

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

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

Title of Activity: Celebration of Writing



Estimated Time: monthlong/yearlong unit

OBJECTIVE(S)	ELEMENTARY STANDARD) S
Students will experience the roles of being a published author and		
llustrator.	Career Development (1)	
DESCRIPTION OF ACTIVITY	1. Career Plan	
tudents will know the thrill of becoming an actual published author and	2. Awareness of Interests, Aptitudes,	
llustrator.	and Abilities	
Teacher discusses the different genres of books. Students engly a different types of books and identify the various	3. Value of Work	
• Students analyze different types of books and identify the various components of a book (e.g., story, illustrations, cover). Teacher and	4. Changing Nature of Workplace	
students create a rubric for a children's book.	5. Exploring Preferences	
Local bookstore owner, artist, author, graphic designer, and printer	6. Relationship of Decision Making	
are invited to class to discuss their roles in making children's books.	7. Changing Roles	
• Teacher introduces/models the writing process (i.e., brainstorm,	Integrated Learning (2)	
write rough draft, edit, write final copy, publish, and share).	1. Identify academic knowledge and	
• Students brainstorm ideas for books and follow the writing process to write their stories. Students use a peer-editing process.	skills	
 Students use computers and word processing programs to 	2. Demonstrate differences	
write their stories.	3. Solve problems	
Students analyze the covers of different books to identify major	Universal Foundation Skills (3a)	
components (i.e., title, author, and illustration).	1. Basic Skills	
• Art teacher discusses the different elements that should be included	2. Thinking Skills	
in the illustrations on the cover and throughout the story.Students create the covers for their books and produce other illustrations.	3. Personal Qualities	
Teacher assists students in publishing their books.	4. Interpersonal Skills	
 A special "Meet the Author" day is scheduled, and friends, families, 	5. Technology	
and guest speakers are invited to hear the students read their books.	6. Managing Information	
• Teacher and students work to create a program for the event.	7. Managing Resources	
MATERIALS/RESOURCES	8. Systems	T
Computers Word processing software	POSSIBLE STANDARDS	t
Bookbinding machines Guest speakers	CONNECTIONS	
COMMENTS/MODIFICATIONS	English Language Arts	
Read a variety of books that deal with publishing a book or	Languages Other than English	+
 being an author (i.e., <i>If I Were an Author</i> by Amelia Writes). Students can read their books to senior citizens at a local retirement home. Books can be displayed in school or community library. 	Mathematics, Science, and Technology	+
	Health, Physical Education, and	+
	Family and Consumer Sciences	
books can be displayed in school of community notally.	Social Studies	+
	The Arts	+
ASSESSMENT/EVALUATION		
 Books are evaluated on the basis of established rubric. 		

SOURCE/CREDIT

Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.

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

Title of Activity: Advertising Analysts



Estimated Time: two months

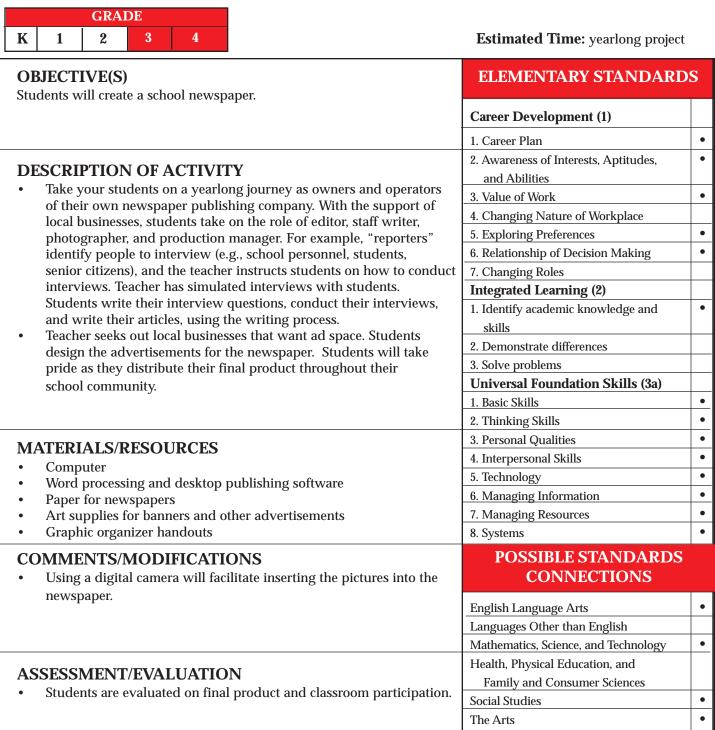
OBJECTIVE(S) Students will identify and analyze the persuasive techniques used in advertising.	ELEMENTARY STANDARD
Students will differentiate between fact and fiction and evaluate advertiser's claims.	Career Development (1) 1. Career Plan
Students will identify the components of product/package design.	
DESCRIPTION OF ACTIVITY	2. Awareness of Interests, Aptitudes,
• Students analyze and discuss the various techniques of persuasion used	and Abilities
by advertisers to attract consumers.	3. Value of Work
 Students establish criteria for evaluating media advertisement. 	4. Changing Nature of Workplace
Students evaluate a variety of television, magazine, and newspaper	5. Explore Preferences
advertisements for paper towels and adhesive bandages, using the	6. Relationship of Decision Making
established criteria.	7. Changing Roles
• Teacher discusses the scientific method and explains how students should conduct experiments to compare products.	Integrated Learning (2)
 Teacher establishes several "experiment stations" within the classroom. 	1. Identify academic knowledge and
• Students field-test three brands of paper towel, using the following criteria:	skills
speed of absorption, quantity, and durability. Data are recorded, shared,	2. Demonstrate differences
and compared among the three workstations.	3. Solve problems
Students conduct a second experiment evaluating the "lasting ability"	Universal Foundation Skills (3a)
of bandage adhesive. Data are then recorded, shared, and compared	1. Basic Skills
among the three workstations.Students compare their findings with the claims made in the	2. Thinking Skills
advertisements.	3. Personal Qualities
 Students identify the components of an advertisement and create a 	4. Interpersonal Skills
rubric for a print advertisement.	5. Technology
Students select a product and will work individually, or in groups, to	6. Managing Information
create print advertisements for their products.	7. Managing Resources
MATERIALS/RESOURCES	8. Systems
 Magazine, newspaper, and television advertisements Measurement tools (e.g., cups, spoons, rulers) Various surfaces for testing adhesion 	POSSIBLE STANDARDS CONNECTIONS
 Paper towels, adhesive bandages Timers 	English Language Arts
Data charts for record keeping Pitchers of water	Languages Other than English
Assorted art supplies Aluminum baking pans	Mathematics, Science, and Technology
COMMENTS/MODIFICATIONS	Health, Physical Education, and
	Family and Consumer Sciences
• Activity can be expanded to analysis and design of product packaging.	
• Activity can be expanded to analysis and design of product packaging.	Social Studies
	Social Studies The Arts
 Activity can be expanded to analysis and design of product packaging. ASSESSMENT/EVALUATION Evaluation of final product is based on rubric. 	

