OF ACTIVITY</b> This activity provides students with an opportunity to think creatively as they develop and construct an imaginary business. Opportunities to further develop writing skills come about as students write in their career journals.</p> <ul style="list-style-type: none"> <li>• A representative from a bank visits the class to discuss the purpose and components of a business plan.</li> <li>• Students work with the teacher to identify a rubric for a business plan.</li> <li>• Students choose a business they would like to own. The business should be a business that a student could run.</li> <li>• Students write a business plan, answering the following questions:                             <ul style="list-style-type: none"> <li>○ What will you sell?</li> <li>○ What are the prices?</li> <li>○ How will you get customers?</li> <li>○ How will you advertise?</li> </ul> </li> <li>• If students are making a product, have them make a prototype of the product.</li> <li>• Students present their business plans to the bank representative or business owners, who can give them feedback and additional assistance.</li> <li>• Local business owners speak to students about their businesses.</li> </ul>	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	
	<b>Integrated Learning (2)</b>	
	1. Identify academic knowledge and skills	•
	2. Demonstrate differences	
	3. Solve problems	
	<b>Universal Foundation Skills (3a)</b>	
	1. Basic Skills	•
	2. Thinking Skills	•
	3. Personal Qualities	•
4. Interpersonal Skills	•	
5. Technology	•	
6. Managing Information	•	
7. Managing Resources	•	
8. Systems	•	
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Word processing and desktop publishing software</li> <li>• Paper for newspapers</li> <li>• Art supplies for banners and other advertisements</li> <li>• Graphic organizer handouts</li> </ul>	<b>POSSIBLE STANDARDS CONNECTIONS</b>	
	English Language Arts	•
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>• Using a digital camera will facilitate inserting the pictures into the newspaper.</li> </ul>	Languages Other than English	
	Mathematics, Science, and Technology	
	Health, Physical Education, and Family and Consumer Sciences	•
	Social Studies	•
	The Arts	•
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Students are evaluated on final product and classroom participation.</li> </ul>		
<p><b>SOURCE/CREDIT</b> Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p>		

# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** English Language Arts

**Title of Activity:** Wide World of Sports

GRADE				
K	1	2	3	4

**Estimated Time:** 2 days

	ELEMENTARY STANDARDS
<p><b>OBJECTIVE(S)</b>                      Students will brainstorm word banks to match specific careers.                      Students will illustrate and write descriptive texts about themselves.</p>	<p><b>Career Development (1)</b></p> <p>1. Career Plan</p>
<p><b>DESCRIPTION OF ACTIVITY</b>                      Students are given the opportunity to explore careers in sports (other than careers as players). This lesson opens the door to the world of sports careers. This is a great springboard for further research, writing, and making presentations about a specific sports-related career.</p> <ul style="list-style-type: none"> <li>As a class, students brainstorm jobs associated with sports or sports teams, such as managers, trainers, broadcasters, or merchandising jobs.</li> <li>In cooperative groups, word banks are developed for specified careers that have been assigned to the groups. The words are written on chart paper.</li> <li>Information is shared with the class.</li> <li>Students each choose one career and research that career.</li> <li>Students draw a picture of themselves performing that job. Text is added to describe the career, tell what is happening in the picture, identify necessary skills, and explain why the career was chosen.</li> <li>Pictures and text are combined into a class “Sports Careers” book for the resource area.</li> </ul>	<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><b>Integrated Learning (2)</b></p> <p>1. Identify academic knowledge and skills •</p> <p>2. Demonstrate differences •</p> <p>3. Solve problems</p> <p><b>Universal Foundation Skills (3a)</b></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><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Sports magazines</li> <li>Computer</li> <li>Internet access</li> <li>Research resources</li> <li>Word processing software</li> <li>Drawing paper</li> <li>Art supplies</li> </ul>	<p style="background-color: #e91e63; color: white; text-align: center;"><b>POSSIBLE STANDARDS CONNECTIONS</b></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><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>This lesson can be expanded into a career exploration unit. Students can role-play or dress up as their career choice.</li> </ul>	
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>A rubric and ELA writing rubric are used to evaluate final product.</li> <li>Teacher’s evaluates group participation.</li> </ul>	
<p><b>SOURCE/CREDIT</b>                      CDOS Writing Team.</p>	



