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ABSTRACT

The handbook provides resource materials and procedures which can be useful in helping secondary school students progress in their education. It is designed primarily for use in working with student groups of classroom size or smaller. The emphasis of the handbook is on exploration of careers related to nine academic areas, together with an intervention program. Several career concepts are presented within each academic area. The career concepts are further broken down into subject concepts, each provided with performance objectives, suggested activities, skills, and suggested resource materials. (BP)

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# CAREER EXPL

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FORT DODGE, IOWA 50501

1974

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# R EXPLORATION

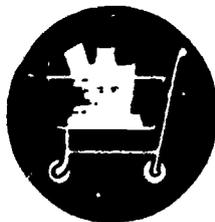
In the

## ONDARY SCHOOLS

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FORT DODGE, IOWA 50501

1974



## PREFACE

Choosing and planning a career has long been given lip service, but by chance rather than choice. Because many people in our present employment wanted to do and failed to plan accordingly, they are victims of it. They are doing work that brings them little, if any, personal satisfaction. It seems tedious and dull.

Career education will not completely alleviate this undesirable situation. A more suitable approach to entering the world-of-work. Students today have a wide range of occupations into focus. They have a right to learn how to identify practical and acceptable. They have a right to expect guidance which is commensurate with their interests, needs, desires and capabilities. They have the right to use setting techniques. Finally, students have a right to view school as a place to search for relationships among their experiences. Schools have an obligation to their lives.

Schools must update curriculums and methods if the students are to succeed in the world of work. Teachers must give up their long accepted prerogative of asking questions of students, where it belongs. When asking good questions and receiving answers, students learn to make meaningful relationships that will lead to creditable action on their own and to make their own value judgments, especially as these relationships affect their lives.

The traditional pattern of gearing the curriculum to meet the needs of the majority of students is no longer adequate, but it must change more. A high school diploma today should do more than certify the successful completion of twelve years of basic skills plus a few electives. It should give many opportunities to investigate careers and to assess them in light of the student's capabilities. Because of the tight employment market, many college graduates are unable to find work. The situation is far bleaker for high school graduates who have not received career education, the goal of which is to prepare each to enter the world of work. Career education is as relevant for the potential graduate who will not graduate from high school.

Marketing  
and  
Distribution

Environment

Business  
and  
Finance

Health

Business  
and  
Resources

## PREFACE

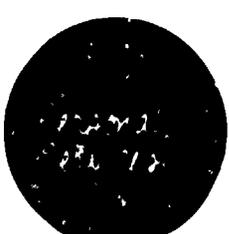
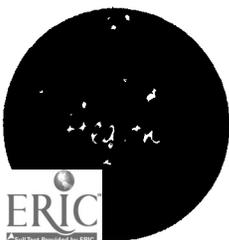
er has long been given lip service, but all too often the door to a career is opened because many people in our present employment market failed to decide what kind of work plan accordingly, they are victims of the logical fallacy "decision by indecision." When little, if any, personal satisfaction. They are pawns, in a sense, and their work

pletely alleviate this undesirable situation, but it will do much to bring about a change in the world-of-work. Students today have a right to an education that puts the multi- They have a right to learn how to identify a problem and seek solutions that are They have a right to expect guidance which will help them set personal goals that are needs, desires and capabilities. They have a right to learn how to develop goal- Students have a right to view school as a place where they will be guided, not taught, their experiences. Schools have an obligation to help students structure their

isms and methods if the students are to be adequately prepared for the world of long accepted prerogative of asking questions and shift the prerogative to the asking good questions and receiving, or better yet, finding good answers, students' relationships that will lead to creditable action. Students must learn to think for them- judgments, especially as these relate to occupations.

Preparing the curriculum to meet the needs of the college bound has changed to some A high school diploma today should do more than indicate that the student has skills of basic skills plus a few electives. It should also indicate that he has been investigate careers and to assess them in light of his own interests, wants and the employment market, many college graduates, especially in liberal arts, are unable or bleaker for high school graduates without a marketable skill. Young people which is to prepare each to enter the world of work or appropriate higher relevant for the potential graduate student as it is for the young person who

Dr. Earl O. Berge, Superintendent  
Fort Dodge Community Schools



## INTRODUCTION

The purpose of this handbook is to provide resource materials and procedures which can be used in their career education. The handbook is designed primarily to be used in working with students. However, the ideas and some of the materials can be useful when meeting with larger groups or

The emphasis of this material is exploration. Individuals cannot comprehend 30,000 plus occupations, they can make intelligent decisions. However, if students are helped in exploring the fifteen clusters of occupations gained to select the kinds of occupations from which they wish to make their choices. Exploration as a vast, potentially valuable unknown, we believe students can then more objectively evaluate information in making the occupational decisions that they individually must make, eventually

Twenty-three teachers, a counselor, five administrators and I spent the week of June 24-28, 1971, in opportunities therein where students can be guided in exploring clusters of occupations. The basic purpose will help students better understand the entire world of work. The vehicle is exploration of

This handbook is a collection of the activity plans, that were developed, that can best be used in career courses. Material found herein may well be used in teaching other disciplines--assignment to participants on the basis of our knowledge and the material at hand.

The workshop participants were as follows:

Marvin Berg, Teacher (Electricity and Electronics), Senior High School  
V. H. Boekelman, Administrator (Director of Instructional Materials)  
Allen Borszich, Teacher (English), Senior High School  
Georgia Burge, Administrator (Language Arts Coordinator)  
David Cox, Administrator (Director of the Intervention Program)  
Imogene DeBakey, Teacher (Typing and Mathematics), Senior High School  
Douglas Dunsmoor, Teacher (Typing and Mathematics), North Junior High School  
Dorothy Dwyer, Counselor, South Junior High School  
Robert Ellsworth, Teacher (Industrial Arts), North Junior High School  
Dennis Gross, Teacher (Industrial Arts), Senior High School  
Ronald Hegemann, Teacher (Social Studies), Senior High School  
Eloise Halm, Teacher (Art), Senior High School  
Muriel Henry, Teacher (English), North Junior High School  
Dennis Hewett, Teacher (Science), Senior High School  
Alvin Huenink, Teacher (Social Studies), Senior High School  
Dennis Johnson, Teacher (Science), Senior High School  
Kurt Kaiser, Teacher (Social Studies), North Junior High School  
Dennis Keck, Teacher (Science), North Junior High School  
Larry Lee, Teacher (Mathematics), Senior High School

## INTRODUCTION

materials and procedures which can be useful in helping secondary school students progress primarily to be used in working with student groups which are of classroom size or smaller. When meeting with larger groups or with individuals.

Individuals cannot comprehend 30,000 plus occupations, much less know enough about them that they are helped in exploring the fifteen career clusters, they can then use the knowledge they wish to make their choices. Exploration is the key. If each cluster can be approached, students can then more objectively evaluate their findings and eventually incorporate this new information. Each individual must make, eventually.

Mr. [Name] and I spent the week of June 24-28, 1974, examining the curriculum to determine opportunities in career clusters of occupations. The basic goal of this workshop was to develop activities that work. The vehicle is exploration of career cluster.

Activities that were developed, that can best be utilized within specific disciplines or specific areas, including other disciplines--assignment to a disciplinary area was made by the workshop. This manual is at hand.

[Name] (City and Electronics), Senior High School  
[Name] (Director of Instructional Material Center)  
[Name] (Fish), Senior High School  
[Name] (Language Arts Coordinator)  
[Name] (Director of the Intervention Program)  
[Name] (Science and Mathematics), Senior High School  
[Name] (Science and Mathematics), North Junior High School  
[Name] (North Junior High School)  
[Name] (Industrial Arts), North Junior High School  
[Name] (Industrial Arts), Senior High School  
[Name] (Social Studies), Senior High School  
[Name] (Senior High School)  
[Name] (North Junior High School)  
[Name] (Science), Senior High School  
[Name] (Social Studies), Senior High School  
[Name] (Science), Senior High School  
[Name] (Social Studies), North Junior High School  
[Name] (North Junior High School)  
[Name] (Senior High School)

Phil Linney, Teacher (Business Education), Senior High School  
Beth McCabe, Teacher (Social Studies), South Junior High School  
Martha McConnell, Teacher (English), South Junior High School  
Jim Motl, Teacher (Mathematics), South Junior High School  
Judy Payne, Teacher (Business Education), Senior High School  
Grace Porter, Teacher (Home Economics), North Junior High School  
Bonita Preschold, Teacher (Vocational Homemaking), Senior High School  
Thomas Sandell, Administrator (Social Studies Coordinator)  
James Stump, Teacher (Spanish and English), North Junior High School  
Trudy Yoder, Administrator (Home Economics Coordinator)

This project could not have been successful without the support and assistance of: The Advisory Committee; Superintendent Berge and the administrative personnel who helped with all Panel members: Fran Ducoffe, Melvin Mandelko, Newt Walters and Walter Woodman (who helped with the members of the Student Panels: Joyce Edwards, Audrey Mosley, Yvonne Peterson, Larry Sieb helped us evaluate the success of our career education efforts to date), consultants and demonstrators Ranney and Jim Wolters (Department of Public Instruction). It should be noted that activity sheets were edited by the curriculum coordinators and I. In some cases the press of time made it impossible for the editors before the material was printed, therefore as editors we assume responsibility. Last but not least we must acknowledge the contribution made by the many conscientious staff members who typed and bound this product of our thinking.

We hope this material will be of use to you. Please realize this is not a finished product. We want you to think together about career exploration in the classroom, and to put these thoughts on paper because your ideas will help us refine our efforts to help students.

ss Education), Senior High School  
Studies), South Junior High School  
nglish), South Junior High School  
cs), South Junior High School  
s Education), Senior High School  
Economics), North Junior High School  
ocational Homemaking), Senior High School  
r (Social Studies Coordinator)  
h and English), North Junior High School  
Home Economics Coordinator)

the support and assistance of: The Fort Dodge Board of Education; the Career Education  
rative personnel who helped with all phases of design and planning; Business-Community  
rs and Walter Woodman (who helped point-up needs of students, as seen by the community),  
Mosley, Yvonne Peterson, Larry Siebels, Jolene Terranova, Kelly Wing and Dan Yoder (who  
orts to date), consultants and demonstrators: Roy Bastion (Project Discovery) and Ed  
It should be noted that activity plans, developed in the workshop, were afterward  
es the press of time made it impossible for writer-participants to review the revisions  
efore as editors we assume responsibility for any errors committed in the revision process.  
ade by the many conscientious staff members involved in typing, reproducing, assembling,

realize this is not a finished product--instead, it should be viewed as our first effort  
m, and to put these thoughts on paper. Your comments and criticism will be welcomed,  
students.

Leon N. Jepsen  
Director of Career Education

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CAREER EXPLORATION ACTIVITIES

Career Concept: Advertising Design

Course: Advertising Design

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Commercial artists work within limitations of subject, media and production processes</p> <p>Needs and demands of industry must be met</p>	<p>Students will demonstrate and understanding of the tasks performed and the limitations of the profession commercial artists</p>	<p>Each student will design three color enlarged format</p> <p>Reproduce poster design with one of the</p> <p>Develop a portfolio of letter types, as source of material</p>

# CAREER EXPLORATION ACTIVITIES

Subject: Advertising Design

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Each student will design three color poster promotion on a large format</p> <p>produce poster design with one of the relief processes</p> <p>develop a portfolio of letter types, using printed matter as source of material</p>	<p>Student will select appropriate pictorial and lettering content to meet artistic and business needs, utilizing color theory, layout and lettering skills</p>	<p>Poster file</p> <p>Horn, George <u>Posters</u></p> <p>Laliberte and Magelan, <u>The Book of Posters</u></p> <p>Norman, Jean <u>Art: Of Wonder &amp; World.</u> Art Education, Inc.</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: Advertising Design

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To analyze and solve the problem, one must be creative</p> <p>Growth in personal expression can be developed in art</p>	<p>Student will be able to apply decision making process in selecting appropriate medium and procedure</p> <p>Students will be able to illustrate the application of same decision-making process in all problem solving</p>	<p>Each student will design a banner to</p>

## CAREER EXPLORATION ACTIVITIES

Topic: Advertising Design

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
Each student will design a banner to promote a personality	Applying lettering skill and design concepts	

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Advertising Design

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>There is need for well-trained people in advertising art</p>	<ol style="list-style-type: none"> <li>1. Student will be aware of systematic order of work from idea to finished product.</li> <li>2. Students will realize the value of broad training for positions in the advertising arts</li> </ol>	<p>Re-design a food product label</p> <p>Develop lettered copy, present in portfolio jacket or in bookform</p>

# CAREER EXPLORATION ACTIVITIES

Topic: Advertising Design

Developed by: \_\_\_\_\_

10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>design a food product label</p> <p>develop lettered copy, present in portfolio, in slip sheet or in bookform</p>	<p>Forming and improving aesthetic taste</p> <p>Recognizing the nature of good design</p> <p>Applying learned skills to present a finished artistic product</p> <p>Lay-out and lettering skills</p>	<p>Leach, Mortimer <u>Lettering for Advertising</u></p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill, Awareness, Beginning Competence Course: Advertising Design

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Good design is basic to all saleable material</p>	<p>Student will be able to produce a quality product using specific directions. Each will be able to explain the need to follow the directions (if the material is to be saleable)</p>	<p>Develop design pattern from letters of alphabet            Develop a theme design composition            Develop a poster design visual communication            Design 18" circle Divide space as a</p>
<p>Varied skills are necessary components of finished product</p>	<p>Student will work for design quality and techniques in lettering</p> <p>Students will be able to meet size requirements of specific jobs</p>	<p>Develop competence through individual letter of the alphabet Chancery Cursive            Develop copy adapting to all size C pe</p>

# CAREER EXPLORATION ACTIVITIES

Author: Advertising Design

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Develop design pattern from letters choose a word.</p> <p>Develop a theme design composition</p> <p>Develop a poster design visual communication</p> <p>Design 18" circle Divide space as a poster promotion</p> <p>Develop competence through individual practice of each letter of the alphabet Chancery Cursive C-O Speedball pen</p> <p>Develop copy adapting to all size C pens</p>	<p>Perfecting product through skillful use of materials</p> <p>Using basic tools to develop competence skills</p>	<p>Justina, William <u>Pleasure of Patterns</u></p> <p>Herding, Walter <u>Graphics Annual</u></p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Employability Skills

Course: Advertising Design

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To experience full scope of lay out for product campaign</p>	<p>Student will be able to imaginatively interpret and present the product.</p> <p>Students will demonstrate an understanding of the skills necessary for one to acquire a position in advertising art and to progress in this field</p>	<p>Select a product or service to be widely advertised. Research and plan full advertising campaign including posters, leaflets, brochures, and space in magazines.</p>

CAREER EXPLORATION ACTIVITIES

Case: Advertising Design

Developed by: \_\_\_\_\_

Level: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Select a product or service to be widely advertised. Research and plan full advertising campaign involving posters, leaflets, brochures, and space in newspapers and magazines.</p>	<p>Developing individual creative approach within the framework of the limitations imposed by each medium of communications</p> <p>Gaining skill in organizing materials</p>	<p>Hastings House, <u>Illustrate</u></p> <p>Art Directors Club of New York <u>Annual of Advertising and Editorial Art</u></p> <p>Film--Careers In Art</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Art Elective

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>There are opportunities in every career cluster for people with artistic interests and abilities</p>	<p>The student will demonstrate an understanding of the range of art careers and confidence in his ability to make an intelligent career decision</p> <p>The student will learn to compare and appraise his own interests and abilities</p>	<p>Exploration of Art Related Job Opportunities</p> <p>Develop form for student to use in research</p> <ul style="list-style-type: none"> <li>Name of job</li> <li>Location of job</li> <li>Nature of work</li> <li>Earnings</li> <li>Training opportunities</li> <li>Education needed</li> <li>Employment trends</li> <li>Qualifications</li> </ul> <p>Use form to research these job opportunities</p> <p>Field trips to or demonstrate by research</p> <p>Relate information gathered by each student in discussions</p>

# CAREER EXPLORATION ACTIVITIES

Course: Art Elective

Developed by: \_\_\_\_\_

Level: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Exploration of Art Related Job Opportunities</p> <p>Develop form for student to use in researching art careers</p> <p>Name of job</p> <p>Location of job</p> <p>Nature of work</p> <p>Earnings</p> <p>Training opportunities</p> <p>Education needed</p> <p>Employment trends</p> <p>Qualifications</p> <p>Use form to research these job opportunities</p> <p>Field trips to or demonstrate by resource people</p> <p>Relate information gathered by each student in class discussions</p>	<p>Researching and recording information</p> <p>Recognizing need for art personnel</p> <p>Interviewing to acquire information and stimulate active student interest</p>	<p>Local Resource People</p> <p>Art Gallery, Director</p> <p>Art Gallery, Secretary</p> <p>Art Director, Major Industry</p> <p>Artist, Major Industry</p> <p>Graphic Designer Furniture or Department Store</p> <p>Painter</p> <p>Sculptor</p> <p>Cartoonist</p> <p>Architect</p> <p>Photographer</p> <p>Printmaker</p> <p>Representatives, Art Schools</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations Activities

Course: Personal Typing

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Introduction to Personal Typing</p>	<p>Student will demonstrate awareness of usefulness of typing in the world of work, in furthering education; as a necessary tool to advanced learning in an unlimited number of school and work activities.</p>	<p>Study vocational pamphlets; study the parts; realize the correct position and become aware of business papers, forms</p>

## CAREER EXPLORATION ACTIVITIES

Author: Personal Typing

Developed by: \_\_\_\_\_

Date:   

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Study vocational pamphlets; study the typewriter and its parts; realize the correct position at a typewriter; become aware of business cards, forms, procedures.</p>	<p>Listening to ideas of those experienced in the area of typing</p> <p>Be able to research (elementary) material available on practical application of typing ability.</p>	<p>Interviews with typists and those who use typing.</p> <p>Films, filmstrips</p> <p>Various business forms</p> <p>Typewriter</p> <p>Demonstration by instructor</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Refining Competence

Course: Personal Typing

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Introducing the letter keys</p> <p>Introduce two to four keys per day</p>	<p>Students will demonstrate awareness of need to master use of keyboard to achieve minimal proficiency</p>	<p>Hands to feet low-hands to lap drill</p> <p>Correct position of fingers drill</p> <p>Correct body position drill</p> <p>Introduction of each letter key</p> <p>Proper finger stroke drill</p> <p>Repetitive drills to develop strength</p>

## CAREER EXPLORATION ACTIVITIES

Base: Personal Typing

Developed by: \_\_\_\_\_

Level: 7

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>hands to keyboard--hands to lap drill</p> <p>correct position of fingers drill</p> <p>correct body position drill</p> <p>introduction of each letter key</p> <p>proper finger stroke drill</p> <p>repetition drills to develop stroking response</p>	<p>Finger control</p> <p>Motor response to visual stimulus see in mind &amp; type.</p> <p>Proper finger movement without stroking at keys</p> <p>Individual finger movement</p> <p>Quick return of finger from key</p> <p>Coordination of eye and hand</p>	<p>Texts</p> <p>Films</p> <p>Tape machine</p> <p>Typewriter</p> <p>Wall charts</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Concept

Course: Personal Typing

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Addressing Business envelopes                      Large envelope                      Small envelope</p>	<p>Student will demonstrate awareness of typing skill needed to type return and outside address on the two common sizes of business letters.</p>	<p>Study various envelopes actually used                      Type return address and outside address                      Type return address and outside address</p>

## CAREER EXPLORATION ACTIVITIES

Base: Personal Typing

Developed by: \_\_\_\_\_

Level: 9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Study various envelopes actually used by businesses.</p> <p>Type return address and outside address on large envelope</p> <p>Type return address and outside address on small envelope</p>	<p>Insert envelope correctly</p> <p>Position correctly return address on large envelope down &amp; in correct line-spacing</p> <p>Position correctly return address on small envelope down &amp; in</p> <p>Position correctly outside address on small envelope</p>	<p>Text explanation</p> <p>Model envelopes</p> <p>Envelopes from various businesses</p> <p>Slides, filmstrips, movies</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Concept

Course: Personal Typing

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Addressing Business envelopes                      Large envelope                      Small envelope</p>	<p>Student will demonstrate awareness of typing skill needed to type return and outside address on the two common sizes of business letters.</p>	<p>Study various envelopes actually used                      Type return address and outside address                      Type return address and outside address</p>

## CAREER EXPLORATION ACTIVITIES

Author: Personal Typing

Developed by: \_\_\_\_\_

Page: 9

Edited by: \_\_\_\_\_

<b>Suggested Activities:</b>	<b>Skills:</b>	<b>Resource Material:</b>
<p>Study various envelopes actually used by businesses.</p> <p>Type return address and outside address on large envelope</p> <p>Type return address and outside address on small envelope</p>	<p>Insert envelope correctly</p> <p>Position correctly return address on large envelope down &amp; in correct line-spacing</p> <p>Position correctly return address on small envelope down &amp; in</p> <p>Position correctly outside address on small envelope</p>	<p>Text explanation</p> <p>Model envelopes</p> <p>Envelopes from various businesses</p> <p>Slides, filmstrips, movies</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Competence

Course: Personal Typing

Grade: 7

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Business letter form and technique--</p> <p>Modified block style with block paragraphs with indented paragraphs</p>	<p>Student will demonstrate awareness of typing skills needed by different businesses.</p> <p>Student will demonstrate ability to type a business letter in an approved business form.</p>	<p>Study various forms of approved business letters.</p> <p>Study business letters to learn various business letter</p> <p>Type a business letter</p> <p>Check the letter for form, appearance, errors</p>

## CAREER EXPLORATION ACTIVITIES

Topic: Personal Typing

Developed by: \_\_\_\_\_

\_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>by using a letter of approval by first letters</p> <p>by using as letters to learn various parts of the business letter</p> <p>to a business letter</p> <p>check the letter for form, appearance, and typographical errors</p>	<p>Improve:</p> <ul style="list-style-type: none"> <li>speed of typing</li> <li>accuracy of typing</li> <li>letter form</li> <li>spelling</li> </ul> <p>Setting up letter in approved modified block style</p> <p>Spacing different parts of letter correctly</p>	<p>Text explanation</p> <p>Model letters</p> <p>Letters from various businesses</p> <p>Slides, film-strips, movies</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Self-Discovery 31

Course: Personal Typing

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Taking a timed writing to determine development and skills at this point.</p>	<p>Students will demonstrate understanding of the relationship between personal typing skills and their own uniqueness. As a result they will compete only with their own previous performance-- "I am as good as I can be with those I want to be."</p>	<p>Insert paper                      Fill in heading                      Read                      Type                      Compute rate                      Proofread                      Grade timed writings</p>

CAREER EXPLORATION ACTIVITIES

Author: Personal typing \_\_\_\_\_

Developed by: \_\_\_\_\_

Date: 7 \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Insert paper</p> <p>1 in reading:</p> <p>ad</p> <p>ce</p> <p>Compute rate</p> <p>Personal</p> <p>Make timed writings</p>	<p>Type at an optimum level of speed and accuracy for the individual at this time.</p> <p>Insert paper</p> <p>Read</p> <p>Use fundamental typing techniques well.</p> <p>Compute his speed and compare with past performance to be aware of present skill and any improvement from previous writing</p>	<p>Timed writing</p> <p>Previous performance</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Personal Typing

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Complete a style guide</p>	<p>The student will be able to demonstrate understanding of the various educational settings in which use of correct typing format will be required.</p>	<p>To complete a:                      block style business letter                      modified block style business letter</p> <p>Address a:                      large envelope                      small envelope</p> <p>Type:                      a manuscript with footnotes                      an outline in correct form                      a bibliography in acceptable form                      a theme</p>

CAREER EXPLORATION ACTIVITIES

Topic: Personal Typing

Developed by: \_\_\_\_\_

Grade: 9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>complete a:                      block style business letter                      modified block style business letter</p> <p>address a:                      large envelope                      small envelope</p> <p>write:                      manuscript with footnotes                      an outline in correct form                      bibliography in acceptable form                      theme</p>	<p>Type accurately</p> <p>Organize the several jobs in an orderly manner</p> <p>Follow directions accurately</p> <p>Use the style guide form as a permanent reference</p>	<p>Text</p> <p>Examples of various forms used</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Personal Typing

Grade: 7

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Writing a letter of application in response to an advertisement.</p>	<p>Be able to organize material concerning himself so that he can sell his skills to a prospective employer.</p> <p>Compose and type an effective letter of application.</p>	<p>Investigate different job areas.</p> <p>Investigate skills necessary to be employed.</p> <p>Search newspaper help-wanted ads for a few careers of application for job.</p> <p>Discuss effective and ineffective applications.</p> <p>Write application letter.</p>

## CAREER EXPLORATION ACTIVITIES

Personal Typing \_\_\_\_\_

Developed by: \_\_\_\_\_

\_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Investigate different job areas.</p> <p>Investigate skills necessary to be employed in that area.</p> <p>Ask for paper half-wanted ads for a desirable job.</p> <p>Study models of effective and ineffective application letters.</p> <p>Discuss effective and ineffective application letters.</p> <p>Write an application letter.</p>	<p>Reading about job openings</p> <p>Typing</p> <p>Writing material</p> <p>Composing a letter</p> <p>Arranging the letter on the page</p> <p>Proofreading</p> <p>Spelling</p>	<p>Text</p> <p>Newspapers</p> <p>Models of application letters</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Employability Skills

Course: Personal Typing

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Typing invoices</p>	<p>The student will be able to type, in correct form, purchase or sales invoices with an acceptable degree of accuracy</p> <p>The student will demonstrate recognition of skills needed to complete the typing of invoices in an office</p> <p>The student will recognize the level of skills needed by a typist in an office</p>	<p>Demonstrations:</p> <p>filling in purchase (or sales) invoice</p> <p>completing extensions of amounts on</p> <p>typing in correct form invoices for</p>

## CAREER EXPLORATION ACTIVITIES

Topic: Personal Typing

Developed by: \_\_\_\_\_

9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Constrations:</p> <p>Filling in purchase (or sales) invoice forms correctly</p> <p>Completing extensions of amounts correctly and accurately</p> <p>Typing in correct form invoices (when no form is provided)</p>	<p>Typing numbers accurately</p> <p>Placing information in appropriate part of invoice</p> <p>Completing extensions and arriving at correct total</p> <p>Checking for accuracy</p>	<p>Text</p> <p>Model invoices and samples of invoice forms used by local businesses</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations and Attitudes

Course: Typing IA

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To understand the tasks required within job cluster(s) and develop the specific skills needed.</p>	<p>Students will be able to explain why employers demand neatness, accuracy, and an established minimum rate of production.</p>	<p>Practice typing on all kinds of business correspondence</p> <p>Some discussion of what skills are expected of a clerical worker.</p>

# CAREER EXPLORATION ACTIVITIES

Course: Typing IA

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>practice typing on all kinds of business materials and correspondence</p> <p>Have a discussion of what skills are expected of a typist or clerical worker.</p>	<p>Following directions</p> <p>Typing at least 40 net words per minute for five minutes at the end of one year</p> <p>Improve:            Spelling            Word division            Punctuation            Capitalization            Erasing            Tabulation            Letter production            Footnoteing</p>	<p>Text: <u>21st Century Type-writing</u></p>

## CAREER EXPLORATION ACTIVITIES

Career Concept: Career AwarenessCourse: Typing IAGrade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
To expose students to typing careers available in all the career clusters <u>while</u> they are improving their skill.	Students will be able to list ten occupations that require clerical skills and will be able to enumerate clerical skills needed for entry into each occupation	Take three and five minute timings for materials

# CAREER EXPLORATION ACTIVITIES

Level: Typing IA

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Make three and five minute timings from career-oriented materials</p>	<p>Building speed                      Building accuracy                      Improving techniques</p>	<p>Hand-out timing sheets</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Employability Skills

Course: Typing IA

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To develop employability skills necessary for the anticipated job. Also, to understand the non-skill requirements of a typist or clerical worker on-the-job.</p>	<p>Students will be able to demonstrate understanding of the skills necessary to acquire, maintain and progress in employment</p>	<p>Discuss the type of dress and attitude for the office.</p> <p>Expect students to get along well with (other students) and employer (teacher).</p> <p>Guest speaker: Employer telling what an employer expects of an employee. i.e.:</p> <ul style="list-style-type: none"> <li>skill requirements</li> <li>attitudes</li> <li>dress</li> <li>work record</li> </ul>

## CAREER EXPLORATION ACTIVITIES

Use: Typing IA

Developed by: \_\_\_\_\_

Level: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discuss the type of dress and attitudes are appropriate for the office.</p> <p>Expect students to get along well with co-workers (other students) and employer (teacher).</p> <p>Guest speaker: Employer telling what he wants from a employee. i.e.:</p> <ul style="list-style-type: none"> <li>skill requirements</li> <li>attitudes</li> <li>dress</li> <li>work record</li> </ul>	<p>Developing a good work attitude</p> <p>Listening</p> <p>Comprehending</p> <p>Assimilating</p>	<p>Guest speaker</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To help students to understand their personal values and to realize these are unique</p>	<p>Students will develop a reality awareness perception that can be demonstrated by "Where I am compared to where I want to be."</p> <p>Students will be able to relate personal values and the influence of other's values on career choice.</p>	<p>Have students compare goals of students            single adults            newly married couples            beginning families            growing families            retired persons</p> <p>Have students discuss: What major experience occur at each stage?</p> <p>What is the value of planning spending goals?</p>

## CAREER EXPLORATION ACTIVITIES

Topic: General Business

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Have students compare goals of students, single adults, newly married couples, beginning families, growing families, and retired persons.</p> <p>Have students discuss: What major expenditures usually occur at each stage?</p> <p>What is the value of planning spending based on long-range goals?</p>	<p>Speaking</p> <p>Listening</p> <p>Organizing</p> <p>Emphasizing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Financial Planning: Reasons for:</p> <ol style="list-style-type: none"> <li>1. To evaluate the use of money</li> <li>2. To prevent wasteful and unnecessary spending</li> <li>3. To maintain personal financial stability.</li> <li>4. To understand the way in which money is saved, spent, and borrowed.</li> <li>5. To get maximum benefits from income.</li> </ol>	<p>Student will be able to demonstrate understanding of the relationship between "managing your money" and "where I am and where I want to go."</p>	<ol style="list-style-type: none"> <li>1. Develop a chalkboard list of sources of work, investment insurance.</li> <li>2. Assign a committee to study and report on ways to organize resources.</li> <li>3. Invite a financial counselor to speak on the problems of individuals who fail to effectively manage their money.</li> <li>4. Analyze the steps in budgeting and the changes that might be required in a family if the following situation occurred:             <ol style="list-style-type: none"> <li>1. a son enters college</li> <li>2. family income increases by 1/3</li> <li>3. family buys a second car</li> <li>4. an aged parent moves in with them</li> </ol> </li> </ol>

## CAREER EXPLORATION ACTIVITIES

General Business

Developed by: \_\_\_\_\_

10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Develop a chalkboard list of sources of income including bank, investment insurance.</p> <p>Assign a committee to study and report on different ways to organize resources.</p> <p>Invite a financial counselor to speak about the problems of individuals who fail to establish plans for saving their money.</p> <p>Analyze the steps in budgeting and determine the changes that might be required in a family budget if the following situation occurred:</p> <ul style="list-style-type: none"> <li>• a son enters college</li> <li>• family income increases by 1/3</li> <li>• family buys a second car</li> <li>• an aged parent moves in with the family</li> </ul>	<p>Analyzing</p> <p>Listening</p> <p>Reporting</p> <p>Financial planning money management</p> <p>Budgeting</p> <p>Demonstrating</p> <p>Planning</p> <p>Identifying</p>	<p>Financial counselor from a bank</p>

## CAREER EXPLORATION ACTIVITIES

Career Concept: Self AwarenessCourse: General BusinessGrade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
Savings	<ol style="list-style-type: none"> <li>1. The student should be able to demonstrate recognition of the value of savings and demonstrate the ability to plan and evaluate savings plans.</li> <li>2. The student should be able to relate personal values and the influence of the values of others as it relates to his personal money management.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a list of short and long</li> <li>2. Make a chalkboard list of saving             <ol style="list-style-type: none"> <li>a. teens</li> <li>b. adults</li> <li>c. newly weds</li> <li>d. growing families</li> <li>e. retired people</li> </ol> </li> <li>3. Discuss the criteria for choosing</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Case: General Business

Developed by: \_\_\_\_\_

Level: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Develop a list of short and long term student needs.</p> <p>Make a chalkboard list of saving goals for</p> <ol style="list-style-type: none"> <li>a. teens</li> <li>b. adults</li> <li>c. newly weds</li> <li>d. growing families</li> <li>e. retired people</li> </ol> <p>Discuss the criteria for choosing a saving institution.</p>	<p>Writing</p> <p>Discussing</p> <p>Analyzing</p> <p>Introspection</p> <p>Decision making</p>	<p>Banking, saving and loan, or credit union official</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Correlation and Attitudes

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
Consumer Credit Laws	Student will be able to discuss the influence Consumer Credit Laws have on (1) borrowers and (2) those who extend credit	<p>1. Get a copy of <u>Truth in Lending Law</u> sections for various groups to discuss include requirements that the lender s</p> <ol style="list-style-type: none"> <li>1. Cash price</li> <li>2. Cash down payment</li> <li>3. Trade-in</li> <li>4. Finance charge, etc.</li> </ol> <p>2. Examine a sample credit contract closure requirements of the "Truth in Lending Act."</p>

## CAREER EXPLORATION ACTIVITIES

Subject: General Business

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Get a copy of <u>Truth in Lending Law</u> and assign certain questions for various groups to discuss. Discussion should include requirements that the lender should disclose such as:</p> <ol style="list-style-type: none"> <li>1. Cash price</li> <li>2. Cash down payment</li> <li>3. Trade-in</li> <li>4. Finance charge, etc.</li> </ol> <p>Examine a sample credit contract to determine if disclosure requirements of the "Truth in Lending" act have been met.</p>	<p>Visual</p> <p>Discussion</p> <p>Interpreting-analyzing</p>	<p>Transparency</p> <p>"Truth in Lending" Law</p>

CAREER EXPLORATION ACTIVITIES

Career Concepts: \_\_\_\_\_

Course: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject Concepts:	Performance Objectives:	Suggested Activities:
<p>Self-concept</p>	<p>1. ... 2. ... 3. ...</p>	<p>1. ... 2. ... 3. ...</p>

## CAREER EXPLORATION ACTIVITIES

Course: Business

Developed by: \_\_\_\_\_

Grade: 1-1

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1. Have students visit a local business or credit institution to observe the operation of a business or credit institution. They should observe the operation of the business or credit institution.</p> <p>2. Have students visit a local business or credit institution to observe the operation of a business or credit institution. They should observe the operation of the business or credit institution.</p> <p>3. Have students visit a local business or credit institution to observe the operation of a business or credit institution. They should observe the operation of the business or credit institution.</p>	<p>Shopping</p> <p>Debit card</p> <p>How to use a credit card:</p> <ol style="list-style-type: none"> <li>1. Bill</li> <li>2. Savings &amp; Loan</li> <li>3. Credit unions</li> <li>4. Charge accounts</li> <li>5. Small loan companies</li> <li>6. Credit card</li> <li>7. Insurance companies</li> <li>8. Pawn shops</li> <li>9. Loan sharks</li> </ol>	<p>Business establishments</p> <p>Manager of a business</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To show students the factors affecting consumer purchasing.</p>	<p>To be able to apply the steps in the decision-making process to the purchase of goods and services.</p> <p>is able to recognize and evaluate the influence of personal, social, and marketing techniques on consumer buying decisions.</p>	<p>Have students choose between two decisions only one is possible. Follow with the steps in the decision-making process.</p> <p>Have students list some of the best and some of the worst buys, in terms of value received. Write what trade-offs were made and the decision-making process was used in making the purchase.</p> <p>Research comparable costs of a product.</p> <p>Student selects a product he might purchase and proceeds through the decision-making process.</p> <p>Make a display of needs, conveniences, and costs.</p>