SOURCE/CREDIT

Submitted by Betty Ann Kramer, Archer Street Microsociety and Multimedia School, Freeport School District.

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

Title of Activity: Business Partnership

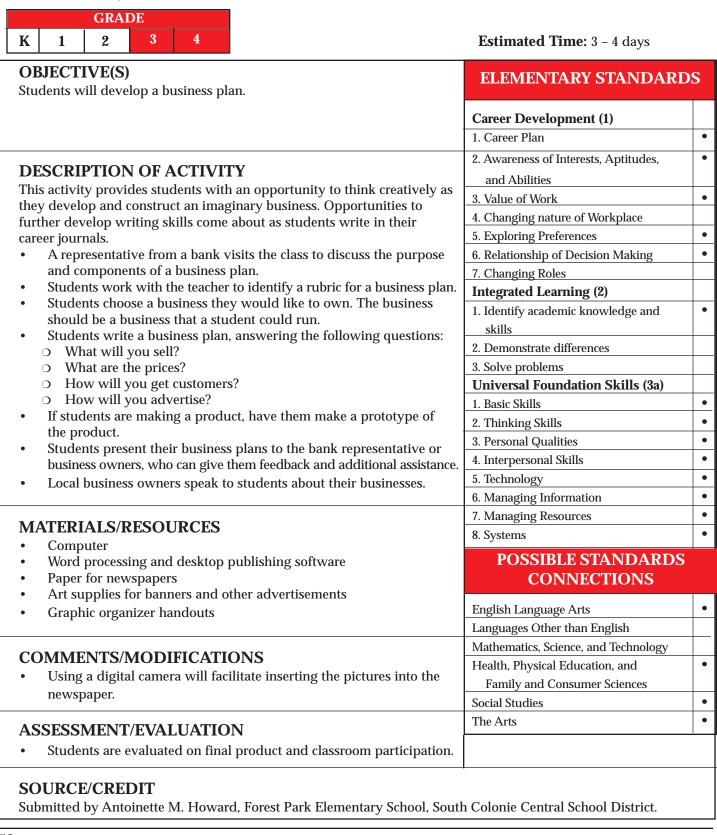


SOURCE/CREDIT

Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.

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

Title of Activity: Who Is the Boss?



Content Area(s): English Language Arts

Title of Activity: Wide World of Sports



Estimated Time: 2 days

OBJECTIVE(S) Students will brainstorm word banks to match specific careers.	ELEMENTARY STANDARD	S
Students will illustrate and write descriptive texts about themselves.	Career Development (1)	
	1. Career Plan	
 DESCRIPTION OF ACTIVITY 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. As a class, students brainstorm jobs associated with sports or sports teams, such as managers, trainers, broadcasters, or merchandising jobs. In cooperative groups, word banks are developed for specified careers that have been assigned to the groups. The words are written on chart paper 	 Awareness of Interests, Aptitudes, and Abilities Value of Work Changing Nature of Workplace Exploring Preferences Relationship of Decision Making Changing Roles Integrated Learning (2) Identify academic knowledge and 	•
 chart paper. Information is shared with the class. Students each choose one career and research that career. 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. Pictures and text are combined into a class "Sports Careers" book for the resource area. 	skills 2. Demonstrate differences 3. Solve problems Universal Foundation Skills (3a) 1. Basic Skills 2. Thinking Skills 3. Personal Qualities	•
MATERIALS/RESOURCES Sports magazines Computer Internet access Research resources Word processing software Drawing paper	 4. Interpersonal Skills 5. Technology 6. Managing Information 7. Managing Resources 8. Systems POSSIBLE STANDARDS 	•
Art supplies	CONNECTIONS English Language Arts	•
 COMMENTS/MODIFICATIONS This lesson can be expanded into a career exploration unit. Students can role-play or dress up as their career choice. 	Languages Other than English Mathematics, Science, and Technology Health, Physical Education, and Family and Consumer Sciences	•
 ASSESSMENT/EVALUATION A rubric and ELA writing rubric are used to evaluate final product. Teacher's evaluates group participation. 	Social Studies The Arts	•

SOURCE/CREDIT

CDOS Writing Team.