# ELEMENTARY SAMPLE ACTIVITY

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

**Title of Activity:** Community Bus Tour

GRADE				
K	1	2	3	4

**Estimated Time:** 1–2 weeks

	ELEMENTARY STANDARDS	
<p><b>OBJECTIVE(S)</b> Students will identify local businesses, buildings, and related jobs. Students will create a guide to their community.</p>		
<p><b>DESCRIPTION OF ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Students take a field trip and tour the community, taking notes of local businesses and service agencies (e.g., schools, banks, hospitals).</li> <li>Students sketch or take photographs of the various businesses and service agencies.</li> <li>Students select a business/service agency, research it, and write descriptive paragraphs about the business including: name and type of business; location/address; types of jobs at business; skills/tools used; how employees do their jobs; when/where they work.</li> <li>Students attach a drawing or photograph of the business/building to their report.</li> <li>Students draw a map, showing locations of various businesses/buildings.</li> <li>All reports, photographs, and maps are combined into a community guidebook.</li> <li>Students create a large community map, including streets, parks, and businesses/buildings they have studied. (Students may draw the buildings or create three-dimensional models.)</li> <li>Each building is labeled, indicating the name/type of business and the jobs related to that building (e.g., bank teller, security guard, clerk).</li> <li>Post the map in the classroom, library, or school lobby.</li> </ul>	<p><b>Career Development (1)</b></p> <ol style="list-style-type: none"> <li>1. Career Plan</li> <li>2. Awareness of Interests, Aptitudes, and Abilities</li> <li>3. Value of Work</li> <li>4. Changing Nature of Workplace</li> <li>5. Exploring Preferences</li> <li>6. Relationship of Decision Making</li> <li>7. Changing Roles</li> </ol> <p><b>Integrated Learning (2)</b></p> <ol style="list-style-type: none"> <li>1. Identify academic knowledge and skills</li> <li>2. Demonstrate differences</li> <li>3. Solve problems</li> </ol> <p><b>Universal Foundation Skills (3a)</b></p> <ol style="list-style-type: none"> <li>1. Basic Skills</li> <li>2. Thinking Skills</li> <li>3. Personal Qualities</li> <li>4. Interpersonal Skills</li> <li>5. Technology</li> <li>6. Managing Information</li> <li>7. Managing Resources</li> <li>8. Systems</li> </ol>	
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Cameras and film or disks (for digital cameras)</li> <li>Paper</li> <li>Computer</li> <li>Resources for field trip</li> <li>Art supplies</li> <li>Word processing software</li> <li>Bookbinding machine (optional)</li> </ul>	<p><b>POSSIBLE STANDARDS CONNECTIONS</b></p>	
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>Students can create an audio tour of the community.</li> <li>Modifications for diverse learners: work in pairs or cooperative groups; use scribes to assist students with writing texts.</li> </ul>	<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><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>ELA writing rubric is used to evaluate written pieces.</li> <li>Rubric is used to evaluate the community guidebook and individual articles.</li> <li>Rubric is used to evaluate large map.</li> <li>Classroom participation is evaluated.</li> </ul>	<p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p>	
<p><b>SOURCE/CREDIT</b> CDOS Writing Team.</p>		



# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** Science

**Title of Activity:** Great Gardeners

GRADE				
K	1	2	3	4

**Estimated Time:** 1-2 weeks

<p><b>OBJECTIVE(S)</b>                  Students will identify conditions necessary for a seed to grow.                  Students will design/arrange garden/window boxes.                  Students will gain understanding of careers related to plants.</p>	ELEMENTARY STANDARDS	
	<p><b>Career Development (1)</b></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><b>Integrated Learning (2)</b></p> <p>1. Identify academic knowledge and skills</p> <p>2. Demonstrate differences</p> <p>3. Solve problems</p> <p><b>Universal Foundation Skills (3a)</b></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>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p>
<p><b>DESCRIPTION OF ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Teacher explains to the class that they are going to be designing a garden or garden boxes for the school.</li> <li>Students visit a local garden center. Manager or other personnel talk with students about the work of a garden center and the various jobs there.</li> <li>Garden center personnel tell the students about soil selection, plant varieties, and care of plants. Students also learn about seeds and the growth cycle of plants. Students have hands-on experiences with plants and products at the garden center.</li> <li>Garden center personnel visit the classroom to talk about plant selection, garden designs, and growing conditions (i.e., water, soil, drainage, light, temperature, and nutrients).</li> <li>Students/teacher create rubrics for gardens/garden boxes.</li> <li>Students create school gardens or garden boxes, using what they have learned about plants and personal preferences for color to design their gardens.</li> <li>Students will predict what their boxes will look like in six to eight weeks, chart growth, and compare results.</li> <li>Window boxes will be displayed at the school.</li> </ul>		
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Field trip resources</li> <li>Soil, plants, fertilizer</li> <li>Garden boxes</li> <li>Gardening tools</li> </ul>		
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>If gardens are planted with seeds, the initial study of seeds and plants will need to start earlier in order for the plants to grow to a transplanting size.</li> <li>Window boxes make a great community project; give them to senior citizens, shut-ins, or disabled people.</li> <li>Students of all learning levels can work together, responding to their own skill level.</li> <li>Flower boxes can be bought or made by students.</li> </ul>	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><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>Evaluation of window boxes is based on established rubric.</li> <li>Classroom participation is evaluated.</li> </ul>		
<p><b>SOURCE/CREDIT</b>                  Submitted by Sue Bleeker, St. Peter's School, Plattsburgh, NY; Adirondack School-to-Work Partnership.</p>		

# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** Mathematics

**Title of Activity:** Fraction Feast

GRADE				
K	1	2	3	4

**Estimated Time:** per student 2-3 days

OBJECTIVE(S)	ELEMENTARY STANDARDS	
Students will create a table of snacks that are presented as fraction servings. Students will apply mathematics skills to prepare and make the snacks.	<b>Career Development (1)</b>	
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p>The fun of food preparation and the application of fractions come together in the creation of a “Fraction Feast.”</p> <ul style="list-style-type: none"> <li>• Students choose a snack to prepare from a collection of cookbooks.</li> <li>• Students copy the recipes, list the ingredients needed, and write a “how to” guide for making the snack.</li> <li>• Students make the snack as a homework assignment. (The teacher arranges for snacks for students who cannot afford to bring snacks.)</li> <li>• On the day of the “feast,” students cut or divide their snacks into parts. Students combine the snacks to fix a plate of snacks for each student.</li> <li>• Each plate is labeled to show the fraction of each snack (e.g., 7/8 of the brownies, 1/2 of an apple).</li> <li>• Students draw a model of the snack as a whole, divided into fractional parts, and they shade in the fractional parts missing. They write mathematical sentences depicting the model.</li> <li>• Class discusses the occupations involved in creating a feast (e.g., farming, baking, serving).</li> </ul>	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	
	<b>Integrated Learning (2)</b>	
	1. Identify academic knowledge and skills	
	2. Demonstrate differences	
	3. Solve problems	
	<b>Universal Foundation Skills (3a)</b>	
	1. Basic Skills	
	2. Thinking Skills	
3. Personal Qualities		
4. Interpersonal Skills		
5. Technology		
6. Managing Information		
7. Managing Resources		
8. Systems		
<b>POSSIBLE STANDARDS CONNECTIONS</b>		
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Fraction unit in mathematics books</li> <li>• Cookbooks</li> <li>• Additional samples</li> <li>• Plates, napkins, knives (used with teacher guidance)</li> </ul>	English Language Arts	
	Languages Other than English	
	Mathematics, Science, and Technology	
	Health, Physical Education, and Family and Consumer Sciences	
	Social Studies	
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>• Cafeteria can provide the snacks or students could prepare them in class.</li> <li>• For students with disabilities, provide a fraction model to follow in cutting the snack.</li> </ul>	The Arts	
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Teacher’s observation serves as basis for evaluation.</li> <li>• Students’ math sentences are evaluated.</li> </ul>		
<p><b>SOURCE/CREDIT</b></p> <p>CDOS Writing Team.</p>		

# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** Mathematics, Science

**Title of Activity:** Interactive Graphing

**Estimated Time:** 30 minutes

GRADE					Estimated Time: 30 minutes
K	1	2	3	4	
<b>OBJECTIVE(S)</b>					<b>ELEMENTARY STANDARDS</b>
Students will interpret and analyze data from a student-generated graph.					
<b>DESCRIPTION OF ACTIVITY</b>					<b>Career Development (1)</b>
<p>Students engage in yearlong graphing activities that promote ongoing mathematics and science skill development, as well as career awareness.</p> <ul style="list-style-type: none"> <li>Teacher introduces, or reinforces, graphs, discussion includes types of graphical representation, how graphs are created and used, and the interpretation of graphs.</li> <li>Teacher designates an area of the classroom where graphing activities will occur throughout the year. There should be places to post graphing questions, for students to work on the question (if appropriate), and for students to leave their answers.</li> <li>Teacher posts a graph title and specific questions regarding each graph for students to solve. Students interpret data by answering teacher-generated questions (e.g., finding differences, range, average) depending on age/grade level.</li> <li>Teacher should find ways to include graphing in various classroom activities in all subject areas (e.g., growth of a plant, number of students with a certain hair color, number of books read) so that this becomes an ongoing focus in the classroom.</li> <li>Teacher develops some questions regarding real examples of graphs found outside the school environment (e.g., newspapers, cereal boxes, travel brochures).</li> <li>Teacher designs some questions regarding real-life data (e.g., using a bus schedule, students could graph the number of times that buses stop at designated areas during a certain time period). This begins to give students experience in dealing with and interpreting graphs and data in the real world.</li> <li>It is important that the teacher changes the graphing activity regularly and includes a variety of topics.</li> <li>Parents or business representatives are invited to the classroom to discuss how data is used and presented in their jobs/careers.</li> <li>Older students use spreadsheet and desktop publishing software to publish graphs (e.g., brochures, posters, advertisements) they create for certain projects.</li> </ul>					
<b>MATERIALS/RESOURCES</b>					<b>Integrated Learning (2)</b>
<ul style="list-style-type: none"> <li>Calculators</li> <li>Poster board, markers</li> <li>Spreadsheet and desktop publishing software</li> <li>Newspapers, magazines, original sources of graphs</li> <li>Computer</li> </ul>					
<b>COMMENTS/MODIFICATIONS</b>					<b>aA)</b>
<ul style="list-style-type: none"> <li>Students find graphs in the newspaper, magazines, or other sources.</li> <li>Students are encouraged to write questions about the graphs they find.</li> </ul>					
<b>ASSESSMENT/EVALUATION</b>					<b>POSSIBLE STANDARDS CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Students demonstrate accurate computation and graphic representation.</li> <li>Students demonstrate accurate interpretation of graphs.</li> </ul>					
<b>SOURCE/CREDIT</b>					English Language Arts
CDOS Writing Team.					

# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** Mathematics, English Language Arts, The Arts