## CAREER EXPLORATION ACTIVITIES

Level: General Business

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>the student's choice between two least viable expenditures when only one is possible. Follow with discussion until all the steps in the decision-making process have been outlined.</p> <p>the student's list some of the best buys they have made (some of the worse buys, in terms of personal satisfaction derived, if the material was not bought as it did, and if the decision-making process was used in each case).</p> <p>search for variable costs of a product.</p> <p>student selects a product he might purchase in the future and proceeds through the decision-making process.</p> <p>make a display of needs, conveniences, and luxuries.</p>	<p>Decision-making</p> <p>Speaking</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Organizing</p>	<p>Text:</p> <p><u>General Business for Everyday Living</u> Fourth Edition</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Applied Activities

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Banking and record keeping</p>	<p>Students will be able to apply the decision-making process to credit and other banking services</p>	<ol style="list-style-type: none"> <li>1. Make a bulletin board showing various services.</li> <li>2. Demonstrate the correct way to use a teller as practiced writing checks and statements.</li> <li>3. Appoint a committee to visit a bank and record the work performed for its services; checking accounts; savings; deposit boxes; etc.</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Grade: General Business

Developed by: \_\_\_\_\_

Grade: 11-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<ul style="list-style-type: none"> <li>• Make a bulletin board showing examples of banking services.</li> <li>• Demonstrate the correct way to write a check and use various automatic writing cards and reconciling bank statements.</li> <li>• Appoint a committee to visit a bank to find out how services the bank performs for its customers--list should include: checking accounts; savings accounts; credit deposit boxes; etc.</li> </ul>	<ul style="list-style-type: none"> <li>Check writing</li> <li>Balancing a checkbook</li> <li>Reconciling a bank statement</li> </ul>	<ul style="list-style-type: none"> <li>Representative from a bank</li> <li>Descriptive literature from banks, savings loan companies and from other customers of credit</li> </ul>

CAREER EXPLORATION ACTIVITIES

Career Concept: Marketing

Course: Business 101

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To understand the role of the marketer in the distribution of goods and the provision of services.</p>	<p>Students will be able to demonstrate recognition of activities and skills required for various career clusters</p>	<p>Students will identify the roles and involved in distribution of goods and services. They will identify people involved in sales and marketing. Students will identify the roles and involved in distribution of goods and services.</p>

# CAREER EXPLORATION ACTIVITIES

Author: James H. Johnson

Developed by: \_\_\_\_\_

Editor: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>... with ... different occupations            ... in ...</p> <p>... scale involved in sales and services</p> <p>... materials</p>	<p>Listening</p> <p>Art work</p> <p>Researching</p> <p>Bulletin board materials</p> <p>Interviewing</p>	<p>People working in sales and services</p> <p>Bulletin board materials</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Credit Records</p>	<p>1. The student should recognize how family finances and future employment are affected by his credit record.</p>	<p>1. Provide students with tapes and interview a credit bureau official. questions should be asked:</p> <ul style="list-style-type: none"> <li>(a) Why is a credit bureau needed?</li> <li>(b) Who are its members?</li> <li>(c) What are the purposes?</li> <li>(d) Who is involved in credit investment?</li> <li>(e) Can an individual investigate his credit record?</li> <li>(f) How would you describe a poor credit record?</li> </ul> <p>2. Make a bulletin board showing the credit bureau. This would include ideas such as:</p> <ul style="list-style-type: none"> <li>(1) collecting information on people with poor credit records</li> <li>(2) files on all the factors that affect a person's willingness or ability to pay his bills</li> <li>(3) information is made available to the public to use the bureau's services</li> </ul>

## CAREER EXPLORATION ACTIVITIES

Topic: General Business

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Provide students with tapes and a tape recorder to interview a credit bureau official. Some of the following questions should be asked:</p> <ol style="list-style-type: none"> <li>Why is a credit bureau needed?</li> <li>Who are its members?</li> <li>What are its purposes?</li> <li>Who is involved in credit investigation?</li> <li>Can an individual investigate his own credit record?</li> <li>How would you describe a poor credit risk?</li> </ol> <p>Make a bulletin board showing the functions of a credit bureau. This would include ideas such as:</p> <ol style="list-style-type: none"> <li>collecting information on people</li> <li>files on all the factors that affect a person's willingness or ability to pay his debts</li> <li>information is made available to business firms that use the bureau's services</li> </ol>	<p>Listening</p> <p>Interviewing</p> <p>List functions of a credit bureau</p>	<p>Credit bureau manager</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
Credit Costs	<p>Students will be able to enumerate occupational opportunities in the credit industry and</p> <ul style="list-style-type: none"> <li>(1) the function of each</li> <li>(2) the prerequisite skills for entry into these occupations</li> </ul>	<ul style="list-style-type: none"> <li>1. Use examples to show that the difference between the cash and credit price.</li> <li>2. Develop a list of the factors affecting credit. List should include: <ul style="list-style-type: none"> <li>(1) Source of credit</li> <li>(2) Amount of money borrowed</li> <li>(3) Length of time borrowed</li> <li>(4) Ability of borrower to repay</li> <li>(5) Collateral or security offered</li> <li>(6) Costs other than finance charge</li> <li>(7) Business conditions</li> </ul> </li> </ul>

CAREER EXPLORATION ACTIVITIES

General Business

Developed by:

10-12

Edited by:

Suggested Activities:	Skills:	Resource Material:
<p>Use examples to show that the dollar cost is the difference between the cash and credit price.</p> <p>Develop a list of the factors affecting cost of credit. should include:</p> <ul style="list-style-type: none"> <li>) Source of credit</li> <li>) Amount of money borrowed</li> <li>) Length of time borrowed</li> <li>) Ability of borrower to repay</li> <li>) Collateral or security offered</li> <li>) Costs other than finance charge</li> <li>) Business conditions</li> </ul>	<p>Interpreting</p> <p>Analyzing the factors which influence the cost of credit</p>	<p>Textbook: General Business for Everyday Living</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
Credit Costs	<p>Students will be able to enumerate occupational opportunities in the credit industry and</p> <ol style="list-style-type: none"> <li>(1) the function of each</li> <li>(2) the prerequisite skills for entry into these occupations</li> </ol>	<ol style="list-style-type: none"> <li>1. Use examples to show that the difference between the cash and credit price.</li> <li>2. Develop a list of the factors affecting credit costs. List should include:               <ol style="list-style-type: none"> <li>(1) Source of credit</li> <li>(2) Amount of money borrowed</li> <li>(3) Length of time borrowed</li> <li>(4) Ability of borrower to repay</li> <li>(5) Collateral or security offered</li> <li>(6) Costs other than finance charge</li> <li>(7) Business conditions</li> </ol> </li> </ol>

CAREER EXPLORATION ACTIVITIES

General Business

Developed by: \_\_\_\_\_

10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Use examples to show that the dollar cost is the difference between the cash and credit price.</p> <p>Develop a list of the factors affecting cost of credit. It should include:</p> <ol style="list-style-type: none"> <li>1) Source of credit</li> <li>2) Amount of money borrowed</li> <li>3) Length of time borrowed</li> <li>4) Ability of borrower to repay</li> <li>5) Collateral or security offered</li> <li>6) Costs other than finance charge</li> <li>7) Business conditions</li> </ol>	<p>Interpreting</p> <p>Analyzing the factors which influence the cost of credit</p>	<p>Textbook: General Business for Everyday Living</p>



CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
Solving credit problems	Students will be able to relate educational prerequisites for entry into each of a variety of the occupations found in agencies that assist individuals who have credit problems	<ol style="list-style-type: none"> <li>1. Have students identify agencies that are available to assist with credit problems</li> <li>2. Have students investigate and report on services: Who sponsors them; How do costs are involved; How can they be eliminated; some alternatives to debt consolidation</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Subject: General Business

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Have students identify agencies in the community which are available to assist with credit problems.</p> <p>Have students investigate and report on debt adjustment services: Who sponsors them; How do they function; What costs are involved; How can they be evaluated; What are the alternatives to debt consolidation</p>	<p>Identifying</p> <p>Investigating</p> <p>Problem solving</p> <p>Evaluating</p>	<p>Consumer protection agency</p> <p>Credit bureau</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
Investments	<p>The student will recognize how investments aid families in providing for present and future financial needs</p> <p>Students will be able to apply knowledge of economic responsibilities to career decisions</p>	<ol style="list-style-type: none"> <li>1. Brainstorm: "What is an investment?"</li> <li>2. Have class list types of investment individual can make for non-monetary goals               <ol style="list-style-type: none"> <li>(a) spending money on a friend</li> <li>(b) travel</li> <li>(c) spending money for family pleasure</li> </ol> <p>Discuss the value of these kinds of investment and the spending of money for education as well.</p> </li> <li>3. List as many different types of investment as you can and write a report which should include the amount of return, liquidity and safety.</li> <li>4. Using the reports from number 3 (a) choose the investment best suited for (1) one year from now. (2) ten years from now.</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Topic: General Business

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Brainstorm: "What is an investment?"</p> <p>Have class list types of investments a family or an individual can make for non-monetary gain, i.e.,</p> <ul style="list-style-type: none"> <li>a) spending money on a friend</li> <li>b) travel</li> <li>c) spending money for family pleasure</li> </ul> <p>Discuss the value of these kinds of investments. Discuss spending of money for education as an investment.</p> <p>List as many different types of investments as possible write a report which should include: the risk involved, amount of return, liquidity and safety.</p> <p>Using the reports from number 3 (above) have students choose the investment best suited for them (1) now and ten years from now.</p>	<p>Brainstorming</p> <p>Decision making</p> <p>Analyzing</p> <p>Report writing</p>	<p>Investment counselor</p>

CAREER EXPLORATION ACTIVITIES

Career Concepts: Types of Businesses

Course: General Business

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Kinds of credit</p>	<p>Students will be able to demonstrate relationship between wise use of credit and economic success and even job satisfaction</p>	<ol style="list-style-type: none"> <li>1. Divide the class into committees, community and find out what types of available locally.</li> <li>2. Collect and compare several credit stores. Study the agreements and give students to read understand.</li> <li>3. Make a list of those things that on noninstallment and installment plan</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Grade: General Business

Developed by: \_\_\_\_\_

Level: 11-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Divide the class into committees to survey the community and find out what type of credit plans are available locally.</p> <p>Collect and compare several credit contracts from stores. Study the agreement and circle any parts that students do not understand.</p> <p>Make a list of those things that are usually purchased on installment and installment plans.</p>	<p>Discussing</p> <p>Collecting</p> <p>Comparing</p> <p>Students will be able to differentiate between installment and non-installment contracts</p>	<p>Retail stores</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Personal Finance

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>The effective use of consumer credit</p>	<ol style="list-style-type: none"> <li>1. Every high school student will recognize that the effective use of credit varies according to personal and economic factors.</li> <li>2. Be able to identify several economic and personal factors influencing the availability of credit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have class give examples of credit parents, brothers, and sisters</li> <li>2. Have a committee observe the credit manager store, collect credit information and interview the credit manager.</li> <li>3. Have students bring to class advertisement consumers to buy on credit or to borrow</li> <li>4. Ask students to place in each circle any work which correctly applies:                 (character) (capacity) (capitol)             </li> </ol> <ol style="list-style-type: none"> <li>1. Integrity</li> <li>2. Intelligence</li> <li>3. Responsibility</li> <li>4. Punctuality</li> <li>5. Skill</li> <li>6. Appearance</li> <li>7. Savings</li> <li>8. Property</li> <li>9. Salary</li> <li>10. Thrift</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Subject: General Business

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Have class give examples of credit extended to them by parents, brothers, and sisters</p> <p>Have a committee observe the credit office of a department store, collect credit information, application forms, and interview the credit manager.</p> <p>Have students bring to class advertisements encouraging consumers to buy on credit or to borrow.</p> <p>Ask students to place in each circle the numbers of work which correctly applies:</p> <p>(character) (capacity) (capitol)</p> <ol style="list-style-type: none"> <li>1. Integrity</li> <li>2. Intelligence</li> <li>3. Responsibility</li> <li>4. Punctuality</li> <li>5. Skill</li> <li>6. Appearance</li> <li>7. Savings</li> <li>8. Property</li> <li>9. Salary</li> <li>10. Thrift</li> </ol>	<p>Investigating to see how people use credit</p> <p>Speaking</p> <p>Learn the definition of credit</p> <p>Be able to identify the "3 C's" of credit</p>	<p>Filmstrip "Buy now Pay Later."</p> <p>Film--"The Owl that Cave a Hoot."</p> <p>Credit manager from a local department store</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: General Business

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
Using Credit	<ol style="list-style-type: none"> <li>1. The student will recognize that credit is potentially helpful or harmful, depending on how it is used.</li> <li>2. The student will demonstrate knowledge how to use credit in meeting personal and family needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide class into small groups to discuss disadvantages and alternatives in a given situation such as buying a car, education, furniture, vacation, etc. Report the findings.</li> <li>2. Role playing             <ol style="list-style-type: none"> <li>(a) Too much use of credit which results in loss of item (s)</li> <li>(b) A furnace blows up because family cannot afford to finance its repair.</li> </ol> </li> <li>3. Discuss reasons for credit use; Report             <ol style="list-style-type: none"> <li>a. Convenience</li> <li>b. Increased purchasing power</li> <li>c. Emergency needs</li> </ol> </li> </ol>

## CAREER EXPLORATION ACTIVITIES

Case: General Business

Developed by: \_\_\_\_\_

Level: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>• Divide class into small groups to list advantages, disadvantages and alternatives in a given situation eg. buying a car, education, furniture, vacation etc. Report the findings.</p> <p>• Role playing</p> <p>(a) Too much use of credit which results in repossession of item (s)</p> <p>(b) A furnace blows up because family would not use credit to finance its repair.</p> <p>• Discuss reasons for credit use; Reasons should include:</p> <p>a. Convenience</p> <p>b. Increased purchasing power</p> <p>c. Emergency needs</p>	<p>Writing</p> <p>Speaking</p> <p>Listening</p>	<p>School counselor</p> <p>Bank loan department</p> <p>Retail store credit department.</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Gregg or Forlmer Shorthand

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To expose students to all the career clusters, because all 15 need people with secretarial skills.</p>	<p>Students will demonstrate awareness of opportunities available in the various career clusters</p> <p>Students will be able to illustrate the potential for promotion that belongs to secretaries who are willing to assume additional responsibilities.</p>	<p>Field trips to offices in Fort Dodge.</p> <p>Do bulletin board of what a secretary the 15 career clusters.</p> <p>Interviews with secretaries in different clusters.</p> <p>Speakers from different clusters who</p> <p>A speaker who started as a secretary and went on to a managerial position.</p> <p>A speaker from an employment agency.</p> <p>Take dictation of communications that are in the various career clusters. For example: letters that are typed in a manufacturer's office, a doctor's office, etc.</p>

## CAREER EXPLORATION ACTIVITIES

Author: Gregg or Forkner Shorthand

Developed by: \_\_\_\_\_

Date: 11-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Field trips to offices in Fort Dodge.</p> <p>bulletin board of what a secretary might do in each of the 15 career clusters.</p> <p>Interviews with secretaries in different clusters</p> <p>Speakers from different clusters who work in offices.</p> <p>Speaker who started as a secretary and is now an executive or in a managerial position.</p> <p>Speaker from an employment agency.</p> <p>Dictation of communications that relate to the various clusters. For example: letters that might come from a manufacturer's office, a doctor's office, a movie studio, etc.</p>	<p>Improvement of shorthand skill</p> <p>Reading</p> <p>Listening</p> <p>Decision-making</p>	<p>Wall chart of Career Clusters</p> <p>Guest Speaker: Secretary</p> <p>Guest Speaker: Executive who was a secretary</p> <p>Guest Speaker: from employment agency</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Self-awareness

Course: Spagg and Torrey's Shorthand

Grade: 11 & 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To understand what an employer is looking for besides the shorthand skills we work on every day.</p>	<p>Students will be able to demonstrate understanding of personal strengths and weaknesses and relate these to ability to satisfactorily function as a secretary in different settings</p>	<p>Talk about:</p> <ul style="list-style-type: none"> <li>Grooming</li> <li>Attitude</li> <li>Working with others</li> <li>Meeting the public</li> <li>Loyalty</li> <li>Professionalism</li> <li>Honesty</li> <li>Responsibility</li> </ul> <p>Have a local businessman come in and expects from a good secretary. Also, he does not want in a secretary.</p>

## CAREER EXPLORATION ACTIVITIES

Author: Gregg and Forkner Shorthard

Developed by: \_\_\_\_\_

Date: 11 & 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>           Talk about:            Grooming            Attitude            Working with others            Meeting the public            Loyalty            Professionalism            Honesty            Responsibility         </p> <p>           Have a local businessman come in and talk about what he expects from a good secretary. Also, have him tell what he does not want in a secretary.         </p>	<p>           The shorthand classroom is like an office. The students are the secretaries and the teacher is the office manager. Within this framework the students have an opportunity to:         </p> <ul style="list-style-type: none"> <li>Practice their skills</li> <li>Learn to work with co-workers</li> </ul> <p>           Practice a good work attitude &amp; responsibility         </p> <p>           Improve grooming and appearance         </p>	<p>           Films on working in an office         </p> <p>           Guest Speaker: Employer         </p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: Gregg and Workner Shorthand

Grade: 11 & 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To alert students of the fine financial and travel opportunities awaiting them in different career clusters</p>	<p>Students will be able to demonstrate understanding of the law of supply and demand as it influences the relationship between wages earned and geographical setting and also between wages earned and skill level.</p>	<p>Bulletin board on salaries in various in different career clusters.</p> <p>Extra Credit Reports on job opportunities that interests that particular student</p>

## CAREER EXPLORATION ACTIVITIES

Author: Gregg and Forkner: Shorthand

Developed by: \_\_\_\_\_

Grade: 11 & 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Plot in board on salaries in various geographical areas different career clusters.</p> <p>Extra Credits Reports on job opportunities in a cluster that interests that particular student.</p>	<p>Decision making</p> <p>Researching</p> <p>Reading</p>	<p>Newspapers (local and big city)</p> <p>Magazine articles</p> <p>Library resources</p> <p>Career Resource Center</p> <p>Career Education Director</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness: Beginning Competencies Course: Gregg and Forkner Shorthand

Grade: 11 & 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To teach students to read, write, and transcribe Gregg or Forkner Shorthand at a minimum of job-entry ability.</p>	<p>Students will be able to relate own skills with minimum requirements for several entry level office positions</p>	<p>Practice reading and writing                      Dictation                      Transcription                      Almost daily evaluation</p>

**CAREER EXPLORATION ACTIVITIES**

Developed by: Gregg and Forner Shorthand

Developed by: \_\_\_\_\_

11 & 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Practice reading and writing</p> <p>Dictation</p> <p>Description</p> <p>Post daily evaluation</p>	<p>Reading</p> <p>Writing</p> <p>Transcribing</p> <p>Following directions</p> <p>Memorizing</p>	<p>Texts:</p> <p>Diamond Jubilee Series--Gregg Shorthand (First Semester)</p> <p>Diamond Jubilee Series--Gregg Dictation (Second Semester)</p> <p>Forner Short-hand Text and Study Guide</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations & Attitudes

Course: Spanish

Grade: 8 & 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Introduce the Spanish course</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an awareness of the usefulness of Spanish language in occupational clusters</li> <li>2. Demonstrate how an understanding of other people can be achieved through the study of another language.</li> </ol>	<p>Role playing</p> <p>Reading</p> <p>Listening to records and tapes</p> <p>Learning the culture</p> <p>Learn vowels</p>

## CAREER EXPLORATION ACTIVITIES

Course: Spanish

Developed by: \_\_\_\_\_

Grade: 8 & 9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
role playing	Assimilating	Resource
reading	ideas of	packet of
listening to records and tapes	teachers, of	awareness
learning the culture	outsiders, and	Films
learn vowels	any with	Resource people
	experience in	
	this area.	
	Repeat vowel	Props
	sounds	
	Integrate	
	Spanish as a	
	tool to learn	
	English	
	structure	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Assessment

Course: Spanish

Grade: 8-9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>The benefits, the involvements and enjoyments of being bi-lingual</p>	<p>Students will be able to enumerate occupations, in each of several career clusters, in which language proficiency is necessary or useful</p>	<p>A department store worker helping non-customers purchase items.</p> <p>Taking care of correspondence of a firm Latin American contacts.</p> <p>A part-time and or full-time organizer tours</p> <p>A connecting link with our neighbors</p>

## CAREER EXPLORATION ACTIVITIES

Language: Spanish

Developed by: \_\_\_\_\_

Grade: 8-9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
Department store worker helping non-English speaking customers purchase items.	Speak the language	Teacher prepared materials
Taking care of correspondence of a firm or industry with American contacts.	Ability to use Business Spanish	Text books
Part-time and or full-time organizer and conductor of events	Knowledge of country involved	To meet and interact with student or others from a Spanish speaking country.
Connecting link with our neighbors to the South	A Spanish proverb says, "He who would understand his neighbor must put his head into their house."	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Spanish

Grade: 8 & 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Athletic activities are as popular in Spanish speaking countries as they are in our country</p>	<p>Each student will be able to discuss the "law of supply and demand" as it influences and recognition and economic rewards given star athletes (and other workers who have rare, sought-after skills and abilities)</p> <p>Students will be able to enumerate occupations that require interest and/or ability in athletics</p>	<p>Panel discussion-- comparing personal athletes in Spanish speaking countries popularity of Joe Namath, Arnold Palmer etc.</p> <p>Role play--demonstrate kinds of skills in sporting events that are most popular in Spanish speaking countries</p> <p>Class discussion of sport statistics</p> <p>Develop scrapbooks</p>

# CAREER EXPLORATION ACTIVITIES

Author: Spanish

Developed by: \_\_\_\_\_

Grade: 8 & 9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Panel discussion-- comparing personal popularity of star athletes in Spanish speaking countries with personal popularity of Joe Namath, Arnold Palmer, Wilt Chamberlain,</p>	<p>Research of reference material</p>	<p>Current periodicals, novels and books</p>
<p>Role play--demonstrate kinds of skills needed by athletes at sporting events that are most popular in Spanish speaking countries</p>	<p>Letter writing (to secure information)</p>	<p>Information secured from agencies in Spanish speaking countries</p>
<p>Class discussion of sport statistics</p>	<p>Reading questioning and listening to secure information from knowledgeable coaches and sport writers.</p>	<p>Knowledgeable local resource people</p>
<p>Develop scrapbooks</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Spanish

Grade: 8 & 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>There are opportunities for bi-lingual people in the field of education</p>	<p>Students will be able to enumerate occupations in this country and abroad for bi-lingual educators and will be able to identify career clusters in which these occupations are found.</p>	<p>Role playing of an unemployed person with instructor            (1) making application            (2) being interviewed            Make portfolio of career activities            Guiding students in personally assessing interests</p>

## CAREER EXPLORATION ACTIVITIES

Spanish \_\_\_\_\_

Developed by: \_\_\_\_\_

8 & 9 \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>playing of an unemployed person wishing to be an instructor</p> <p>1) making application</p> <p>2) being interviewed</p> <p>portfolio of career activities</p> <p>helping students in personally assessing abilities and inter-</p>	<p>Locate source of references.</p> <p>Organize and write letters for information</p> <p>1. concerning job description, requirements</p> <p>2. Concerning foreign employment opportunities</p> <p>3. Concerning job opportunities in this country for bi-lingual persons</p>	<p>Vocational Pamphlets</p> <p>Guidance personnel</p> <p>Periodicals and any other resource materials</p> <p>Director of Foreign Businesses</p> <p>Foreign governmental agencies</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Spanish

Grade: 8 & 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Foreign language is needed by many scientists</p>	<p>Students will be able to illustrate (give examples of) opportunities in scientific fields for bi-lingual workers. (Health Occupations, Agri-business and Natural Resources, and Environment clusters)</p>	<p>Maintaining classroom rapport, discuss knowledge of Spanish and Science</p> <p>Select alternatives to job openings</p> <p>Analyze job opportunities for bi-lingual</p> <p>Draw diagrams</p> <p>Explain how to floss</p>



**CAREER EXPLORATION ACTIVITIES**

Spanish \_\_\_\_\_

Developed by: \_\_\_\_\_

8 & 9 \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Maintaining classroom rapport, discuss value of a working knowledge of Spanish and Science</p> <p>Select alternatives to job openings</p> <p>Analyze job opportunities for bi-lingual workers</p> <p>Draw diagrams</p> <p>Explain how to gloss</p>	<p>Oral communication</p> <p>Speak and write language</p> <p>Understand Science content</p> <p>Research alternatives of job openings and opportunities</p>	<p>Information from career file</p> <p>Models</p> <p>Speak to resource people</p> <p>School materials and visual equipment</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Fulfillment

Course: Home Economics

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Advantages in vocations.</p>	<p>110 The student will discover what self fulfillments a career can offer.</p>	<p>111 List kinds of satisfactions one job.</p>

## CAREER EXPLORATION ACTIVITIES

e: Home Economics

: 9

Suggested Activities:	Skills:	Resource Material:
1 List kinds of satisfactions one might receive from a job.	Analyzing what creates self fulfillment.	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitudes

Course: Home Economics

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Attitudes.</p>	<p>110 The student will become aware of the effect attitude can have on your work.</p>	<p>111 Discuss qualities which finished with good and bad attitudes.</p>

## CAREFR EXPLORATION ACTIVITIES

se: Home Economics

e: 9

Suggested Activities:	Skills:	Resource Material:
11 Discuss qualities which finished products can have with good and bad attitudes.	Analyzing effects created because of attitudes.	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Home Economics

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Related careers and job opportunities.</p>	<p>110 The student will develop an interest in Home Economics Careers.</p> <p>120 The student will become aware of Home Economics oriented vocations.</p>	<p>111 Select want ads of newspapers. job opportunities.</p>

## CAREER EXPLORATION ACTIVITIES

se: Home Economics

e: 9

Suggested Activities:	Skills:	Resource Material:
11 Select want ads of newspapers. Circle and discuss job opportunities.	Recognizing home economics oriented careers.	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appearance

Course: Homemaking

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Personal appearance.</p>	<p>110 The student will develop an awareness of and an interest in personal appearance as it relates to job opportunities.</p>	<p>111 Discussion on "Why personal appearance is important when seeking a job and maintaining a job." 112 Have an employer or personnel director interview and discuss personal appearance and discuss personal appearance when seeking and maintaining a job.</p>

## CAREER EXPLORATION ACTIVITIES

se: Homemaking

e: 9

Suggested Activities:	Skills:	Resource Material:
<p>11 Discussion on "Why personal appearance is important in seeking a job and maintaining a job."</p> <p>12 Have an employer or personnel director visit class and discuss personal appearance as it relates to seeking and maintaining a job.</p>	<p>Discussing</p> <p>Debating</p> <p>Listening</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: Homemaking

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Salaries.</p>	<p>110 The student will become aware of range of wages paid for different home economics related jobs.</p>	<p>111 Check with employment agencies on different jobs.</p>

## CAREER EXPLORATION ACTIVITIES

se: Homemaking

e: 9

Suggested Activities:	Skills:	Resource Material:
11 Check with employment agencies on wages paid for different jobs.	Comparing.	

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: Home Economics

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Self concept or aptitudes and interests.</p>	<p>110 The student will develop self perception of abilities and interests as related to personal requirements in food related job opportunities</p>	<p>111 Lab experiences developed with interests and aptitudes.</p> <p>112 Discussion of personal traits in food related jobs.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Home Economics

Grade: 9

Suggested Activities:	Skills:	Resource Material:
<p>111 Lab experiences developed with self evaluation of interests and aptitudes.</p> <p>112 Discussion of personal traits desired for employment in food related jobs.</p>	<p>Analyzing individuals' abilities and interests in food related careers.</p>	<p>•</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: Home Economics

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Problem Solving.</p>	<p>110 The student will develop an interest in making wise decisions.</p>	<p>111 To compare figures in costs of                      (1) dry milk versus fresh.                      (2) ground beef versus ground o                      (3) box pudding versus scratch</p> <p>Perhaps students could be broke                      rewards to those who made the w                      those who saved "x" number of d</p>

## CAREER EXPLORATION ACTIVITIES

se: Home Economics

e: 9

Suggested Activities:	Skills:	Resource Material:
<p>11 To compare figures in costs of foods as:</p> <ul style="list-style-type: none"><li>(1) dry milk versus fresh.</li><li>(2) ground beef versus ground chuck or ground round.</li><li>(3) box pudding versus scratch pudding.</li></ul> <p>Perhaps students could be broken up into teams with rewards to those who made the wise decisions such as those who saved "x" number of dollars.</p>	<p>Analyzing figures for comparative purposes.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Economics Awareness

Course: Home Economics

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Food preparation skills or techniques</p>	<p>110 The student will become aware of possibilities of an added income which could become a vocation with time.</p>	<p>111 Interview person who makes food</p> <p>112 Look for ads in local paper or of food products for sale.</p>

## CAREER EXPLORATION ACTIVITIES

se: Home Economics

e: 9

Suggested Activities:	Skills:	Resource Material:
<p>11 Interview person who makes food products to sell.</p> <p>12 Look for ads in local paper or "Consumer News" telling of food products for sale.</p>	<p>Analyzing</p> <p>Comparing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness  
Beginning Competence

Course: Home Economics

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Food preparation - utensils and techniques.</p>	<p>110 The student will be able to select and use utensils used in food preparation.</p> <p>120 The student will be able to use food preparation techniques.</p>	<p>111 Lab experiences using utensils and techniques.</p> <p>121 Demonstration of techniques used.</p> <p>122 Lab experiences using utensils and techniques.</p>

CAREER EXPLORATION ACTIVITIES

se: Home Economics

e: 9

Suggested Activities:	Skills:	Resource Material:
<p>11 Lab experiences using utensils and food preparation techniques.</p>	<p>Using proper utensils</p> <p>Following proper instructions</p> <p>Selecting utensils</p>	
<p>21 Demonstration of techniques used in food preparation.</p>		
<p>22 Lab experiences using utensils and food preparation techniques.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Employability Skills

Course: Home Economics

Grade: Ninth

Subject Concept:	Performance Objectives:	Suggested Activities:
100 Grooming	110 The student will become aware of the importance of grooming in employment.	111 Demonstrations of good hair, skin 112 Have an outside employer come in of grooming.

## CAREER EXPLORATION ACTIVITIES

se: Home Economics

e: Ninth

Suggested Activities:	Skills:	Resource Material:
<ol style="list-style-type: none"><li>1 Demonstrations of good hair, skin, and hand care.</li><li>2 Have an outside employer come in for talk on importance of grooming.</li></ol>	Understanding Recognizing Deciding	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Home Economics

Grade: Ninth

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Clothing related career opportunities</p>	<p>110 The students will be aware of some career opportunities in clothing.</p>	<p>111 Observe and list as many jobs in possible.</p> <p>112 Have outside speaker come in with clothing related job opportunities.</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Home Economics

Grade: Ninth

Suggested Activities:	Skills:	Resource Material:
<ol style="list-style-type: none"><li>1 Observe and list as many jobs in clothing field as possible.</li><li>2 Have outside speaker come in with information on clothing related job opportunities.</li></ol>	Observing	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Home Economics

Grade: Ninth

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Clothing construction skills.</p>	<p>110 The student will be able to continue to recognize skills necessary to construct a garment of her choice.</p>	<p>111 Garment construction.</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Home Economics

Grade: Ninth

Suggested Activities:	Skills:	Resource Material:
Garment construction.	Analyzing Selecting Sewing Comparing	

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: Homemaking

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Self Awareness.</p>	<p>110 The student will become familiar with himself as a personality.</p>	<p>111 Use "Checklist About Me" as a s</p> <p>112 From a prepared list of activities number that have the most appeal why.</p> <p>113 Write an essay on "As I See Myse</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Homemaking

Page: 9

Suggested Activities:	Skills:	Resource Material:
11 Use "Checklist About Me" as a self test.	Analyzing one's individual qualities.	A Checklist About Me, page 79 Illinois Teacher Vol. XVII, No. 2
12 From a prepared list of activities select a specified number that have the most appeal and try to analyze why.	Classifying Comparing	
13 Write an essay on "As I See Myself."	Writing	

CAREER EXPLORATION ACTIVITIES

Career Concept: Employability Skills

Course: Homemaking

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Relationships.</p>	<p>110 The student will recognize the need to share and cooperate in order to complete tasks.</p>	<p>111 Discussion on what results can be expected (b) if no cooperation.</p> <p>112 Role play situations where cooperation is present and where they are not.</p>

## CAREER EXPLORATION ACTIVITIES

Topic: Homemaking

Grade: 9

Suggested Activities:	Skills:	Resource Material:
<p>1 Discussion on what results can be (a) if cooperation (b) if no cooperation.</p> <p>2 Role play situations where cooperation and sharing are present and where they aren't present.</p>	<p>Role playing</p> <p>Observing</p> <p>Cooperating</p> <p>Discussing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Basic Foods

Grade: 10,11,12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Entry level job opportunities (general home ec)</p>	<p>110 The student will become aware of home economics related job opportunities.</p>	<p>111 View filmstrips 112 Experience reports of students 113 Study "help wanted" ads</p>
<p>200 Semi-professional and skilled (general home ec)</p>	<p>210 The student will become aware of job opportunities with preparation through area college.</p>	<p>211 Area college public relations guest speaker 212 Play game "What's My Line?"</p>
<p>300 Professional and technical (general home ec)</p>	<p>310 The student will become aware of home economics related job opportunities based on a college degree.</p>	<p>311 View filmstrips 312 Use slide presentation</p>

## CAREER EXPLORATION ACTIVITIES

se: Basic Foods

e: 10,11,12

Suggested Activities:	Skills:	Resource Material:
<p>111 View filmstrips</p> <p>112 Experience reports of students who are working</p> <p>113 Study "help wanted" ads</p>	<p>Reporting</p> <p>Analyzing</p> <p>Comparing</p>	<p><u>Jobs for You: It's Happening in Home Ec, Guidance Assoc. (filmstrip)</u></p>
<p>211 Area college public relations representative as guest speaker</p> <p>212 Play game "What's My Line?"</p>		<p><u>Personal Perspectives, Paolucci, Taiola, Thompson</u></p> <p>Area college</p> <p><u>Your Future as a Home Economist</u></p>
<p>311 View filmstrips</p> <p>312 Use slide presentation</p>		<p><u>Exciting Careers for Home Economists (Senior High Library)</u></p> <p><u>The People Profession, American Home Economics Association, (filmstrip)</u></p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Basic Foods

Grade: 10,11,12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Food preparation; Measurements and equivalents, Cookery terms and methods, Handling of food, Recipe use - reading and understanding, ingredients, choice of equipment, organization of work, evaluation</p>	<p>110 Student will be able to use a recipe, accurate measurements, adequate techniques and choice of equipment to prepare edible food</p>	<p>111 Use of a wide range of recipes 112 Demonstrations 113 Filmstrips</p>

CAREER EXPLORATION ACTIVITIES

Basic Foods

10,11,12

Suggested Activities:	Skills:	Resource Material:
11 Use of a wide range of recipes	Measuring	<u>Experience with Foods - Pollard</u>
12 Demonstrations	Mixing	<u>Food for Modern Living - McDermott, et al</u>
13 Filmstrips	Using equipment	Cookbooks <u>Betty Crocker, Better Homes and Gardens</u>
	Managing time	
	Managing energy	
	Managing supplies	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Creativity with Foods

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Job opportunities in food specialties:                      cake decorating                      catering                      gourmet foods                      work in a test kitchen                      restaurant managing</p>	<p>110 The student will be able to provide specialty items for sale at a profit</p>	<p>111 Prepare food for a special occasion for home or National Honor Society r...                      (Estimate quantities, store, organ... costs.)</p> <p>112 Adjust recipes so they become in...</p> <p>113 Demonstration by local cake deco...</p>

## CAREER EXPLORATION ACTIVITIES

e: Creativity with Foods

g: 11 and 12

Suggested Activities:	Skills:	Resource Material:
<ol style="list-style-type: none"> <li>1 Prepare food for a special occasion such as an open house or National Honor Society reception. (Estimate quantities, store, organize, serve, figure costs.)</li> <li>2 Adjust recipes so they become individual.</li> <li>3 Demonstration by local cake decorator.</li> </ol>	<p>Preparing food</p> <p>Managing time, energy</p> <p>Figuring costs</p> <p>Analyzing recipes</p>	<p><u>Personal Perspective</u>, Paolucci, Faiola, Thompson</p> <p>Speaker - restaurant and convention management</p> <p><u>Food for Modern Living</u> - McDermott</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Employability Skills