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

Title of Activity: Community Bus Tour



Estimated Time: 1-2 weeks

OBJECTIVE(S) Students will identify local businesses, buildings, and related jobs.	ELEMENTARY STANDARDS	
Students will create a guide to their community.	Career Development (1)	
DESCRIPTION OF ACTIVITY	1. Career Plan	
• Students take a field trip and tour the community, taking notes of	2. Awareness of Interests, Aptitudes,	
local businesses and service agencies (e.g., schools, banks, hospitals).	and Abilities	
 Students sketch or take photographs of the various businesses and 	3. Value of Work	•
service agencies.	4. Changing Nature of Workplace	•
• Students select a business/service agency, research it, and write	5. Exploring Preferences	
descriptive paragraphs about the business including: name and type of business; location/address; types of jobs at business; skills/	6. Relationship of Decision Making	
tools used; how employees do their jobs; when/where they work.	7. Changing Roles	
 Students attach a drawing or photograph of the business/building to 	Integrated Learning (2)	
their report.	1. Identify academic knowledge and	•
Students draw a map, showing locations of various businesses/buildings.	skills	
• All reports, photographs, and maps are combined into a community	2. Demonstrate differences	
guidebook.	3. Solve problems	
 Students create a large community map, including streets, parks, and businesses/buildings they have studied. (Students may draw the 	Universal Foundation Skills (3a)	
buildings or create three-dimensional models.)	1. Basic Skills	•
 Each building is labeled, indicating the name/type of business and 	2. Thinking Skills	•
the jobs related to that building (e.g., bank teller, security guard, clerk).	3. Personal Qualities	
• Post the map in the classroom, library, or school lobby.	4. Interpersonal Skills	
	5. Technology	
MATERIALS/RESOURCES	6. Managing Information	
Paper Art supplies H	7. Managing Resources	
	8. Systems	•
	POSSIBLE STANDARDS	
COMMENTS/MODIFICATIONS	CONNECTIONS	
• Students can create an audio tour of the community.	English Language Arts	•
Modifications for diverse learners: work in pairs or cooperative	Languages Other than English	
groups; use scribes to assist students with writing texts.	Mathematics, Science, and Technology	•
ASSESSMENT/EVALUATION	Health, Physical Education, and	
	Family and Consumer Sciences	
ELA writing rubric is used to evaluate written pieces.Rubric is used to evaluate the community guidebook and individual	Social Studies	•
articles.	The Arts	•
 Rubric is used to evaluate large map. Classroom participation is evaluated. 		

SOURCE/CREDIT

CDOS Writing Team.

Content Area(s): Science

Title of Activity: Great Gardeners



Estimated Time: 1–2 weeks

OBJECTIVE(S) ELEMENTARY STANDARDS Students will identify conditions necessary for a seed to grow. Students will design/arrange garden/window boxes. **Career Development (1)** Students will gain understanding of careers related to plants. 1. Career Plan • 2. Awareness of Interests, Aptitudes, **DESCRIPTION OF ACTIVITY** and Abilities Teacher explains to the class that they are going to be designing a garden or garden boxes for the school. 3. Value of Work • Students visit a local garden center. Manager or other personnel talk with 4. Changing Nature of Workplace students about the work of a garden center and the various jobs there. 5. Exploring Preferences Garden center personnel tell the students about soil selection, plant 6. Relationship of Decision Making varieties, and care of plants. Students also learn about seeds and the 7. Changing Roles growth cycle of plants. Students have hands-on experiences with **Integrated Learning (2)** plants and products at the garden center. 1. Identify academic knowledge and Garden center personnel visit the classroom to talk about plant selection, garden designs, and growing conditions (i.e., water, soil, skills drainage, light, temperature, and nutrients). 2. Demonstrate differences Students/teacher create rubrics for gardens/garden boxes. 3. Solve problems Students create school gardens or garden boxes, using what they have **Universal Foundation Skills (3a)** learned about plants and personal preferences for color to design their 1. Basic Skills • gardens. 2. Thinking Skills • Students will predict what their boxes will look like in six to eight weeks, chart growth, and compare results. 3. Personal Qualities • 4. Interpersonal Skills • Window boxes will be displayed at the school. 5. Technology MATERIALS/RESOURCES 6. Managing Information • Field trip resources Garden boxes 7. Managing Resources • Soil, plants, fertilizer Gardening tools 8. Systems ٠ **POSSIBLE STANDARDS COMMENTS/MODIFICATIONS CONNECTIONS** • 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. English Language Arts • Window boxes make a great community project; give them to senior Languages Other than English citizens, shut-ins, or disabled people. Mathematics, Science, and Technology Students of all learning levels can work together, responding to • Health, Physical Education, and their own skill level. Family and Consumer Sciences • Flower boxes can be bought or made by students. Social Studies • The Arts ASSESSMENT/EVALUATION • Evaluation of window boxes is based on established rubric. • Classroom participation is evaluated.