**Title of Activity:** Terrific Tangram Technology

GRADE				
K	1	2	3	4

**Estimated Time:** 1-6 classes

<p><b>OBJECTIVE(S)</b>                  Students will develop problem-solving and mathematical reasoning skills.                  Students will explore components of design, understanding parts of the whole and spatial sense and relationships.                  Students will use technology to author a multimedia slide show.</p>	<b>ELEMENTARY STANDARDS</b>
<p><b>DESCRIPTION OF ACTIVITY</b>                  This hands-on experience allows students to recreate illustrations using tangrams. As a follow-up, students will create a slide show bringing their text to life.</p> <ul style="list-style-type: none"> <li>Teacher gives each student a set of seven paper tangrams, explains what they are, and allows time for the students to explore the tangrams.</li> <li>Teacher reads <i>Grandfather Tang's Story</i> by Ann Tompert to the class. As the story is read, students manipulate their tangrams to duplicate the progression of pictures shown in the story.</li> <li>Students create a square using all seven tangrams and make as many different figures as possible.</li> <li>Class works as a whole to write a short story that will be the text of a slide show. Students work individually or in pairs to use tangrams to represent the various characters or settings in the story. Students paste their tangrams to make the appropriate shapes.</li> <li>Teacher introduces ClarisWorks slide show and walks the children through the sequence of steps necessary to complete a basic slide show.</li> <li>Teacher demonstrates the various capabilities of the ClarisWorks slide show and assists the children in personal artistic expression through text and graphics manipulation, in addition to color variations and pattern choices.</li> <li>Students make their story into a slide show.</li> <li>Photographs of the student can be taken with a digital or regular camera. If a regular camera is used, a scanner can be used to insert pictures of the students into the slide show.</li> </ul>	<p><b>Career Development (1)</b></p> <ol style="list-style-type: none"> <li>1. Career Plan</li> <li>2. Awareness of Interests, Aptitudes, and Abilities</li> <li>3. Value of Work</li> <li>4. Changing Nature of Workplace</li> <li>5. Exploring Preferences</li> <li>6. Relationship of Decision Making</li> <li>7. Changing Roles</li> </ol> <p><b>Integrated Learning (2)</b></p> <ol style="list-style-type: none"> <li>1. Identify academic knowledge and skills</li> <li>2. Demonstrate differences</li> <li>3. Solve problems</li> </ol> <p><b>Universal Foundation Skills (3a)</b></p> <ol style="list-style-type: none"> <li>1. Basic Skills</li> <li>2. Thinking Skills</li> <li>3. Personal Qualities</li> <li>4. Interpersonal Skills</li> <li>5. Technology</li> <li>6. Managing Information</li> <li>7. Managing Resources</li> <li>8. Systems</li> </ol>
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li><i>Grandfather Tang's Story</i> by Ann Tompert</li> <li>Digital or regular camera systems</li> <li>Class set of paper tangrams</li> <li>Construction paper, scissors, glue</li> <li>Color scanner</li> <li>Computer</li> <li>ClarisWorks</li> </ul>	<b>POSSIBLE STANDARDS CONNECTIONS</b>
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>If the class does not have access to a computer and ClarisWorks, the class can create their story and glue the appropriate tangram shapes to paper with each page telling a different part of the story.</li> </ul>	<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><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>Rubric is used to evaluate slide show.</li> <li>Students are evaluated on basis of classroom participation.</li> </ul>	
<p><b>SOURCE/CREDIT</b>                  Kathleen Magerko, Patricia Molloy, and Fran Epstein; Archer Street Microsociety and Multimedia School, Freeport School District.</p>	

# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** Science

**Title of Activity:** Soup Kitchen Kids

GRADE				
K	1	2	3	4

**Estimated Time:** 1-2 weeks

OBJECTIVE(S)	ELEMENTARY STANDARDS	
<p>Students will learn that supermarkets provide products and services. Students will learn to plan, shop for, and make soup for a local soup kitchen.</p>		
<p><b>DESCRIPTION OF ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Students engage in a community service project—making soup for a local soup kitchen—and learn about the people and jobs involved. From producer to consumer, supermarket to table, the students journey along a product path. School-based activities include a nutrition unit, menu and shopping list planning, and soup preparation. A business partner guides and facilitates the connection of the soup project and the role of the supermarket.</li> <li>Teacher explains what a soup kitchen is and that the class will be making soup to help those who need the food—and to learn about food production.</li> <li>Students visit a local supermarket where a representative takes them on a tour, explaining the produce sold, the source of produce, how produce gets to the store, and jobs involved along the way.</li> <li>The supermarket representative, a county home economist, or local chef visits the classroom to discuss how soup is made (discussion of recipe, ingredients, shopping choices, costs, and development of a shopping list). Students review grocery advertisements and sales to assist with planning the shopping list.</li> <li>Teacher and class identify sequence in making soup (preparation and cooking).</li> <li>Class goes to the supermarket, shops, and buys the ingredients, with the assistance of the supermarket representative.</li> <li>Class makes the soup for the soup kitchen with the assistance of the teacher and cafeteria staff.</li> <li>Pictures are taken throughout the process (from shopping to cooking), student reflections are written, and a journal is made.</li> <li>Both the soup and journal are given to the soup kitchen.</li> </ul>	<p><b>Career Development (1)</b></p> <ol style="list-style-type: none"> <li>Career Plan</li> <li>Awareness of interests, Aptitudes, and Abilities</li> <li>Value of Work</li> <li>Changing Nature of Workplace</li> <li>Exploring Preferences</li> <li>Relationship of Decision Making</li> <li>Changing Roles</li> </ol> <p><b>Integrated Learning (2)</b></p> <ol style="list-style-type: none"> <li>Identify academic knowledge and skills</li> <li>Demonstrate differences</li> <li>Solve problems</li> </ol> <p><b>Universal Foundation Skills (3a)</b></p> <ol style="list-style-type: none"> <li>Basic Skills</li> <li>Thinking Skills</li> <li>Personal Qualities</li> <li>Interpersonal Skills</li> <li>Technology</li> <li>Managing Information</li> <li>Managing Resources</li> <li>Systems</li> </ol>	<p><b>POSSIBLE STANDARDS CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>English Language Arts</li> <li>Languages Other than English</li> <li>Mathematics, Science, and Technology</li> <li>Health, Physical Education, and Family and Consumer Sciences</li> <li>Social Studies</li> <li>The Arts</li> </ul>
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Newspaper for advertisements</li> <li>Ingredients for soup</li> <li>Camera and film to record experience</li> <li>Computer</li> <li>Managing Resources word processing software</li> <li>Transportation to supermarket</li> <li>Cooking utensils</li> <li>Paper for class journal</li> </ul>		
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>Taking photographs allows sequencing, bookmaking, bulletin board displays, and storyboards. This language experience allows for the necessary language development at this level.</li> </ul>		
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>Teacher uses rubric to evaluate group cooperation/participation.</li> <li>Students are evaluated on basis of participation in class discussion.</li> <li>Student journals are evaluated.</li> </ul>		
<p><b>SOURCE/CREDIT</b> Submitted by Stephanie S. Frenette, St. Peter’s School, Plattsburgh, NY; Adirondack School-to-Work Partnership.</p>		