Course: Creativity with Foods

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Quantity cooking</p>	<p>110 The student will be able to provide food for a large group:            Plan quantity            Organize            Prepare            Store            Serve            Figure costs            Manage left-overs            Evaluate</p>	<p>111 Plan, prepare and serve food for students - Dinner            Luncheon            Tea, reception</p> <p>112 Figure costs including estimate</p>

CAREER EXPLORATION ACTIVITIES

Topic: Creativity with Foods

Grade: 11 and 12

Suggested Activities:	Skills:	Resource Material:
<p>11 Plan, prepare and serve food for a group selected by students - Dinner Luncheon Tea, reception</p> <p>12 Figure costs including estimate for time and overhead.</p>	<p>Preparing food</p> <p>Planning</p> <p>Serving food</p> <p>Managing time, energy</p> <p>Analyzing</p>	<p>"Feeding a Crowd" 1, 11, 111 General Foods (pamphlet)</p> <p>"Catering to a Crowd" Standard Brands (pamphlet)</p> <p>"Hostess Recipes for 50" Swift (pamphlet)</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Meal Management

Grade: 10, 11, 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Job opportunities in meal service: Hostess Waiter-waitress Cook-chef Cook's helper Bus boy Baker</p>	<p>110 The student will be aware of meal service related jobs, training required, personal qualifications desired, and satisfactions to be expected.</p>	<p>111 Select a food oriented job and find out about the job by reading, research, etc.</p>
<p>200 Job opportunities in sales: Tableware Groceries</p>	<p>210 The student will be aware of meal service related jobs, training required, personal qualifications desired, and satisfactions to be expected.</p>	<p>211 Select a food oriented job and find out about the job by reading, research, etc.</p>
<p>300 Job opportunities in dietetics</p>	<p>310 The student will be aware of meal service related jobs, training required, personal qualifications desired, and satisfactions to be expected.</p>	<p>311 Select a food oriented job and find out about the job by reading, research, etc.</p>

## CAREER EXPLORATION ACTIVITIES

Topic: Meal Management

Pages: 10, 11, 12

Suggested Activities:	Skills:	Resource Material:
<p>1 Select a food oriented job and fill out a questionnaire about the job by reading, research, films, interviews, etc.</p>	<p>Interviewing Reading</p>	<p><u>Your Future as a Dietician</u>, Arco-Rosen Career Guidance Series (Senior High Library)</p> <p><u>Your Future in Restaurants and Food Services</u>, Arco-Rosen Career Guidance Series</p>
<p>1 Select a food oriented job and fill out a questionnaire about the job by reading, research, films, interviews, etc.</p>	<p>Interviewing Reading</p>	<p><u>Your Future in the Bakery Industry</u>, Arco-Rosen Career Guidance Series</p> <p><u>Job Opportunities in a Restaurant</u>, (filmstrip)</p>
<p>1 Select a food oriented job and fill out a questionnaire about the job by reading, research, films, interviews, etc.</p>	<p>Interviewing Reading</p>	<p><u>Job Opportunities in a Supermarket</u>, (filmstrip)</p> <p><u>The Professional Cook</u>, (Senior High Library)</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: Meal Management

Grade: 10, 11, 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Managing as consumers                      affective use of food dollars                      menus at different cost levels                      effect of using convenience foods</p>	<p>110 The student will be able to plan variety in meals for one week based on a specific budget and including use of left-overs and sale items.</p> <p>120 The student will become aware of effects of supply and demand.</p> <p>130 The student will be able to recognize that convenience foods contain costs of materials and preparation labor.</p>	<p>111 Plan meals for one week on a specific budget. Prepare one meal to prepare, estimate cost and adjust menu if necessary. Evaluate with one other person.</p> <p>121 Plan meals for one week on a specific budget. Prepare one meal to prepare, estimate cost and adjust menu if necessary. Evaluate with one other person.</p> <p>131 Compare costs of homemade and store-bought convenience foods.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Meal Management

Level: 10, 11, 12

Suggested Activities:	Skills:	Resource Material:
<p>111 Plan meals for one week on a specific budget. Select one meal to prepare, estimate costs, order groceries, and adjust menu if necessary. Prepare the meal for one other person. Evaluate.</p>	<p>Planning Managing Comparing Preparing food</p>	<p>Newspaper advertising  <u>Be a Better Shopper</u>, Cornell University (slides)</p>
<p>121 Plan meals for one week on a specific budget. Select one meal to prepare, estimate costs, order groceries, and adjust menu if necessary. Prepare the meal for one other person. Evaluate.</p>	<p>Evaluating</p>	<p>Parents</p>
<p>131 Compare costs of homemade and convenience foods.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Meal Management

Grade: 10,11,12

Subject Concept:	Performance Objectives:	Suggested Activities:
100 Sensory variety in meal planning.	110 The student will be able to plan meals with a variety in color, temperature, texture, flavor and form.	111 Teacher planned meals.
200 Meeting nutritional needs.	210 The student will be able to plan daily menus including the basic four food groups.	211 Teacher planned meals.  212 Classroom planned meals.  213 Kitchen group planned meals.  214 Individual planned meals. (These meals all planned and served throughout the semester.)
300 Serving meals. Table setting Food placement Food service Removal of food and dishes	310 The student will be able to serve meals using different styles.	311 Demonstrate and discuss variations.  312 Serve meals by different methods: Buffet Family English Formal

CAREER EXPLORATION ACTIVITIES

Topic: Meal Management

Grade: 10,11,12

Suggested Activities:	Skills:	Resource Material:
11 Teacher planned meals.	Planning  Analyzing	Guide to Modern Meals, Shank, Fitch, etal  Food for Modern Living, McDermott etal.
11 Teacher planned meals.		Magazines.
12 Classroom planned meals.		Mealtime Planning Betty Crocker (filmstrip)
13 Kitchen group planned meals.		Creative Menu Planning (film)
14 Individual planned meals. (These meals all planned and served as progress throught the semester.)	Using different serving styles.	Be an Artist at Breakfast (film)
1 Demonstrate and discuss variations.		Magazines Every Woman's Guide to China, Glass and Silver, Hirst (Senior High library)
2 Serve meals by different methods during the semester. Buffet Family English Formal		"Fashions in Dining" Sears

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Meal Management

Grade: 10,11,12

Subject Concept:	Performance Objectives:	Suggested Activities:
	<p>1. 1.30</p>	

CAREER EXPLORATION ACTIVITIES

Topic: Meal Management

Grade: 10,11,12

Suggested Activities:	Skills:	Resource Material:
		<p>"Table Settings" Better Homes and Gardens.</p> <p>"The Story of Fine China," Syracuse</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: Clothing and Related Areas

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
100 Clothing Related job skills	110 Student will examine her own abilities to determine interest area.	111 List necessary skills for certain job areas.  112 Explanation of various job areas.
200 Personal strengths and weaknesses.	210 Student will select several areas to explore according to strength and weakness of individual.	211 List necessary skills for certain job areas.  212 Explanation of various job areas.
300 Self examination.	310 Student will be examining herself for "where I am" and "where I want to go."	311 Listing as a pretest "The Checkup" by an Illinois Teacher.
400 Comparison of Value.	410 Student will be comparing personal values versus job opportunities.	411 Discussion following text - assigned Perspectives.

## CAREER EXPLORATION ACTIVITIES

Case: Clothing and Related Areas

Level: 10-12

Suggested Activities:	Skills:	Resource Material:
11 List necessary skills for certain job related to clothing.	Selecting	<u>Personal Perspectives</u>
12 Explanation of various job areas.	Examining	Paolucci-Faiola-Thompson
11 List necessary skills for certain job related to clothing.	Comparing	<u>Clothing-A Comprehension Study</u> , Craig
12 Explanation of various job areas.	Observing	
11 Listing as a pretest "The Checklist about Me" - Illinois Teacher.	Exploring	<u>Dress-The Clothing Textbook</u> - Gawre
11 Discussion following text - assignment Personal Perspectives.	Evaluating	
	Analyzing	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Clothing and Related Areas

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Entry level job opportunities.</p>	<p>110 The student will be aware of jobs available as related to clothing and textiles.</p> <p>120 The student will be able to identify specific abilities required of clothing related jobs.</p>	<p>111 Investigate our area for related</p> <p>112 Speakers</p>
<p>200 Semi-professional and skilled.</p>	<p>210 The student will be aware of jobs available as related to clothing and textiles.</p> <p>220 The student will be able to identify specific abilities required of clothing related jobs.</p>	<p>211 Investigate our area for related</p> <p>212 Speakers</p>
<p>300 Professional and Technical</p>	<p>310 The student will be aware of jobs available as related to clothing and textiles.</p>	<p>311 Investigate our area for related</p> <p>312 Speakers.</p>

CAREER EXPLORATION ACTIVITIES

Topic: Clothing and Related Areas

Grade: 10-12

Suggested Activities:	Skills:	Resource Material:
<p>1 Investigate our area for related job opportunities.</p> <p>2 Speakers</p>	<p>Investigating</p> <p>Comparing</p> <p>Observing</p> <p>Identifying</p>	<p>Iowa State Employment Service Information</p> <p>Job-Service Corp</p> <p>Career Education booklet as they appear in IMC.</p> <p>Resource people as they are available.</p>
<p>1 Investigate our area for related job opportunities.</p> <p>2 Speakers</p>		
<p>1 Investigate our area for related job opportunities.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Clothing and Related Areas

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
	<p>320 The student will be able to identify specific abilities required of clothing related jobs.</p>	

## CAREER EXPLORATION ACTIVITIES

se: Clothing and Related Areas

e: 10-12

Suggested Activities:	Skills:	Resource Material:
	1.12	Page 80

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: Clothing and Related Areas

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Clothing related job opportunities.</p>	<p>110 Student will become aware of economic potential of each job researched.</p> <p>120 Student will be aware of cost of training for each job.</p> <p>130 Student can compare cost of various job training programs.</p>	<p>111 Interview of possible someone at</p> <p>112 Research by letter or library for</p> <p>113 Assign in the vocations room of pamphlet that are available.</p>
<p>200 Financial management.</p>	<p>210 Student will be aware of cost of training for each job.</p> <p>220 Student can compare cost of various job training programs.</p> <p>230 Student would be aware of cost in own construction; cost of commercial construction and its relation to her values.</p>	<p>211 Compare cost of similar garment ready made.</p>

## CAREER EXPLORATION ACTIVITIES

Topic: Clothing and Related Areas

Grade: 10-12

Suggested Activities:	Skills:	Resource Material:
<p>11 Interview of possible someone already in job area.</p> <p>12 Research by letter or library for further information.</p> <p>13 Assign in the vocations room of IMC information from pamphlet that are available.</p>	<p>Comparing</p> <p>Analyzing</p>	<p><u>Clothing - A Comprehensive Study - Craig</u></p> <p><u>You Are A Consumer</u> Garett-Mitzer</p> <p><u>Opportunities in Clothing -</u> McDermott</p> <p><u>Dress-The Clothing</u> Text - Gowne</p> <p>IMC Vocations Room</p>
<p>1 Compare cost of similar garment made at home versus ready made.</p>	<p>139</p>	<p>Page 81</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: Clothing and Related Areas

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>300 Individual value.</p>	<p>310 Student would be aware of cost in own construction; cost of commercial construction and its relation to her values.</p> <p>320 The student will be able to recognize skills necessary to perform at a certain level.</p>	

## CAREER EXPLORATION ACTIVITIES

se: Clothing and Related Areas

e: 10-12

Suggested Activities:	Skills:	Resource Material:

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Clothing and Related Areas

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
100 Equipment selection.	110 The student will be able to apply basic through advanced techniques.	111 Select pattern and fabric as well construct a garment.
<u>200 Fabric Selection.</u>	210 The student will be able to apply basic through advanced techniques.	211 Select pattern and fabric as well construct a garment.
300 Skill recognition from basic to advanced.	310 The student will be able to apply basic through advanced techniques.	311 Select pattern and fabric as well construct a garment.

## CAREER EXPLORATION ACTIVITIES

Course: Clothing and Related Areas

Level: 10-12

Suggested Activities:	Skills:	Resource Material:
<p>11 Select pattern and fabric as well as equipment and construct a garment.</p>	<p>Selecting Observing Analyzing</p>	<p>Local store where interview could be scheduled.</p>
<p>11 Select pattern and fabric as well as equipment and construct a garment.</p>	<p>Recognizing Constructing</p>	
<p>11 Select pattern and fabric as well as equipment and construct a garment.</p>	<p>Using</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Employability Skills

Course: Clothing and Related Areas

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
100 Construction skills.	110 The student will be able to recognize certain skills as they apply to specific careers.	111 Invite people in as many related to visit and be interviewed by s contact)
200 Human relations.	210 The student will be able to recognize certain skills as they apply to specific careers.  220 The student will be able to get along with people.	211 Invite people in as many related to visit and be interviewed by s contact).  212 Role play - Employers - Employees
300 Personal Grooming.	310 The student will be able to recognize certain skills as they apply to specific careers.  320 The student will be able to groom herself in accordance with job regulation or interview.	311 Invite people in as many related to visit and be interviewed by s contact).  312 Role play - Employers - Employees
400 Job Interview.	410 The student will be able to groom herself in accordance with job regulation or interview.	411 Role Play - Employers - Employees

## CAREER EXPLORATION ACTIVITIES

se: Clothing and Related Areas

e: 10-12

Suggested Activities:	Skills:	Resource Material:
<p>1 Invite people in as many related fields as possible to visit and be interviewed by student - one (to one contact)</p>	<p>Comparing Analyzing Observing Socializing</p>	<p>Possible Resource People. 1. Alterations lady 2. Tailor 3. Drapery Slipcover</p>
<p>1 Invite people in as many related fields as possible to visit and be interviewed by student - one (to one contact).</p>	<p>Describing Deciding</p>	<p>4. Read to Wear Clerk 5. <del>Buyer</del></p>
<p>2 Role play - Employers - Employees.</p>	<p>Cooperating</p>	<p>6. Designer 7. Home Economics in Business</p>
<p>1 Invite people in as many related fields as possible to visit and be interviewed by student - one (to one contact).</p>		<p>Recent article in What's New For College Coed give background on recent graduates</p>
<p>2 Role play - Employers - Employees.</p>		
<p>1 Role Play - Employers - Employees.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: Home Planning

Grade: 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Values and goals</p>	<p>110 The student will recognize how personal values and goals affect choices of housing and selection of interior furnishings.</p>	<p>111 Students select three or four items from a grouping of accessories and explain reasons for choices.</p> <p>112 Using a list of ten values have students select three or four values and explain reasons for choices.</p> <p>include: Comfort Convenience Friendship Health Safety Economy Personal Interests Privacy Beauty Location</p>

## CAREER EXPLORATION ACTIVITIES

Use: Home Planning

Page: 12

Suggested Activities:	Skills:	Resource Material:
<p>11 Students select three or four items of their choice from a grouping of accessories and analyze reasons for choices.</p>	<p>Observing Comparing Analyzing</p>	<p><u>Personal Perspectives</u> Paolucci, Faiola, and Thompson</p>
<p>12 Using a list of ten values have girls select three top choices and explain reasons for choices. List might include:</p> <ul style="list-style-type: none"> <li>Comfort</li> <li>Convenience</li> <li>Friendship</li> <li>Health</li> <li>Safety</li> <li>Economy</li> <li>Personal Interests</li> <li>Privacy</li> <li>Beauty</li> <li>Location</li> </ul>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Home Planning

Grade: 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Related occupations in housing and home furnishings</p>	<p>110 The students will be able to identify skills and personal qualifications necessary for related occupations in housing and home furnishings.</p> <p>120 The student will be able to describe the roles of people employed in related occupations in housing and home furnishings.</p>	<p>111 Interview an individual who is related occupations such as:                      Slipcover or drapery                      Furniture sales person                      Furniture upholsterer                      Appliance serviceman                      Interior decorator or</p> <p>112 Research opportunities in housing</p> <p>121 Interview an individual who is related occupations such as:                      Slipcover or drapery                      Furniture sales person                      Furniture upholsterer                      Appliance Serviceman                      Interior decorator or</p> <p>122 Research opportunities in housing</p>

## CAREER EXPLORATION ACTIVITIES

se: Home Planning

e: 12

Suggested Activities:	Skills:	Resource Material:
<p>11 Interview an individual who is employed in housing related occupations such as:</p> <p style="padding-left: 40px;">Slipcover or drapery maker Furniture sales person Furniture upholsterer Appliance serviceman Interior decorator or designer</p>	<p>Identifying Observing Classifying Interviewing Assessing</p>	<p><u>Personal Perspectives</u> Paolucci, Faiola, and Thompson  <u>Your Future In Interior Design</u>  Arco-Rosen Career Guidance Series</p>
<p>12 Research opportunities in housing related occupations.</p>		
<p>21 Interview an individual who is employed in housing related occupations such as:</p> <p style="padding-left: 40px;">Slipcover or drapery maker Furniture sales person Furniture upholsterer Appliance Serviceman Interior decorator or designer</p>	<p>Identifying Observing Classifying Interviewing Assessing</p>	<p><u>Personal Perspectives</u> Paolucci, Faiola, and Thompson  <u>Your Future In Interior Design</u></p>
<p>22 Research opportunities in housing related occupations.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: Home Planning

Grade: 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Choice of housing</p>	<p>110 The student will be able to select housing based on economy and environmental alternatives.</p>	<p>111 Develop a check list of factors of housing.</p> <p>112 Survey Fort Dodge for types of housing and approximate cost of each type.</p> <p>113 Do library research on selection of housing.</p>

## CAREER EXPLORATION ACTIVITIES

Use: Home Planning

Time: 12

Suggested Activities:	Skills:	Resource Material:
<ol style="list-style-type: none"> <li>1 Develop a check list of factors to consider in selection of housing.</li> <li>2 Survey Fort Dodge for types of housing available and approximate cost of each type.</li> <li>3 Do library research on selection of housing.</li> </ol>	<p>Reading</p> <p>Surveying</p>	<p>"Homes with Character"</p> <p>Craig and Rush</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness beginning competence.

Course: Home Planning

Grade: 12

Subject Concept:	Performance Objectives:	Suggested Activities:
100 Interior Decoration.	110 The student will be able to develop skills necessary to reach a minimal level of competence in interior decoration as evidenced by competence in using design principle in arranging centers of interest or in elementary planning of interior	111 Examine pictures of rooms and design principles.  112 Use color swatches of fabric or schemes illustrating use of color.  113 Using small accessory items arrange using design principles.

## CAREER EXPLORATION ACTIVITIES

Course: Home Planning

Grade: 12

Suggested Activities:	Skills:	Resource Material:
111 Examine pictures of rooms and analyze for use of design principles.	Using color	<u>Homes with Character.</u>
	Observing	Craig & Rush
112 Use color swatches of fabric or paper to plan color schemes illustrating use of color.	Analyzing	
	Arranging	
113 Using small accessory items arrange centers of interest using design principles.		

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: World of Children

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Appreciation of self.</p>	<p>110 The student will be able to accept herself through the study of children.</p> <p>120 The student will be able to appreciate and comprehend the personal qualities which contribute to success as an employee in area of child development.</p>	<p>111 Selected reading.</p> <p>112 Selected filmstrips.</p> <p>121 Selected reading.</p> <p>122 Selected filmstrips.</p> <p>123 Work with children at: day care school, play school.</p> <p>124 Do "brainstorm" session. Class they would desire in a person to entrust younger brother or sister.</p> <p>125 Have panel of mothers.</p>

## CAREER EXPLORATION ACTIVITIES

Topic: World of Children

Grade: 11-12

Suggested Activities:	Skills:	Resource Material:
1 Selected reading.	Reading	<u>The Developing Child</u> , Brisbane
2 Selected filmstrips.	Discussing Comparing Observing	<u>Child Growth and Development</u> , Hurlock
1 Selected reading.	Analyzing	<u>Understanding and Guiding Young Children</u> , Baker
2 Selected filmstrips.		<u>Child Care and Development</u> , Ames
3 Work with children at: day care center, nursery school, play school.		<u>Children - A Study in Individual Behavior</u> , Westlake
4 Do "brainstorm" session. Class members list qualities they would desire in a person to whom they would entrust younger brother or sister or own child.		<u>Recipes for Fun</u> , Cole, Haas, Heller, Wienberger
5 Have panel of mothers.		<u>What to Do When There's Nothing to Do.</u>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitudes

Course: Home Economics - World of Ch

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Development of the Young Child.</p> <p>Principles of development. Influences on development. Physical development. Intellectual development Emotional development Moral development Personality development</p>	<p>110 The student will recognize and appreciate children each stage of development.</p>	<p>111 Visit various types of local n</p> <p>112 Plan, organize and operate play age groups invited.</p>
<p>200 Guidance theories.</p>	<p>210 The student will recognize and appreciate the importance of guidance in the development of children.</p>	<p>211 Visit various types of local nu</p> <p>212 Plan, organize and operate play age groups invited.</p> <p>213 Compare reactions of children t guidance.</p> <p>214 Develop a word list of "positiv words.</p>

CAREER EXPLORATION ACTIVITIES

Course: Home Economics - World of Children

Grade: 11-12

Suggested Activities:	Skills:	Resource Material:
<p>111 Visit various types of local nursery schools.</p> <p>112 Plan, organize and operate play school with specific age groups invited.</p>	<p>Observing</p> <p>Comparing</p> <p>Analyzing</p> <p>Interpreting</p> <p>Planning</p> <p>Organizing</p>	<p>See resources for skill awareness.</p> <p>Also <u>The Nursery School</u> by Read</p>
<p>211 Visit various types of local nursery schools.</p> <p>212 Plan, organize and operate play school with specific age groups invited.</p> <p>213 Compare reactions of children to positive and negative guidance.</p> <p>214 Develop a word list of "positive in nature" guidance ds.</p>	<p>167</p>	<p>Page 90</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: World of Children

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Cost of rearing children            Prenatal            Postnatal            Furnishings            Clothing            Food</p>	<p>110 The student will be aware of costs of rearing children.</p>	<p>111 Cost and quality comparisons of            112 Shop for essential layette and            113 Reports on insurance coverage.            114 Report from obstetrician (actual)</p>

## CAREER EXPLORATION ACTIVITIES

Topic: World of Children

Level: 11-12

Suggested Activities:	Skills:	Resource Material:
11 Cost and quality comparisons of goods and services.	Judging	Hospitals
12 Shop for essential layette and equipment. List costs.	Analyzing	Department stores
13 Reports on insurance coverage.	Selecting	Doctors
14 Report from obstetrician (actual or tape).	Comparing	Insurance sales people
	Listening	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: World of Children

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Job opportunities            Teacher's aide            Sitter service            Nursemaid            Nursery school aide            Toy sales person            Toy designer            Children's books                sales person            Children's clothing                sales person            Nursery school                teacher            Pediatrics nurse            Child therapist</p>	<p>110 The student will be aware            of child development            oriented job opportuni-            ties.</p>	<p>111 Visit local child care service a              112 Conduct a survey by interviewing            of pre-school children to see wh            their care.              113 Do a "Spell down" of employment              114 Films.</p>
	<p>120 The student will            appreciate the importance            of child development            programs.</p>	<p>121 Visit local child care service a              122 Conduct a survey by interviewing            of pre-school children to see wh            their care.</p>
	<p>130 The student will recog-            nize child care and            its importance as an impor-            tant responsibility of            society.</p>	<p>131 Visit local child card service a</p>

## CAREER EXPLORATION ACTIVITIES

Topic: World of Children

Grade: 11-12

Suggested Activities:	Skills:	Resource Material:
11 Visit local child care service agencies.	Recognizing	Film: Operation Headstart
12 Conduct a survey by interviewing working mothers of pre-school children to see where children receive their care.	Observing	Children of Change, Contemporary
13 Do a "Spell down" of employment opportunities.	Interviewing	Pre-School Educ. Moore Kilmer
14 Films.		Creating a Pre-School Center Auerbach-Roche
		Teach Your Baby Painter
		Exploring Careers in Child Care filmstrip (McKnight)
21 Visit local child care service agencies.		Personal Perspectives Paalucci, Faiola, Thompson
22 Conduct a survey by interviewing working mothers of pre-school children to see where children receive their care.		Standards for License Day Care
		Licensing Information Day Care Center
31 Visit local child card service agencies.		

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: World of Children

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities
		<p>132 Conduct a survey by interviewing of pre-school children to see w their care.</p> <p>133 Films.</p>

## CAREER EXPLORATION ACTIVITIES

Course: World of Children

Grade: 11-12

Suggested Activities:	Skills:	Resource Material:
132 Conduct a survey by interviewing working mothers of pre-school children to see where children receive their care.  133 Films.		

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: World of Children

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Principles of child development.</p>	<p>110 The student will develop skills needed to appreciate, enjoy, and manage children.</p> <p>120 The student will know the responsibilities of child care employees in supervising activities.</p>	<p>111 Visit various types of local nurseries.</p> <p>112 Plan, organize and operate day care.</p> <p>113 Films.</p>
<p>200 Basic needs of children.</p>	<p>210 The student will develop skills needed to appreciate, enjoy, and manage children.</p>	<p>211 Visit various types of local nurseries.</p> <p>212 Plan, organize and operate day care.</p> <p>213 Films.</p>

## CAREER EXPLORATION ACTIVITIES

Course: World of Children

Level: 11-12

Suggested Activities:	Skills:	Resource Material:
<p>111 Visit various types of local nursery schools.</p> <p>112 Plan, organize and operate day school with specific age.</p> <p>113 Films.</p>	<p>Observing</p> <p>Interpreting</p> <p>Preventing accidents</p> <p>Planning</p> <p>Organizing</p>	<p>The Developing Child - Brisbane</p> <p>Child Growth and Development - Hurlock</p> <p>Toys and books from homes of students.</p> <p>Films - Children's Play Operation Headstart</p> <p>Children's Emotions</p>
<p>211 Visit various types of local nursery schools.</p> <p>212 Plan, organize and operate day school with specific age.</p> <p>213 Films.</p>		<p>Frustrating Four and Fascinating Five</p> <p>Your Child's Play</p> <p>Social Development</p> <p>Guiding Behavior</p> <p>Socially Six - Noisy Nine Year Olds Page 94</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: World of Children

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
300 Safety and first aid.	310 The student will know the responsibilities of child care employees in supervising activities.	311 Visit various types of local nurseries. 312 Plan, organize and operate play age. 313 Films. 314 Have school nurse visit classroom and first aid.
400 Play and play equipment.	410 The student will know the responsibilities of child care employees in supervising activities.	411 Visit various types of local nurseries. 412 Plan, organize and operate play age. 413 Films.

## CAREER EXPLORATION ACTIVITIES

Topic: World of Children

Grade: 11-12

Suggested Activities:	Skills:	Resource Material:
11 Visit various types of local nursery schools.		
12 Plan, organize and operate play school with specific age.		
13 Films.		
14 Have school nurse visit classroom - discuss safety and first aid.		
1 Visit various types of local nursery schools.		
2 Plan, organize and operate play school with specific age.		
3 Films.		

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CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: Young Adult Living

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Male and female roles.</p>	<p>110 The student will become aware of changing roles of males and females and how this affects career choices.</p>	<p>111 Use occupational statistics to see how roles for males and females are changing.</p> <p>112 Use library to research articles on the changing roles of males and females.</p> <p>113 Construct a bulletin board illustrating the career prospects for people under 25.</p> <p>114 Divide into two groups and prepare a debate and participate in debate on "Women's role in the home."</p> <p>115 Present minute dramas (may be written by students).</p>

## CAREER EXPLORATION ACTIVITIES

se: Young Adult Living

e: 11-12

Suggested Activities:	Skills:	Resource Material:
11 Use occupational statistics to show how career roles for males and females are changing.	Using statistics	<u>An Introduction to Value</u>
12 Use library to research articles on changing roles of males and females.	Comparing career roles	<u>Clarification</u>
13 Construct a bulletin board illustrating occupational prospects for people under title of "Crystal Ball."	Reading articles	J.C. Penney Co. Inc. (kit)
14 Divide into two groups and prepare information for and participate in debate on "Woman's place is in the home."	Classifying material	
15 Present minute dramas (may be written by committee).	Debating	

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision making

Course: Young Adult Living

Grade: 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Values and goals.</p>	<p>110 The student will be able to identify personal values and goals.</p> <p>120 The student will develop an awareness of the role of values and goals in decision making.</p>	<p>111 From a list of miscellaneous items ten of their choice and try to identify them.</p> <p>112 Have students list what they believe are their most important values and rate them according to their importance.</p> <p>113 Brainstorm on the importance of values.</p> <p>121 From a list of miscellaneous items ten of their choice and try to identify them.</p> <p>122 Have students list what they believe are their most important values and rate them according to their importance.</p> <p>123 Brainstorm on the importance of values.</p>

## CAREER EXPLORATION ACTIVITIES

Level: Young Adult Living

Grade: 12

Suggested Activities:	Skills:	Resource Material:
<p>1 From a list of miscellaneous items have students select ten of their choice and try to identify personal values.</p> <p>2 Have students list what they believe are their personal values and rate them according to priorities.</p> <p>3 Brainstorm on the importance of personal goals.</p>	<p>Selecting items</p> <p>Comparing</p> <p>Analyzing</p> <p>Identifying values.</p> <p>Comparing items according to importance</p>	<p><u>Your Marriage and Family Living</u> - Landis, P.</p>
<p>1 From a list of miscellaneous items have students select ten of their choice and try to identify personal values.</p> <p>2 Have students list what they believe are their personal values and rate them according to priorities.</p> <p>3 Brainstorm on the importance of personal goals.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Young Adult Living

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Values and goals.</p>	<p>110 The student will become aware of life styles as they relate to values and goals.</p>	<p>111 Use case study approach to examine life styles and determine the personal values.</p> <p>112 Describe a life style that would reflect the personal values identified by the student.</p>

CAREER EXPLORATION ACTIVITIES

Topic: Young Adult Living

Grade: 11-12

Suggested Activities:	Skills:	Resource Material:
<p>11 Use case study approach to examine different life styles and determine the personal values and goals.</p> <p>12 Describe a life style that would reflect a set of personal values identified by that student.</p>	<p>Examining life styles.</p> <p>Comparing</p> <p>Classifying</p> <p>Identifying</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: Young Adult Living

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
100 Spending plan.	110 The student will be able to recognize that economic independence depends on plan for relating fixed and flexible expenses to income available.	111 Use case study to identify income and establish fixed and flexible expenses in a spending plan.  112 Research and report on costs of transportation, clothes, babysitting, short cuts, etc.
200 Income.	210 The student will recognize that income can be expected of gainful employment.	211 Use case study to identify income and establish fixed and flexible expenses in a spending plan.  212 Research and report on costs of transportation, clothes, babysitting, short cuts, etc.

## CAREER EXPLORATION ACTIVITIES

Use: Young Adult Living

Level: 11-12

Suggested Activities:	Skills:	Resource Material:
<p>11 Use case study to identify income available and to establish fixed and flexible expenses. Then develop a spending plan.</p> <p>12 Research and report on costs of homemaker working - transportation, clothes, babysitting, food preparation, short cuts, etc.</p>	<p>Identifying expenses and income</p> <p>Analyzing</p>	
<p>1 Use case study to identify income available and to establish fixed and flexible expenses. Then develop a spending plan.</p> <p>2 Research and report on costs of homemaker working - transportation, clothes, babysitting, food preparation, short cuts, etc.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitudes

Course: Young Adult Living

Grade: 11-12

Subject Concept:	Performance Objectives:	Suggested Activities:
100 Worth of individuals	110 The student will be able to appreciate the worth of individuals and the positive contributions each makes to society.	<p>111 Write the names of each class member on individual slips of paper. Have each student draw three names and write three positive comments about each. Share with class.</p> <p>112 List ten jobs that are unnecessary and describe the effect if each were eliminated.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Young Adult Living

Grade: 11-12

Suggested Activities:	Skills:	Resource Material:
<p>111 Write the names of each class member three times on individual slips of paper. Have each student draw three names and write three positive characteristics about each. Share with class.</p> <p>112 List ten jobs that are unnecessary and discuss the effect if each were eliminated.</p>	<p>Analyzing</p> <p>Comparing</p> <p>187</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Progress

Course: Industrial Arts

Grade: 3

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Drafting as a universal language</p>	<p>Students will be able to demonstrate understanding of essential nature of drafting in manufacturing and construction occupations</p> <p>Students will be able to identify the skills needed by successful draftsmen and the education or training needed to apply into the various drafting occupations</p>	<p>Discussion</p> <p>Demonstration</p> <p>Resource people</p> <p>Assign each student to write a report on a draftsman. Report to include:</p> <ol style="list-style-type: none"> <li>1. The basic function</li> <li>2. The skills needed</li> <li>3. The setting in which draftsmen work</li> <li>4. The kind of education or training needed</li> <li>5. The kinds of institutions that provide the education</li> <li>6. The future outlook for draftsmen</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Course: Industrial Arts

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discussion</p> <p>Demonstration</p> <p>Resource people</p> <p>Assign each student to write a report on the work of a draftsman. Report to include:</p> <ol style="list-style-type: none"> <li>1. The basic function</li> <li>2. The skills needed</li> <li>3. The setting in which draftsmen work--who employs draftsmen. Where draftsmen are employed in Fort Dodge</li> <li>4. The kind of education or training needed for entry into the various drafting occupations</li> <li>5. The kinds of institutions that provide this kind of education</li> <li>6. The future outlook for draftsmen</li> </ol>	<p>Accuracy</p> <p>Neatness</p> <p>Balance-spacing</p> <p>Printing</p> <p>Researching and Reporting</p>	<p>Models</p> <p>Film, filmstrips and transparencies</p> <p>Resource person</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Industrial Arts

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Oblique and cabinet drawings</p>	<p>Students will be able to list occupations that regularly use oblique and cabinet drawings</p> <p>For each of these occupations, students will be able to generalize about:</p> <ol style="list-style-type: none"> <li>1. What these workers do on their jobs.</li> <li>2. What skills they need to do this kind of work</li> <li>3. Who employs these kinds of workers</li> <li>4. The kind of education needed for entry into these occupations</li> <li>5. The courses one should take in high school if one wants to enter into this kind of work</li> </ol>	<p>Discussion            Demonstration            Study guide sheets            Film            Models</p>

# CAREER EXPLORATION ACTIVITIES

Subject: Industrial Arts

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
Discussion Demonstration Study guide sheets Film Models	Required technique Balance Following instructions Use of triangle Use of T square	Text Film Illustrations and Models

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations and Attitudes

Course: Industrial Arts

Grade: 6

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Self discipline and assumption of responsibility for everyone's safety and for the proper care of the equipment</p>	<p>Students will demonstrate understanding of the need for workers in all occupations to work together in developing and maintaining a safe working environment</p> <p>Students will understand that in all crafts, tools must be kept in good condition and that each must assume responsibility for the care of the tools that he or she uses.</p>	<p>Discussion of need for a safe work and contribute to safety.</p> <p>Illustrate proper care and maintenance</p> <p>Demonstrate the proper method of repair</p> <p>Discussion--relate the above to work</p>



## CAREER EXPLORATION ACTIVITIES

Subject: Industrial Arts

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discussion of need for a safe work area and of factors which contribute to safety.</p> <p>Illustrate proper care and maintenance of equipment.</p> <p>Demonstrate the proper method of returning tools.</p> <p>Discussion--relate the above to workers in various settings.</p>	<p>Safety awareness</p> <p>Care of equipment</p> <p>Proper use of tools</p> <p>Discussion</p> <p>Listening</p>	<p>Resource speaker</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Industrial Arts

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Visual approach to orthographic drawing and isometric drawing</p>	<p>Students will be able to discuss occupations that use orthographic and isometric drawings</p> <p>For each of these, student will be able to generalize about</p> <ol style="list-style-type: none"> <li>1. What these workers do in their jobs</li> <li>2. The skills that are needed to do this kind of work</li> <li>3. The kind of education or training needed for entry into these occupations</li> <li>4. The kinds of institutions that provide this kind of training</li> <li>5. The courses one should take in high school if one wants to enter into this kind of work</li> </ol>	<p>Demonstration</p> <p>Drawing different orthographic views</p> <p>Balance--vertical and horizontal</p> <p>Visualization</p> <p>Interpretation</p> <p>Discussion</p>