SOURCE/CREDIT

Submitted by Sue Bleeker, St. Peter's School, Plattsburgh, NY; Adirondack School-to-Work Partnership.

Content Area(s): Mathematics

Title of Activity: Fraction Feast



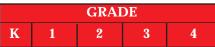
Estimated Time: per student 2-3 days

OBJECTIVE(S)	ELEMENTARY STANDARDS	S
Students will create a table of snacks that are presented as fraction servings.		
Students will apply mathematics skills to prepare and make the snacks.	Career Development (1)	
DESCRIPTION OF ACTIVITY	1. Career Plan	Ĺ.
The fun of food preparation and the application of fractions come together	2. Awareness of Interests, Aptitudes,	
in the creation of a "Fraction Feast."	and Abilities	
• Students choose a snack to prepare from a collection of cookbooks.	3. Value of Work	
• Students copy the recipes, list the ingredients needed, and write a	4. Changing Nature of Workplace	Ē_!
"how to" guide for making the snack.	5. Exploring Preferences	
• Students make the snack as a homework assignment. (The teacher	6. Relationship of Decision Making	
arranges for snacks for students who cannot afford to bring snacks.)	7. Changing Roles	
 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 	Integrated Learning (2)	
each student.	1. Identify academic knowledge and	•
• Each plate is labeled to show the fraction of each snack (e.g., 7/8 of	skills	
the brownies, $1/2$ of an apple).	2. Demonstrate differences	•
Students draw a model of the snack as a whole, divided into	3. Solve problems	
fractional parts, and they shade in the fractional parts missing. They	Universal Foundation Skills (3a)	\square
write mathematical sentences depicting the model.	1. Basic Skills	•
 Class discusses the occupations involved in creating a feast (e.g., farming, baking, serving). 	2. Thinking Skills	•
(e.g., farming, baking, serving).	3. Personal Qualities	
	4. Interpersonal Skills	<u> </u>
MATERIALS/RESOURCES	5. Technology	\vdash
Fraction unit in mathematics books	6. Managing Information	\vdash
CookbooksAdditional samples	7. Managing Resources	•
	8. Systems	
	POSSIBLE STANDARDS CONNECTIONS	
COMMENTS/MODIFICATIONS	English Language Arts	•
• Cafeteria can provide the snacks or students could prepare them in	Languages Other than English	
class.	Mathematics, Science, and Technology	•
For students with disabilities, provide a fraction model to follow in	Health, Physical Education, and	
cutting the snack.	Family and Consumer Sciences	
	Social Studies	
ASSESSMENT/EVALUATION	The Arts	
Teacher's observation serves as basis for evaluation.Students' math sentences are evaluated.		L
SOURCE/CREDIT		

CDOS Writing Team.