# ELEMENTARY SAMPLE ACTIVITY

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

**Title of Activity:** Coast to Coast: Where Do We Get Our Pencils?

GRADE				
K	1	2	3	4

**Estimated Time:** 10 weeks to yearlong

OBJECTIVE(S)	ELEMENTARY STANDARDS																																									
<p>Students will participate in the operation of a school store.                      Students will research where school products are made.                      Students will develop a “career collection” associated with school store products.</p>	<b>Career Development (1)</b>																																									
<p><b>DESCRIPTION OF ACTIVITY</b>                      This is a coordinated learning experience that fosters a coast-to-coast search by students to discover the <i>where? how?</i> and <i>who?</i> of the production of school items. School-based activities include school store work, library research, and classroom writing and connecting activities. Site-based learning includes visits to UPS to discover how goods are transported, mailing items via the post office, and visiting the airport to see cargo transportation. Careers are explored throughout the learning experience.</p> <ul style="list-style-type: none"> <li>Students are trained to participate in operating the school store, including the areas of inventory, buying, selling, handling money, and customer relations.</li> <li>Students work in each of the areas for a designated time so that they have experience with all areas.</li> <li>Class identifies the school store items, and cooperative groups are assigned specific items to research.</li> <li>Each group researches where their item is made (by state) and how it is made.</li> <li>The library media specialist helps the students to record the location of production by placing the item symbol on a large map.</li> <li>Teacher leads the class in discussion to discover how items might get to the school. Transportation of the products is discussed and charted.</li> <li>Local transportation representatives (from trucking firms, UPS/Federal Express, post office, airport) speak to the class about their role in transporting goods.</li> <li>Students visit various transportation sites (e.g., UPS) and watch the process of transporting goods. Company representatives identify various jobs, and necessary skills, and explain how the jobs are done.</li> <li>Students/Groups create books and posters about their researched items.</li> </ul>	<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. Awareness of Interests, Aptitudes, and Abilities</td> <td></td> </tr> <tr> <td>3. Value of Work</td> <td style="text-align: center;">•</td> </tr> <tr> <td>4. Changing Nature of Workplace</td> <td></td> </tr> <tr> <td>5. Exploring Preferences</td> <td></td> </tr> <tr> <td>6. Relationship of Decision Making</td> <td></td> </tr> <tr> <td>7. Changing Roles</td> <td></td> </tr> <tr> <td colspan="2" style="background-color: #e91e63; color: white; text-align: center;"><b>Integrated Learning (2)</b></td> </tr> <tr> <td>1. Identify academic knowledge and skills</td> <td></td> </tr> <tr> <td>2. Demonstrate differences</td> <td></td> </tr> <tr> <td>3. Solve problems</td> <td style="text-align: center;">•</td> </tr> <tr> <td colspan="2" style="background-color: #e91e63; color: white; text-align: center;"><b>Universal Foundation Skills (3a)</b></td> </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 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 style="text-align: center;">•</td> </tr> <tr> <td>8. Systems</td> <td></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		<b>Integrated Learning (2)</b>		1. Identify academic knowledge and skills		2. Demonstrate differences		3. Solve problems	•	<b>Universal Foundation Skills (3a)</b>		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><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Research resources—library and computer</li> <li>School store</li> <li>Transportation costs</li> <li>Art supplies</li> <li>School store items</li> <li>Poster board and paper for books</li> </ul>																																										
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>Students can be assigned jobs at the school store on the basis of skill levels.</li> </ul>																																										
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>Teacher evaluates group participation on basis of classroom observation.</li> <li>Teacher uses rubric to evaluate research and books/posters.</li> <li>Teacher uses checklist to evaluate student participation in class project.</li> </ul>																																										
<p><b>SOURCE/CREDIT</b>                      Submitted by Tricia Dosiek, Carol Howard, and Bette Crowningshield, Peru Primary School, Peru Central School District.                      Submitted by Carol Varsalona. <i>Young Managers of Tomorrow</i>. Nassau County School to Career Partnership.</p>																																										



# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** English Language Arts, The Arts