**CAREER EXPLORATION ACTIVITIES**

Course: Industrial Arts

Developed by: \_\_\_\_\_

Level: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Demonstration            Drawing different orthographic views            Balance--vertical and horizontal            Visualization            Interpretation</p> <p>Discussion</p>	<p>Projecting from one figure to another</p> <p>Reading and interpreting drawings</p> <p>Balance</p> <p>Visualization</p>	<p>Films</p> <p>Models, graphs and drawings</p> <p>Textbook</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Business Competence Course: Industrial Arts  
 State:   

Subject Concepts:	Performance Objectives:	Suggested Activities:
Introduction to common tools and materials used in drafting	Students will be able to demonstrate proper use of the basic tools of drafting occupations	Discussion and demonstration Film

**CAREER EXPLORATION ACTIVITIES**

Course: Industrial Arts

Developed by: \_\_\_\_\_

Level: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discussion and demonstration</p> <p>Film</p>	<p>Use of tools and materials</p>	<p>Film and film-strip</p> <p>Transparencies</p> <p>Textbook</p> <p>Possibly a resource person</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Competence Course: Industrial Arts

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Lettering and the symbols used in drafting</p>	<p>Students will be able to list occupations (other than drafting) wherein lettering skills are vital for effective communication</p>	<p>Discussion                      Film                      Transparencies                      Practice exercises                          printing numbers                          printing letters</p>

# CAREER EXPLORATION ACTIVITIES

Course: Industrial Arts

Developed by: \_\_\_\_\_

Level: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discussion</p> <p>Film</p> <p>Transparencies</p> <p>Practice exercises</p> <p>    printing numbers</p> <p>    printing letters</p>	<p>Formation of letters:</p> <ol style="list-style-type: none"> <li>1. vertical</li> <li>2. inclined</li> <li>3. compressed</li> <li>4. normal</li> <li>5. extended</li> </ol> <p>Gothic</p> <p>Architectural</p> <p>Roman</p> <p>English</p>	<p>Books</p> <p>Charts</p> <p>Transparencies</p> <p>Resource person(s)</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Girls Industrial Arts

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.0C Career Planning</p>	<p>1.10 Recognize the abilities and skills required for various careers in industry</p>	<p>1.11 Each student will be assigned to an occupation that interests them and include:</p> <ol style="list-style-type: none"> <li>1. Job title</li> <li>2. Basic function of the occupation</li> <li>3. Work setting--who employs. (Are there any other people who do people in this field work)</li> <li>4. Skills needed</li> <li>5. Education and/or training needed for this occupation</li> <li>6. Institutions that provide this education</li> <li>7. Advantages and disadvantages</li> <li>8. Future outlook for workers in this occupation</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Course: Girls Industrial Arts

Developed by: \_\_\_\_\_

Level: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Each student will be assigned to prepare a report on an occupation that interests them personally. Reports to include:</p> <ol style="list-style-type: none"> <li>1. Job title</li> <li>2. Basic function of the occupation</li> <li>3. Work setting--who employs. (And, where in Fort Dodge do people in this field work)</li> <li>4. Skills needed</li> <li>5. Education and/or training needed for entry into this occupation</li> <li>6. Institutions that provide this kind of education</li> <li>7. Advantages and disadvantages</li> <li>8. Future outlook for workers in this occupation</li> </ol>	<p>Researching Reporting Organizing</p>	<p>Career Resource Center</p> <p>Resource people: Guidance Counselor Iowa State Employment Service Personnel Local workers</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: Girls Industrial Arts

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
1.00 The importance of personal attitude	1.10 Students will be able to illustrate understanding of the importance of all careers and their contributions to society	1.11 Discussion: The relationship between attitudes and success or failure in industry
2.00 Safety	2.10 Students will be able to discuss the need for teamwork that will result in each accepting responsibility for his or her own safety and that of fellow students or of fellow workers	2.11 Discussion of the factors that lead to accidents (from accident reports) and taken to prevent accidents 2.12 Student Safety Committee 2.13 Resource person: an industrial worker
3.00 Industrial Arts courses can help you find your life work	3.10 Students will be able to relate self-perception of own abilities and interests and kinds of work that requires these abilities that will satisfy personal interests	3.11 Administer and/or interpret Aptitude tests Attitude inventory Interest inventory 3.12 Discussion

## CAREER EXPLORATION ACTIVITIES

Author: Girls Industrial Arts

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Discussion: The relationship between personal attitudes and success or failure in industry</p>	<p>Discussion Thinking Self-understanding</p>	<p>Career Resource Center  Resource person a local employer</p>
<p>11 Discussion of the factors that have contributed to accidents (from accident reports) and steps that must be taken to prevent accidents</p> <p>12 Student Safety Committee</p> <p>13 Resource person: an industrial safety engineer</p>	<p>Safety consciousness</p>	<p>Accident report Committees Safety Engineer</p>
<p>11 Administer and/or interpret Aptitude tests Attitude inventory Interest inventory</p> <p>12 Discussion</p>	<p>Thinking Comparing Developing awareness of personal capabilities and limitations</p>	<p>Resource persons Counselor Iowa State Employment Service Job Center</p>

**CAREER EXPLORATION ACTIVITIES**

Career Concept: Educational Awareness

Course: Girls Industrial Arts

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Career planning</p>	<p>1.10 Describe how one can personally obtain the skills needed for positions that can bring desired life style</p>	<p>1.11 Discussion                      Exploration of occupational clusters--the range of occupational clusters--the range of occupations with generalizations about the needs of workers, the advantages and disadvantages of each, the kind of skills and/or education is required for entry into these occupations.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Girls Industrial Arts

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1.11 Discussion</p> <p>Exploration of occupational clusters--the range of occupational clusters--the range of occupations within each with generalizations about the function of the various workers, the advantages and disadvantages of each-- and the kind of skills and/or educational background that is required for entry into these kinds of occupations</p>	<p>Understanding different facets of business and/or of trade comparing listing evaluating articulating</p>	<p>Career Resource Center</p> <p><u>Occupational Outlook Handbook</u></p> <p>Guidance Counselor</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Gender Awareness

Course: Girls Industrial Arts

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Society's efforts to overcome sex-role stereo typing</p>	<p>1.10 Students will be able to relate contribution of women in the work force</p>	<p>1.11 Field trips to:                      a. Globe Union                      b. Sieg-Fort Dodge</p> <p>1.12 Discussion</p>

## CAREER EXPLORATION ACTIVITIES

Course: Globe's Industrial Arts

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1.11 Field trips to:</p> <ul style="list-style-type: none"><li>a. Globe Union</li><li>b. Sieg-Fort Dodge</li></ul> <p>1.12 Discussion</p>	<p>Understanding of mass production</p>	<p>Globe Union Sieg-Fort Dodge</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Industrial Skills

Course: 9th Industrial Arts

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Career planning</p>	<p>1.10 Students will understand how to relate the school environment to society at large and the need for discipline and order</p> <p>1.20 Students will demonstrate understanding of the social interaction skills expected by employers in all career clusters</p>	<p>1.11 Resource person: an employer respect to what all employers expect</p> <ol style="list-style-type: none"> <li>1. Regular attendance</li> <li>2. Adherence to rules and pol</li> <li>3. Respect for authority</li> <li>4. Initiative, creativity and</li> </ol> <p>1.12 Discussion of above</p>

## CAREER EXPLORATION ACTIVITIES

Course: Girls Industrial Arts

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>.11 Resource person: an employer expressing himself with respect to what all employers expect:</p> <ol style="list-style-type: none"> <li>1. Regular attendance</li> <li>2. Adherence to rules and policies</li> <li>3. Respect for authority</li> <li>4. Initiative, creativity and loyalty</li> </ol>	<p>Listening</p> <p>Discussing</p>	<p>Resource person</p>
<p>.12 Discussion of above</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: Male Industrial Arts

State: 10-12

Subject Concepts:

Performance Objectives:

Suggested Activities:

1.00 Career planning

1.01 Analyze and evaluate  
various career alternatives,  
in terms of compatibility,  
learning environment, work  
experience and pay structure.

1.01 Film: Choosing a Career

1.02 Discussion of long and short-  
term alternatives. An intell-  
igent approach to decision making.

1.03 Assign each to list all avail-  
able probable long-term and short-term

## CAREER EXPLORATION ACTIVITIES

Course: Girls Industrial Arts

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

<b>Suggested Activities:</b>	<b>Skills:</b>	<b>Resource Material:</b>
<p>1.11 Film: Choosing a Career</p> <p>1.12 Discussion of long and short-term effects of choosing different alternatives. An intelligent (or scientific) approach to decision making.</p> <p>1.13 Assign each to list all available alternatives and probable long-term and short-term consequences of each</p>	<p>Discussion</p> <p>Thinking</p> <p>Evaluating</p>	<p>Career Resource Center</p> <p>Resource people Counselor Iowa State Employment Service personnel</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Competence Course: Girls Industrial Arts

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Auto maintenance</p>	<p>1.10 Students will be able to demonstrate understanding of the need for mastery of the basic tools in all phase of vehicle maintenance</p>	<p>1.11 Demonstrate then supervise stu            Changing oil            Changing plugs and points            Checking battery            Vacuum car interior            Check tires            Examine problems that have proper maintenance</p>

## CAREER EXPLORATION ACTIVITIES

Course: Girls Industrial Arts

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>.11 Demonstrate then supervise student participation in</p> <ul style="list-style-type: none"> <li>Changing oil</li> <li>Changing plugs and points</li> <li>Checking battery</li> <li>Vacuum car interior</li> <li>Check tires</li> <li>Examine problems that have resulted from neglect of proper maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Skill in use of tools</li> <li>Understanding of need for maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials</li> <li>Auto manuals</li> <li>Textbooks</li> <li>Automobile</li> </ul>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Electricity

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>This course, "Electricity" can help you find your life work</p>	<p>Students will demonstrate awareness of the skills and abilities needed by people who work with electricity</p> <p>Students will be able to list electrical occupations in several career clusters</p>	<p>Discussion: Exploration of wide range involve working with electricity in clusters. Consider:</p> <ol style="list-style-type: none"> <li>1. specific examples of occupations</li> <li>2. setting in which they are employed (opportunities in Ft. Dodge in</li> <li>3. basic function of workers in the</li> <li>4. skills needed by workers in each</li> <li>5. education or training needed for</li> <li>6. institutions which offer this</li> <li>7. advantages and disadvantages of</li> <li>8. future outlook</li> </ol> <p>Film: "Is Electronics Manufacturing (#A2522)</p>

## CAREER EXPLORATION ACTIVITIES

Course: Electricity

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discussion: Exploration of wide range of occupations which involve working with electricity in virtually all career clusters. Consider:</p> <ol style="list-style-type: none"> <li>1. specific examples of occupations</li> <li>2. setting in which they are employed: who employs (opportunities in Ft. Dodge in this occupation)</li> <li>3. basic function of workers in these occupations</li> <li>4. skills needed by workers in each occupation</li> <li>5. education or training needed for entry into occupation</li> <li>6. institutions which offer this kind of preparation</li> <li>7. advantages and disadvantages of occupation</li> <li>8. future outlook</li> </ol> <p>Film: "Is Electronics Manufacturing in Your Future?" (#A2522)</p>	<p>Discussion</p> <p>Listening</p> <p>Comparing-- evaluating</p>	<p>Film: (A2522 from Resource Center)</p> <p>Resource people Electrical Engineer Journeyman Electrician TV repairman Central Telephone personnel Production worker Iowa State Employment Service personnel</p> <p>Career Resource Center</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations and Attitudes

Course: Electricity

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>The need to work</p>	<p>Students will understand the importance of all occupations and their contributions to society</p>	<p>Define work: "Work is conscious effort for benefits for oneself and/or for others"</p> <p>Discuss the value of work</p> <p>Analyze contributions of individual men</p> <p>Analyze individual axiology</p> <p>Consider work roles</p>

## CAREER EXPLORATION ACTIVITIES

Case: Electricity

Developed by: \_\_\_\_\_

Level: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Define work: "Work is conscious effort aimed at producing benefits for oneself and/or for others." (K.D. Heyt)</p> <p>Discuss the value of work</p> <p>Analyze contributions of individual members of society</p> <p>Analyze individual axiology</p> <p>Consider work roles</p>	<p>Discussing</p> <p>Evaluating</p> <p>Listening</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Self-Awareness

Course: Electricity

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>This course, "Electricity," can help you find your life work</p>	<p>Students will be able to relate self-perception of own abilities and interests and kinds of work that requires these abilities</p>	<p>Administer and/or interpret: Aptitude inventory, and Interest inventory</p> <p>Discussion of the value of having tested personal awareness, own value system, personal priority system with respect to:</p> <ol style="list-style-type: none"> <li>1. Money and material things</li> <li>2. Power</li> <li>3. Service to others</li> <li>4. Security</li> <li>5. Respect--prestige</li> <li>6. Self-determination</li> <li>7. Leisure</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Course: Electricity

Developed by: \_\_\_\_\_

Level: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Administer and/or interpret: Aptitude test, Attitude inventory, and Interest inventory</p> <p>Discussion of the value of having test information and of personal awareness of own value system, i.e., one's personal priority system with respect to:</p> <ol style="list-style-type: none"> <li>1. Money and material things</li> <li>2. Power</li> <li>3. Service to others</li> <li>4. Security</li> <li>5. Respect--prestige</li> <li>6. Self-determination</li> <li>7. Leisure</li> </ol>	<p>Thinking</p> <p>Comparing</p> <p>Developing awareness of personal capabilities and limitations</p>	<p>Resource people Guidance Counselor Iowa State Employment</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: Electricity

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>The range of electrical careers in a free society</p>	<p>Students will be able to analyze and refine previous career decisions on basis on new insight and understanding</p>	<p>Discussion: How to apply decision-making planning:</p> <ol style="list-style-type: none"> <li>1. Desired outcome (What do you want?)</li> <li>2. Possible alternatives--advantages and disadvantages of each (should take some research)</li> <li>3. Explore--thoroughly investigate alternatives</li> <li>4. Make tentative plans to proceed</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Course: Electricity

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discussion: How to apply decision-making process to career planning:</p> <ol style="list-style-type: none"> <li>1. Desired outcome (What do you want?) (Values enter in)</li> <li>2. Possible alternatives--advantages and disadvantages of each (should take some research)</li> <li>3. Explore--thoroughly investigate most attractive alternatives</li> <li>4. Make tentative plans to proceed</li> </ol>	<p>Comparing necessary skills and knowledge needed for particular occupation)</p> <p>Evaluation (of alternative occupations as they relate to personal values and desired life-style)</p>	<p>Films, film-strips and booklets</p> <p>Career Resource Center</p> <p>Air National Guard</p> <p>KWMT Radio</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Electricity

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>The range of electrical careers in a free society</p>	<p>Students will be able to determine a tentative personal educational schedule to acquire necessary and desired special skills</p>	<p>Find out and discuss what various Fox workers actually do on their jobs. ( skills that are needed to perform the many jobs, ability to get along with as specific vocational skills) Consider view with respect to the advantages of</p> <p>Members of class will individually interview a local worker to determine his or her opinion</p> <ol style="list-style-type: none"> <li>1. How one can best prepare him or her for the occupation (include recommended post high school education)</li> <li>2. Advantages and disadvantages of work</li> </ol> <p>Field trips to various businesses and particular attention to the nature of work of people with varying degrees of skill</p>

## CAREER EXPLORATION ACTIVITIES

Course: Electricity

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Find out and discuss what various Fort Dodge electrical workers actually do on their jobs. Consider together the skills that are needed to perform the particular job (In many jobs, ability to get along with people is as important as specific vocational skills) Consider different points of view with respect to the advantages or disadvantages of each</p> <p>Members of class will individually interview a local electrical worker to determine his or her opinion on</p> <ol style="list-style-type: none"> <li>1. How one can best prepare himself for entry into the occupation (include recommended H.S. courses and recommended post high school training)</li> <li>2. Advantages and disadvantages of doing this kind of work</li> </ol> <p>Field trips to various businesses and industries. . . paying particular attention to the nature of the work being done by people with varying degrees of skill or expertise</p>	<p>Discussing</p> <p>Listening</p> <p>Interviewing</p> <p>Planning</p>	<p>Local industries and resource people</p> <p>Iowa State Employment Service</p> <p>Fort Dodge Chamber of Commerce</p> <p>Job Center</p> <p>Career Resource Center</p>

CAREER EXPLORATION ACTIVITIES

Career Concepts: Employability Skills

Course: Electricity

Grade: 10-12

Subject Concepts:

Performance Objectives:

Suggested Activities:

Electrical test equipment:

Demonstrate proper use of test equipment in the laboratory setting. Identify the various types of test equipment used in the electrical industry. Explain the safety hazards associated with the use of test equipment.

Demonstrate proper use of test equipment.

Discussion of the range of occupations in which various kinds of equipment are used. The hazards involved, the rewards received by people who use the equipment.

## CAREER EXPLORATION ACTIVITIES

Topic: Electricity

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Demonstrate proper use of test equipment, tools and materials</p> <p>Discussion of the range of occupations and work settings in which various kinds of equipment are used. The skills needed, the hazards involved, the responsibilities assumed and the rewards received by people working in these kinds of jobs</p>	<p>Testing</p> <p>Problem solving</p>	<p>Test equipment, tools in electrical lab</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Competence Course: Electricity

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Wiring and Electrical test equipment</p>	<p>Students will know requirements for obtaining various licenses and permits</p> <p>Students will know rules and regulations of building codes</p> <p>Students will be able to demonstrate knowledge of skills needed and of training programs that can prepare people for entry into the various electrical occupations</p>	<p>Study FCC, building codes, etc.</p> <p>Resource person: City Electrical class on local codes</p> <p>Resource person: Shop Steward in site</p> <p>Construct and install various common equipment</p>

## CAREER EXPLORATION ACTIVITIES

Course: Electricity

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Study FCC, building codes, etc.</p> <p>Resource person: City Electrical Inspector to speak with class on local codes</p> <p>Resource person: Shop Steward in classroom or on a job site</p> <p>Construct and install various common circuits. Use test equipment</p>	<p>Identify proper procedures and materials to be used in wiring residential construction</p> <p>Be able to use a voltmeter, ammeter, ohmmeters and test equipment for individual components</p> <p>Be able to use cable-rippers, junction and switch boxes, entrance panels, etc.</p>	<p>National Electrical Code</p> <p>Electrical Apprenticeship and training Programs Handbook</p> <p>1st, 2nd, and 3rd Class Radiotelephone Handbook</p> <p>Wall cross-section for practical exercises</p> <p>Multi-meter and lab components</p>

## L A N G U A G E   A R T S

The major goal of the secondary language arts program is to provide purposeful learning activities that will not only hold the attention of the students, but pique their curiosity toward one end: students with skills in speaking, listening, writing and reading that will help them achieve their personal goals in life.

Activities are relevant to the student's needs and capabilities, but they are also challenging. Many times the learner will have options in the activities, based on his own ability, interest and time.

Personal awareness is gained through discussion, writing and observing how people communicate. It is gained through investigation of jobs that require competence in the communication process through identifying language problems and attacking them on a small group or individual basis. It emphasizes the importance of communication in all walks of life.

Appreciation and Attitudes permeate the total language arts program. Neither can be nurtured by exposure to literature and involvement in using the language. Analytical and creative skills required in the world of work: determining controlling idea, noting key details, and evaluating position also requires skills that are needed throughout life: observing, choosing an audience, selecting words that will convey the intended meaning, deciding on "right" words.

Educational skills are gained by learning how to use the library and other resources. Students can find a pile a booklet, ask pertinent questions, take notes, summarize, etc.

The examples which are described here represent some activities that have been used and will be tried for the first time during the 1974-1975 school year.

## L A N G U A G E   A R T S

program is to provide purposeful learning experiences in an environment that  
ts, but pique their curiosity to find out more. These experiences all focus  
ng, listening, writing and reading that will enable them to attain their

and capabilities, but they are also designed to stretch each student to his  
have options in the activities, thus he practices decision making in light

, writing and observing how people in literature function. Career awareness  
quire competence in the communication skills. Skill awareness is gained  
king them on a small group or individual basis and through recognizing the  
e.

language arts program. Neither can be taught, of course, but they can both  
vement in using the language. Analyzing literature calls for thinking  
ing controlling idea, noting key details, drawing inferences, etc. Com-  
throughout life: observing, choosing relevant details, organizing, knowing  
intended meaning, deciding on "right" tone, etc.

o use the library and other resources, how to interview, take a poll, com-  
otes, summarize, etc.

some activities that have been well received by the students and some that  
4-1975 school year.

Educational Awareness  
 Appreciation and Attitudes  
 Self Awareness

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Language Arts

Grade: Seventh

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 The library or instructional media center facilitates exploration of types of work and career possibilities.</p>	<p>110 On a teacher-made test, the student will be able to demonstrate adequate competence in the library skills needed to locate materials pertinent to his career. For example,</p> <ol style="list-style-type: none"> <li>a. Card catalog</li> <li>b. Reader's Guide</li> <li>c. Encyclopedias</li> <li>d. Reference books</li> <li>e. Vertical file</li> <li>f. Specific career materials</li> <li>g. Audiovisual media</li> </ol>	<p>* These activities are intended to be activity possibilities for this unit.</p> <p>111 Filling in floor plan of particular (card catalog, fiction, nonfiction books, check out desk, etc.).</p> <p>112 Making transparencies of cards identifying the different kinds on those cards, (call number, publisher, etc.).</p> <p>113 Work activity sheet in which student lists library resources. Example of activities:</p> <ul style="list-style-type: none"> <li>. Write the titles of two books and the call numbers that are on the shelves.</li> <li>. Browse through the shelves and you would like to read in a library. Make a title card for one. A student makes an author card for a book. Make an author card for a book.</li> <li>. Explain where the vertical file is in the library. What may be found in the vertical file.</li> <li>. Tell what filmstrips the library has in the field of your interest.</li> </ul>

## CAREER EXPLORATION ACTIVITIES

Subject: Language Arts

Developed by: \_\_\_\_\_

Grade: Seventh

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>These activities are intended to be only a sample of activity possibilities for this unit.</p> <p>11 Filling in floor plan of particular school library (card catalog, fiction, nonfiction books, reference books, check out desk, etc.).</p> <p>12 Making transparencies of cards from card catalog and identifying the different kinds of information found on those cards, (call number, book title, author, publisher, etc.).</p> <p>13 Work activity sheet in which students investigate library resources. Example of types of investigating activities:</p> <ul style="list-style-type: none"> <li>. Write the titles of two biographies. Also write the call numbers that are on the spine.</li> <li>. Browse through the shelves and find three books you would like to read in a career area. Make a title card for one. A subject card for another book. Make an author card for the third book.</li> <li>. Explain where the vertical file is located in our library. What may be found in the vertical file?</li> <li>. Tell what filmstrips the library has in the career field of your interest.</li> </ul>	<p>Investigating library</p> <p>Locating different kinds of resources</p> <p>Alphabetizing</p> <p>Identifying differences between fiction and non-fiction books, biography and autobiography</p> <p>Matching reference books with the kinds of material found in them</p> <p>Spelling</p> <p>Library related terms</p> <p>Understanding the meaning of library and career related</p>	<p>School Library: Card Catalog <u>Reader's Guide to magazine articles</u></p> <p>Vertical file: pamphlets on occupations</p> <p>Biographical reference books</p> <p>Encyclopedias</p> <p>SRA Kit on Careers</p> <p>Filmstrips</p>

Educational Awareness  
Appreciation and Attitudes  
Self Awareness

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Language Arts

Grade: Seventh

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>114 In conjunction with the social of careers the students will write a book on a career that interests them. The primary purpose of this notebook is to explore the possibilities of this career and the career might best fulfill the interests of the student.</p> <p>Career areas to be explored in this notebook are:</p> <ul style="list-style-type: none"><li>. Why you think you would like this career</li><li>. Abilities and skills needed</li><li>. Education and training needed</li><li>. Advantages - disadvantages</li><li>. Needs that I have that this career can meet</li></ul>

## CAREER EXPLORATION ACTIVITIES

Subject: Language Arts

Developed by: \_\_\_\_\_

Grade: Seventh

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>14 In conjunction with the social studies investigation of careers the students will write and prepare a notebook on a career that interests them at this time. The primary purpose of this notebook will be to explore the possibilities of this career and discover how this career might best fulfill the individual needs of the student.</p> <p>Career areas to be explored in this notebook:</p> <ul style="list-style-type: none"> <li>. Why you think you would like this career.</li> <li>. Abilities and skills needed for career.</li> <li>. Education and training needed.</li> <li>. Advantages - disadvantages of career.</li> <li>. Needs that I have that this job can fulfill.</li> </ul>	<p>Gathering information for a particular purpose.</p> <p>Narrowing career topic to fit individual needs or interests.</p> <p>Using and integrating a variety of sources into the final products, "A Notebook of My Interests and Understanding of a Career."</p> <p>Describing accurately the requirements, qualifications, and opportunities of the career.</p>	

CAREER EXPLORATION ACTIVITIES

Self Awareness  
 Educational Awareness  
 Career Concept: Appreciations and Attitudes

Course: Language Arts

Grade: Seventh

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 The biography and autobiography illustrate the relationships between people and the careers which they choose.</p> <p>Reading about someone's life and career can help us in choosing a career as well as in living our own life.</p>	<p>110 Having read and investigated a particular person's life and career, the student will be able to identify or explain the following statements either in a written paper, or in an oral discussion or panel:</p> <p>a. "There are both major differences and similarities between a biography and an autobiography."</p> <p>b. "All forms of human endeavor and work are important."</p> <p>c. "A person's career influences his sense of fulfillment in life and on a larger scale, his contributions to society."</p> <p>d. "Reading about other people affects the reader in several ways."</p>	<p>111 Class discussions on (a) what literary characteristics), (b) similarities between biographies (c) ideas centering on reasons and how they can help us in living</p> <p>112 Reading of shorter biographical discussions and sharing.</p> <p>113 Students will select a biography find interesting, admire, or write about.</p> <p>Through their reading the student to know the person they are reading</p> <p>114 As an aid in helping the student of the person he is reading about own living the following suggested: Keeping a <u>Journal Note</u> is read. Writing the journal is</p>

## CAREER EXPLORATION ACTIVITIES

Course: Language Arts

Developed by: \_\_\_\_\_

Grade: Seventh

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Class discussions on (a) what a biography is (its literary characteristics), (b) differences and similarities between biographies and autobiographies, (c) ideas centering on reasons for reading biographies and how they can help us in living our own lives.</p>	<p>Contributing ideas that are related to specific discussion topic.</p> <p>Distinguishing between facts and opinions</p> <p>Listening to ideas being presented.</p>	<p>Any writings about a person including:</p> <p>Biographies Autobiographies Newspaper stories <del>Magazine articles</del> Diaries Letters Interviews Movies Film strips Recordings Tapes</p>
<p>112 Reading of shorter biographical selections and group discussions and sharing.</p>	<p>Identifying main ideas or messages in stories read.</p>	
<p>113 Students will select a biography of a person that they find interesting, admire, or would like to know more about.</p> <p>Through their reading the students should really try to know the person they are reading about.</p>	<p>Drawing conclusions about own life and career from biography reading</p> <p>Evaluating reading and expressing conclusions orally.</p>	
<p>114 As an aid in helping the student evaluate the life of the person he is reading about and relate it to his living the following simulation activity is suggested: Keeping a <u>Journal Notebook</u> as the biography read. Writing the journal in the first person</p>	<p>Evaluating reading and expressing conclusions</p>	<p>235</p> <p>Page 121</p>

Self Awareness  
Educational Awareness

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations and Attitudes

Course: Language Arts

Grade: Seventh

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>pretending you are that person. My Life" sketch.</p> <p>The student may approach this Job The following are some examples may be included:</p> <ol style="list-style-type: none"><li>a. Information on family, birth adolescence, adult life, and</li><li>b. Illustrations of key episodes of the biography by drawing magazines.</li><li>c. A list of specific character and how these helped or hindered and career.</li></ol>

## CAREER EXPLORATION ACTIVITIES

Course: Language Arts

Developed by: \_\_\_\_\_

Grade: Seventh

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>pretending you are that person. It will be a "This Is My Life" sketch.</p> <p>The student may approach this Journal as he chooses. The following are some examples of activities that may be included:</p> <ol style="list-style-type: none"><li>Information on family, birth, early childhood, adolescence, adult life, and career.</li><li>Illustrations of key episodes, people and places of the biography by drawing or using pictures from magazines.</li><li>A list of specific character traits of the person and how these helped or hindered him in his life and career.</li></ol>	<p>Interpretating reading and writing accurately and imaginatively from reading.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Language Arts

Grade: Seventh

Subject Concepts:	Performance Objectives:	Suggested Activities:
<p>100 The journalism field encompasses all types of news media and a primary example is found in newspaper work.</p>	<p>101 Given a newspaper the student will identify newspaper format:                     <ul style="list-style-type: none"> <li>101.1 Front page</li> <li>101.2 Local news</li> <li>101.3 State or area news</li> <li>101.4 Social news</li> <li>101.5 Sports news</li> <li>101.6 Entertainment news</li> <li>101.7 Classified section</li> </ul> </p>	<p>102 Students will obtain a current newspaper and clip out stories which fit the news or items found in the newspaper label.</p> <p>103 Selecting two of the news stories students will mark the who, what found in the articles.</p>
<p>200 Journalism is the work of gathering, writing, editing, and publishing the spreading news, as through newspapers, magazines, pamphlets or by radio and television.</p>	<p>201 Given a particular news article the student will be able to identify the format of a newspaper:                     <ul style="list-style-type: none"> <li>201.1 Writing the lead</li> <li>201.2 Writing a news article</li> </ul> </p> <p>202 Given a news story the student will be able to identify the subject of the work of work</p>	<p>203 Students will gather notes for writing their own news article that interests them. Including supporting details, lesser facts</p> <p>204 Having written a news story, student will identify the channels the news story goes through and may assume the following jobs:                     <ul style="list-style-type: none"> <li>a. Reporter</li> <li>b. City editor</li> <li>c. News editor</li> <li>d. Copy desk</li> </ul> </p>

## CAREER EXPLORATION ACTIVITIES

Subject: Language Arts

Developed by: \_\_\_\_\_

Grade: Seventh

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Students will obtain a current issue of a daily paper and clip out stories which fit the different types of news or items found in the newspaper. These they will label.</p>	<p>Recognizing and differentiating between sections of the newspaper.</p>	<p>Copies of local, state, and national newspaper.</p>
<p>12 Selecting two of the news stories (from above activity) students will mark the who, what, where, when, and why found in the articles.</p>		
<p>11 Students will gather notes for a news story and try writing their own news article on an event or happening that interests them. Including interesting lead, supporting details, lesser facts.</p>	<p>Selecting pertinent details and facts.</p> <p>Organizing and writing concisely</p>	
<p>12 Having written a news story, students will simulate the channels the news story goes through. Students may assume the following jobs:</p> <ul style="list-style-type: none"> <li>a. Reporter</li> <li>b. City editor</li> <li>c. News editor</li> <li>d. Copy desk</li> </ul>	<p>Writing complete, concise sentences with subject and predicate.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness  
Skill Awareness

Course: Language Arts

Grade: Seventh

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>213 The students will be given a list of activities leading to recognition of newspaper career work. From this list they will select the activities to do. All sample activities included follow:</p> <ul style="list-style-type: none"> <li>A. Write a book, movie, play, or cartoon that could be found in the newspaper.</li> <li>B. Draw and write dialog for two newspaper characters.</li> <li>C. Write six want ads for things to buy or sell.</li> <li>D. Using a map of the world, draw lines and strings pointing out the areas where newspaper work occurred.</li> <li>E. Write your own "editorial" or opinion piece on any topic you choose.</li> <li>F. Photograph your own human interest story for the newspaper and write a caption for each one.</li> <li>G. If you would like to work for a newspaper, write a description of the job you would like. Include skills and education needed and your reasons for choosing this job.</li> </ul>

## CAREER EXPLORATION ACTIVITIES

Grade: Language Arts

Developed by: \_\_\_\_\_

Level: Seventh

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>13 The students will be given a list of activities pertaining to recognition of newspaper parts and related career work. From this list they will choose four activities to do. All sample of activities that may be included follow:</p> <p>A. Write a book, movie, play, or television review that could be found in the newspaper.</p> <p>B. Draw and write dialog for two comic strips.</p> <p>C. Write six want ads for things that you want to buy or sell.</p> <p>D. Using a map of the world, display news items with strings pointing out the areas where the story occurred.</p> <p>E. Write your own "editorial" or "letter to the editor" on any topic you choose.</p> <p>F. Photograph your own human interest pictures for the newspaper and write a caption and story for each one.</p> <p>G. If you would like to work for a newspaper, write a description of the job you would like to have. Include skills and education needed for this job and your reasons for choosing it.</p>	<p>Spelling correctly all words, especially proper nouns.</p> <p>Punctuating correctly.</p> <p>Writing an interesting introduction for article.</p> <p>Editing for most accurate writing.</p> <p>Evaluating material seen or read according to established criteria. Drawing accurate conclusions on value of material seen or read.</p> <p>Supporting opinion with logical facts and clearly expressing opinion in the written form.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness  
Skill Awareness

Course: Language Arts

Grade: Seventh

Subject Concept:	Performance Objectives:	Suggested Activities:
	<p>220 On a teacher-made test the student will be able to adequately demonstrate knowledge of the newspaper format and career related job.</p>	<p>214 Throughout the unit, students will use pictures, or comics that relate to the clusters. These will be displayed in the classroom as Example D #213. And each student will be responsible on the day he brings his article to the class about it.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Language Arts

Developed by: \_\_\_\_\_

Grade: Seventh

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>214 Throughout the unit, students will bring articles, pictures, or comics that relate to one of the job clusters. These will be displayed in the same manner as Example D #213. And each will have "spot" of time on the day he brings his article to tell the class about it.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitude

Course: Language Arts

Grade: Eighth

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Reading literature about different periods of history provides opportunities for students to compare past parental expectation regarding career choice of siblings with parental expectations and other influences for career decisions prevalent in today's society.</p>	<p>110 Students will be able to write his reaction to one of the following statements.</p> <p>a. "A son should follow in his father's footsteps in his choice of career."</p> <p>b. "Parents should not guide their children into a career."</p>	<p>111 Given a variety of literary selections from the past and present times, students will analyze the strong parental influence in the past; they will be able to evaluate career choices present in the past and begin to realize how the times and lives affects his choice of a career. They will be able to understand the impact of the past on style and the resulting need to choose.</p> <p>112 A class discussion period during which students will discuss on these things (derived from literature during unit).</p> <p>a. How did main character or characters react to these things?</p> <p>b. How did the manner of making a choice affect life style?</p> <p>c. What other career options were available to the characters?</p> <p>d. How much education was needed? Where could it be obtained?</p> <p>e. How much did parental expectations affect choice of career as compared to other influences.</p> <p>f. How might choice of career be different in another period of time?</p>

## CAREER EXPLORATION ACTIVITIES

Course: Language Arts

Developed by: \_\_\_\_\_

Grade: Eighth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Given a variety of literary selections dealing with the past and present times, students will be able to recognize the strong parental influence on choice of career in the past; they will be able to identify influences on career choices present in today's society; they will begin to realize how the times during which a person lives affects his choice of a career; they will be able to understand the impact of work on one's life style and the resulting need to make a meaningful choice.</p>		
<p>112 A class discussion period during this unit will focus on these things (derived from reading of variety of literature during unit).</p> <ol style="list-style-type: none"> <li>How did main character or characters make a living?</li> <li>How did the manner of making a living affect this life style?</li> <li>What other career options were open to the character or characters?</li> <li>How much education was needed for this career? Where could it be obtained?</li> <li>How much did parental expectation influence siblings choice of career as compared with today? Other influences.</li> <li>How might choice of career and life style be altered in another period of time?</li> </ol>	<p>Picking out pertinent information.</p> <p>Listening.</p> <p>Reacting.</p>	<p>Selections from: <u>Adventures for Readers II</u>, Harcourt, Brace</p> <p><u>All Around America Through Literature</u>, Scott, Foresman</p> <p><u>Discovering Literature</u>, Houghton, Mifflin</p> <p><u>Exploring Literature</u>, Houghton Mifflin</p> <p><u>The Study of Literature</u>, Ginn</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitudes

Course: Language Arts

Grade: Eighth

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>A scribe could record information for the following periods (1860-1900; 1900-1945;</p> <p>113 Class members will select a committee member regarding jobs or careers of the parents, close relatives. Before the committee, class should discuss the duties expected to do and the qualities of a committee member.</p> <p>114 Committee will formulate a survey for class members to use in securing information from grandparents, close relatives. Committee will contribute ideas about the kind of jobs or careers they wish to secure. Questionnaire concerning (a) how career choice was made, (b) education needed, (c) education needed, (d) time of choice, (e) to person at time of choice, (f) if possible, to person who followed same career. Committee will distribute questionnaire to the class and collect responses.</p> <p>115 Committee will tabulate data and draw conclusions. It is of particular interest to know the careers of the parents of class members who followed the same job or career.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Language Arts

Developed by: \_\_\_\_\_

Grade: Eighth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>A scribe could record information according to time periods (1860-1900; 1900-1945; 1945-1974).</p>		
<p>113 Class members will select a committee to poll class regarding jobs or careers of their parents, grandparents, close relatives. Before final selection of a committee, class should discuss what committee is expected to do and the qualities needed to be a good committee member.</p>	<p>Choosing competent committee members.</p> <p>Decision-making</p>	
<p>114 Committee will formulate a survey questionnaire for class members to use in securing data from parents, grandparents, close relatives. Class members could contribute ideas about the kinds of information they wish to secure. Questionnaire could in questions concerning (a) how career choice was made, (b) aptitudes needed, (c) education needed, (d) other options open to person at time of choice, (e) close relatives who followed same career. Committee will distribute questionnaire to the class and set date for its return.</p>	<p>Preparing questionnaire</p>	
<p>115 Committee will tabulate data and report to class. It is of particular interest to note the number of parents of class members who followed their parents' job or career.</p>	<p>Compiling data</p> <p>Reporting to class</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Development of attitudes

Course: Language Arts

Grade: Eighth

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>200 Reading literature provides a background of information about famous families and how they made their mark by carrying on family enterprises.</p>	<p>210 Given a selection of literature about a famous family, the students will be able to trace the family tree to the originator of the family enterprise and fortune.</p>	<p>116 Class discussion of the report informal poll could then be taken think they will follow in their why or why not; where they want kind of life style they would like</p>
<p>300 A study of the English language provides background regarding derivation of family names from occupations.</p>	<p>310 Given examples of family surnames which have occupational derivations, student will be able to match the names with occupational endeavors.</p>	<p>211 This activity could be expanded to include a study of famous families, such as the Kennedy, who have carried on family investigation could be carried out in our community.</p> <p>311 Students will brainstorm ideas from occupational endeavors. (e.g. ...)</p> <p>312 A scribe will make a class list of ...</p> <p>313 Students will add to the list by ... and relatives and looking in to ...</p>

## CAREER EXPLORATION ACTIVITIES

Course: Language Arts

Developed by: \_\_\_\_\_

Grade: Eighth

Edited by: \_\_\_\_\_

	Suggested Activities:	Skills:	Resource Material:
116	Class discussion of the report should follow. An informal poll could then be taken to find out which kids think they will follow in their parents "footsteps," why or why not; where they want to live and work; the kind of life style they would like to have.	Taking an informal poll	
211	This activity could be expanded to include an investigation of famous families, such as Ford, Rockefeller, Kennedy, who have carried on family enterprises. The investigation could be carried on locally of prominent families in our community.	Investigating family data and careers.	
11	Students will brainstorm ideas of surnames that came from occupational endeavors. (e.g., miller, baker, etc.)	Sharing ideas Recalling ideas	The Oxford Dictionary of English Etymology
12	A scribe will make a class list.	Listing.	The American Heritage Dictionary of the English Language
13	Students will add to the list by interviewing friends relatives and looking in telephone directories.	Interviewing	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation of Artistic Jobs

Course: Language Arts

Grade: Eighth

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>314 Students will do individual research and add to the list.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Language Arts

Developed by: \_\_\_\_\_

Grade: Eighth

Edited by: \_\_\_\_\_

Suggested Activities	Skills:	Resource Material:
<p>314 Students will do individual research in the library to add to the list.</p>	<p>Using the library</p>	<p>Telephone directories from other towns (Public Library)</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Language Arts

Grade: Eighth

Subject Concepts	Performance Objectives	Suggested Activities
<p>100 Reading and examining literature provides an excellent background and frame of reference for discussion and analyses of career topics with specific reference to changing job opportunities.</p>	<p>110 Given a list of occupations, the student will choose one and write an essay showing how the occupation has changed in the last thirty years.</p>	<p>111 Class discussion will focus on the literature read that people of different periods of history. for those jobs that have changed a period of years.</p> <p>112 Students will make booklets with possible showing how jobs have appeared on bulletin boards, posters, mural also be made to show how jobs have appeared.</p> <p>113 Write and take part in a skit that was prevalent in earlier times (bus driver). Rewrite skit to show how it would be done today. (bus driver)</p> <p>114 Students will interview grandpa, friends, relatives to discover how things have since disappeared. Long term helpful in relating how things</p>

## CAREER EXPLORATION ACTIVITIES

Course: Language Arts

Developed by: \_\_\_\_\_

Grade: Eighth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Class discussion will focus on kinds of jobs noted in the literature read that people engaged in during different periods of history. Students should look for those jobs that have changed or disappeared over a period of years.</p>	<p>Discussing Listening Classifying</p>	<p>Literature dealing with early American history such as: "Selections from <u>Our American Heritage Unit</u> from <u>Adventures For Readers</u>, Book II, Harcourt Brace</p>
<p>112 Students will make booklets with illustrations, if possible showing how jobs have changed or disappeared. Bulletin boards, posters, murals, collages, etc. may also be made to show how jobs have changed or disappeared.</p>	<p>Comparing and contrasting Recognizing cause and effect</p>	<p><u>All Around America Through Literature</u> Scott Foresman</p>
<p>113 Write and take part in a skit that depicts a job that was prevalent in earlier times (e.g. stage coach driver). Rewrite skit to show how this particular job would be done today. (bus driver, airline pilot, etc.)</p>	<p>Writing dialogue, stage directions, description Speaking lines audibly with expression</p>	<p><u>Discovering Literature</u> Houghton, Mifflin</p>
<p>114 Students will interview grandparents, elderly neighbors, friends, relatives to discover jobs of the past that have since disappeared. Long time residents would be helpful in relating how things were done in the past.</p>	<p>Role Playing Writing suitable questions for interviews with "old timers."</p>	<p><u>Exploring Literature</u>, Houghton Mifflin <u>The Study of Literature</u>, Ginn and Company</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Language Arts

Grade: Eighth

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>200 Reading and examining literature provides a background and frame of reference for discovering the changing of job titles over a period of years.</p>	<p>210 The student will be able to explain why job titles are changed to give a more desirable connotation.</p>	<p>211 Given an example, students will list of job titles which have a period of years. They will then use "Euphemism."</p> <p>212 Students will brainstorm ideas changed over a period of years (custodian).</p> <p>213 A scribe will compile a class list.</p> <p>214 Students will add to list by interviewing relatives, asking what specific job titles were called "back then."</p> <p>215 Students will create some euphemisms.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Language Arts

Developed by: \_\_\_\_\_

Grade: Eighth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>211 Given an example, students will be able to compile a list of job titles which have been changed over a period of years. They will then consider the term "Euphemism."</p>	<p>Sharing ideas Recalling ideas</p>	
<p>212 Students will brainstorm ideas of job titles that have changed over a period of years (e.g. janitor to custodian).</p>	<p>Identifying changes in language usage.</p>	
<p>213 A scribe will compile a class list.</p>		
<p>214 Students will add to list by interviewing friends and relatives, asking what specific job titles currently popular were called "back then."</p>	<p>Explaining Interviewing</p>	
<p>215 Students will create some euphemistic job titles.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Educational Awareness

Course: Language Arts

Grade: Eighth

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Magazines provide students with another source for information about the world of work.</p>	<p>110 The student will be able to write a cover article for the booklet that explains the purpose of the survey and some of the important findings.</p>	<p>111 The 15 job clusters will be explained and they will be asked to identify they can think of in each class will have several journals that occupation for the students to will note kinds of articles and NEA Journal, Medical Journal, W</p> <p>112 Students will work in teams to variety of popular magazines to</p> <ul style="list-style-type: none"> <li>(a) How many articles in each magazine the job force?</li> <li>(b) What career cluster each article?</li> <li>(c) How many articles in each magazine education?</li> <li>(d) What is the controlling idea of the article?</li> <li>(e) How many articles in each magazine discrimination?</li> <li>(f) How many ads in each magazine dealing institutions, and corporations. How could these be categorized?</li> </ul> <p>113 Working in groups the students will use the information gained in #112 to develop a presentation will be responsible for one section dealing with the job force and represent, (b) articles dealing with their controlling idea, (c)</p>

## CAREER EXPLORATION ACTIVITIES

Course: Language Arts

Developed by: \_\_\_\_\_

Grade: Eighth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 The 15 job clusters will be explained to the students, and they will be asked to identify as many jobs as they can think of in each classification. The teacher will have several journals that pertain to a given occupation for the students to observe. Students will note kind of articles and ads. For example, NEA Journal, Medical Journal, Wallace Farmer, etc.</p>	<p>Observing for a purpose Tabulating Skimming Categorizing</p>	
<p>12 Students will work in teams to do a survey of a wide variety of popular magazines to determine:</p> <p>(a) How many articles in each magazine are related to the job force?</p> <p>(b) What career cluster each article represents?</p> <p>(c) How many articles in each magazine deal with career education?</p> <p>(d) What is the controlling idea of each career education article?</p> <p>(e) How many articles in each magazine deal with job discrimination?</p> <p>(f) How many ads in each magazine are for jobs, training institutions, and correspondence courses? How could these be categorized?</p>	<p>Compiling and interpreting data Creating a booklet</p>	
<p>13 Working in groups the students will use the information gained in #112 to develop a booklet. Each group will be responsible for one section (a) articles dealing with the job force and the clusters they represent, (b) articles dealing with career education their controlling idea. (c) articles dealing with</p>	<p>Compiling and interpreting data Creating a booklet</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Educational Awareness

Course: Language Arts

Grade: Eighth

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>job discrimination, (d) ads for tions, and correspondence course</p> <p>Art work, pictures, cartoons and the math department) charts or t be used. The booklet from each the IMC.</p> <p>114 Each student will choose one art He will do the following to hand</p> <ul style="list-style-type: none"> <li>a. Make a list of questions he shed some light on.</li> <li>b. Write a statement of the aut</li> <li>c. Take brief notes on 3 x 5 ca</li> </ul> <p>115 The teacher will return the abov student after a period of time h and the student will write a sum article using his note.</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Language Arts

Developed by: \_\_\_\_\_

Grade: Eighth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>job discrimination, (d) ads for jobs, training institutions, and correspondence courses.</p> <p>Art work, pictures, cartoons and (in cooperation with the math department) charts or tables of the data may be used. The booklet from each class will be placed in the IMC.</p> <p>4 Each student will choose one article to read in depth. He will do the following to hand in.</p> <p>a. Make a list of questions he thinks the article will shed some light on.</p> <p>b. Write a statement of the author's controlling idea.</p> <p>c. Take brief notes on 3 x 5 cards.</p> <p>5 The teacher will return the above material to the student after a period of time has elapsed (2-3 days) and the student will write a summary of the original article using his note.</p>	<p>Asking pertinent questions</p> <p>Noting controlling idea and key details</p> <p>Notetaking</p> <p>Summarizing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Personal Awareness

Course: Humanities

Grade: Eighth

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 An assessment of personal values and goals and of one's own personality and individuality leads to a self-awareness that should enable a person to choose a career which will give him satisfaction.</p>	<p>101 Each student will be able to write an honest opinion of his strengths and weaknesses and of his goals in life.</p>	<p>111 The total Humanities course is students an opportunity to take selves in relationship to their environment. It is actually a During the latter part of the examine their goals in light of and they try to plan what they achieve the goals.</p> <p>Many types of activities are panels, creative writing, viewing reacting to them, creating projects for decision making are often give options. Convergent evaluative thinking receive far cognitive thinking.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Humanities

Developed by: \_\_\_\_\_

Grade: Eighth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 The total Humanities course is designed to give students an opportunity to take a close look at themselves in relationship to their family, friends, and environment. It is actually a humanizing experience. During the latter part of the course, the students examine their goals in light of their capabilities, and they try to plan what they will have to do to achieve the goals.</p> <p>Many types of activities are provided, role playing, panels, creative writing, viewing relevant films and reacting to them, creating projects, etc. Opportunities for decision making are many, for assignments often give options. Convergent, divergent and evaluative thinking receive far more stress than cognitive thinking.</p>	<p>"Getting Together" A scholastic unit by Scholastic Book Series, anthology and work books.</p> <p>"Imagination" Scholastic Book Series</p> <p>"Jobs In Your Future", Scope</p> <p><u>Occupational Exploration Kit</u>, SRA</p> <p><u>Widening Occupational Roles Kit</u>, SRA</p> <p>"Career World" magazine</p> <p>A variety of guidance films, film strips</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Reading

Grade: 7 and 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Reading ability is a prerequisite for a high percentage of jobs in many of the career clusters.</p>	<p>110 Students will be able to show at least one month's growth for each month in the program.</p>	<p>111 Reading is a required course for seventh graders and for those eighth graders who are below grade expectancy in reading. High Level Reading Improvement.</p> <p>Separate reading labs are provided for seventh graders and for senior high school students. Labs are well equipped with reading machines and materials to develop both word attack and comprehension and reading rate. The student is individualized and he proceeds at his own pace to meet his own needs.</p> <p>Vocabulary development is a major objective at all levels. More emphasis is placed on vocabulary development in eleventh and twelfth grades than in the eighth grades.</p> <p>The goal of the reading program is to develop independent readers.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Reading

Developed by: \_\_\_\_\_

Grade: 7 and 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Reading is a required course for all seventh graders and for those eighth graders who are not performing up to grade expectancy in reading. At the Senior High Level Reading Improvement is a semester elective.</p> <p>Separate reading labs are provided for seventh and eighth graders and for senior high. These labs are well equipped with reading machines and materials to develop both word attack and comprehension skills and reading rate. The student's program is personalized and he proceeds at his own pace, according to his own needs.</p> <p>Vocabulary development is a major objective at all levels. More emphasis is placed upon speed in the eleventh and twelfth grades than in the seventh and eighth grades.</p> <p>The goal of the reading program is to develop independent readers.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Personal Awareness

Course: English

Grade: Ninth

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Students should consider the pros and cons of a part-time job while in high school and evaluate themselves in relationship to a job.</p>	<p>110 The student will be able to identify three jobs that he might be able to do on a part-time basis while he is in high school. Then he will tell which one he would prefer and why.</p>	<p>111 Students will brainstorm (a) parties for high school students, (b) while going to school, (c) problems.</p> <p>The brainstorming sessions will be held with students with a teacher or counselor. Each student will record the input of each group. The groups, working together, will make a comparison of the three areas brainstormed in the classroom.</p>
	<p>110 Each student will select three items from his log and explain the situation in detail.</p>	<p>121 Students will keep a log for a period of time and answer such things as the following:</p> <p>How many times did you?</p> <ol style="list-style-type: none"> <li>complete a task on time</li> <li>offer to help someone</li> <li>have an argument</li> <li>create a disturbance</li> <li>hand in a "half-way" assignment</li> <li>hand in a well done assignment</li> <li>call someone a name</li> <li>compliment someone</li> <li>hand in a late assignment</li> <li>do more than was expected of</li> <li>do a chore at home before you</li> <li>write a note</li> <li>call a friend</li> <li>watch TV</li> <li>eat out</li> <li>go to a party</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Subject: English

Developed by: \_\_\_\_\_

Grade: Ninth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1 Students will brainstorm (a) part-time job opportunities for high school students, (b) reasons for working while going to school, (c) problems created by working.</p> <p>The brainstorming sessions will be with groups of 10-12 students with a teacher or counselor present. A scribe will record the input of each group. Then the scribes, working together, will make a composite list for each of the three areas brainstormed to be posted in the classroom.</p>	<p>Reflecting on self values and ideas about working.</p> <p>Compiling lists of pertinent items.</p>	
<p>21 Students will keep a log for a period of three days to answer such things as the following:</p> <p>How many times did you?</p> <ol style="list-style-type: none"> <li>complete a task on time</li> <li>offer to help someone</li> <li>have an argument</li> <li>create a disturbance</li> <li>hand in a "half-way" assignment</li> <li>hand in a well done assignment</li> <li>call someone a name</li> <li>compliment someone</li> <li>hand in a late assignment</li> <li>do more than was expected of you</li> <li>do a chore at home before you were asked</li> <li>write a note</li> <li>call a friend</li> </ol>	<p>Taking a self inventory</p> <p>Making an honest statement about personal strengths and weaknesses</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Personal Experiences

Course: English

Grade: Ninth

Subject Content	Performance Objectives:	Suggested Activities
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- g. talk to a teacher of your own
- r. tell a lie
- s. get out of something you did
- t. read a newspaper
- u. thank someone
- v. get a tardy slip
- w. have detention
- x. take a bath or shower
- y. participate in or practice a
- z. ride in a car or on a motorc
- aa. baby sit
- bb. clean your room

- . What "special" thing stands out
- the three days?
- . Make one statement about your
- you get a job.
- . Make one statement about your
- your job chances.

Illustrations might be drawn from these statements.

100 How do you think many opportunities for teenagers will vary from those of today? List special

101 The student will be able to write a story about a person who has a special talent. The student will be able to write a story about a person who has a special talent.

102 Jobs for Teens will be a ninth grade class project. Teachers will be responsible for both schools. The students will be responsible for both schools. The students will be responsible for both schools.

## CAREER EXPLORATION ACTIVITIES

Course: English

Developed by: \_\_\_\_\_

Grade: Ninth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>q. talk to a teacher of your own free will  r. tell a lie  s. get out of something you didn't want to do  t. read a newspaper  u. thank someone  v. get a tardy slip  w. have detention  x. take a bath or shower  y. participate in or practice a sport  z. ride in a car or on a motorcycle  aa. baby sit  bb. clean your room</p> <p>. What "special" thing stands out as you look back at the three days?  . Make one statement about yourself that might help you get a job.  . Make one statement about yourself that could hurt your job chances.</p> <p>Illustrations might be drawn from the log items for these statements.</p> <p>211 Jobs for Teens will be a ninth grade project not just a class project. Teachers will plan together from both schools. The students will work in teams. (A class might have one or two "major" teams and these might be broken into "minor" teams. Each major team will be responsible for investigating part-time jobs</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: English

Grade: Ninth

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>in segments of the major field.</p> <p>Major - Health occupations            Minor - Nursing homes, vet clinics, stores, doctor's office</p> <p>Major - Large General Merchandise Stores            Minor - Penney's, Boston Store, Target, K-Mart</p> <p>Major - Large Grocery Stores            Minor - Safeway, Randalls, MyVe</p> <p>Major - Smaller Retail Store            Minor - Shoes, Hardware, Clothing, Jewelry, furniture</p> <p>Other fields will be broken down and all will be investigated and all involved in the investigation. S pairs.</p> <p>212 Details will be worked out for</p> <p>213 A letter to the employers to explain to tell them that a student will</p> <p>214 Two panels of students will be Project: <u>Jobs for Teens</u>, one to and one to the Advisory Board f</p>

## CAREER EXPLORATION ACTIVITIES

Course: English

Developed by: \_\_\_\_\_

Grade: Ninth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>in segments of the major field. For example:</p> <p>Major - Health occupations            Minor - Nursing homes, vet clinic, hospitals, drug stores, doctor's offices</p> <p>Major - Large General Merchandise Stores            Minor - Penney's, Boston Store, Younkers, Sears, Target, K-Mart</p> <p>Major - Large Grocery Stores            Minor - Safeway, Randalls, HyVee, HyTop</p> <p>Major - Smaller Retail Store            Minor - Shoes, Hardware, Clothing, Stationery and Cards, Jewelry, furniture</p> <p>Other fields will be broken down in this way so that all will be investigated and all students will be involved in the investigation. Some students may go in pairs.</p>	<p>Planning to organize and implement a survey of jobs for teens in Fort Dodge.</p>	
<p>212 Details will be worked out for interviewing employers.</p>	<p>Interview techniques</p>	
<p>213 A letter to the employers to explain the project and to tell them that a student will be contacting them.</p>	<p>Summarizing</p>	
<p>214 Two panels of students will be selected to explain Project: <u>Jobs for Teens</u>, one to the Board of Education one to the Advisory Board for Career Education.</p>	<p>Compiling information to be put into a booklet for publication.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: English

Grade: Ninth

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>215 The students will work as a class for pertinent questions to ask and contact.</p> <p>216 After the student talks with the professional, write a brief description of the information available to teenagers on a part-time job.</p> <p>217. The findings will be put together to be a booklet: <u>Part-time Jobs for Teenagers</u></p>

## CAREER EXPLORATION ACTIVITIES

Course: English

Developed by: \_\_\_\_\_

Grade: Ninth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>15 The students will work as a class to brainstorm ideas for pertinent questions to ask the employer they contact.</p> <p>16 After the student talks with the employer, he will write a brief description of the job(s) that might be available to teenagers on a part-time basis.</p> <p>17. The findings will be put together and the result will be a booklet: <u>Part-time Jobs for Fort Dodge Teenagers.</u></p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness  
Appreciation & Attitudes

Course: Perspectives

Grade: 10

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Literature often reveals that a person's success is limited not only by the type or amount of skill the individual possesses, but by the economic conditions that prevail.</p>	<p>110 The students will be able to write an explanation of the statement "A person is a victim not only of his own limitations, but of society." They should use examples from <u>Grapes of Wrath</u> to support their thinking.</p>	<p>111 <u>Grapes of Wrath</u> will be used as the economic aspect of the novel the social studies' focus on the</p> <p>112 The students will be given study guides to direct their thinking about the characters, both personal and economic</p> <p>113 In small groups students will discuss the novel.</p> <p>114 A composite vocabulary file will be created. When a student meets a word that he doesn't know, he will write it on a card effectively by the author, he will write a definition on the card and file it in the "G of W"</p>

## CAREER EXPLORATION ACTIVITIES

Base: Perspectives

Developed by: \_\_\_\_\_

Page: 10

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 <u>Grapes of Wrath</u> will be used as an in-common novel. The economic aspect of the novel will be tied in with the social studies' focus on the Depression Years.</p>	<p>Analyzing situations as presented in literature</p>	
<p>112 The students will be given study guide questions to direct their thinking about the limitations of the characters, both personal and economic.</p>	<p>Seeking examples from a novel to support one idea</p>	
<p>113 In small groups students will discuss their reactions to the novel.</p>	<p>Taking Notes Underlining</p>	
<p>114 A composite vocabulary file will be kept. As a student meets a word that he doesn't know or finds a word used effectively by the author, he will put it on a 3 x 5 card and file it in the "G of W" file.</p>	<p>Reading for a purpose Sharing ideas in small group discussion Developing Vocabulary Using convergent and divergent thinking to develop a project</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: English

Grade: 10 301

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 A person's ability to make right decisions is very often his key to advancement.</p>	<p>110 Given a problem related to a work situation, the student will be able to write a logical solution and a course of action.</p>	<p>111 Students will work in teams to determine what various people have about their attitudes. The results will be written up or depicted in a booklet. A booklet will be made of the experiences.</p> <p>112 The returns from the investigation will be related and categorized. A report will be prepared by selected students for publication.</p> <p>113 Students will create a skit, using the results of the "gripes" investigation, that shows how a gripe made by the boss could eliminate the gripe. (It might be firing the boss.)</p>
<p>200 A cross section of ideas can give students a basis for making career decisions.</p>	<p>210 Each student will be able to write an article telling something he learned from his experiences of interviewing a cross section of people about careers.</p>	<p>211 The students will work in teams to conduct a "street" interview of people doing a job at a shopping center. They will brainstorm ideas for suggestions that relate to jobs.</p> <p>212 The tapes will be played in class and the students will focus upon their influence on career planning.</p>

## CAREER EXPLORATION ACTIVITIES

Course: English

Developed by: \_\_\_\_\_

Grade: 10 301

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Students will work in teams to investigate the <u>gripes</u> various people have about their occupations. These will be written up or depicted in cartoons. A class booklet will be made of the examples.</p>	<p>Gathering Data Categorizing Data Organizing material for publication</p>	
<p>112 The returns from the investigation will also be tabulated and categorized. A report will be written by selected students for publication in the Little Dodger.</p>	<p>Writing a report</p>	
<p>113 Students will create a skit, using ideas from the "gripes" investigation, that demonstrate how a decision made by the boss could eliminate the cause for the gripe. (It might be firing the griper!)</p>		
<p>211 The students will work in teams and do a "man-of-the-street" interview of people downtown and at the shopping center. They will brain storm ideas for questions that relate to jobs.</p>	<p>Interviewing Techniques Formulating good questions</p>	
<p>212 The tapes will be played in class and discussion will focus upon their influence on the students' career planning.</p>	<p>Discussion Techniques</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: English

Grade: 1- 302

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Jobs are often credited or blamed for people's behavior, but actually, the person himself makes the decision or he is caught in the fallacy of decision by indecision, rationalizing, or overgeneralizing.</p>	<p>110 Given a problem related to a job, the student will explain what he would do and why.</p>	<p>111 Students will brainstorm to come up with (a) change, (b) motivate people other than salary, and (d) push even to criminal acts. They will gain understanding of the logical fallacies of indecision, rationalizing, overgeneralizing, etc.</p> <p>112 Students will bring newspaper articles to class that give support to the above.</p> <p>113 They will also seek information from adults or library resources.</p> <p>114 They will discuss the examples of the activity with a list of implications to make for themselves in the work world's do's and don't's in making the decision.</p> <p>115 Panel discussions will be developed related to worker.</p> <p>116 Situations will be role played.</p>

## CAREER EXPLORATION ACTIVITIES

Course: English

Developed by: \_\_\_\_\_

File: 1- 302

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Students will brainstorm to consider ways that jobs (a) change, (b) motivate people, (c) benefit people other than salary, and (d) push people into wrongdoing, even to criminal acts. They will also be guided to an understanding of the logical fallacies: decision by indecision, rationalizing, overgeneralizing.</p>		
<p>112 Students will bring newspaper articles or magazine articles to class that give specific examples of the above.</p>		
<p>113 They will also seek information and examples from adults or library resources.</p>		
<p>114 They will discuss the examples in class and culminate the activity with a list of important decisions people make for themselves in the world of work and a list of do's and don't's in making the decisions.</p>		
<p>115 Panel discussions will be developed around problem related to worker.</p>		
<p>116 Situations will be role played.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: English

Grade: 10 303

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Talking to someone who has a particular occupation is a good way to find out the answers about a job.</p>	<p>110 Each student will be able to list three "good" things and three "bad" things about work. Then, using logical reasoning, he will be able to explain in a short paragraph what he would like to change one of the bad things.</p>	<p>111 Students will brainstorm the things they know about particular jobs. E.g.            a. Do you have to buy your own tools?            b. Do you belong to a union?            c. Are there any hazards connected with the job?            d. Are they grunge benefits?            e. What irritates you most about the job?</p> <p>112 Then they will try to find some people to interview. They may work in pairs.</p> <p>113 The findings will be shared in a variety of ways: straight speech, a panel, a skit, etc.</p> <p>114 Resource people from the community will be invited to the classroom.</p>
<p>101 Leisure time activities are often related to a person's job.</p>	<p>111 Each student will write a brief explanation of why a job might influence a person's leisure time activities.</p>	<p>111 Students will brainstorm to consider the following activities:            a. the kinds of activities            b. the costs            c. the benefits            d. the problems            e. the possible relationship between work and leisure</p>

## CAREER EXPLORATION ACTIVITIES

Subject: English

Developed by: \_\_\_\_\_

Page: 10 303

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Students will brainstorm the things they would like to know about particular jobs. E.G.</p> <ul style="list-style-type: none"><li>a. Do you have to buy your own tools or equipment?</li><li>b. Do you belong to a union?</li><li>c. Are there any hazards connected with your work?</li><li>d. Are they gringe benefits?</li><li>e. What irritates you most about your job?</li></ul> <p>12 Then they will try to find someone in the community to interview. They may work in pairs.</p> <p>13 The findings will be shared in a class presentation--a straight speech, a panel, a skit.</p> <p>14 Resource people from the community will be brought into the classroom.</p>		
<p>11 Students will brainstorm to consider leisure time activities:</p> <ul style="list-style-type: none"><li>a. the kinds</li><li>b. the costs</li><li>c. the benefits</li><li>d. the problems</li><li>e. the possible relationship to a person's job.</li></ul>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Consumer Awareness

Course: English

Grade: 10 303

Student Concept:

Performance Objectives:

Suggested Activities:

- 111 The students will do one of the following:
- a. make a brochure to inter-
  - vacation trip
  - b. sell a vacation package
  - c. sell a camper orally or
  - d. sell money for a trip or
  - e. make a collage of leisure

- 112 Each student will imagine he has been visited by a rich aunt from England and given \$1000 to spend on leisure time activities in a period of one week. He must follow the following stipulations:
- a. At least one other person must receive at least half of the money (from the same person).
  - b. He must keep a record of how he spends the money.
  - c. He must write the aunt a letter explaining how he did with the gift. He must have another loose \$1000

## CAREER EXPLORATION ACTIVITIES

Course: English

Developed by: \_\_\_\_\_

Page: 10 303

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>212 The students will do one of the following:</p> <ul style="list-style-type: none"> <li>a. make a brochure to interest people in a vacation trip</li> <li>b. sell a vacation package orally</li> <li>c. sell a camper orally or other equipment</li> <li>d. sell money for a trip orally</li> <li>e. make a collage of leisure time activities</li> </ul> <p>213 Each student will imagine he has been given a thousand dollars by a rich aunt from Brazil to spend on leisure time activities in a period of three months. There are just three stipulations:</p> <ul style="list-style-type: none"> <li>a. At least one other person must also benefit from half of the money (not necessarily the same person).</li> <li>b. He must keep a record of the way he spent the money.</li> <li>c. He must write the aunt to describe just what he did with the gift. Who knows, she may have another loose \$1000!</li> </ul>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: English

Grade: Tenth

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Students have a right to be taught proper procedures for making a written job application.</p>	<p>110 The students will be able to fill out an application blank for the Job Center and attach a resume. These will be filed for referral.</p> <p>120 Students will be able to use ten "career" words from a posted list in ten written sentences or less.</p>	<p>111 The Career Coordinator will tell Job Center and about career help receive at the high school.</p> <p>112 A number of application blanks prepared and they will be analyzed.</p> <p>113 The term "resume" will be explained. The teacher might be included will be suggested. The teacher will guide the class in writing a resume. In small groups, students will note a number of letters of application. Strengths and weaknesses noted. These will be combined into a list to be graphed for each student:</p> <p><u>Do and Don'ts in Letters of Application</u></p> <p>121 Students will keep an ongoing list of words. Words will be posted in the room for reference as (a) workers, (b) jobs, (c) products and (d) miscellaneous. Students are expected to know the spelling, and the meaning of these words.</p>

## CAREER EXPLORATION ACTIVITIES

Course: English

Developed by: \_\_\_\_\_

Grade: Tenth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 The Career Coordinator will tell each class about the Job Center and about career help that a student may receive at the high school.</p>	<p>Listening for information</p>	
<p>112 A number of application blanks will be put on transparencies and they will be analyzed by the class.</p>	<p>Critical thinking</p>	
<p>113 The term "resume" will be explained, and items that might be included will be suggested by the class. The teacher will guide the class to a format for a resume. In small groups, students will analyze a number of letters of application and make list of strengths and weaknesses noted. Then the group lists will be combined into a list to be posted and mimeographed for each student:</p> <p><u>Do and Don'ts in Letters of Application.</u></p>	<p>Planning a resume</p>	
<p>121 Students will keep an ongoing list of "career" words. Words will be posted in the room under such classifications as (a) workers, (b) jobs, (c) equipment, (d) products and (e) miscellaneous. Students will be expected to know the spelling, pronunciation and meaning of these words.</p>	<p>Developing vocabulary</p> <p>Using the dictionary</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: English

Grade: Tenth

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>122 Various methods will be used to vocabulary, such as: Jumbles Crossword Scrabble Password</p>

## CAREER EXPLORATION ACTIVITIES

Subject: English

Developed by: \_\_\_\_\_

Grade: Tenth

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
22 Various methods will be used to develop competence in vocabulary, such as: Jumbles Crosswords Scrabble Password		

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Language Study

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 A person's language proficiency can be an invaluable asset in the world of work.</p>	<p>110 The student will be able to explain five ways that language proficiency might lead to advancement or recognition in the world of work.</p>	<p>111 Students will work in small groups in situations in the world of work where language is showing." A script group to record the group's findings and combine the lists into one, and</p>
<p>200 Language can cause many problems in the world of work.</p>	<p>200 The student will be able to write a short dialogue showing how language creates a problem in a business situation.</p>	<p>211 The students will divide into groups to make an investigation of language in the world of work. They will decide what to ask and what they want to ask. The results will be meshed to avoid overlapping. The results will be made with teacher guidance.</p> <p>212 The results of the interview will be recorded according to kinds of problems. A composite article will be written in the Little Dodger or the M</p>

## CAREER EXPLORATION ACTIVITIES

Course: Language Study

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Students will work in small groups to brainstorm about situations in the world of work where a "person's language is showing." A scribe will be chosen in each group to record the group's input. The scribes will combine the lists into one, and it will be posted.</p>	<p>Identifying needs for gaining language competence</p>	
<p>211 The students will divide into teams and prepare to make an investigation of language problems in the world of work. They will decide who they want to interview and what they want to ask. The ideas from the groups will be meshed to avoid overlapping, and a master plan will be made with teacher guidance for the interviewing.</p>	<p>Preparing for a specific project Interviewing Techniques Interpretating Data</p>	
<p>212 The results of the interview will be categorized according to kinds of problems created by language. A composite article will be written for publication in the Little Dodger or the Messenger.</p>	<p>Compiling information for a report</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Language Study

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>300 Many mottoes, aphorisms, and Biblical expressions or proverbs are related to work.</p>	<p>310 The student will be able to create a motto, aphorism, or Biblical expression that deals with his view of the world of work.</p>	<p>311 Students will go on a hunt for aphorisms, Biblical proverbs relate to work. These will be may be "dressed up" with art</p>
<p>400 Many jobs are available for people who have a special interest in language.</p>	<p>410 The student will be able to list five ways that language interest could be evidenced by an individual.</p>	<p>411 Students will investigate the are available for people with language.</p>
		<p>412 A speech therapist and a radio analyst will be brought in as</p> <p>413 A film or film strip will be any is made.</p>



## CAREER EXPLORATION ACTIVITIES

Course: Language Study

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>311 Students will go on a hunt for examples of mottoes, aphorisms, Biblical proverbs or expressions that relate to work. These will be posted in the room and may be "dressed up" with art work.</p>		
<p>411 Students will investigate the kinds of careers that are available for people with a special interest in language.</p>		
<p>412 A speech therapist and a radio programmer or news analyst will be brought in as resource persons.</p>		
<p>413 A film or film strip will be shown on how the dictionary is made.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Skills Awareness

Course: Basic Comp.

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Specific formats are used for various types of business communications.</p>	<p>110 Students will be able to complete an application for admission to a college or trade school. This will include a brief resume.</p> <p>120 Students will be able to write a memo or inter-office communication according to specifica-</p>	<p>111 Students will work in groups to complete a resume. Then they will brainstorm ideas. Suggestions might be included in a resume.</p> <p>112 Using an assumed name, each student will write a resume:                      (a) to apply for a first job                      (b) to apply for a part-time job</p> <p>113 Each student will also write a letter to accompany the above resumes:                      (a) the letter is in response to an advertisement in the newspaper                      (b) the letter is to an employer when no job has been offered</p> <p>114 Assumed names are used because resumes will be given to several people to evaluate. Then one of the evaluators will be in the Basic Composition class. He will evaluate the strengths and weaknesses of the letters and make suggestions, and respond to questions of the students.</p> <p>121 The teacher will show examples of letters (To:, From:, Re:). Then, follow up with what situations might prompt a student to write one. These will be evaluated.</p>

## CAREER EXPLORATION ACTIVITIES

se: Basic Comp.