Content Area(s): Mathematics, Science

Title of Activity: Interactive Graphing

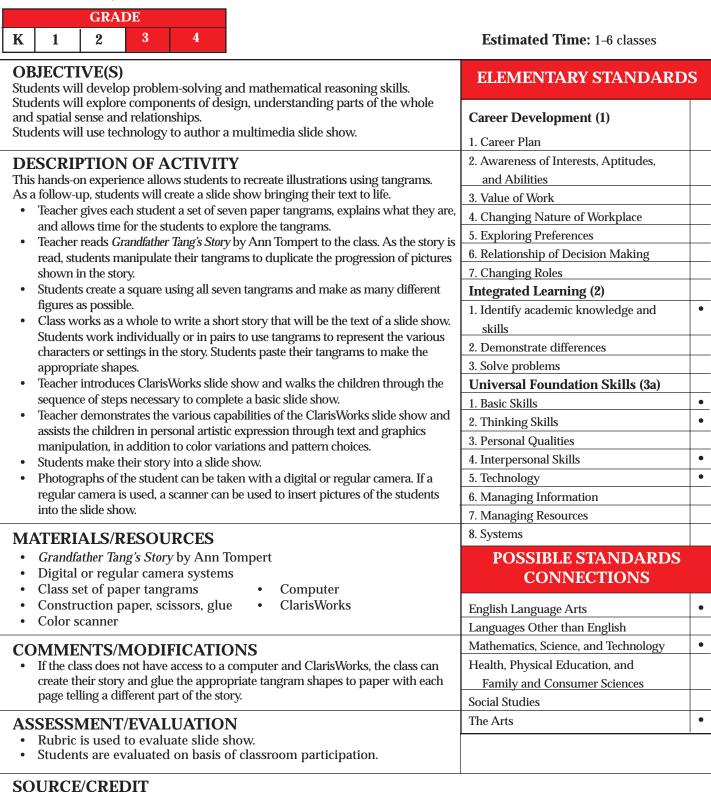


Estimated Time: 30 minutes

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OBJECTIVE(S)	ELEMENTARY STANDARD	S
Students will interpret and analyze data from a student-generated graph.		
DESCRIPTION OF ACTIVITY	Career Development (1)	
Students engage in yearlong graphing activities that promote ongoing mathematics and science skill development, as well as career awareness.	1. Career Plan	
 Teacher introduces, or reinforces, graphs, discussion includes types of graphical 	2. Awareness of Interests, Aptitudes,	
representation, how graphs are created and used, and the interpretation of graphs.	and Abilities	
• Teacher designates an area of the classroom where graphing activities will occur	3. Value of Work	
throughout the year. There should be places to post graphing questions, for	4. Changing Nature of Workplace	
students to work on the question (if appropriate), and for students to leave	5. Exploring Preferences	┢
their answers.Teacher posts a graph title and specific questions regarding each graph for	6. Relationship of Decision Making	┢
students to solve. Students interpret data by answering teacher-generated	7. Changing Roles	F
questions (e.g., finding differences, range, average) depending on age/grade level.	Integrated Learning (2)	
Teacher should find ways to include graphing in various classroom	1. Identify academic knowledge and	
activities in all subject areas (e.g., growth of a plant, number of students with	skills	
a certain hair color, number of books read) so that this becomes an ongoing focus in the classroom.	2. Demonstrate differences	
 Teacher develops some questions regarding real examples of graphs found outside 	3. Solve problems	-
the school environment (e.g., newspapers, cereal boxes, travel brochures).	aA)	-
• Teacher designs some questions regarding real-life data (e.g., using a bus schedule,	1. Basic Skills	
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	2. Thinking Skills	
with and interpreting graphs and data in the real world.	3. Personal Qualities	┢
 It is important that the teacher changes the graphing activity regularly and 	4. Interpersonal Skills	-
includes a variety of topics.	5. Technology	┝
• Parents or business representatives are invited to the classroom to discuss how	6. Managing Information	┢
data is used and presented in their jobs/careers.Older students use spreadsheet and desktop publishing software to publish		-
graphs (e.g., brochures, posters, advertisements) they create for certain projects.	7. Managing Resources	-
	8. Systems	
MATERIALS/RESOURCES	POSSIBLE STANDARDS	
 Calculators Poster board, markers Computer 	CONNECTIONS	
 Spreadsheet and desktop publishing software 	English Language Arts	
Newspapers, magazines, original sources of graphs	Languages Other than English	F
	Mathematics, Science, and Technology	
COMMENTS/MODIFICATIONS	Health, Physical Education, and	┢
Students find graphs in the newspaper, magazines, or other sources.Students are encouraged to write questions about the graphs they find.	Family and Consumer Sciences	
Students are encouraged to write questions about the graphs they find.	Social Studies	┢
	The Arts	\vdash
 ASSESSMENT/EVALUATION Students demonstrate accurate computation and graphic representation. 	THE FILE	
 Students demonstrate accurate computation and graphic representation. Students demonstrate accurate interpretation of graphs. 		
SOURCE/CREDIT		
CDOS Writing Team.		

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

Title of Activity: Terr	rific Tangram Technology
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Kathleen Magerko, Patricia Molloy, and Fran Epstein; Archer Street Microsociety and Multimedia School, Freeport School District.

Content Area(s): Science

Title of Activity: Soup Kitchen Kids



Estimated Time: 1-2 weeks

K I Z 3 4		Estimated lime: 1–2 weeks	
OBJECTIVE(S) Students will learn that supermarkets		ELEMENTARY STANDARD	S
Students will learn to plan, shop for, a	nd make soup for a local soup kitchen.	Career Development (1)	
DESCRIPTION OF ACTIVIT	ГҮ	1. Career Plan	
• Students engage in a community service project—making soup for a local		2. Awareness of interests, Aptitudes,	
	e people and jobs involved. From producer	and Abilities	
to consumer, supermarket to table, the students journey along a product gath. School-based activities include a nutrition unit, menu and shopping		3. Value of Work	•
	n. A business partner guides and facilitates	4. Changing Nature of Workplace	
the connection of the soup project		5. Exploring Preferences	
	hen is and that the class will be making	6. Relationship of Decision Making	
	ood—and to learn about food production.	7. Changing Roles	
	where a representative takes them on a	Integrated Learning (2)	
tour, explaining the produce sold, to the store, and jobs involved alo	the source of produce, how produce gets	1. Identify academic knowledge and	•
	county home economist, or local chef visits	skills	
	b is made(discussion of recipe, ingredients,	2. Demonstrate differences	•
shopping choices, costs, and deve	opment of a shopping list). Students review	3. Solve problems	•
	to assist with planning the shopping list.	Universal Foundation Skills (3a)	
	e in making soup (preparation and cooking).	1. Basic Skills	•
	Class goes to the supermarket, shops, and buys the ingredients, with the		•
Class makes the soup for the soup kitchen with the assistance of the teacher and cafeteria staff.		3. Personal Qualities	
		4. Interpersonal Skills	•
		5. Technology	
reflections are written, and a journ	reflections are written, and a journal is made.		
Both the soup and journal are give	en to the soup kitchen.	7. Managing Resources	
MATERIALS/RESOURCES		8. Systems	
 Newspaper for advertisements Ingredients for soup Camera and film to record experie 	 Transportation to supermarket Cooking utensils Paper for class journal 	POSSIBLE STANDARDS CONNECTIONS	
Computer		English Language Arts	•
Managing Resources word proces	sing software	Languages Other than English	
COMMENTS/MODIFICATI	ONS	Mathematics, Science, and Technology	•
Taking photographs allows sequer	ncing, bookmaking, bulletin board displays,	Health, Physical Education, and	•
and storyboards. This language experience allows for the necessary language		Family and Consumer Sciences	
development at this level.		Social Studies	•
ASSESSMENT/EVALUATIO	N	The Arts	•
	group cooperation/participation. s of participation in class discussion.		

SOURCE/CREDIT

Submitted by Stephanie S. Frenette, St. Peter's School, Plattsburgh, NY; Adirondack School-to-Work Partnership.