**Title of Activity:** Homemade Apple Pies

**Estimated Time:** 20–25 minutes

GRADE						
K	1	2	3	4		
<p><b>OBJECTIVE(S)</b>                      Students will learn about the life of an apple, from seed to tree to consumer.                      Students will make apple pies.                      Students will learn about jobs at the apple orchard and bakery.</p>					<b>ELEMENTARY STANDARDS</b>	
<p><b>DESCRIPTION OF ACTIVITY</b>                      Pie making is a school-based activity that culminates a unit on apples. Students gain an awareness of careers in the apple orchard and bakery business. Books and poems about apples, visits to an orchard and bakery, and integrated learning activities engage the students throughout the unit.</p> <ul style="list-style-type: none"> <li>Students listen to/read books and poems about apples (e.g., <i>Apple Picking Time</i> by Michele Benoit Slawson, <i>The Seasons of Arnold's Apple Tree</i> by Gail Gibbons).</li> <li>Students make apple art (e.g., apple prints, paintings of dried apple slices that are later shellacked by the teacher, apple books).</li> <li>Teacher talks to students about the life cycle of an apple (seed, tree, apple, consumer), and the students draw pictures of the life cycle.</li> <li>Class visits an apple orchard and watches the process of picking, sorting, washing, storing, and preparing the apples for market. Students are taught the correct way to pick apples, and they pick apples with assistance. Throughout the experience, jobs are highlighted and demonstrated.</li> <li>Students visit a local bakery and watch the pie-making process—measuring, crust making, apple preparation, and baking. Jobs at the bakery are highlighted and demonstrated.</li> <li>A bakery representative, local chef, or cafeteria staff visits the class to facilitate apple pie making with the students in the school's cafeteria.</li> <li>Students hold an “apple pie tea” at which they will share their pies with their families.</li> <li>Developing sequencing charts, language charts, thank-you notes, and a class big book intertwine English language arts skills with the learning experiences.</li> </ul>					<p><b>Career Development (1)</b></p> <ol style="list-style-type: none"> <li>1. Career Plan <span style="float: right;">•</span></li> <li>2. Awareness of Interests, Aptitudes, and Abilities</li> <li>3. Value of Work <span style="float: right;">•</span></li> <li>4. Changing Nature of Workplace</li> <li>5. Exploring Preferences</li> <li>6. Relationship of Decision Making</li> <li>7. Changing Roles</li> </ol> <p><b>Integrated Learning (2)</b></p> <ol style="list-style-type: none"> <li>1. Identify academic knowledge and skills <span style="float: right;">•</span></li> <li>2. Demonstrate differences <span style="float: right;">•</span></li> <li>3. Solve problems <span style="float: right;">•</span></li> </ol> <p><b>Universal Foundation Skills (3a)</b></p> <ol style="list-style-type: none"> <li>1. Basic Skills <span style="float: right;">•</span></li> <li>2. Thinking Skills <span style="float: right;">•</span></li> <li>3. Personal Qualities</li> <li>4. Interpersonal Skills <span style="float: right;">•</span></li> <li>5. Technology</li> <li>6. Managing Information</li> <li>7. Managing Resources <span style="float: right;">•</span></li> <li>8. Systems</li> </ol>	
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Chart paper, big book materials, camera, and film</li> <li>Transportation for visits to the orchard and bakery</li> <li>Ingredients for the pies</li> <li>Books about apples</li> <li>Cooking equipment</li> </ul>					<b>POSSIBLE STANDARDS CONNECTIONS</b>	
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>The hands-on activities allow for multiple language experiences for this age group.</li> <li>Students with visual, auditory, and kinesthetic learning styles are given learning experiences to meet their needs.</li> </ul>					<p>English Language Arts <span style="float: right;">•</span></p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology <span style="float: right;">•</span></p> <p>Health, Physical Education, and Family and Consumer Sciences</p> <p>Social Studies <span style="float: right;">•</span></p> <p>The Arts <span style="float: right;">•</span></p>	
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>Teacher uses checklist to evaluate student participation in class project.</li> <li>Students are evaluated on basis of drawings and big books.</li> </ul>						
<p><b>SOURCE/CREDIT</b>                      Submitted by Suzanne Lacombe and Lori Favro, St. Peter's School, Plattsburgh, NY, Adirondack School-to-Work Partnership.</p>						

# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** Social Studies

**Title of Activity:** World Travels

GRADE				
K	1	2	3	4

**Estimated Time:** 30 minutes

OBJECTIVE(S)	ELEMENTARY STANDARDS		
<p>Students will learn about the major world biomes.                      Students will develop travel brochures to countries within the biomes.                      Students will gain an awareness of careers associated with travel.</p>	<b>Career Development (1)</b>		
<p><b>DESCRIPTION OF ACTIVITY</b>                      A study of world biomes and the expertise of a travel agency combine to take students on a trip through the world’s regions. Students research and create travel brochures for each biome. Careers in the travel and tourism industries are highlighted. Students become world travelers without leaving their own geographic region!</p> <ul style="list-style-type: none"> <li>Students study the world biomes—polar, rain forest, desert, and woodland—in their regular social studies classes.</li> <li>Students work in groups and select one biome to research, finding information about countries in that biome, climate, geographic highlights, etc.</li> <li>Students visit a local travel agency to obtain additional information about selected countries in the biomes.</li> <li>Travel agent explains the steps involved in traveling and discusses the careers involved—travel agent, government agency (passport, visa), transportation, and lodging.</li> <li>Students examine several travel brochures and establish a rubric for a good brochure.</li> <li>Each group creates a travel brochure and a travel poster for their selected area.</li> <li>Students will present their brochures, posters, and research at a learning fair.</li> <li>Brochures and posters are displayed in the classroom or library as part of travel display.</li> </ul>	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		
	<b>Integrated Learning (2)</b>		
	1. Identify academic knowledge and skills		•
	2. Demonstrate differences		•
	3. Solve problems		•
	<b>Universal Foundation Skills (3a)</b>		
	1. Basic Skills		•
	2. Thinking Skills		•
	3. Personal Qualities		
4. Interpersonal Skills		•	
5. Technology			
6. Managing Information		•	
7. Managing Resources		•	
8. Systems			
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Transportation to travel agency</li> <li>Reference books</li> <li>Computers with Internet access</li> <li>Travel brochures</li> </ul>	<b>POSSIBLE STANDARDS CONNECTIONS</b>		
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>If transportation funds are not available, the travel agent could visit the class.</li> <li>For younger students, this unit can be incorporated as a “Holidays Around the World” unit. Cooperative learning allows all learners to perform at individual levels—design, writing, drawing, photography, and computer/word processing.</li> </ul>	English Language Arts		
	Languages Other than English		
	Mathematics, Science, and Technology		•
	Health, Physical Education, and Family and Consumer Sciences		
	Social Studies		•
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>Established rubrics are used to evaluate brochures and posters.</li> <li>Teacher evaluates presentations.</li> <li>Teacher observes group participation.</li> </ul>	The Arts		
			•
<p><b>SOURCE/CREDIT</b>                      Submitted by Lynn Kelley, St. Peter’s School, Adirondack School-to-Work Partnership.</p>			

# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** Social Studies

**Title of Activity:** Building Our Community

**Estimated Time:** 3–5 weeks

GRADE				
K	1	2	3	4

	ELEMENTARY STANDARDS
<p><b>OBJECTIVE(S)</b> Students will learn how to manage information through the reinforcement of basic skills.</p>	<p><b>Career Development (1)</b></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><b>Integrated Learning (2)</b></p> <p>1. Identify academic knowledge and skills •</p> <p>2. Demonstrate differences •</p> <p>3. Solve problems •</p> <p><b>Universal Foundation Skills (3a)</b></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><b>DESCRIPTION OF ACTIVITY</b> Students explore career interests and choices in a “What do I want to be when I grow up?” activity. A social studies unit on communities intertwines career choices with a hands-on project of building a community with job sites. To connect the school-based activity to the real career world, people in the career choice areas are invited to the classroom to be interviewed. A tour of the community, by the students, is open to the school.</p> <ul style="list-style-type: none"> <li>Students brainstorm career choices, choose a career they would like to have as an adult, and draw pictures of themselves engaged in the career, adding descriptive text.</li> <li>Students study the different parts of a community, identify the businesses found in the community, and build a model community (3-D interactive), including job sites for their listed careers.</li> <li>To gain awareness of their chosen career and the skills necessary to be successful, guest speakers (representing each career) visit the classroom. Students interview and present the information they gained.</li> <li>Students conduct “tours” of their community.</li> </ul>	<p><b>POSSIBLE STANDARDS CONNECTIONS</b></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><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Cardboard for community base—6’ x 8’</li> <li>Small boxes of different sizes, paint, landscaping extras</li> <li>Poster paper</li> <li>Interview form</li> </ul>	
<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>Unit addresses the needs of different learning styles. Use of cooperative groups is encouraged. Students with disabilities can be partnered with a peer mentor. Community building can be used as a home-school connecting activity, encouraging student to visit career sites outside of school.</li> </ul>	
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>Rubrics are used to evaluate group participation and completed project.</li> <li>Teacher evaluates student portfolio of “community work.”</li> </ul>	
<p><b>SOURCE/CREDIT</b> Submitted by Tricia Dosiek, Peru Northside School, Peru Central School District.</p>	

# ELEMENTARY SAMPLE ACTIVITY

**Content Area(s):** Social Studies

**Title of Activity:** Take Your Child to Work Day

**Estimated Time:** 3 days

GRADE							
K	1	2	3	4			
<p><b>OBJECTIVE(S)</b> Students will participate in the national “Take Your Child to Work Day.”</p>					<b>ELEMENTARY STANDARDS</b>		
					<b>Career Development (1)</b>		
<p><b>DESCRIPTION OF ACTIVITY</b> “Take Your Child to Work Day” (TYCWD) describes a structure for learning before, during, and after the job-shadowing day held on the fourth Thursday in April.</p> <ul style="list-style-type: none"> <li>Teacher identifies the students taking part in TYCWD approximately one to two weeks before the date.</li> <li>Teacher invites these students to a pre-TYCWD meeting. At this meeting, students complete a life skills inventory sheet.</li> <li>Teacher shows a video about workplace skills and behavior. Students list skills used in video excerpts and/or role-play, showing workplace scenarios.</li> <li>On the day of the shadowing, students observe skills being used on the job and list them on the graphic organizer form. Students schedule and conduct an interview at the work site and take notes.</li> <li>Teacher holds a post-TYCWD meeting. In small groups or in pairs, students discuss their job-shadowing experience before whole group sharing.</li> <li>Students write thank-you notes, using the thank-you note graphic organizer.</li> </ul>					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		
					<b>Integrated Learning (2)</b>		
					1. Identify academic knowledge and skills		•
					2. Demonstrate differences		•
					3. Solve problems		•
					<b>Universal Foundation Skills (3a)</b>		
					1. Basic Skills		•
					2. Thinking Skills		•
3. Personal Qualities		•					
4. Interpersonal Skills		•					
5. Technology							
6. Managing Information		•					
7. Managing Resources		•					
8. Systems		•					
<b>POSSIBLE STANDARDS CONNECTIONS</b>							
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li>Assessment/evaluation forms</li> </ul>					English Language Arts		•
<p><b>COMMENTS/MODIFICATIONS</b></p>					Languages Other than English		
					Mathematics, Science, and Technology		
					Health, Physical Education, and Family and Consumer Sciences		
					Social Studies		•
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li>Teacher uses ELA rubric to evaluate thank-you notes.</li> <li>Teacher evaluates class presentations and discussions.</li> </ul>					The Arts		
<p><b>SOURCE/CREDIT</b> Submitted by Connie Czerwinski, Forest Park Elementary School, South Colonie Central School District.</p>							