Developed by: \_\_\_\_\_

e: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Students will work in groups to fill out an application blank. Then they will brainstorm ideas of things that might be included in a resume.</p>	<p>Filling out an application blank.</p>	
<p>112 Using an assumed name, each student will write two resumes:            (a) to apply for a first full-time job            (b) to apply for a part-time job.</p>	<p>Writing a resume.</p>	<p><u>Career World</u>            Vol. 2 #7            Mid-March, 1974</p>
<p>113 Each student will also write a letter of transmittal to accompany the above resumes:            (a) the letter is in response to a blind ad in the newspaper            (b) the letter is to an identified employer when no job has been advertised</p>		<p>"52-213 Unit            XI: Resume:  <u>Job Survival</u>  <u>Skills Program</u>            Singer</p>
<p>114 Assumed names are used because the students' letters &amp; resumes will be given to several business people to evaluate. Then one of the evaluators will come to each Basic Composition class. He will discuss the strengths and weaknesses of the letters and resumes, make suggestions, and respond to questions posed by the students.</p>		
<p>121 The teacher will show examples of a memo format (:, From:, Re:). Then, following a discussion of t situations might prompt a memo, each student will write one. These will be evaluated in peer groups.</p>	<p>Writing memos.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Basic Comp.

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>200 Note taking and summarizing are skills needed in many areas of work.</p>	<p>130 Students will be able to write a business letter according to specifications supplied.</p>	<p>131 The teacher will review accepted letters. In small groups, the a number of business letters. a set of criteria for good business group lists will be merged into the class.</p>
	<p>210 Each student will be able to write a summary of his day's activities that are related to his school work or part-time job.</p>	<p>211 The students will keep a log of couple of days, paying special related activities. Then make</p> <p>212 Students will take notes on a article in a magazine then write later) from his notes.</p>
	<p>220 Given a specific situation where a problem has come up, the student will be able to write a summary of the situation for the "boss."</p>	<p>221 Students will listen to a taped and take notes as if they were call for the boss. Then they</p> <p>222 Students will investigate and written reports that have to be work.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Basic Comp.

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>131 The teacher will review acceptable forms for business letters. In small groups, the students will analyze a number of business letters. Then they will draw up a set of criteria for good business letters. The group lists will be merged into a set of criteria for the class.</p>	<p>Establishing criteria for a good business letter.</p> <p>Analyzing business letters.</p>	
<p>211 The students will keep a log of their activities for a couple of days, paying special attention to school-related activities. Then make a report for the "boss."</p>	<p>Recording activities.</p>	
<p>212 Students will take notes on a business-related article in a magazine then write a memo (two days later) from his notes.</p>		
<p>221 Students will listen to a taped "telephone message" and take notes as if they were a secretary receiving a call for the boss. Then they will compare their notes.</p>	<p>Comparing notes.</p>	
<p>222 Students will investigate and discuss various types of written reports that have to be made in the world of</p>	<p>Gathering information.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skills Awareness

Course: Advanced Comp.

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 The ability to write a letter to sell an idea, a product, or a cause is a salable skill.</p>	<p>110 The student will be able to write a letter to sell one of the following:</p> <ul style="list-style-type: none"> <li>a. an idea</li> <li>b. a product</li> <li>c. a cause</li> </ul>	<p>111 Students will brainstorm reasons designed to sell and the craft writing. Then they will collect materials to be mailed to their homes.</p> <p>112 Each student should analyze examples of persuasive writing working in groups, they will list strengths and weakness. The teacher should facilitate discussion together and be sure that the students are prepared for writing a good persuasive letter.</p> <ul style="list-style-type: none"> <li>a. Anticipate the audience, their needs, their interests, their values, their environment. (It would be like ice skates to people who like ice skating.)</li> <li>b. Determine all facts possible about the audience: age, income, occupation, hobbies, interests, self-interest of the reader to consider.</li> <li>c. Know your product, or belief, or cause.</li> <li>d. Give your letter a personal touch.</li> <li>e. Show a command of the language and use the right words to convey your message.</li> </ul>

## CAREER EXPLORATION ACTIVITIES

Course: Advanced Comp

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Students will brainstorm reasons for writing letters designed to sell and the craftsmanship needed for the writing. Then they will collect letters from those mailed to their homes.</p> <p>112 Each student should analyze examples of letters. Then, working in groups, they will list aspects of merit and weakness. The teacher should pull the team efforts together and be sure that the following procedures for writing a good persuasive letter are stressed:</p> <ul style="list-style-type: none"> <li>a. Anticipate the audience, the questions they might ask, their values, their interests, and their environment. (It would be hard to sell ice skates to people who live in Africa.)</li> <li>b. Determine all facts possible about the readers: age, income, occupation, hobbies, etc. The self-interest of the readers is a major factor to consider.</li> <li>c. Know your product, or believe in your idea or cause.</li> <li>d. Give your letter a personal touch.</li> <li>e. Show a command of the language by choosing the right words to convey your thoughts.</li> </ul>	<p>Divergent thinking.</p> <p>Using established criteria to write a persuasive letter.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skills Awareness

Course: Advanced Comp.

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>200 Careers that require writing ability are found in all of the career clusters.</p>	<p>210 The student will be able to write a job description for an occupation that requires writing ability.</p>	<p>f. Never "talk down" to the reader. Use language that is pompous.</p> <p>g. Be persuasive rather than insincere.</p> <p>h. Make the letter as short as possible, but it is clear and complete.</p> <p>i. Depth should supersede length.</p> <p>j. Check to see if the letter answers the question.</p> <p>113 Each student will write three letters.</p> <p>a. To sell an idea</p> <p>b. To sell a product</p> <p>c. To sell a cause</p> <p>These will be analyzed and evaluated. The groups will each select a top category. These will be put into a display.</p> <p>211 Half of the students will investigate a career and make a collage to represent it.</p> <p>212 The other half of the class will investigate a career in such areas as the theater, medicine, hotel/motel work, and agriculture. They will describe a major part of the job. They, too,</p>

## CAREER EXPLORATION ACTIVITIES

Level: Advanced Comp.

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>f. Never "talk down" to the reader nor use language that is pompous.</p> <p>g. Be persuasive rather than insistent.</p> <p>h. Make the letter as short as possible but be sure it is clear and complete.</p> <p>i. Depth should supercede length.</p> <p>j. Check to see if the letter answers "So what?"</p> <p>Each student will write three letters:</p> <ol style="list-style-type: none"> <li>To sell an idea</li> <li>To sell a product</li> <li>To sell a cause</li> </ol> <p>These will be analyzed and evaluated in peer groups. The groups will each select a top letter from each category. These will be put into a booklet.</p>		
<p>Half of the students will investigate writing careers and make a collage to represent their findings.</p>	<p>Gathering specific information.</p>	
<p>The other half of the class will investigate careers in areas as the theater, medicine, science, foods, motel work, and agriculture where writing is a major part of the job. They, too, will make a collage.</p>	<p>Displaying information in an effective manner.</p>	

Career Concept: \_\_\_\_\_ Skills Awareness \_\_\_\_\_

<u>Subject Concept:</u>	<u>Performance Objectives:</u>	<u>Suggested Activities:</u>
300 Submitting a piece of writing for publication or for competition can give a student a feeling about a writing career.	310 Each student will submit three questions he would like to ask of a professional writer.	311 Each student will keep a journal and make notes about things he experiences in his life of writing.  312 Each student will submit a journal entry for publication.  313 A professional writer will be a career with the class.

Suggested Activities:

Skills:

Resources  
Literature:

11. Each student will be asked to write a journal entry or make notes about things he experiences while working as a professional writer.
12. Each student will submit a poem, article, or short story for publication.
13. A professional writer will be asked to discuss his career with the class.

CAREER EXPLORATION ACTIVITIES

Career Concept: Skills Awareness

Course: Journalism I

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 The ability to critically analyze and evaluate a piece of writing is a major prerequisite for a career in journalism.</p>	<p>110 Given an unfamiliar piece of writing the student will be able to proof-read it and make pertinent comments as to its effectiveness.</p>	<p>111 Working in small groups, the student will evaluate the strengths and weaknesses of a number of types of selections. A scribe will record the comments and corrections.</p> <p>112 The groups will merge to draw conclusions from the assessments.</p> <p>113 A set of criteria to be used by the student in making evaluations will be established and mimeographed for each student. Comments for peer evaluations will be made.</p>
<p>200 Competence in basic writing skills is a primary requirement for a career in journalism.</p>	<p>210 The student will be able to perform a given writing task in a way that meets the criteria established.</p>	<p>211 The range of skills taught will meet the requirements for a journalism career.</p> <p>a. Writing clear and coherent sentences.</p> <p>b. Using acceptable standard language.</p> <p>c. Following established conventions for spelling, punctuation, capitalization, etc.</p> <p>d. Maintaining unity in a given paragraph.</p> <p>e. Supporting generalizations with illustrations, examples, etc.</p>

CAREER EXPLORATION ACTIVITIES

Journalism I is a prerequisite for Journalism II

Course: Journalism I

Developed by: \_\_\_\_\_

Level: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Working in small groups, the students will analyze the strengths and weaknesses of a number of different types of selections. A scribe will note the group's comments and corrections.</p>	<p>Analyzing critically.</p> <p>Comparing assessments.</p>	
<p>12 The groups will merge to draw comparisons of their assessments.</p>	<p>Establishing criteria for evaluation of writing done.</p>	
<p>13 A set of criteria to be used by the students in making evaluations will be established. These will be mimeographed for each student to use as a reference for peer evaluations will be made often.</p>		
<p>11 The range of skills taught will be basic to the requirements for a journalism career. For example:</p> <p>a. Writing clear and coherent sentences.</p> <p>b. Using acceptable standard language.</p> <p>c. Following established conventions in mechanics: spelling, punctuation, capitalization.</p> <p>Maintaining unity in a given piece of writing.</p> <p>Supporting generalizations with evidence, details, illustrations, examples, etc.</p>	<p>Practicing basic writing skills in a laboratory situation.</p> <p>Proofreading.</p> <p>Revising.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skills Awareness

Course: Journalism I

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>300 Honest self evaluation is essential to deciding what courses to elect, and such decisions are a good background for making career choices.</p>	<p>310 The student will be able to explain in writing why he plans to take Journalism II or why he does not plan to take it.</p>	<p>f. Recognizing and using organized writing (comparison) contrast, chronological, topical, special importance, etc.)</p> <p>g. Using the "right" word to convey meaning and tone.</p> <p>h. Narrowing a topic or expanding it.</p> <p>i. Avoiding trite language.</p> <p>j. Writing with a purpose for the reader.</p> <p>311 Each student will draw up a "Do or Don't Do" list one week before classes are scheduled for the semester. He simply divides a sheet of paper in half lengthwise. The left column he labels "I Do" and the right column he labels "I Don't Do". Then he will list his reasons for each item up for Journalism II.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Journalism I

Developed by: \_\_\_\_\_

Level: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>f. Recognizing and using organizational patterns for writing (comparison) contrast, cause and effect, chronological, topical, spatial, order of importance, etc.)</p> <p>g. Using the "right" word to convey the intended meaning and tone.</p> <p>h. Narrowing a topic or expanding an idea.</p> <p>i. Avoiding trite language.</p> <p>j. Writing with a purpose for an intended audience.</p>		
<p>311 Each student will draw up a "Do I or Don't I" list a week before classes are scheduled for the next semester. He simply divides an 8½ x 11 sheet of paper in half lengthwise. The left column he labels "I Do" and the right column he labels "I Don't." Then he will list his reasons for and against signing up for Journalism II.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: A simulation of a business  
career awareness

Course: Journalism II

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 A simulation of a newspaper publishing business can provide a realistic learning experience for students interested in a journalism business.</p>	<p>110 Students will be able to perform tasks related to the publishing of the school newspaper.</p>	<p>111 The students play the job roles publishing business. The class to the students' jobs and they to have a wide range of learning. Following are examples:</p> <ul style="list-style-type: none"> <li>a. reporting</li> <li>b. interviewing</li> <li>c. writing feature stories</li> <li>d. writing sports stories</li> <li>e. editing</li> <li>f. setting up the paper</li> <li>g. selling ads and making layout</li> <li>h. drawing cartoon strips</li> <li>i. drawing editorial cartoons</li> <li>j. acting as editor of various production.</li> </ul>

## CAREER EXPLORATION ACTIVITIES

Topic: Journalism II

Grade: 11 - 12

Journalism I is a prerequisite for Journalism II.

Developed by: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 The students play the job roles found in a newspaper publishing business. The class activities are geared to the students' jobs and they change jobs periodically to have a wide range of learning experiences. Following are examples:</p> <ul style="list-style-type: none"> <li>a. reporting</li> <li>b. interviewing</li> <li>c. writing feature stories</li> <li>d. writing sports stories</li> <li>e. editing</li> <li>f. setting up the paper</li> <li>g. selling ads and making layouts</li> <li>h. drawing cartoon strips</li> <li>i. drawing editorial cartoons</li> <li>j. acting as editor of various sections and of total production.</li> </ul>	<p>Applying journalism skills to a real production.</p> <p>Role playing to experience the tasks required in a journalism career.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skills Awareness

Course: Journalism II

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
	<p>120 The students will be able to publish a pamphlet showing job opportunities in the field of journalism.</p>	<p>121 Students will plan a journalism class will be assigned given to each "employee" will be pulled product.</p> <p>122 Resource people will be asked to site" and also to evaluate some make taped comments for the wri</p>

CAREER EXPLORATION ACTIVITIES

Course: Journalism II

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>121 Students will plan a journalism careers booklet. The class will be assigned given jobs and the efforts of each "employee" will be pulled together into a final product.</p>	<p>Planning, organizing, and publishing a journalism career booklet.</p>	
<p>122 Resource people will be asked to come to the "job site" and also to evaluate some of the writing and make taped comments for the writer.</p>	<p>Applying skills of journalistic writing.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: A Simulation of a Business  
Career Awareness

Course: Business English

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 A simulation of an advertising business can give students a realistic learning environment.</p>	<p>110 Students will be able to perform given jobs related to the language arts aspects of an advertising business.</p>	<p>111 The students first play the role of organizers of an advertising firm, then play another role and apply for the job. They do work that coincides with the role. Their communication skills are developed. Following are some examples:</p> <ul style="list-style-type: none"> <li>a. Interoffice memos</li> <li>b. Various types of business letters</li> <li>c. Ads for job openings</li> <li>d. Letters of application and resumes</li> <li>e. Conference to plan an advertisement</li> <li>f. Sales meeting</li> <li>g. Board of Directors meeting</li> <li>h. Receptionist's functions</li> <li>i. Creating ads and making layouts</li> <li>j. Negotiating</li> <li>k. Researching a topic</li> <li>l. Reporting an operation</li> <li>m. Taking notes</li> <li>n. Straightening out a "problem"</li> <li>o. Asking for a raise</li> <li>p. Arranging an office party</li> <li>q. Publishing an office bulletin</li> <li>r. Proofreading</li> </ul>

## CAREER EXPLORATION ACTIVITIES

Author: Business English

Developed by: \_\_\_\_\_

Level: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 The students first play the role of stockholders and organizers of an advertising firm. Then they assume another role and apply for the jobs available. They do work that coincides with their "job." All of the communication skills are developed around the jobs. Following are some examples:</p> <ol style="list-style-type: none"> <li>a. Interoffice memos</li> <li>b. Various types of business letters</li> <li>c. Ads for job openings</li> <li>d. Letters of application and resignation</li> <li>e. Conference to plan an advertising campaign</li> <li>f. Sales meeting</li> <li>g. Board of Directors meeting</li> <li>h. Receptionist's functions</li> <li>i. Creating ads and making layouts</li> <li>j. Negotiating</li> <li>k. Researching a topic</li> <li>l. Reporting an operation</li> <li>m. Taking notes</li> <li>n. Straightening out a "problem with employees"</li> <li>o. Asking for a raise</li> <li>p. Arranging an office party</li> <li>q. Publishing an office bulletin</li> <li>r. Proofreading</li> </ol>	<p>Applying the communication skills:</p> <ul style="list-style-type: none"> <li>reading</li> <li>writing</li> <li>speaking</li> <li>listening</li> </ul> <p>They are stockholders and employees</p> <p>Role playing to develop language ability</p> <p>Direct skill teaching receives focus during periodic "in-service sessions." At this time the "boss" directs attention to activities that reinforce weaknesses noted during the job-oriented activities.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations & Attitudes  
Educational Awareness

Course: Short Story & Poetry

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Short stories can reveal how a career affects an individual.</p>	<p>110 Given an unfamiliar short story, the student will be able to summarize the main points of the plot and determine what influence the particular career had upon the character.</p>	<p>111 The students will compile an anthology of short stories with a career involved. Each student will share and contribute information to the master copy. The students should list the stories alphabetically starting with the letter of the title followed by the title of the story. The format should be consistent.</p> <p>112 Each bibliography entry should include the following information:</p> <ol style="list-style-type: none"> <li>Precis of story</li> <li>Negative affect of career upon the individual</li> <li>Positive affect of career upon the individual</li> <li>Resolutions or actions taken</li> <li>Success or failure of character</li> </ol> <p>113 Each student will choose one story and write a statement or two telling about it.</p>

## CAREER EXPLORATION ACTIVITIES

Topic: Short Story & Poetry

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 The students will compile an annotated bibliography of short stories with a career involvement. Small groups will share and contribute information to form one master copy. The students should list each selection alphabetically starting with author's last name, followed by the title of the story. Punctuation should be consistent.</p> <p>112 Each bibliography entry should have a paragraph including the following information:</p> <ul style="list-style-type: none"> <li>a. Precis of story</li> <li>b. Negative affect of career upon character</li> <li>c. Positive affect of career upon character</li> <li>d. Resolutions or actions taken by character</li> <li>e. Success or failure of character</li> </ul>	<p>Making general statements about literature</p> <p>Comparing and contrasting</p> <p>Establishing categories</p> <p>Organizing selections to fit categories</p> <p>Writing a precise</p> <p>Interpretating author's intentions</p>	
<p>113 Each student will chose one story to read and them write a statement or two telling what the book is about.</p>	<p>Using library skills</p> <p>Selected stories and poetry</p> <p>Library resource person</p> <p>AV material dealing with bibliography</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation & Attitudes  
Educational Awareness

Course: Short Story & Poetry

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>200 Many poems and songs have reference to work, and they reflect the conditions brought about by a type of work as well as the influence of the work on the people.</p>	<p>210 The student will be able to analyze an unfamiliar selection in light of its reference to work. The selection may be a song or a poem.</p>	<p>211 Students will bring records, tapes that have work references or that analyzed as to their acceptance example:          "I've Been Working on the Railroad"          "Hi Ho, Hi Ho, As off to Work"          "John Henry"          "Show Boat"          Hymnes          Negro Ballads          Folk Songs</p> <p>212 The students will listen to a recording of Sandburg's "We the People" and discuss the industry and its affect upon the people. They will be asked to consider the poem, the tone of the poem, and the people they will consider their own references ideas.</p> <p>213 Each student will finish the story. The teacher will organize the story as a poem.</p>

## CAREER EXPLORATION ACTIVITIES

Topic: Short Story & Poetry

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>211 Students will bring records, tapes, and songs to class that have work references or themes. These will be analyzed as to their acceptance by the public. For example:</p> <p>"I've Been Working on the Railroad"            "Hi Ho, Hi Ho, As off to Work We Go"            "John Henry"            "Show Boat"            Hymnes            Negro Ballads            Folk Songs</p> <p>212 The students will listen to a tape of part of Carl Sandburg's "We the People" and note the references to industry and its affect upon the people. Then they will be asked to consider the poet's choice of words, the tone of the poem, and the poet's message. Finally they will consider their own reactions to Sandburg's ideas.</p> <p>213 Each student will finish the statement "Work is . . ." The teacher will organize the statements into a class poem.</p>		<p><u>Themes in</u>  <u>American</u>  <u>Literature</u>            Robert Carlsen,            McGraw Hill &amp; Co.</p>

Educational Awareness  
Appreciation of Attitudes

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: Novel

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Literature reveals that many times an individual may have to face conflicts within his career.</p>	<p>110 From a given novel a student should be able to write several paragraphs, using explanation and examples, which would support the following topic: "A Man's Career May Test Certain Values He Holds"</p>	<p>111 Read various selected works and struggle with his career or his</p> <p>112 Keep a log or small notebook which elements that determine a character.</p> <p>113 Make a list of alternative choices of characters.</p> <p>114 Discuss specific "values" which of the alternatives of the character.</p>

## CAREER EXPLORATION ACTIVITIES

Author: Novel

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
11 Read various selected works and note a characters struggle with his career or his daily tasks.	Interpreting the author's intention	Selected Novels
12 Keep a log or small notebook which emphasizes specific elements that determine a character's decisions.	Drawing inferences from literature	
13 Make a list of alternative choices open to each of the characters.	Making general statements about literary situations	
14 Discuss specific "values" which may be evident in each of the alternatives of the characters.	Using specific examples for supportive purposes  Comparing or contrasting values of literary characters as they pertain to success  Analyzing motivations of a character's actions	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Speech

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Different careers require different type speech skills.</p>		<p>111 The students will brainstorm the competence in speech. Then they list these kinds of careers and compile a list of speech skills that are required for each.</p> <p>112 The class will then be guided in developing such skills. Some speech skills are listed below:            a. Persuasive            b. Argumentative            c. Informational            d. Explanatory            e. Demonstrative</p> <p>113 The students will create a situation where speech ability is needed and be observable.</p>
<p>200 Effective, conversational speech is smooth and free of trite expressions.</p>	<p>210 The students will be able to identify their own weaknesses in speaking and to describe what they can do about them.</p>	<p>211 The students will compile a class list of expressions in conversations they observe; expressions like "ya know," "and</p>

## CAREER EXPLORATION ACTIVITIES

Author: Speech

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 The students will brainstorm the careers that require competence in speech. Then they will investigate these kinds of careers and compile a list of the kinds of speech skills that are required.</p>		
<p>12 The class will then be guided in learning how to develop such skills. Some speech to be considered are listed below:</p> <ul style="list-style-type: none"> <li>a. Persuasive</li> <li>b. Argumentative</li> <li>c. Informational</li> <li>d. Explanatory</li> <li>e. Demonstrative</li> </ul>		
<p>13 The students will create a situation in business where speech ability is needed but is definitely not observable.</p>	<p>Combining background information with imagination to create a skit.</p>	
<p>11 The students will compile a class list of faults noted in conversations they observe; (e.g. mannerisms and expressions like "ya know," "anda," "ain't.")</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation & Attitudes

Course: Speech

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>300 Competition can stimulate the desire to improve speech skills.</p>	<p>310 Students will present a speech that reflects some phase of the world of work. Career Speech awards will be given.</p>	<p>311 Students will organize a speech a panel of evaluators, such as a sales manager, a minister, a etc. The evaluators will discuss in business.</p>
<p>400 The ability to think on your feet is a decided asset in the world of work.</p>		<p>411 The students will be exposed to <u>Something Boy</u>, briefly but often have a box containing thoughts student must respond to in an student will submit suggested box fresh. At any time when the student designated will dip in about the topic he gets.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Speech

Developed by: \_\_\_\_\_

Level: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>311 Students will organize a speech to be presented before a panel of evaluators, such people as an insurance man, a sales manager, a minister, a radio or TV performer, etc. The evaluators will discuss the need for speech in business.</p> <p>411 The students will be exposed to this activity, <u>The Something Boy</u>, <u>briefly but often</u>. The teacher will have a box containing thoughts and situations that a student must respond to in an impromptu manner. The student will submit suggested motivators to keep the box fresh. At any time when there a few minutes, the student designated will dip in and say "something" about the topic he gets.</p>		



## CAREER EXPLORATION ACTIVITIES

Base: Drama I & II

Developed by: \_\_\_\_\_

Level: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Students will read a play from a given list that consists of such plays as "Death of a Salesman," "Pajama Game," "Inside Story," "Mr. Roberts," "How to Succeed in Business Without Even Trying," etc. Then the class will discuss how the characters in their play are affected by their jobs.</p>	<p>Reading for a specified purpose</p> <p>Interpreting a scene in a play</p>	
<p>211 Half of the students will investigate careers in the entertainment field that require acting ability, and the other half will investigate ones that do not require acting ability.</p>	<p>Investigating careers in the entertainment cluster</p>	
<p>212 The students will create a skit to dramatize information about their findings. e.g.;</p> <ul style="list-style-type: none"> <li>a. an interview</li> <li>b. two people on a job</li> <li>c. a parent-child discussion</li> <li>d. a negotiating session</li> <li>e. a discussion with a groom-to-be and his future in-laws.</li> </ul>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Mass Media

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 The experience of making a film or a visual essay is excellent preparation for a job in the field of mass media.</p>	<p>110 Students will be able to describe the steps that must be followed in creating a film or a visual essay.</p>	<p>111 All students are involved in some part of making a film at some time during the course.</p> <p>112 Students also create a visual essay as a description of something that interests them. This essay, like the film, begins with a description of the subject.</p> <p>113 Resource people: audio-visual teacher, professional person.</p>
<p>200 An in-depth look at the mass media is a way of gaining an understanding of the impact this wide career area has on the lives of the American people.</p>	<p>210 The student will be able to give logical answers to the following questions:</p> <ul style="list-style-type: none"> <li>a. Excluding the newspaper which media has the greatest impact upon our lives? Give 3 reasons why.</li> <li>b. What is the present status of the magazine industry?</li> <li>c. What effect has censorship and ratings of movies had on the attendance?</li> </ul>	<p>211 Working in teams, the students will be able to give logical answers to the following questions and findings through class discussions, written reports, posters, boards, collages, and the like.</p> <ul style="list-style-type: none"> <li>a. TV shows that deal with sex, religion, science, art, literature</li> <li>b. Commercials</li> <li>c. Documentaries</li> <li>d. Children's shows</li> <li>e. Information--weather, news, people</li> </ul> <p>212 The development of TV, movies, radio, and the Internet will be researched by teams, and the findings reported in the same manner as above.</p>

## CAREER EXPLORATION ACTIVITIES

By: Mass Media

Developed by: \_\_\_\_\_

Page: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1 All students are involved in some way in the making of a film at some time during the course.</p> <p>2 Students also create a visual essay: a photographic description of something that interests the student. This essay, like the film, begins with a story board.</p> <p>3 Resource people: audio-visual coordinator, photography teacher, professional person.</p>	<p>Divergent thinking to create a film or a visual essay</p> <p>Planning a procedure</p>	
<p>1 Working in teams, the students will investigate topics such as the following and findings will be shared in class discussions, written reports, panels, bulletin boards, collages, and the like.</p> <p>a. TV shows that deal with sex, violence, crime, religion, science, art, literature, etc.</p> <p>b. Commercials</p> <p>c. Documentaries</p> <p>d. Children's shows</p> <p>e. Information--weather, news, panels, etc.</p>	<p>Investigating a topic</p> <p>Preparing a presentation</p>	
<p>2 The development of TV, movies, radio, and magazines will be researched by teams, and the findings will be shared in the same manner as above.</p>	<p>373</p>	<p>Page 11</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Mass Media

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
	<p>d. If you were given an opportunity would you take any kind of job in this field? Why? or Why Not?</p>	<p>213 The students will investigate the economic picture of the United States placed upon the media and the economic picture of the United States.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Mass Media

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>213 The students will investigate the government regulations placed upon the media and the place the media holds in the economic picture of the United States.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness  
Self Awareness

Course: American Literature

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 The experiences which the minority groups have had in the world of work are often depicted in literature.</p>	<p>110 The students will be able to write a short essay (3-5 paragraphs) which will discuss various problems concerning minority members and their concern for success as evidenced in the student's reading of minority literature over a period of three weeks.</p>	<p>111 Read fiction, autobiography, and that deal with minority work-life</p> <p>112 Investigate methods of discrimination in the past and exist in the present</p> <p>113 Be able to describe Jim Crow laws</p> <p>114 Investigate or research the congressional changes brought about to alleviate</p> <p>115 Collect examples of forms, advertisements, articles which emphasize racial differences of its aspects, in the world of work</p>

## CAREER EXPLORATION ACTIVITIES

Case: American Literature

Developed by: \_\_\_\_\_

Level: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
11 Read fiction, autobiography, and nonfiction selections that deal with minority work-life problems.	Identifying specific problems that are common to one minority group	<u>Ethnic Writers In America</u>
12 Investigate methods of discrimination as they existed in the past and exist in the present.	Compare and contrast the problems of several ethnic groups	Selected library references
13 Be able to describe Jim Crow laws.	Organizing information from several sources into a report	
14 Investigate or research the congressional and legal changes brought about to alleviate discrimination.		
15 Collect examples of forms, advertising, newspaper articles which emphasize racial discrimination, or one of its aspects, in the world of work.		

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: American Literature

Grade: \_\_\_\_\_

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>200 The literature describing the Westward Movement gives students an understanding of how the needs of people change as society expands.</p>	<p>210 In several different paragraphs explain and use examples to support the following statement: "Success and the dreams of people moving westward were not always possible."</p>	<p>211 Read selected literature relating to pioneer life in America.</p> <p>212 Make a notebook which shows the types of work, types of materials needed, types of activity such as: farming, mining, etc. or construct a timeline of events such as: railroad construction, range wars, new town sites, Indian land owning, etc.</p> <p>213 Investigate in the literature the primary factors involved or needed to succeed and meet with success.</p>

## CAREER EXPLORATION ACTIVITIES

Course: American Literature

Developed by: \_\_\_\_\_

Grade: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>211 Read selecte' literature related to westward movement and pioneer life in America.</p> <p>212 Make a notebook which shows the specific tools, kinds of work, types of materials necessary for one operational activity such as: farming, ranching, merchandizing, etc. or construct a timeline map showing incidents such as: railroad construction, land rushes, range wars, new town sites, Indian conflicts pertinent to land owning, etc.</p> <p>213 Investigate in the literature the financial and monetary factors involved or needed to transact business and meet with success.</p>	<p>Comparing and contrasting the requirements of one economic or social group with another. Ex.-- ranchers vs. farmers.</p> <p>Notetaking</p> <p>Generalizing about lifestyles as they are presented through literature.</p> <p>Literary research pertinent to specific incidents of a time period</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: English Literature

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Social class distinctions have had influence on careers as evidenced in English literature.</p>	<p>110 The students will be able to describe class influence in jobs that are found in selections they read through the course.</p>	<p>111 Students will speculate on the might be found in selections of then throughout their reading, list of the occupations.</p> <p>112 A class discussion will center tions:            a. Do we have jobs that are inf tinctions?            b. What is the trend in such jo            c. How do labels applied to occ why?</p>
<p>200 British terms for occupations, places of business, and people in various areas of work are often different from our terms.</p>	<p>210 The students will be able to match British and American terms related to the world of work.</p>	<p>211 Students will work in teams to terms related to the world of w their efforts and compile a "di the terms. Pictures or art wor</p> <p>212 Students may divide into groups following:            a. Role play a situation using discovered.            b. Write two want ads for job o terms.            c. Do a tape as if you were a t using terms discovered.</p>

## CAREER EXPLORATION ACTIVITIES

Subject: English Literature

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>111 Students will speculate on the kinds of jobs that might be found in selections of English literature; then throughout their reading, they will keep a class list of the occupations.</p>	<p>Finding pertinent information in reading.</p>	<p>Selections used in English literature.</p>
<p>112 A class discussion will center on the following questions:</p> <ol style="list-style-type: none"> <li>Do we have jobs that are influenced by class distinctions?</li> <li>What is the trend in such jobs?</li> <li>How do labels applied to occupations change and why?</li> </ol>	<p>Comparing to find logical answers.</p>	
<p>211 Students will work in teams to investigate British terms related to the world of work. They will pool their efforts and compile a "dictionary" categorizing the terms. Pictures or art work may be added.</p>	<p>Building vocabulary</p> <p>Using reliable resource materials</p>	<p>Oxford English Dictionary</p> <p>Resource books on words available in IMC</p>
<p>212 Students may divide into groups and do one of the following:</p> <ol style="list-style-type: none"> <li>Role play a situation using some of the terms discovered.</li> <li>Write two want ads for job openings using British terms.</li> <li>Do a tape as if you were a tour guide in London, using terms discovered.</li> </ol>	<p>Categorizing</p> <p>Organizing to accomplish an effective product</p>	<p>Resource person with an English background</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations & Attitudes

Course: World Literature

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Literature shows that the culture of a people not only reflects their attitudes toward their work, but determines the kind of work they do.</p>	<p>110 Given two short literary selections, the student will be able to compare the work ethic evidenced in each.</p>	<p>111 The students will brainstorm in small groups. They will select explanations submitted. These will be discussed and posted after class discussion.</p> <p>112 As the students read various selections, they will note how the work ethic comes through in the culture being depicted by the author.</p> <p>113 Each student will choose a selection to read. Read the selection and do whatever is suggested about the country to write a paragraph about the work ethic reflected in the literature.</p>

## CAREER EXPLORATION ACTIVITIES

Course: World Literature

Developed by: \_\_\_\_\_

Level: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
111 The students will brainstorm the term "work ethic" in small groups. They will select a scribe to record explanations submitted. These records will be combined and posted after class discussion.	Developing Vocabulary  Considering the connotations of a term	
112 As the students read various selections, they will note how the work ethic comes through in relationship to the culture being depicted by the author.	Convergent thinking to interpret an author's intentions.	
113 Each student will choose a selection from a given list. Read the selection and do whatever research is needed about the country to write a paper explaining the work ethic reflected in the literature.	Interpreting an author's intentions.	