Content Area(s): Mathematics, Social Studies

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



Estimated Time: 10 weeks to yearlong

OBJECTIVE(S)	ELEMENTARY STANDARDS	S
Students will participate in the operation of a school store.		
Students will research where school products are made.	Career Development (1)	
Students will develop a "career collection" associated with school store products.	1. Career Plan	•
DESCRIPTION OF ACTIVITY	2. Awareness of Interests, Aptitudes,	
This is a coordinated learning experience that fosters a coast-to-coast search by	and Abilities	
students to discover the <i>where? how?</i> and <i>who?</i> of the production of school items.	3. Value of Work	•
School-based activities include school store work, library research, and classroom	4. Changing Nature of Workplace	
writing and connecting activities. Site-based learning includes visits to UPS to	5. Exploring Preferences	
discover how goods are transported, mailing items via the post office, and visiting	6. Relationship of Decision Making	
the airport to see cargo transportation. Careers are explored throughout the	7. Changing Roles	
learning experience.	Integrated Learning (2)	
 Students are trained to participate in operating the school store, including the areas of inventory, buying, selling, handling money, and customer relations. 	1. Identify academic knowledge and	
 Students work in each of the areas for a designated time so that they have 	skills	
experience with all areas.	2. Demonstrate differences	
Class identifies the school store items, and cooperative groups are assigned	3. Solve problems	•
specific items to research.	Universal Foundation Skills (3a)	
• Each group researches where their item is made (by state) and how it is made.	1. Basic Skills	•
• The library media specialist helps the students to record the location of		•
production by placing the item symbol on a large map.	2. Thinking Skills	
 Teacher leads the class in discussion to discover how items might get to the school. Transportation of the products is discussed and charted. 	3. Personal Qualities	
 Local transportation representatives (from trucking firms, UPS/Federal Express,) 	4. Interpersonal Skills	•
post office, airport) speak to the class about their role in transporting goods.	5. Technology	•
 Students visit various transportation sites (e.g., UPS) and watch the process 	6. Managing Information	•
of transporting goods. Company representatives identify various jobs, and	7. Managing Resources	•
necessary skills, and explain how the jobs are done.	8. Systems	
Students/Groups create books and posters about their researched items.	POSSIBLE STANDARDS	
MATERIALS/RESOURCES	CONNECTIONS	
Research resources—library and computer School store		
 School store Transportation costs Poster board and paper for books 	English Language Arts	•
 Transportation costs Art supplies Poster board and paper for books 	Languages Other than English	<u> </u>
	Mathematics, Science, and Technology	•
COMMENTS/MODIFICATIONS	Health, Physical Education, and	
• Students can be assigned jobs at the school store on the basis of skill levels.	Family and Consumer Sciences	
ASSESSMENT/EVALUATION	Social Studies	•
• Teacher evaluates group participation on basis of classroom observation.	The Arts	•
• Teacher uses rubric to evaluate research and books/posters.		<u>.</u>
• Teacher uses checklist to evaluate student participation in class project.		

SOURCE/CREDIT

Submitted by Tricia Dosiek, Carol Howard, and Bette Crowningshield, Peru Primary School, Peru Central School District. Submitted by Carol Varsalona. *Young Managers of Tomorrow*. Nassau County School to Career Partnership.

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

Title of Activity: Homemade Apple Pies

GRADE K 1 2 3 4	Estimated Time: 20–25 minutes
OBJECTIVE(S) Students will learn about the life of an apple, from seed to tree to consumer.	ELEMENTARY STANDARDS
Students will make apple pies. Students will learn about jobs at the apple orchard and bakery.	Career Development (1)
 DESCRIPTION OF ACTIVITY 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. 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). Students make apple art (e.g., apple prints, paintings of dried apple slices that are later shellacked by the teacher, apple books). Teacher talks to students about the life cycle of an apple (seed, tree, apple, consumer), and the students draw pictures of the life cycle. 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. 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. A bakery representative, local chef, or cafeteria staff visits the class to facilitate apple pie making with the students in the school's cafeteria. Students hold an "apple pie tea" at which they will share their pies with their families. Developing sequencing charts, language charts, thank-you notes, and a class 	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 •
big book intertwine English language arts skills with the learning experiences.	7. Managing Resources • 8. Systems •
 MATERIALS/RESOURCES Chart paper, big book materials, camera, and film Transportation for visits to the orchard and bakery Ingredients for the pies Cooking equipment Books about apples 	Systems POSSIBLE STANDARDS CONNECTIONS English Language Arts •
 COMMENTS/MODIFICATIONS The hands-on activities allow for multiple language experiences for this age group. Students with visual, auditory, and kinesthetic learning styles are given learning experiences to meet their needs. ASSESSMENT/EVALUATION 	Languages Other than English Mathematics, Science, and Technology Health, Physical Education, and Family and Consumer Sciences Social Studies The Arts
Teacher uses checklist to evaluate student participation in class project.Students are evaluated on basis of drawings and big books.	

SOURCE/CREDIT

Submitted by Suzanne Lacombe and Lori Favro, St. Peter's School, Plattsburgh, NY, Adirondack School-to-Work Partnership.