# ELEMENTARY SAMPLE ACTIVITY

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

**Title of Activity:** Flat Stanley Goes to Work

GRADE				
K	1	2	3	4

Estimated Time: 30 minutes

OBJECTIVE(S)	ELEMENTARY STANDARDS	
Students will increase their awareness of the types of jobs available to them in the future and the skills necessary to perform them.	<b>Career Development (1)</b>	
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p>Take Flat Stanley to work and watch your students anxiously await his arrival. Read his journal to learn what Stanley made, whom he met, and what tasks he completed.</p> <ul style="list-style-type: none"> <li>Teacher reads <i>Flat Stanley</i> by Jeff Brown to the class, and they discuss what it would be like to be flat.</li> <li>Teacher introduces the activity in which Flat Stanley or Flat Sally will be sent to work with different students' parents throughout the year.</li> <li>Teacher sends home a letter asking parents to take Flat Stanley to work with them and keep a journal of their entire workday (skills used, meetings, schedules, and appointments). Parents are also asked to complete an information worksheet regarding their current jobs (title, education, skills, preparatory jobs, special skills, childhood hobbies).</li> <li>Students draw work clothes on Flat Stanley that are like parents' work clothes.</li> <li>Students take Flat Stanley home for their parents to take to work along with the information worksheet.</li> <li>As Flat Stanley returns to school, the students or teacher reads the journal and comments on the worksheet.</li> <li>Class creates a bulletin board that illustrates where Flat Stanley has been, the types of jobs he observed, and the skills he saw being used.</li> <li>Students create graphs of similar and different skills needed for various jobs.</li> <li>Teacher sends Flat Stanley off to another work site.</li> </ul>	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	•
	<b>Integrated Learning (2)</b>	
	1. Identify academic knowledge and skills	
	2. Demonstrate differences	
	3. Solve problems	
	<b>Universal Foundation Skills (3a)</b>	
	1. Basic Skills	
	2. Thinking Skills	•
3. Personal Qualities	•	
4. Interpersonal Skills		
5. Technology		
6. Managing Information		
7. Managing Resources	•	
8. Systems	•	
<b>MATERIALS/RESOURCES</b>	<b>POSSIBLE STANDARDS CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Paper copies of Flat Stanley and Flat Sally</li> <li>Crayons, markers</li> <li>Information worksheets for parents</li> </ul>	English Language Arts	•
<b>COMMENTS/MODIFICATIONS</b>	Languages Other than English	
	Mathematics, Science, and Technology	
<ul style="list-style-type: none"> <li>This activity can be scheduled to take place within one week (when all students take Flat Stanley/Sally home at the same time) instead of throughout the year.</li> <li>Project works well with support from school librarian or media specialist.</li> </ul>	Health, Physical Education, and Family and Consumer Sciences	
	Social Studies	
<b>ASSESSMENT/EVALUATION</b>	The Arts	
<b>SOURCE/CREDIT</b>		
Submitted by Connie Czerwinski and Claudia Germain, Forest Park Elementary School, South Colonie Central School District and Carol Varsalona, Archer Microsociety.		

# Cross Reference Checklist

## Elementary Sample Activities Integrated Learning

Sample Activities	CDOS 1	CDOS 2	CDOS 3a	ELA	LOTE	MST	H/PE /FCS	SS	ARTS
1. Celebration of Writing	✓	✓	✓	✓		✓		✓	✓
2. Advertising Analysts	✓	✓	✓	✓		✓		✓	✓
3. Business Partnership	✓	✓	✓	✓		✓		✓	✓
4. Who Is the Boss?	✓	✓	✓	✓		✓		✓	✓
5. Wide World of Sports		✓	✓	✓		✓		✓	✓
6. Community Bus Tour	✓	✓	✓	✓		✓		✓	✓
7. Great Gardeners	✓	✓	✓	✓		✓			✓
8. Fraction Feast		✓	✓	✓		✓			
9. Interactive Graphing	✓	✓	✓	✓		✓		✓	✓
10. Terrific Tangram Technology		✓	✓	✓		✓			✓
11. Soup Kitchen Kids	✓	✓	✓	✓		✓	✓	✓	✓
12. Coast to Coast: Where Do We Get Our Pencils?	✓	✓	✓	✓		✓		✓	✓
13. Homemade Apple Pies	✓	✓	✓	✓		✓		✓	✓
14. World Travels	✓	✓	✓	✓		✓		✓	✓
15. Building Our Community	✓	✓	✓	✓		✓		✓	✓
16. Take Your Child to Work Day	✓	✓	✓	✓				✓	
17. Flat Stanley Goes to Work	✓	✓	✓	✓				✓	✓

### 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