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: World Literature

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>200 The literature of a people reflects the economic conditions of the time depicted</p>	<p>210 Given an unfamiliar short selection, the student will be able to describe the economic conditions of the community by the author as his setting. Direct examples may be used from the selection.</p>	<p>211 Students will brainstorm as a conditions have been reflected read. The teacher will list on board.</p> <p>212 Each student will choose a selection on one topic like those suggested.</p> <ol style="list-style-type: none"> <li>a. Show how the leading characters in their work.</li> <li>b. Show how the living conditions were affected by the economic conditions available.</li> <li>c. Show how either of the above would be different if the time, place, and conditions had been different.</li> <li>d. Do some research on the author and show how his work reflects his culture.</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Course: World Literature

Developed by: \_\_\_\_\_

Grade: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>211 Students will brainstorm as a class on how economic conditions have been reflected in literature they have read. The teacher will list the suggestions on the board.</p>	<p>Generalizing from literature</p>	
<p>212 Each student will choose a selection and write a paper on one topic like those suggested below:</p> <ol style="list-style-type: none"> <li>a. Show how the leading characters were affected by their work.</li> <li>b. Show how the living conditions depicted were affected by the economic conditions and/or the work available.</li> <li>c. Show how either of the above might have been different if the time, place, and/or economic conditions had been different.</li> <li>d. Do some research on the author to investigate how his work reflects his culture.</li> </ol>	<p>Writing to analyze one aspect of a piece of literature</p> <p>Convergent thinking</p> <p>Divergent thinking</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Current Literature

Grade: 11 - 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>100 Through current literature as reader can gain an understanding of how our society views work.</p>	<p>110 The student will be able to write a paper that shows how one or more pieces of literature which he has read reflect the changes in the world of work.</p> <p>120 The student will be able to write a paper showing how he feels toward getting a job. He will consider whether rebellion or conformity or something inbetween is for him or her.</p> <p>130 The student will be able to write a paper indicating two laws he feels are good and why. Then he will indicate two laws he thinks should be changed or dropped.</p>	<p>111 In the unit "Man Versus the Unknown" they will identify jobs that exist today and compare them to jobs a few years ago. They will also identify kinds of jobs that might appear in the future.</p> <p>121 In the unit "Rebellion &amp; Conformity" they will consider for such things as the impact of government controls, technology, and the world of work.</p> <p>131 In the unit "Justice" they will identify laws that affect people in their jobs and discuss the implications of violations of a business or a production law.</p> <ul style="list-style-type: none"> <li>a. Censorship</li> <li>b. Civil Rights</li> <li>c. Safety laws</li> <li>d. Eighteen-year-old's rights</li> <li>e. Trucking restrictions</li> </ul>

## CAREER EXPLORATION ACTIVITIES

Source: Current Literature

Developed by: \_\_\_\_\_

Level: 11 - 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 In the unit "Man Versus the Unknown" the students will identify jobs that exist today that did not exist a few years ago. They will also project to consider the kinds of jobs that might appear.</p>	<p>Convergent and divergent thinking</p> <p>Selecting pertinent resources</p>	
<p>21 In the unit "Rebellion &amp; Conformity: they will consider such things as the impact of labor unions, government controls, technology, and current attitudes on the world of work.</p>		
<p>31 In the unit "Justice" they will consider laws that affect people in their jobs and that govern the operations of a business or a product. For example:</p> <ul style="list-style-type: none"> <li>a. Censorship</li> <li>b. Civil Rights</li> <li>    Safety laws</li> <li>    Eighteen-year-old's rights</li> <li>    Trucking restrictions</li> </ul>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: General Math

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Linear measurement</p>	<p>Students will be able to demonstrate an awareness of the abilities and skills needed by workers in a wide range of occupations</p>	<ol style="list-style-type: none"> <li>1. Make three line segments of any length using a straight edge. With a rule, student will measure each line segment accurately.</li> <li>2. Using the measured line segments using line 1 and 2; 1 and 3 and 2 and 3, determine the areas of             <ol style="list-style-type: none"> <li>(a) by drawing one-inch squares</li> <li>(b) by use of formula</li> </ol> </li> <li>3. Explore careers where measuring length is important. For each, consider:             <ol style="list-style-type: none"> <li>a. basic function of the job</li> <li>b. skills needed by workmen (workers)</li> <li>c. educational preparation needed for this occupation</li> <li>d. advantages and disadvantages of this occupation</li> <li>e. outlook for workers in this occupation (prospects)</li> </ol> </li> <li>4. Encourage students to interview workers in the occupation considered. In interview ask about the skills needed and how important these skills are to the occupation.</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Subject: General Math

Developed by: \_\_\_\_\_

Grade: 9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>• Make three line segments of any length with any form of straight edge. With a rule, students will measure each line segment accurately.</p> <p>• Using the measured line segments 1-2-3 draw a rectangle using line 1 and 2; 1 and 3 and 2 and 3. From earlier measurements, determine the areas of each rectangle            (a) by drawing one-inch squares            (b) by use of formula</p> <p>• Explore careers where measuring and use of measurements important. For each, consider:            a. basic function of the job            b. skills needed by workmen (workwomen) in this field            c. educational preparation needed for entry into this occupation            d. advantages and disadvantages (pleasant vs. unpleasant aspects of doing this kind of work)            e. outlook for workers in this occupation (future prospects)</p> <p>Encourage students to interview workers in occupations considered. In interview ask about the math (measuring) skills needed and how important these are to success in the occupation.</p>	<p>Measuring skills</p> <p>Determining area</p> <p>Interviewing</p> <p>Organizing facts</p> <p>Discussion</p>	<p>Library</p> <p>Resource people</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: General Mathematics

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Percent: commissions</p>	<p>Students will demonstrate understanding of the impact of careers on life styles</p> <p>Students will be able to identify attitudes and abilities required for success in occupations that compensate workers by means of commission on sales.</p>	<ol style="list-style-type: none"> <li>1. Study the mechanics of figuring commissions</li> <li>2. From classified ads, collect wants that relate to commission earnings. Construct problems that relate to sales</li> <li>3. Research occupations that were advertised. Determine average annual incomes, skills needed, training required for entrance into the occupation, and future outlook for workers in the occupation.</li> <li>4. Have students visit with their own families to determine the source of their family income. Interview family members for views with respect to the advantages of each fixed salary vs. commission on sales and cons of each in class</li> <li>5. Have students interview persons in sales or people who work for agencies only by commissions. Discuss in class these people, with respect to the advantages</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Subject: General Mathematics

Developed by: \_\_\_\_\_

Grade: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Study the mechanics of figuring different types of commissions</p> <p>From classified ads, collect want-ad job descriptions that relate to commission earnings. (Analyze these and construct problems that relate to specific ads.)</p> <p>Research occupations that were advertised. Determine average annual incomes, skills needed, education and/or training required for entrance into the occupation and future outlook for workers in the occupation.</p> <p>Have students visit with their own parents to: (1) determine the source of their family income, (2) learn their views with respect to the advantages and disadvantages of each fixed salary vs. commission on sales. Discuss the pros and cons of each in class</p> <p>Have students interview persons involved in commission sales or people who work for agencies that are compensated solely by commissions. Discuss in class the views held by these people, with respect to the advantages and disadvantages</p>	<p>Basic skills involving the use of percent</p> <p>Interviewing and discussion skills</p> <p>Comparing</p>	<p>Math textbook</p> <p>Resource people            automobile sales            real estate sales            insurance sales            retail sales clerks            auctioneers</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: General Mathematics

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Computers are affecting the world of work</p>	<p>Students will be aware of opportunities in computer related occupations</p> <p>Students will be aware of the abilities and skills required of workers in the various computer related occupations.</p>	<p>Have students interview their parents to determine what facets of their business are directly influenced by the use of computers. In discussion consider the wide range of occupations directly influenced by the use of computers.</p> <p>Assign students to research computer-related occupations. Reports should include:</p> <ol style="list-style-type: none"> <li>1. Job title</li> <li>2. Nature of tasks performed</li> <li>3. Skills needed</li> <li>4. Educational requirements needed</li> <li>5. Average or range of earnings</li> <li>6. Employment trends--future outlook</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Base: General Mathematics

Developed by: \_\_\_\_\_

Level: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Have students interview their parents and/or their employers to determine what facets of their business, if any, are directly influenced by the use of computers. In class discussion consider the wide range of occupations that are influenced by the use of computers.</p> <p>Assign students to research computer-related occupations. Reports should include:</p> <ol style="list-style-type: none"><li>1. Job title</li><li>2. Nature of tasks performed</li><li>3. Skills needed</li><li>4. Educational requirements needed for entry</li><li>5. Average or range of earnings of people in occupation</li><li>6. Employment trends--future outlook for workers</li></ol>	<p>Interviewing</p> <p>Research</p>	<p>Library</p> <p>Career Resource Center</p> <ol style="list-style-type: none"><li>1. occupational information</li><li>2. catalogs from both colleges and trade schools</li></ol>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations and Attitudes

Course: General Math

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Measurement of weight</p>	<p>Students will be able to analyze working roles as to advantages and disadvantages.</p> <p>Students will be better able to appreciate all forms of human endeavor, and work, and the importance of all careers and their contribution to society.</p>	<ol style="list-style-type: none"> <li>1. Using a scale, weight various objects in a room. Given the monetary value of each item, determine the cost per pound.</li> <li>2. Have students bring from home items of various weights, sizes and costs. From these items, pose problems in determining which is the most economical. This activity can also be used to practice estimation.</li> <li>3. In class discussion, explore (confer) the importance of a knowledge of weights and/or a use of weights. For each occupation consider:             <ol style="list-style-type: none"> <li>a. basic function of the occupation</li> <li>b. skills needed</li> <li>c. who employs the worker</li> <li>d. educational or training needed for the occupation</li> <li>e. advantages and disadvantages of the occupation</li> <li>f. future outlook for workers in the occupation</li> </ol> </li> <li>4. Field trip to business establishments. Discussing the importance of this is an important aspect of the days work. Discuss with people doing this kind of work--discuss their work. Would you like to do this kind of work?</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Course: General Math

Developed by: \_\_\_\_\_

Level: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Using a scale, weight various objects found in the classroom. Given the monetary value of each, have students determine the cost per pound.</p> <p>Have students bring from home items that show a comparison of weight, size and cost. From the above, develop practical problems in determining which is the better buy. Material can also be used to practice estimation of weights and costs.</p> <p>In class discussion, explore (consider) occupations where knowledge of weights and/or a use of scales is important. For each occupation consider:</p> <ol style="list-style-type: none"> <li>basic function of the occupation</li> <li>skills needed</li> <li>who employs the worker</li> <li>educational or training needed for entry into the occupation</li> <li>advantages and disadvantages of this kind of work</li> <li>future outlook for workers in this occupation</li> </ol> <p>Field trip to business establishment where weighing is an important aspect of the day's work. Observe the people doing this kind of work--discuss your observations--would you like to do this kind of work?</p>	<p>Reading and interpreting a scale</p> <p>Estimating</p> <p>Thinking</p> <p>Discussing</p> <p>Observing</p>	<p>Resource persons (examples)</p> <p>grain elevator personnel</p> <p>junk dealers</p> <p>packing plant personnel</p> <p>retail grocery and produce personnel</p> <p>weight inspectors (State and Federal)</p> <p>hog buyers</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: General Mathematics

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Statistics are useful</p>	<p>Students will understand the relationship between higher education and earnings</p>	<ol style="list-style-type: none"> <li>1. Using census data, determine population of the 50 States, or in clusters of States. How to best graph this data. Consider (job titles involved) and the method of communicating this data. Think about how to do this. Consider the value of the data. How does the data use the data? How? Why?</li> <li>2. Using Bureau of Labor Statistics' <u>Outlook Handbook</u>) determine the trend of occupations. Consider the implications of entering the labor market in data from Iowa State Employment Service. Compare Fort Dodge trends with national trends.</li> <li>3. Assign students to investigate and report on an occupation that interests them, should include:             <ol style="list-style-type: none"> <li>a. Occupation. Job title, etc.</li> <li>b. What do people in this occupation need? Who employs them?</li> <li>c. What are the current trends with opportunities? (Graph this.)</li> <li>d. How do opportunity trends vary the country? (Graph this.)</li> <li>e. What education or training (beyond high school) is required for entry into this occupation? What are the current costs, what is the cost of the kind of education or training?</li> <li>f. Using current wage figures, determine lifetime earnings of workers in this occupation. What is the relationship between earnings and the cost of education?</li> </ol> </li> </ol>

## CAREER EXPLORATION ACTIVITIES

Base: General Mathematics

Developed by: \_\_\_\_\_

Level: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Using census data, determine population trends in each of the 50 States, or in clusters of States. Determine how to best graph this data. Consider together the people (job titles involved) and the methods they use in gathering and communicating this data. Think about the skills needed to do this. Consider the value of the total project--who sees the data? How? Why?</p>	<p>Basic computational skills</p> <p>Understanding statistical concepts</p>	<p>Current almanacs</p> <p>Occupational Outlook Handbook</p> <p>U.S. Bureau of Census publications</p>
<p>Using Bureau of Labor Statistics' data (<u>Occupational Outlook Handbook</u>) determine the trends for different kinds of occupations. Consider the implications for people who will be entering the labor market in the near future. Using data from Iowa State Employment Service, compare Iowa and North Dodge trends with national trends.</p>	<p>Graphing skills</p> <p>Researching and reporting</p>	<p>U.S. Bureau of Labor Statistics Publications</p> <p>Iowa State Employment Service Publications</p>
<p>Assign students to investigate and to prepare a report on an occupation that interests them, individually. Report should include:</p> <ol style="list-style-type: none"> <li>Occupation. Job title, etc.</li> <li>What do people in this occupation do? What skills do they need? Who employs them?</li> <li>What are the current trends with respect to job opportunities? (Graph this.)</li> <li>How do opportunity trends vary in different parts of the country? (Graph this.)</li> <li>What education or training (beyond high school) is required for entry into this occupation? Using current costs, what is the cost of securing this kind of education or training?</li> <li>Using current wage figures, determine the average lifetime earnings of workers in this occupation. What is the relationship between expected lifetime earnings and the cost of education for entry into this occupation?</li> </ol>		<p>Chamber of Commerce Publications</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: \_\_\_\_\_

Course: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>4. In teams, students will prepare several occupations in terms of cost and the average lifetime earnings.</p>

## CAREER EXPLORATION ACTIVITIES

Author: \_\_\_\_\_

Developed by: \_\_\_\_\_

Revised: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>In teams, students will prepare graphs that compare several occupations in terms of cost of education for entry and the average lifetime earnings.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: General Math

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Percent in Merchandising</p>	<p>Students will demonstrate understanding of the processes involved in the distribution of goods</p> <p>Students will gain an understanding of the costs involved in doing business and the volume of business that must be maintained if the business is to be profitable.</p> <p>Students will better appreciate all forms of human endeavor and work--that all forms of work contribute to our society.</p> <p>Students will understand factors that contribute to the cost of merchandise, including the cost we all pay for "shrink" (merchandise that "just disappears"--shoplifted, etc.)</p>	<ol style="list-style-type: none"> <li>1. Have students collect newspaper ads and determine missing information, whether original price or the discount rate.</li> <li>2. Have students visit business places that have had a sale. Have them note the original price and the sale price. When back in class, use this information to determine the rate of discount.</li> <li>3. Invite resource people from merchandising to come into the class to discuss the various percentages as they apply to business, including the cost of sales that it takes to operate the business, including wages and fringe benefits, shrink, etc. Discuss the mark-up on different kinds of merchandise and the return to investors. (B) the kinds of occupations in merchandising and the interrelationships (essential nature of each) (C) the kinds of skills are needed by workers in merchandising and the outlook for the future in merchandising.</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Subject: General Math

Developed by: \_\_\_\_\_

Grade: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Have students collect newspaper ads. From these ads determine missing information, whether it be the sale price, original price or the discount rate.</p> <p>Have students visit business places in which merchandise has been placed on sale. Have them note the original price and the sale price. When back in class, each will use this information to determine the rate of discount.</p> <p>Invite resource people from merchandising and distribution field to come into the class to talk about: (A) percentages as they apply to business, i.e., (1) percentage of sales that it takes to operate the business (including rent, wages and fringe benefits, shrink, etc.) (2) percentage mark-up on different kinds of merchandise and (3) net profit to investors. (B) the kinds of occupations that are found in merchandising and the interrelationship between these essential nature of each) (C) the kinds of skills that are needed by workers in merchandising occupations. (D) the outlook for the future in merchandising occupations.</p>	<p>Working with percentage</p> <p>Interview skills</p> <p>Organizing skills</p>	<p>Local newspapers</p> <p>Local merchants</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: General Math

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Measurement of time</p>	<p>Students will demonstrate understanding of the vital impact transportation occupations have on our society.</p> <p>Students will understand the importance of time-tables in work performed in transportation occupations.</p>	<ol style="list-style-type: none"> <li>1. Bring to class time-tables from which students develop practical problems through time zones.</li> <li>2. Determine time and cost to travel various cities in surrounding states of public transportation.</li> <li>3. Mechanical practice of solving problems.</li> <li>4. Bring resource people to classroom of time in the performance of their duties: dispatchers, airline reservationists, bus drivers, etc. Ask each to discuss of occupations within their particular industry, the kinds of skills needed by the educational background needed for these occupations and the advantages each kind of work (from that individual).</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Use: General Math

Developed by: \_\_\_\_\_

Grade: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1. Bring to class time-tables from travel agencies. Have students develop practical problems that involve traveling through time zones.</p> <p>2. Determine time and cost to travel from Fort Dodge to various cities in surrounding states using different forms of public transportation.</p> <p>3. Mechanical practice of solving problems using <math>d=rt</math></p> <p>4. Bring resource people to classroom to discuss importance of time in the performance of their duties, i.e., truck dispatchers, airline reservationists, railroad personnel, bus drivers, etc. Ask each to discuss the range of kinds of occupations within their particular transportation industry, the kinds of skills needed by the various workers, the educational background needed for entry into each of these occupations and the advantages or disadvantages of each kind of work (from that individual's point of view)</p>	<p>Chart reading skills</p> <p>Discussion</p> <p>Calculation</p> <p>Interviewing</p>	<p>1. OILAMP</p> <p>2. Resource people AAA Travel agencies Airline personnel Felco personnel</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: General Math

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>The decimal is used in all money calculations</p>	<p>Students will demonstrate understanding of concept of management of finances (earning, spending, borrowing and saving)</p> <p>Students will understand the tools of business</p> <p>Students will demonstrate knowledge of responsibility (financial) of workers in a wide range of occupations</p>	<p>Review fundamentals of decimal notation Review the concept of rounding off to dollar.</p> <p>Research then discuss the various mon the value of various coins with U.S.</p> <p>Group encounter on the function of mo affect on each</p> <p>Assign budget making with analysis of money.</p> <p>Set up an activity where students are of money:</p> <ol style="list-style-type: none"> <li>1. counting change</li> <li>2. figuring total cost including</li> <li>3. interest on money saved and/o</li> <li>4. commission paid in buying and</li> </ol> <p>Class discussion: Consider a wide ra in which skill in the handling of mon each consider:</p> <ol style="list-style-type: none"> <li>1. basic function of the job</li> <li>2. skills needed</li> <li>3. result of inadequate skills</li> <li>4. kind of education and/or trai into occupation</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Course: General Math

Developed by: \_\_\_\_\_

Grade: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Review fundamentals of decimal notation and place holders. Review the concept of rounding off to nearest cent and/or dollar.</p> <p>Research then discuss the various monetary systems, comparing the value of various coins with U.S. dollar.</p> <p>Group encounter on the function of money and its role/effect on each.</p> <p>Assign budget making with analysis of individual need for money.</p> <p>Set up an activity where students are involved in exchange of money:</p> <ol style="list-style-type: none"> <li>1. counting change</li> <li>2. figuring total cost including sales tax</li> <li>3. interest on money saved and/or borrowed</li> <li>4. commission paid in buying and selling</li> </ol> <p>Class discussion: Consider a wide range of occupations in which skill in the handling of money is essential. For each consider:</p> <ol style="list-style-type: none"> <li>1. basic function of the job</li> <li>2. skills needed</li> <li>3. result of inadequate skills</li> <li>4. kind of education and/or training needed for entry into occupation</li> </ol>	<p>computation with decimals</p> <p>ability to arrange and organize facts</p> <p>making comparisons</p> <p>interviewing</p> <p>discussing</p>	<p>Library Reference books Career Resource Center</p> <p>Newspapers and magazines</p> <p>Resource people Banks Retailers</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: General Math

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Percent is often used in computing taxes</p>	<p>Students will demonstrate understanding of our system of taxation and the influence this will have on his income and life.</p> <p>Students will become aware of the wide range of occupations that deal with taxes.</p>	<p>Using sample payroll stubs, determine being withheld for state and federal Social Security (F.I.C.A.)</p> <p>Use student workbook developed by IR completing income tax forms</p> <p>In class consider the wide range of deal with the calculation, reporting, checking of the various taxes. For</p> <ol style="list-style-type: none"> <li>1. function of the job</li> <li>2. skills needed</li> <li>3. who employs (i.e., individual, government: fed, state or local)</li> <li>4. how does one get such a job (P)</li> <li>5. advantages and disadvantages of</li> </ol> <p>Resource person: accountant explain needed, educational background require her) expertise can help a business ma</p>

## CAREER EXPLORATION ACTIVITIES

Base: General Math

Developed by: \_\_\_\_\_

Level: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Using sample payroll stubs, determine percent of salary being withheld for state and federal income taxes and for Social Security (F.I.C.A.)</p> <p>Use student workbook developed by IRS for practice in completing income tax forms</p> <p>In class consider the wide range of occupations that deal with the calculation, reporting, collection and checking of the various taxes. For each occupation, consider:</p> <ol style="list-style-type: none"> <li>1. function of the job</li> <li>2. skills needed</li> <li>3. who employs (i.e., individual, a businesses, government: fed, state or local)</li> <li>4. how does one get such a job (Prerequisites, etc.)</li> <li>5. advantages and disadvantages of this kind of work</li> </ol> <p>Resource person: accountant explaining his job, skills needed, educational background required, and how his (or her) expertise can help a business make money</p>	<p>Ability to interpret and complete Federal Income tax forms</p>	<p>IRS practice booklets</p> <p>Career Resource Center</p> <p>Resource person</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Competence Course: General Math

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Measurement of time for monetary claims</p>	<p>Students will be able to match individual abilities and interests with skills and processes needed be occupations that involve work with payroll</p>	<p>Investigate and identifying factors to in the relationship between income and time of day/days worked (weekends, h</p> <p>Mechanical practice in figuring payroll</p> <p>Have groups develop a minicourse on p each course including specific example activity, such as payrolls</p>

## CAREER EXPLORATION ACTIVITIES

Subject: General Math

Developed by: \_\_\_\_\_

Grade: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Investigate and identifying factors that are involved in the relationship between income and the number of hours/ time of day/days worked (weekends, holidays etc.)</p> <p>Mechanical practice in figuring payroll</p> <p>Have groups develop a minicourse on particular job types with each course including specific examples of day-to-day work activity, such as payrolls</p>	<p>Computational</p> <p>Skill in working with fractions of units of time</p> <p>Organizational</p>	<p>Iowa Employment Security Commission data on wages</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Competence

Course: General Math

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Measurement of liquids</p>	<p>Students will be able to demonstrate an awareness of the need for specific skill (with liquid measure) in a range of occupations.</p>	<ol style="list-style-type: none"> <li>1. Make a class collection of all liquid containers.</li> <li>2. From this collection develop class discover equivalent measures and the the working world.</li> <li>3. Investigate careers which involve liquid measure. Of each determine:               <ol style="list-style-type: none"> <li>a. basic function of the occupation</li> <li>b. kinds of skills required</li> <li>c. post high school education or entry into occupation</li> <li>d. advantages and disadvantages of</li> </ol> </li> <li>4. Explore the community to determine workers in each of the occupations in</li> <li>5. Invite resource people to come in discuss: their jobs, related occupations advantages and disadvantages kinds of experiences that best prepare workers work.</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Subject: General Math

Developed by: \_\_\_\_\_

Grade: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<ul style="list-style-type: none"> <li>1. Make a class collection of all different types of liquid containers.</li> <li>2. From this collection develop class activities to discover equivalent measures and their importance (use) in the working world.</li> <li>3. Investigate careers which involve extensive use of liquid measure. Of each determine:               <ul style="list-style-type: none"> <li>a. basic function of the occupation</li> <li>b. kinds of skills required</li> <li>c. post high school education or training required for entry into occupation</li> <li>d. advantages and disadvantages of this kind of job</li> </ul> </li> <li>4. Explore the community to determine opportunities for workers in each of the occupations investigated</li> <li>5. Invite resource people to come into the classroom to discuss: their jobs, related occupations, skills needed, advantages and disadvantages kinds of educational experiences that best prepare workers to do this kind of work.</li> </ul>	<p>Skill in converting liquid measure from one denomination to another</p> <p>In recognizing and using different forms of liquid measure</p> <p>Discussion</p>	<p>Library</p> <p>Chamber of Commerce</p> <p>Resource people</p> <p>Drug store personnel</p> <p>Hospital personnel</p> <p>School lunch program personnel</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Competence

Course: General Math

Grade: 7-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Graphs</p>	<p>Develop beginning competence in the use of this basic tool</p>	<p>Discuss the importance of graphs in the world.</p> <p>Make a classroom collection of graphs from magazines, and in class try to classify information that is communicated by various kinds of graphs.</p> <p>Assign students to make at least one graph from current data</p> <ol style="list-style-type: none"> <li>1. bar graph</li> <li>2. line graph</li> <li>3. circle graph</li> </ol> <p>Then, in class discuss how the graphs were interpreted.</p> <p>Assign students to each choose a stock and track its value over a 7 day period</p> <p>Assign students to interview people in various and distribution occupations to determine how they use graphs and/or how they might graph data.</p>

## CAREER EXPLORATION ACTIVITIES

Course: General Math

Developed by: \_\_\_\_\_

Grade: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discuss the importance of graphs in the world of work</p> <p>Make a classroom collection of graphs from newspapers and magazines, and in class try to classify the types of information that is communicated by means of the different kinds of graphs</p> <p>Assign students to make at least one of each of the following from current data</p> <ol style="list-style-type: none"> <li>1. bar graph</li> <li>2. line graph</li> <li>3. circle graph</li> </ol> <p>Then, in class discuss how the graphed information can be interpreted.</p> <p>Assign students to each choose a stock issue and to graph its value over a 7 day period</p> <p>Assign students to interview people employed in marketing and distribution occupations to determine how they use graphs and/or how they might graph data that they work with</p>	<p>Vocabulary skills</p> <p>Number relationships</p> <p>Graphing skills</p>	<p>Newspapers and magazines</p> <p>Resource people</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Algebra and General Math

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Math skills are essential in most occupations</p>	<p>Students will demonstrate an understanding of the importance of math as a basic tool in a wide range of occupations</p>	<p>Have students interview their parent math skills they need in their occupation to discuss the math skills they need time and/or summer jobs. In class discuss a wide range of skills needed and where they can be acquired. (Consider the importance of math skills in the various situations.)</p> <p>Investigate the various apprenticeship training programs and the math requirements expected for entry. Investigate the requirements for entry into various post high school occupations.</p> <p>Resource people discussing:</p> <ol style="list-style-type: none"> <li>1. Educational needs of workers in various occupations</li> <li>2. Attitudes essential for success in various occupations</li> <li>3. The range of kinds of jobs with math requirements in industry and the advantages and disadvantages of each</li> <li>4. What math skills are required for different kinds of jobs--how they are used in their job</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Course: Algebra and General Math

Developed by: \_\_\_\_\_

Level: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Have students interview their parents to determine what math skills they need in their occupations. Invite students to discuss the math skills they need and use in their part-time and/or summer jobs. In class discussion consider the wide range of skills needed and where these kinds of skills can be acquired. (Consider the implications of inadequate math skills in the various situations.)</p> <p>Investigate the various apprenticeship and on the job training programs and the math requirements that are expected for entry. Investigate the math requirements for entry into various post high school educational programs</p> <p>Resource people discussing:</p> <ol style="list-style-type: none"> <li>1. Educational needs of workers in their field</li> <li>2. Attitudes essential for success in their field</li> <li>3. The range of kinds of jobs within their business or industry and the advantages and disadvantages of each</li> <li>4. What math skills are required of workers in the different kinds of jobs--how they personally use math in their job</li> </ol>	<p>Organizing facts</p> <p>Interviewing</p> <p>Discussion</p>	<p>Resource people: any (all) crafts electrician mechanic construction workers machinists plumbers sheet metal workers</p> <p>bookkeeper- accountant retail sales personnel draftsmen</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Algebra, Geometry, Elementary

Grade: 9-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Math skills are essential for many occupations</p>	<p>Students will be able to demonstrate an awareness of careers that require math proficiency and the level of proficiency that is required</p> <p>Students will become better aware of the function of a wide range of occupations</p>	<p>Discuss occupations that require special preparation for entry. (Requirements for required math courses for prescribed occupations or it may be more informal, as in preparation for technical schools or apprenticeship programs. For each occupation cited, consider:</p> <ol style="list-style-type: none"> <li>1. The function of the occupation (what they really do)</li> <li>2. How do they use this math and how is it related between this math skill and the job.</li> <li>3. What educational background is required to get into this occupation. What math skills are required for entry into the program.</li> <li>4. Where can this kind of a (post-secondary) program be found (types of institutions)</li> </ol> <p>Invite resource people from different occupations to discuss:</p> <ol style="list-style-type: none"> <li>1. How they are actually using math</li> <li>2. What training in math they have received</li> <li>3. The adequacy of their h.s. math preparation. How have they done differently if they had more math?</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Use: Algebra, Geometry, Elementary Analysis

Developed by: \_\_\_\_\_

Level: 9-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discuss occupations that require specific mathematical preparation for entry. (Requirement may be in form of required math courses for prescribed professional preparation or it may be more informal, as in prerequisites for technical schools or apprenticeship programs.) For each occupation cited, consider:</p> <ol style="list-style-type: none"> <li>1. The function of the occupation (what do these people really do)</li> <li>2. How do they use this math and the relationship between this math skill and their ability to do the job.</li> <li>3. What educational background is required for entry into this occupation. What high school courses are required for entry into this educational program.</li> <li>4. Where can this kind of a (post h.s.) educational program be found (types of and/or specific institutions)</li> </ol> <p>Invite resource people from different occupations to discuss:</p> <ol style="list-style-type: none"> <li>1. How they are actually using math</li> <li>2. What training in math they had</li> <li>3. The adequacy of their h.s. math; what they would have done differently if they had known . . .</li> </ol>	<p>Discussion</p> <p>Interviewing</p> <p>Organization of Facts</p> <p>Comparing</p> <p>Planning</p>	<p>Resource people</p> <p>Architect</p> <p>Engineer</p> <p>Pharmacist</p> <p>Mortician</p> <p>Dentist</p> <p>Medical Doctor</p> <p>Computer Scientist</p> <p>Technician</p> <p>Craftsman</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Science

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>There are many career opportunities in the health service field</p>	<p>Students will be able to demonstrate an understanding of the wide range of careers within the health occupations career cluster</p> <p>Students will understand the importance of all occupations and their contribution to society</p> <p>Students will demonstrate an awareness of how occupational choice affects one's home unit and the life style of his or her family</p>	<p>Class discussion about basic nature of health service cluster (i.e., scientific fellow man). Discuss briefly the wide range of health service occupations and the nature of work performed in each...encourage each to determine job opportunities, and to determine or more of the kinds of occupations to be performed individually</p> <p>Use films to introduce students to various occupations in the cluster</p> <p>Resource people speaking on nature of relationship between their job and the field</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Page: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Class discussion about basic nature of occupations in the health service cluster (i.e., scientific and/or service to fellow man). Discuss briefly the wide range of kinds of health service occupations and the nature of the tasks performed in each...encourage each to explore the cluster to determine job opportunities, and job requirements of two or more of the kinds of occupations that interest them individually</p> <p>Use films to introduce students to some of the kinds of occupations in the cluster</p> <p>Resource people speaking on nature of their jobs and the relationship between their job and other occupations in the field</p>	<p>Identifying job opportunities and requirements</p> <p>Comparing different occupations</p>	<p>Field trips to Hospital &amp; Lab</p> <p>Resource person: Mrs. Nancy House, R.N.</p> <p>Films: People Who Fight Pollution (A2353)</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Science

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Dental hygiene is important to good health.</p>	<p>Students will demonstrate an awareness of wide range of occupations in dental health</p> <p>Students will be able to demonstrate awareness of educational requirements and personal qualifications required of those who enter careers in the field of dentistry</p> <p>Students will be able to list the source of scholarships and other student financial aid that is available to those who want to prepare for dental occupations.</p>	<p>Discuss dental hygiene. What one should know about what resources are available to assist in maintaining healthy teeth.</p> <p>Resource people (male and female) speak about various kinds of job opportunities in dental field.</p> <p>Discuss careers in dentistry: The nature of the job (function) the personal (attitude and personality) requirements and the educational requirements for various occupations. Compare the work conditions of different dental occupations. Discuss the different kinds of prerequisite education and sources of financial assistance</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discuss dental hygiene. What one should do personally and what resources are available to assist one in maintaining healthy teeth.</p> <p>Resource people (male and female) speaking on the many kinds of job opportunities in dental occupations</p> <p>Discuss careers in dentistry: The nature of the jobs (function) the personal (attitude and interest) qualifications and the educational requirements for entry into the various occupations. Compare the working environments of different dental occupations. Discuss the cost of securing the different kinds of prerequisite education and possible sources of financial assistance</p>	<p>Identify skills needed for various dental careers</p> <p>Compare personal qualifications and job requirements of the various occupations</p> <p>Explore job opportunities and job alternatives</p> <p>Explore financial requirements for training and potential resources</p> <p>Decision-making skills</p>	<p>Resource people: Dr. Joyce Garten, DDS</p> <p>Field trips to dentist's office and to a dental lab</p> <p>Reference materials: films and filmstrips college catalogs models Readers' Guide to Periodical Lit</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Self-awareness

Course: Science

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Good mental health is understanding yourself and your limitations so that a good attitude towards life and work exists.</p>	<p>Students will be able to describe good and poor mental health and the relationship between mental health and job success</p> <p>Students will be able to discuss the wide range of careers in the field of mental health</p>	<p>Discuss mental health and events that relate to mental health</p> <p>Resource people (school counselors and community members) discussing positive mental health and available in the community to help people with mental health problems</p> <p>Administer the Career Maturity Inventory. Afterward analyze specific items</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discuss mental health and events that may lead to problems with mental health</p> <p>Interview resource people (school counselors and a psychiatrist) discussing positive mental health and resources that are available in the community to help people solve their problems</p> <p>Administer the Career Maturity Inventory Attitude Scale. Afterward analyze specific items</p>	<p>Understanding good mental health</p> <p>Understanding deviant behavior</p> <p>Identifying causes of mental health problems</p> <p>Identifying people in the community that can help those who have problems</p> <p>Describing</p>	<p>Speakers: Dr. Eckert, Psychiatrist School Counselor</p>
	<p>373</p>	<p>Page 193</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision-Making

Course: Science

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Drug abuse is dangerous</p>	<p>Students will illustrate an understanding of effect drugs can have on your ability to do your job</p> <p>Students will be able to list several occupations that deal with drug abuse and will demonstrate an awareness of the basic function of each</p> <p>Students will be able to apply the decision-making process in analyzing the justification for use of drugs in various situations</p>	<p>Read about and discuss the cause and</p> <p>Resource people:</p> <ol style="list-style-type: none"> <li>1. a addict speaking on how drugs ha life and occupation</li> <li>2. a narcotics officer speaking on has caused and efforts being made</li> </ol> <p>Discuss the difference between using supervision and other uses of drugs</p>

## CAREER EXPLORATION ACTIVITIES

Course: Science

Developed by: \_\_\_\_\_

Level: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Read about and discuss the cause and effect of using drugs</p> <p>Resource people:</p> <ol style="list-style-type: none"> <li>1. a addict speaking on how drugs have affected him and his life and occupation</li> <li>2. a narcotics officer speaking on the problems drug abuse has caused and efforts being made to reduce drug abuse</li> </ol> <p>Discuss the difference between using drugs under medical supervision and other uses of drugs</p>	<p>Listening</p> <p>Understanding the effect of drugs on the body and the effects drug abuse can have on one's life</p> <p>Listing the harmful effects of drugs</p> <p>Decision-making</p>	<p>Speakers: an addict a narcotics officer</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitudes

Course: Interdisciplinary (Science & So

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Modern technology is affecting our environment</p>	<p>Students will demonstrate an understanding of how technology has affected our environment</p> <p>Students will demonstrate an awareness of how mass production has influenced our standard of living</p> <p>Students will be able to illustrate an understanding of how specialization has brought about an interdependent society</p>	<p>Student discussion of the effect of b various cultures, especially the infl had on standard of living</p> <p>Lead investigation of noise, air, wat with respect to urban and rural popul</p> <p>Debate the positive and negative effe</p>

## CAREER EXPLORATION ACTIVITIES

Case: Interdisciplinary (Science & Social Studies) Developed by: \_\_\_\_\_

Level: 8 Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Student discussion of the effect of basic technology on various cultures, especially the influence technology has had on standard of living</p> <p>Lead investigation of noise, air, water, and land pollution with respect to urban and rural populations</p> <p>Debate the positive and negative effects of technology</p>	<p>Investigative</p> <p>Map skills</p> <p>Research skills in using reference resources</p> <p>Listing positive and negative effects of technology</p>	<p>IMC</p> <p>Resource persons: Highway Department Utility Co. Conservation Office</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitudes

Course: Science

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>One's personal appearance greatly influences first impressions</p>	<p>Students will demonstrate they understand that an employer's first impression may greatly influence your ability to get a job</p>	<p>Student panel will discuss personal health and safety factors</p> <p>Class discussion of personal uniqueness respect to physical bodies as well as attitudes toward our bodies</p> <p>Students will discuss the advantages relate this to what an employer looks appearance</p> <p>Employer speaking to students on the appearance when he (or she) is seeking</p>

## CAREER EXPLORATION ACTIVITIES

Course: Science

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Student panel will discuss personal appearance and related health and safety factors</p> <p>Class discussion of personal uniqueness: uniqueness with respect to physical bodies as well as with respect to attitudes toward our bodies</p> <p>Students will discuss the advantages of good grooming and relate this to what an employer looks for with respect to appearance</p> <p>Employer speaking to students on the importance of one's appearance when he (or she) is seeking a job</p>	<p>Understanding of personal uniqueness</p> <p>Identification of generally accepted characteristics of good appearance</p> <p>Understanding why attitude toward appearance varies</p>	<p>Speakers: employers of people in a variety of occupations</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Science