Content Area(s): Social Studies

Title of Activity: World Travels

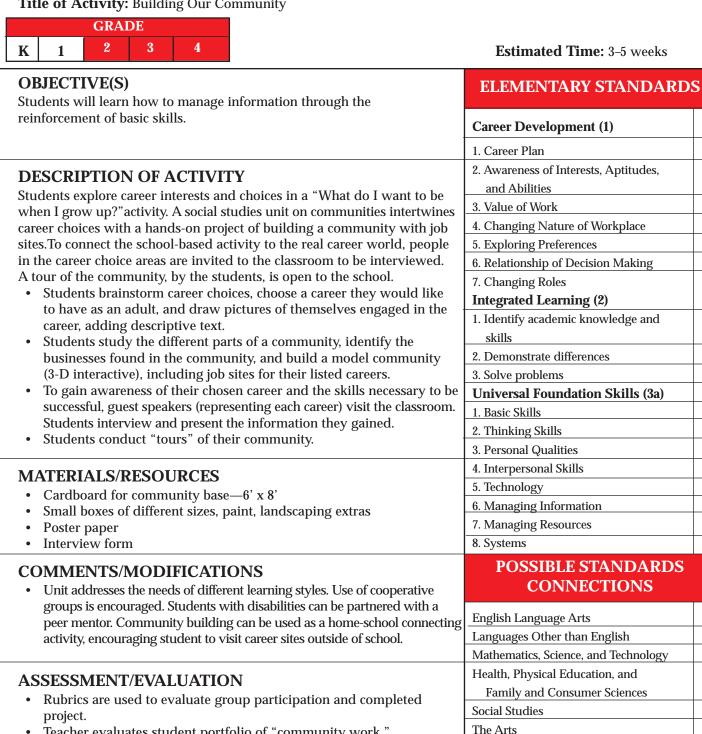
GRADE				
K	1	2	3	4

Estimated Time: 30 minutes

OBJECTIVE(S) ELEMENTARY STANDARDS Students will learn about the major world biomes. Students will develop travel brochures to countries within the biomes. **Career Development (1)** Students will gain an awareness of careers associated with travel. 1. Career Plan • **DESCRIPTION OF ACTIVITY** 2. Awareness of Interests, Aptitudes, A study of world biomes and the expertise of a travel agency combine to take and Abilities students on a trip through the world's regions. Students research and create • 3. Value of Work travel brochures for each biome. Careers in the travel and tourism industries are 4. Changing Nature of Workplace highlighted. Students become world travelers without leaving their own 5. Exploring Preferences geographic region! 6. Relationship of Decision Making Students study the world biomes-polar, rain forest, desert, and woodland-7. Changing Roles in their regular social studies classes. **Integrated Learning (2)** Students work in groups and select one biome to research, finding information about countries in that biome, climate, geographic highlights, etc. 1. Identify academic knowledge and • Students visit a local travel agency to obtain additional information about skills selected countries in the biomes. • 2. Demonstrate differences Travel agent explains the steps involved in traveling and discusses the careers • 3. Solve problems involved-travel agent, government agency (passport, visa), transportation, **Universal Foundation Skills (3a)** and lodging. • 1. Basic Skills Students examine several travel brochures and establish a rubric for a good 2. Thinking Skills • brochure. Each group creates a travel brochure and a travel poster for their selected area. • 3. Personal Qualities Students will present their brochures, posters, and research at a learning fair. 4. Interpersonal Skills • Brochures and posters are displayed in the classroom or library as part of 5. Technology travel display. 6. Managing Information • 7. Managing Resources • 8. Systems MATERIALS/RESOURCES • Transportation to travel agency • **Computers with Internet access** POSSIBLE STANDARDS **Reference books** Travel brochures **CONNECTIONS COMMENTS/MODIFICATIONS** • English Language Arts If transportation funds are not available, the travel agent could visit the class Languages Other than English For younger students, this unit can be incorporated as a "Holidays Around • Mathematics, Science, and Technology the World" unit. Cooperative learning allows all learners to perform at individual levels-design, writing, drawing, photography, and Health, Physical Education, and computer/word processing. Family and Consumer Sciences Social Studies • ASSESSMENT/EVALUATION Established rubrics are used to evaluate brochures and posters. The Arts • Teacher evaluates presentations. Teacher observes group participation. SOURCE/CREDIT Submitted by Lynn Kelley, St. Peter's School, Adirondack School-to-Work Partnership.

Content Area(s): Social Studies

Title of Activity: Building Our Community



Teacher evaluates student portfolio of "community work."

SOURCE/CREDIT

Submitted by Tricia Dosiek, Peru Northside School, Peru Central School District.

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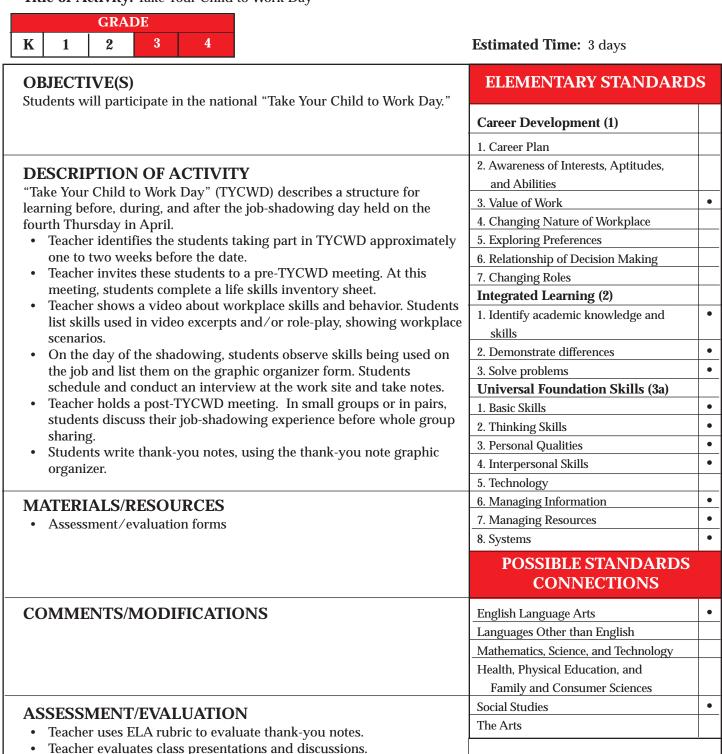
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Content Area(s): Social Studies

Title of Activity: Take Your Child to Work Day

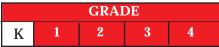


SOURCE/CREDIT

Submitted by Connie Czerwinski, Forest Park Elementary School, South Colonie Central School District.

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

Title of Activity: Flat Stanley Goes to Work



Estimated Time: 30 minutes

	Estimated fine. so minutes				
OBJECTIVE(S) Students will increase their awareness of the types of jobs available to	ELEMENTARY STANDARDS				
them in the future and the skills necessary to perform them.	Career Development (1)				
DESCRIPTION OF ACTIVITY	1. Career Plan				
Take Flat Stanley to work and watch your students anxiously await his	2. Awareness of Interests, Aptitudes,				
arrival. Read his journal to learn what Stanley made, whom he met, and	and Abilities	<u> </u>			
what tasks he completed.	3. Value of Work				
• Teacher reads <i>Flat Stanley</i> by Jeff Brown to the class, and they discuss	4. Changing Nature of Workplace	<u> </u>			
what it would be like to be flat.Teacher introduces the activity in which Flat Stanley or Flat Sally will	5. Exploring Preferences	<u> </u>			
be sent to work with different students' parents throughout the year.	6. Relationship of Decision Making	<u> </u>			
 Teacher sends home a letter asking parents to take Flat Stanley to 	7. Changing Roles				
work with them and keep a journal of their entire workday (skills	Integrated Learning (2)	<u> </u>			
used, meetings, schedules, and appointments). Parents are also asked	1. Identify academic knowledge and				
to complete an information worksheet regarding their current jobs	skills				
(title, education, skills, preparatory jobs, special skills, childhood hobbies).	2. Demonstrate differences	<u> </u>			
• Students draw work clothes on Flat Stanley that are like parents' work	3. Solve problems				
clothes.	Universal Foundation Skills (3a)				
 Students take Flat Stanley home for their parents to take to work along with the information worksheet. 	1. Basic Skills				
 As Flat Stanley returns to school, the students or teacher reads the 	2. Thinking Skills	٠			
journal and comments on the worksheet.	3. Personal Qualities				
 Class creates a bulletin board that illustrates where Flat Stanley has 	4. Interpersonal Skills				
been, the types of jobs he observed, and the skills he saw being used.	5. Technology				
• Students create graphs of similar and different skills needed for various jobs.	6. Managing Information				
Teacher sends Flat Stanley off to another work site.	7. Managing Resources	•			
MATERIALS/RESOURCES	8. Systems	•			
Paper copies of Flat Stanley and Flat Sally	POSSIBLE STANDARDS				
Crayons, markers Information worksheets for parents	CONNECTIONS				
COMMENTS/MODIFICATIONS	English Language Arts	•			
• This activity can be scheduled to take place within one week (when all	Languages Other than English				
students take Flat Stanley/Sally home at the same time) instead of	Mathematics, Science, and Technology				
throughout the year.	Health, Physical Education, and				
Project works well with support from school librarian or media specialist.					
	Social Studies				
ASSESSMENT/EVALUATION	The Arts				
• Students are evaluated on basis of of classroom participation and graphs.		<u> </u>			

SOURCE/CREDIT

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	1	1	1	1		1		1	1
2. Advertising Analysts	1	1	1	✓		✓		✓	1
3. Business Partnership	1	1	✓	✓	T	✓		1	✓
4. Who Is the Boss?	1	1	 ✓ 	✓	<u> </u>	✓	<u> </u>	1	✓
5. Wide World of Sports		1	 ✓ 	✓		✓		1	 ✓
6. Community Bus Tour	1	1	 ✓ 	✓		✓		1	 ✓
7. Great Gardeners	1	1	 ✓ 	✓		✓			 ✓
8. Fraction Feast		1	 ✓ 	✓		\checkmark			
9. Interactive Graphing	1	1	 ✓ 	✓		✓		1	 ✓
10. Terrific Tangram									
Technology		1	1	✓		✓			1
11. Soup Kitchen Kids	1	1	✓	✓		✓	1	1	 ✓
12. Coast to Coast: Where									
Do We Get Our Pencils?	1	1	1	✓		✓		✓	1
13. Homemade Apple Pies	1	1	 ✓ 	✓		\checkmark		1	✓
14. World Travels	1	1	 ✓ 	✓		\checkmark		1	1
15. Building Our Community	1	1	 ✓ 	✓	T	✓		1	✓
16. Take Your Child to					1				
Work Day	1	1	~	1				1	
17. Flat Stanley Goes to Work	1	1	✓	1				~	 ✓

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