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Population increases bring problems</p>	<p>Students will be able to list ten occupations that are primarily concerned with the problems caused by increased population. Each will be able to generalize about the kind of education that is required for entry into each of these occupations</p>	<p>Use charts and graphs to illustrate how increases have on the community.</p> <p>Using transparencies to illustrate how the teacher will encourage students to present Career Cluster and the Public Service to discover occupations that deal with increased population</p> <p>Students will organize a scrapbook of newspaper and magazine articles</p> <p>Resource speakers</p> <p>Students will write on the effect of</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Use charts and graphs to illustrate the effect population increases have on the community.</p> <p>Using transparencies to illustrate how to locate materials, the teacher will encourage students to explore the Environment Career Cluster and the Public Service Career Cluster to discover occupations that deal with the problems caused by increased population.</p> <p>Students will organize a scrapbook of relevant newspaper and magazine articles</p> <p>Resource speakers</p> <p>Students will write on the effect of people on the planet.</p>	<p>Interpreting graphs and charts</p> <p>Identifying the effects:</p> <ol style="list-style-type: none"><li>1. That increase of population has on the environment</li></ol>	<p>Resource people</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: Science

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Littering is expensive. One's values and attitudes are reflected in readiness to litter.</p>	<p>Students will demonstrate an understanding of how we all pay (through taxes and/or increased cost of goods) for the work involved in protecting our environment</p> <p>List five or more occupations involved in protecting our environment</p> <p>Students will demonstrate they understand that production of goods results in production of waste materials and that occupations that deal with waste disposal are a necessary part of our culture</p>	<p>In a given area (roadside ditches or collect litter.</p> <ol style="list-style-type: none"> <li>1. Make a list of the items that</li> <li>2. Determine reasons (need) for</li> <li>3. Estimate the cost--(consider of clean-up</li> </ol> <p>Consider air and water pollution, the and the steps and costs involved in</p> <p>Determine costs involved in removing Determine the numbers and kinds (specifications, etc.) of workers involved whether costs and/or kinds of litter areas.</p>

## CAREER EXPLORATION ACTIVITIES

Course: Science

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>In a given area (roadside ditches or a park) have students collect litter.</p> <ol style="list-style-type: none"> <li>1. Make a list of the items that are bio degradable</li> <li>2. Determine reasons (need) for litter removal</li> <li>3. Estimate the cost--(consider various cost factors) of clean-up</li> </ol> <p>Consider air and water pollution, the cause, the effect and the steps and costs involved in cleanup</p> <p>Determine costs involved in removing litter from highways. Determine the numbers and kinds (specialties--job classifications, etc.) of workers involved. Try to determine whether costs and/or kinds of litter vary in the different areas.</p>	<p>Identification (or samples)</p> <p>Research</p> <p>Thinking-- Discussion</p> <p>Listening</p>	<p>Field trip</p> <p>Speaker from Iowa Highway Commission</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Competence Course: Science

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Knowledge can be shared with others by means of well constructed research papers</p>	<p>Students will demonstrate an understanding of the tools and processes involved in research</p>	<p>Each student is assigned to summarize unit by writing and submitting a research paper. The paper will be evaluated on the following:</p> <ol style="list-style-type: none"> <li>1. organization</li> <li>2. content</li> <li>3. grammar</li> </ol> <p>The instructor will prepare students to use the tools of research. Transparency teach:</p> <ol style="list-style-type: none"> <li>1. constructing an outline</li> <li>2. constructing bibliography cards</li> </ol> <p>Students will be encouraged to write information not available from local sources.</p>



## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Page: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Each student is assigned to summarize the environmental impact by writing and submitting a research paper that will be evaluated on the following:</p> <ol style="list-style-type: none"> <li>1. organization</li> <li>2. content</li> <li>3. grammar</li> </ol> <p>The instructor will prepare students by teaching them to use the tools of research. Transparencies will be used to teach:</p> <ol style="list-style-type: none"> <li>1. constructing an outline</li> <li>2. constructing bibliography cards</li> </ol> <p>Students will be encouraged to write letters to secure information not available from local sources</p>	<p>Researching</p> <p>Outlining</p> <p>Organizing</p> <p>Making bibliography cards</p> <p>Grammar, spelling and sentence construction</p> <p>Letter writing</p>	<p>Reference books</p> <p>Resource persons.</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Science

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>There are a wide range of career opportunities in science for people who have the necessary attitudes, interests, aptitudes and education or training.</p>	<p>Students will recognize the abilities and skills required for various occupations</p> <p>Students will identify necessary abilities and/or education or training required by various occupations</p>	<p>In class discussion explore the wide occupations that are found in each of</p> <p>Assign each student to investigate several occupations (ideally from different countries) what the workers do (function) and the disadvantages of each occupation (from the view of the individual student). After should research an occupation that most interest her--The research will be:</p> <ol style="list-style-type: none"> <li>1. written report that can be presented</li> <li>2. based upon             <ol style="list-style-type: none"> <li>a. information gained through</li> <li>b. interviews with people who work in the occupation</li> </ol> </li> <li>2. will include:             <ol style="list-style-type: none"> <li>a. function of the worker</li> <li>b. skills needed</li> <li>c. education or training needed for the occupation</li> <li>d. future of the occupation</li> </ol> </li> </ol>

## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>In a class discussion explore the wide range of scientific occupations that are found in each of the career clusters</p> <p>Assign each student to investigate several scientific occupations (ideally from different clusters) to determine what the workers do (function) and the advantages and disadvantages of each occupation (from the point of view of the individual student). Afterward, each student should research an occupation that most appeals to him or her--The research will be:</p> <ol style="list-style-type: none"> <li>1. written report that can be presented to the class</li> <li>2. based upon             <ol style="list-style-type: none"> <li>a. information gained through library research</li> <li>b. interviews with people who are employed in the occupation</li> </ol> </li> <li>2. will include:             <ol style="list-style-type: none"> <li>a. function of the worker</li> <li>b. skills needed</li> <li>c. education or training needed for entry into the occupation</li> <li>d. future of the occupation</li> </ol> </li> </ol>	<p>Understanding of the relationship between interests and abilities and careers</p> <p>Interviewing</p> <p>Investigating and researching</p> <p>Communication--the sharing of information</p>	<p>Library I.M.C. Career Resource Center</p> <p>Resource people including Guidance Counselors</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Science

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Microscope</p>	<p>Students will identify abilities required in selected careers</p>	<p>Demonstration of microscope</p> <ol style="list-style-type: none"> <li>1. How used</li> <li>2. Magnification and comparison of s</li> <li>3. Identification of structures</li> </ol> <p>Discussion of uses of microscope in wid Skills and understandings needed by wor occupations</p> <p>Student reports on use of microscope in and the knowledge--education needed by occupations. Each report will consider disadvantages of the occupation being o</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Demonstration of microscope</p> <ul style="list-style-type: none"> <li>• How used</li> <li>• Magnification and comparison of size</li> <li>• Identification of structures</li> </ul> <p>Discussion of uses of microscope in wide range of occupations. Skills and understandings needed by workers in these occupations</p> <p>Student reports on use of microscope in specific occupations and the knowledge--education needed by workers in these occupations. Each report will consider the advantages and disadvantages of the occupation being considered.</p>	<p>Ability to use a microscope</p> <p>Research and reporting</p>	<p>Lab equipment</p> <p>Library</p> <p>A.V. materials</p> <p>Resource people</p> <p>Career Resource Center</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Self-Awareness

Course: Science

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>This course can contribute to your future life--it may help you find your life work</p>	<p>Student will demonstrate reality awareness perception of "Where I am compared to Where I want to be"</p> <p>Student will be able to relate personal values and influence of the values of others on career choice</p>	<p>Discussion</p> <ol style="list-style-type: none"> <li>1. What student's expect from the c</li> <li>2. The nature of the subject matter and the relationship between the occupations in business, industry</li> <li>3. The uniqueness of one's personal personal priorities with respect               <ul style="list-style-type: none"> <li>money-material things</li> <li>power</li> <li>service to others</li> <li>respect-prestige</li> <li>security</li> <li>beauty-aesthetics</li> <li>etc.</li> </ul> </li> </ol> <p>Career choice should involve recognition</p>

## CAREER EXPLORATION ACTIVITIES

Science

Developed by: \_\_\_\_\_

10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discussion</p> <ol style="list-style-type: none"> <li>1. What student's expect from the class</li> <li>2. The nature of the subject matter that will be covered and the relationship between this subject matter and occupations in business, industry and public service</li> <li>3. The uniqueness of one's personal value system; our personal priorities with respect to:               <ul style="list-style-type: none"> <li>money-material things</li> <li>power</li> <li>service to others</li> <li>respect-prestige</li> <li>security</li> <li>beauty-esthetics</li> <li>etc.</li> </ul> </li> </ol> <p>Career choice should involve recognition of personal values</p>	<p>Thinking</p> <p>Discussing</p> <p>Evaluating</p>	<p>Counselors</p> <p>Career Educ.</p> <p>Director</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations and Attitudes

Course: Science

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>The metric system is becoming increasingly important</p>	<p>Students will be able to relate awareness of the nature of the work performed in various occupations</p> <p>Students will demonstrate understanding of the importance of all careers and their contribution to society</p> <p>Students will be able to analyze work roles as to advantages and disadvantages</p>	<p>Lab activities Worksheets Films and Filmstrips</p> <p>Class discussion of the metric system, disadvantages of adoption of, and the future use of the metric system and the have on our society</p> <p>Student reports on the use of the metric system in several career clusters, information about the nature of the work or training required for entry into the advantages and disadvantages of working in an occupation</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>                     Laboratory activities                      Worksheets                      Films and Filmstrips                      Class discussion of the metric system, the advantages and disadvantages of adoption of, and the use and potential future use of the metric system and the impact this will have on our society                      Student reports on the use of the metric system in specific occupations in several career clusters. Reports will include information about the nature of the work, the education and/or training required for entry into the occupation and the advantages and disadvantages of working in a specific occupation                 </p>	<p>                     Ability to use the metric system; metric to metric, English to metric, and metric to English conversions.                      Performance of calculations involving metric measurements and units                 </p>	<p>                     Lab equipment                      Library                      A.V. material                      Resource people                      Career Resource people                 </p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations and Attitudes

Course: Science

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Scientific method</p>	<p>Students will understand the relationship between class-work and a wide range of occupations</p> <p>Students will understand the scientific method is an intelligent approach to making all kinds of decisions, including career decisions.</p>	<p>Lab activities</p> <p>Worksheets</p> <p>Films and filmstrips, charts and displays</p> <p>Class discussion of use of scientific method</p> <p>Student reports on use of scientific method in occupations</p> <p>Resource people from the community</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>lab activities</p> <p>worksheets</p> <p>films and filmstrips, charts and displays</p> <p>class discussion of use of scientific method in industry</p> <p>student reports on use of scientific method in various occupations</p> <p>resource people from the community</p>	<p>Use of scientific method:</p> <p>Identification of the problem</p> <p>Identification of the possible solution</p> <p>Investigation and research</p> <p>Experimentation</p> <p>Evaluation and conclusion</p>	<p>Lab equipment</p> <p>Library</p> <p>A.V. materials</p> <p>Resource people</p> <p>Career resource Center</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: Science

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>There are problems associated with the use of nuclear reactors for the production of electricity</p>	<p>Students will be able to demonstrate understanding of logical steps involved in decision making</p> <p>Students will be able to apply the decision making process in making career decisions</p>	<p>Research and investigation of nuclear</p> <p>Collect newspaper and magazine articles on aspects of nuclear reactors</p> <p>Visit a nuclear reactor facility to observe the equipment and the nature of the jobs working there</p> <p>Panel discussion of the pros and cons of nuclear reactors for the production of electricity</p> <p>Class discussion of the effects of nuclear energy on future jobs in industry and research</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Research and investigation of nuclear reactors</p> <p>Collect newspaper and magazine articles concerning all aspects of nuclear reactors</p> <p>Visit a nuclear reactor facility to observe the design of the equipment and the nature of the jobs of the people working there</p> <p>Panel discussion of the pros and cons of using nuclear reactors for the production of electricity</p> <p>Class discussion of the effects of the use of nuclear energy on future jobs in industry and in scientific research</p>	<p>Understanding of the problems associated with the use of nuclear reactors</p> <p>Decision making--considering the need for, problems involved and alternatives to use of nuclear reactors</p> <p>Understanding of how today's decisions can affect the future</p>	<p>I.N.C.</p> <p>Resource people from Industry Colleges &amp; Universities Public utilities</p> <p>Reference material from Iowa-Illinois Gas &amp; Elec. Atomic Energy Commission</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: Science

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Research is a basic tool of science</p>	<p>Students will understand the need for people who specialize in scientific research and that this kind of specialization creates an interdependent society</p>	<p>Demonstration of need for research and to collect data, construct graphs, tab communication of data.</p> <p>Discuss legal problems associated with research</p> <p>Field trip to Fort Dodge Laboratories involved in scientific research</p> <p>Science Trip to Chicago: visit to Arg tories</p> <p>Lab experiments--lab reports</p> <p>Student investigation and research</p>

**CAREER EXPLORATION ACTIVITIES**

Science \_\_\_\_\_

Developed by: \_\_\_\_\_

10-12 \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>demonstration of need for research and the abilities needed to collect data, construct graphs, tables and charts for communication of data.</p> <p>Discuss legal problems associated with certain scientific research</p> <p>Field trip to Fort Dodge Laboratories to observe people involved in scientific research</p> <p>Science Trip to Chicago: visit to Argenne National Laboratories</p> <p>experiments--lab reports</p> <p>Independent investigation and research</p>	<p>Researching</p> <p>Constructing graphs, tables and charts</p> <p>Communicating</p>	<p>Films and filmstrips</p> <p>Library</p> <p>Resource people</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Competence

Course: Science

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Atomic physics is concerned with the structure of matter. It involves understanding of electron motion.</p>	<p>Students will develop skills and knowledge basic to work in atomic physics</p>	<p>Class discussion using transparencies                      Lab experiments                      Atomic models. Students will construct different atoms</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Science

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Class discussion using transparencies and charts</p> <p>Lab experiments</p> <p>Atomic models. Students will construct models of different atoms</p>	<p>Understanding of the basic structure of atoms</p> <p>Listing of the quantum numbers of electrons</p> <p>Diagraming and identifying the essential parts of the atom</p>	<p>Project Physics Transparencies Readers</p> <p>Atomic model kit</p> <p>Films and film-loops on atomic structure</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness, Beginning Competence

Course: Science

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities
<p>Mastery of the use of certain instruments is essential</p>	<p>Students will be able to match necessary skills and processes with selected occupations</p> <p>Students will master the use of basic tools and processes used in research in the physical and biological sciences.</p>	<p>Lab activities</p> <p>Worksheets</p> <p>Films and Filmstrips</p> <p>Class discussion of subject concept, work concept and the skills needed by these</p> <p>Student reports on application of subject concepts</p> <p>Resource people speaking to the class</p>
<p>Slide rule and pocket calculator</p>	<p>Students will be able to match necessary skills and processes with selected occupations</p> <p>Students will demonstrate ability to use these basic tools in performing the kinds of calculations made by workers in various occupations</p>	<p>Lab activities</p> <p>Worksheets</p> <p>Films and filmstrips</p> <p>Class discussion of use of slide-rules and calculators in business and industry</p> <p>Student reports on the use of slide-rule calculators in specific occupations in clusters. Student reports will include the nature of the work, the education required for entry into the occupation and disadvantages of the occupation</p>

## CAREER EXPLORATION ACTIVITIES

Science

Developed by: \_\_\_\_\_

10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>activities</p> <p>worksheets</p> <p>films and Filmstrips</p> <p>class discussion of subject concept, workers who use this concept and the skills needed by these workers</p> <p>student reports on application of subject concept in occupations</p> <p>resource people speaking to the class</p>	<p>Ability to use appropriate scientific instruments</p>	<p>Lab equipment</p> <p>Library</p> <p>Film and filmloops</p> <p>Resource people</p> <p>Career Resource Center</p>
<p>activities</p> <p>worksheets</p> <p>films and filmstrips</p> <p>class discussion of use of slide-rules and pocket calculators in business and industry</p> <p>student reports on the use of slide-rules and pocket calculators in specific occupations in several career clusters. Student reports will include information about the nature of the work, the education and/or training required for entry into the occupation and the advantages of the occupation</p>	<p>Ability to use the slide rule and/or pocket calculator</p>	<p>Lab equipment</p> <p>Library</p> <p>A.V. materials</p> <p>Resource people</p> <p>Career Resource Center</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations and Attitudes

Course: Physics

Grade: 11 & 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>All types of energy is important in the world today</p>	<p>Students will understand the importance and interrelatedness of all occupations and the contribution they are making to our society</p> <p>Students will understand the tasks involved in the various occupations that deal with the production, transportation and distribution of energy and the skills needed by these workers</p>	<p>Discuss the interrelatedness of different types of energy and our dependence on each and the need to conserve energy</p> <p>Lab experiments involving all types of energy</p> <p>Resource people discussing problems in the production and distribution of power from fossil fuels and nuclear energy</p> <p>Field trip to electricity generating plant to observe the basic function of the various types of energy and the nature of their jobs and the essential skills needed</p> <p>Films, charts and displays</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Physics

Developed by: \_\_\_\_\_

Grade: 11 & 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discuss the interrelatedness of different types of energy, their dependence on each and the need to develop new sources of energy</p> <p>Lab experiments involving all types of energy</p> <p>Invite resource people discussing problems involved in production and distribution of power from fossil fuels and from nuclear energy</p> <p>Field trip to electricity generating plant. Students will observe the basic function of the various workers, the nature of their jobs and the essential nature of each.</p> <p>Use films, charts and displays</p>	<p>Understanding of the basic relationship between all types of energy</p> <p>Understanding of the basic problems involved in the production, transportation and distribution of different types of energy</p>	<p>Resource people</p> <p>Lab equipment</p> <p>I.M.C.</p> <p>Films and literature from: Universities Industry Atomic Energy Comm.</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Physics

Grade: 11 & 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Certain experiments can help us understand electricity</p>	<p>Students will be able to demonstrate ability to understand the basic skills required of those who work with electricity.</p>	<p>Demonstrations:</p> <ol style="list-style-type: none"> <li>1. Van de Graff</li> <li>2. Leyden jars</li> <li>3. Electric field</li> <li>4. Static electricity               <ol style="list-style-type: none"> <li>a. Repulsion-attraction concept</li> <li>b. Coulomb's Law</li> <li>c. Electric Field Intensity</li> </ol> </li> <li>5. Capacitors</li> <li>6. Theory of conductors and insulators</li> </ol> <p>Experiments</p> <ol style="list-style-type: none"> <li>1. Electroscope and pith ball</li> <li>2. Static electricity</li> </ol> <p>Class discussion of conductors and insulators</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Physics

Developed by: \_\_\_\_\_

Grade: 11 & 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Demonstrations:</p> <ol style="list-style-type: none"> <li>1. Van de Graff</li> <li>2. Leyden jars</li> <li>3. Electric field</li> <li>4. Static electricity               <ol style="list-style-type: none"> <li>a. Repulsion-attraction concepts</li> <li>b. Coulomb's Law</li> <li>c. Electric Field Intensity</li> </ol> </li> <li>5. Capacitors</li> <li>6. Theory of conductors and insulators</li> </ol> <p>Experiments</p> <ol style="list-style-type: none"> <li>1. Electroscope and pith ball</li> <li>2. Static electricity</li> </ol> <p>Class discussion of conductors and insulators</p>	<p>Understanding of static electricity phenomenon and be able to make calculations using Coulomb's Law and electric field intensity equations</p> <p>Understanding of the concept of capacitance and making calculations using series and parrallel arrangements of capacitors</p> <p>Knowing where these concepts are used in the world of work</p>	<p>Lab equipment            Van de Graff generator            Electroscopes            Pith balls            Leyden jars            Static electricity kit</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: Social Studies

Grade: 7

Subject Concept:	Performance Objectives:	Suggested Activities:
1.00 Career Clusters	1.10 The student will be able to assess to personal likes and dislikes, strengths and weaknesses.	1.11 Make 4 lists: <ul style="list-style-type: none"> <li>a. Interests</li> <li>b. Abilities</li> <li>c. Weaknesses</li> <li>d. What I want from my work</li> </ul> Compare results of all 4 lists combination of what occupation one is best.  1.12 Discussion--getting along with of work involved in areas of people,
	1.20 The student will be able to recognize and carry out working with people and getting along with fellow workers.	1.21 Administer to class an interest sults--in general terms  1.22 Role playing--simulate job seek a school drop out applying for a job, job usually filled by a boy or vice v come up with own ideas of situations.  1.23 Discussion---getting along with of work involved in areas of people,
	1.30 The student will be able to realize whether it is people, ideas, or things he wants to work with.	1.31 Discussion--getting along with of work involved in areas of people,

## CAREER EXPLORATION ACTIVITIES

Subject: Social Studies

Developed by: \_\_\_\_\_

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Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Make 4 lists:</p> <ul style="list-style-type: none"> <li>a. Interests</li> <li>b. Abilities</li> <li>c. Weaknesses</li> <li>d. What I want from my work</li> </ul> <p>Compare results of all 4 lists combines--may find an indication of what occupation one is best suited for.</p> <p>12 Discussion--getting along with fellow workers, types of work involved in areas of people, ideas, things.</p>	<p>Thinking: assess interests &amp; abilities</p> <p>Discovering realistic attitudes</p> <p>Discussing--able to comment on remarks (input-output)</p>	<p>Text book "It's Your Life" (Benefic Press) Author: James Pancrazio Chapters 16 and 17</p>
<p>21 Administer to class an interest inventory, discuss results--in general terms</p> <p>22 Role playing--simulate job seeking situations such as: school drop out applying for a job, a girl applying for a job usually filled by a boy or vice versa. Students could come up with own ideas of situations.</p> <p>23 Discussion---getting along with fellow workers, types of work involved in areas of people, ideas, things.</p>		<p>Films: "It's Your Future"</p> <p>"Your Job: Getting Ahead"</p> <p>"Your Job: Finding the Right One"</p>
<p>31 Discussion--getting along with fellow workers, types of work involved in areas of people, ideas, things.</p>		<p>Transparency Kit: "Ideas, People, Things" (Sr. High 212 Library)</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Social Studies

Grade: 7

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Occupational Skills and Abilities</p>	<p>1.10 The student will be able to relate individual interests and abilities in regard to personal weaknesses.</p>	<p>1.11 Guidance counselors meet with cl them with the numerous job opportuniti</p>
<p>2.00 Career Oppor- tunities</p>	<p>2.10 The student will be able to recognize possibilities of related occupations in general areas of work.</p>	<p>2.21 Make use of a chart on the 15 oc an individual assignment being to have fit at least 3 jobs into each cluster.</p> <p>2.22 Have students make bulletin boar various occupations</p>
<p>3.00 Preference in Career Training</p>	<p>3.10 The student will be able to determine his preference to work with people, things, ideas.</p> <p>3.20 The student will be able to realize that college is not essential in all cases.</p>	<p>3.31 Discussion: to include jobs nee training and those needing college tra</p>

## CAREER EXPLORATION ACTIVITIES

Subject: Social Studies

Developed by: \_\_\_\_\_

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Suggested Activities:	Skills:	Resource Material:
<p>11 Guidance counselors meet with classes to acquaint them with the numerous job opportunities &amp; training necessary.</p>	<p>Reading-locating information, skimming materials</p>	<p>SRA Kit-- Occupations Film: "Horizons Unlimited"</p>
<p>21 Make use of a chart on the 15 occupational clusters-- individual assignment being to have each person try to fit at least 3 jobs into each cluster.</p> <p>22 Have students make bulletin board displays illustrating various occupations</p>	<p>Grouping &amp; categorizing Expanding vocabulary</p>	<p>(Pratt-free) Transparency Kit: "Exploring the World of Work" (Sr. High Library)</p>
<p>31 Discussion: to include jobs needing vocational training and those needing college training.</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Social Studies

Grade: 7

Subject Concept:	Performance Objectives:	Suggested Activities:
1.00 Career Training	1.10 The student will be able to determine the type of training needed  1.20 The student will be able to find information regarding necessary training.	1.11 Have students select a certain a short oral report to be informative given it much thought. Report to include interested in it, a typical day on the
2.00 Relationships-- People, Careers, Community	2.20 The student will be able to see the importance of good inter-relationships among people in other fields of work.	2.21 Conduct interviews with people back to class.
3.00 Change in the world of work	3.30 The student will be able to accept changes of the future "world of work".	3.31 Research project to find out what obsolete in the last 10-20 years, one 10-20 years ago and the possibilities in the future.  3.31 Discussion: to include follow-up project.

## CAREER EXPLORATION ACTIVITIES

Subject: Social Studies

Developed by: \_\_\_\_\_

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Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>.11 Have students select a certain occupation and prepare short oral report to be informative to those who hadn't given it much thought. Report to include: why they are interested in it, a typical day on the job, income, etc.</p>	<p>Finding pertinent information for reports</p> <p>Pointing out differences of jobs; why some became obsolete etc.</p>	<p>SRA Kit-Occupations</p> <p>Film: "Auto Mechanics: It's For You" (Pratt-free)</p>
<p>.21 Conduct interviews with people on the job and report back to class.</p>	<p>Locating information regarding areas of training length of time it takes, costs, etc.</p>	
<p>.31 Research project to find out what jobs have become obsolete in the last 10-20 years, ones that didn't exist 10-20 years ago and the possibilities of new types of jobs in the future.</p> <p>.31 Discussion: to include follow-up on research project.</p>	<p>Writing-preparing questions to be used for interview sessions</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation of Attitudes

Course: Social Studies

Grade: 7

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Respect for Work</p>	<p>1.10 The student will be able to acquire respect for all types of work</p>	<p>1.11 Committee work: Groups of students of same occupation working together gather information to be used in an oral presentation or as a written report</p>
<p>2.00 Impact of the Work Choice</p>	<p>2.10 The student will be able to accept the discipline of the work place or the working conditions.</p> <p>2.20 The student will be able to recognize there are advantages in all areas of work.</p>	<p>2.21 Invite parents of students or other resource people in to discuss their own work. People could come dressed as they would work. Class should be prepared to ask these questions.</p> <p>2.22 Values clarification activity--discuss values of work.</p> <p>2.23 Discussion--advantages and disadvantages of various number of occupations</p>

## CAREER EXPLORATION ACTIVITIES

Course: Social Studies

Developed by: \_\_\_\_\_

Grade: 7

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Committee work: Groups of students interested in the same occupation working together gathering and compiling information to be used in an oral presentation to class-- or as a written report</p>	<p>Listening-to gain first hand information from guest speakers invited to class</p>	<p>SRA Kit- Occupations Invited guest speakers</p>
<p>21 Invite parents of students or other community resource people in to discuss their occupations. These people could come dressed as they would be on the job. Class should be prepared to ask these people questions.</p> <p>22 Values clarification activity--discuss this</p> <p>23 Discussion--advantages and disadvantages of a number of occupations</p>	<p>Gathering information for use in committee project</p> <p>Speaking--oral reports, asking questions, taking part in class discussion</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: American History

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Europeans, through the crusades and other movements and events of the middle ages, became aware of and interested in trade; this brought about the age of Discovery</p>	<p>1.10 Students will be able to recognize various careers that existed in the Middle Ages and explain how the Age of Discovery expanded them.</p>	<p>1.11 Define--(1) Career (2) Job (3) Job</p> <p>1.12 Investigation--- Have students research careers of the middle ages and report</p> <p>1.13 Discussion: Have class discuss (example--Explorer, Merchant)</p> <p>1.14 Role play: A career during the (example--Explorer of 1400's -20th c)</p>
<p>2.00 Men moved from Europe to the new world to satisfy various individual needs</p>	<p>2.10 Students will be able to identify the various careers which were basic to the success of the New World.</p>	<p>2.11 Plan a voyage to the New World (map the voyage)</p> <p>2.12 Simulation: Divide the class into each group a certain task in preparation            (1) one group select a crew            (2) another supply the ship with            (3) raise the money for the trip            (4) select the people which would go on trip</p>
<p>3.00 Men moved from Europe to the New World to satisfy their desires for adventure, freedom, and curiosity</p>	<p>3.10 The student will be able to infer that people of various careers became dependent upon each other out of a need for survival</p>	<p>3.11 Role play-- Have the student role play of a colony. (demonstrating the dependence of certain careers upon one another.</p>

## CAREER EXPLORATION ACTIVITIES

Base: American History

Developed by: \_\_\_\_\_

Level: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>.11 Define--(1) Career (2) Job (3) Vocation</p> <p>.12 Investigation--- Have students investigate the various careers of the middle ages and report on these careers</p> <p>.13 Discussion: Have class discuss the various careers example--Explorer (merchant)</p> <p>.14 Role play: A career during the middle ages and today example--Explorer of 1400's -20th century</p>	<p>Defining</p> <p>Investigating</p> <p>Discussing</p> <p>Role Playing</p>	
<p>.11 Plan a voyage to the New World (allow the student to map the voyage)</p> <p>.12 Simulation: Divide the class into groups giving each group a certain task in preparing for a voyage: Ex:</p> <ol style="list-style-type: none"> <li>(1) one group select a crew</li> <li>(2) another supply the ship with goods</li> <li>(3) raise the money for the trip</li> <li>(4) select the people which would be necessary for the trip</li> </ol>	<p>Map skills</p> <p>Simulating</p>	
<p>.11 Role play-- Have the student role play the establishing of a colony. (demonstrating the dependency of men of various careers upon one another.</p>	<p>Role playing</p>	

**CAREER EXPLORATION ACTIVITIES**Career Concept: Career Awareness (cont.)

Course: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject Concept:	Performance Objectives:	Suggested Activities:
		3.12 Compare---- Have the students between the self-sufficient manner of that of the new colonies

## CAREER EXPLORATION ACTIVITIES

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Developed by: \_\_\_\_\_

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Elited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>42 Compare--- Have the students draw a comparison between the self-sufficient nature of the middle ages and that of the new colonies</p>	<p>Comparing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations and Attitudes

Course: American History

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>4.00 Americans sought and formed a variety of ways of governing themselves and determined, in the process, that freedom of choice was important to them.</p>	<p>4.10 The student will be able to infer that the attitude of the colonists toward their careers was a result of the quality of development in the colonies.</p>	<p>4.11 Investigation---Have the student investigate the frontier in relation to how the attitude of the farmer varied to that of the coastal farmer.</p> <p>4.12 Role play-- Taking a certain career attitudes of the colonists with various people in England prior to the Revolutionary War.</p>
<p>5.00 The success of the Constitution can be evaluated by analyzing the new government in action and by testing the responses of the American people to this new government</p>	<p>5.10 The student will be able to recognize the cause and effect relationship of the new government upon the careers of various people in the different sections of the country.</p>	<p>5.11 Class discussion: Discuss how the Revolutionary War change the self-image that the individual had about their careers. (How that the individual became independent, how did this change their careers?)</p> <p>5.12 List-Chart - - - List the needs, problems, diplomatic problems, that led to the break from England.</p>

## CAREER EXPLORATION ACTIVITIES

Theme: American History

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Investigation---Have the students investigate life on the frontier in relation to how the attitudes of the pioneer farmer varied to that of the coastal residents toward their career.</p> <p>12 Role play-- Taking a certain career, role play the attitudes of the colonists with various careers toward England prior to the Revolutionary War.</p>	<p>Investigating</p> <p>Role playing</p>	
<p>11 Class discussion: Discuss how did the Revolutionary War change the self-image that the independent Americans had about their careers. (Now that the Americans were independent, how did this change their outlook on life.)</p> <p>12 List-Chart - - - List the needed trade, economic problems, diplomatic problems, that the U.S. faced with the break from England.</p>	<p>Class discussing</p> <p>Listing-charting</p> <p>Discovering cause and effect relationships</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: American History

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>6.00 The United States moved to secure its "place in the sun" among nations of the world; in the beginning our power in foreign relations was necessarily limited.</p>	<p>3.1.0 The student will be able to demonstrate that certain jobs change and even become obsolete as progress within a community is made.</p>	<p>6.11 Discussion-- What jobs were basic? How have these jobs changed with time? How have they become obsolete and why?</p> <p>6.12 Compare-- Compare jobs that became obsolete in the colonial era to those jobs that have become obsolete today.</p>

## CAREER EXPLORATION ACTIVITIES

Subject: American History

Developed by: \_\_\_\_\_

Pages: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Discussion-- What jobs were basic to the colonies. How have these jobs changed with time and which have become obsolete and why</p> <p>12 Compare-- Compare jobs that became obsolete during the colonial era to those jobs that have become obsolete recently</p>	<p>Discussing</p> <p>Comparing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: American History

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>7.00 As the country moved westward a "new freedom" was born that spread throughout the country.</p>	<p>7.10 The student will be able to infer that the country expanded through the efforts of various working groups, and that changes were made in various careers as a result of these efforts.</p>	<p>7.11 Comparison--- Compare the careers in the 1770's as to those available in 1970's</p>
<p>8.00 As the country moved westward a "new freedom" was born that spread throughout the country.</p>	<p>8.10 The student will be able to predict that careers became more flexible as the territory of the United States expanded.</p>	<p>8.11 Class discussion---What evidence demonstrate that as the U.S. expanded was a change in careers within the U.S.</p> <p>8.12 Individual project-- Take any of and trace the development of it from 1</p> <ol style="list-style-type: none"> <li>1. Trans-Engineer</li> <li>2. Comm-Telegraph</li> <li>3. Political-Rep. to the House</li> <li>4. Social-Abolitionists (Reformer)</li> </ol>
<p>9.00 Industrial Revolution</p>	<p>9.10 The student will be able to cite examples of changes in working conditions, skills and life styles of workers which resulted from the Industrial Revolution</p>	<p>9.11 Defining--What was the Industrial Revolution and its effect upon the United States?</p> <p>9.12 Invention-- Have the students by groups make an invention. (either draw or make a model of the invention)</p> <p>9.13 Investigate-- Report as to the careers developed as a result of the Industrial Revolution</p>

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## CAREER EXPLORATION ACTIVITIES

Subject: American History

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1 Comparison--- Compare the careers that were available the 1770's as to those available in 1800's, 1900's, 20's</p>	<p>Comparing Inferring Analyzing</p>	
<p>1 Class discussion---What evidence can be given to demonstrate that as the U.S. expanded geographically there was a change in careers within the U.S.</p> <p>2 Individual project-- Take any of the various careers and trace the development of it from 1790-1850 Ex:</p> <ol style="list-style-type: none"> <li>1. Trans-Engineer</li> <li>2. Comm-Telegraph</li> <li>3. Political-Rep. to the House</li> <li>4. Social-Abolitionists (Reformer)</li> </ol>	<p>Discussing Map skills Predicting Researching</p>	
<p>1 Defining--What was the Industrial Revolution? What was its effect upon the United States?</p> <p>2 Invention-- Have the students by themselves or in groups make an invention. (either draw the plans or to make a model of the invention)</p> <p>3 Investigate-- Report as to the new careers that developed as a result of the Industrial Revolution</p>	<p>Defining Explaining cause and effect relationships Inventing Investigating</p>	

**CAREER EXPLORATION ACTIVITIES**

Career Concept: Economic Awareness

Course: American History

Grade: 6

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>10.00 Key issues caused severe sectional division which eventually led to war between the states</p>	<p>10.10 The student will be able to cite examples of the effect of sectional differences on career opportunities in each major geographic area of the United States.</p>	<p>10.11 Class discussion-- Sectionalism: the careers of the people of various sections.</p> <p>10.12 Role play-- Have a student role-play a merchant, plantation owner, factory worker, and take a particular stand on the political issues of the day.</p> <p>10.13 Debating-- Debate of the student on the different sections, debating each section's view on sectionalism.</p>

## CAREER EXPLORATION ACTIVITIES

Developed by: American History

Developed by: \_\_\_\_\_

Grade: 3

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Class discussion-- Sectionalism and how it affected the careers of the people of various <u>sections</u>.</p> <p>12 Role play-- Have a student role play a farmer, merchant, plantation owner, factory worker, as to their particular stand on the political issue of sectionalism.</p> <p>13 Debating-- Debate of the students represent the different sections, debating each section's stand on sectionalism.</p>	<p>Discussing</p> <p>Role playing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: American History

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>11.00 The Gilded Age An age of wealth and the beginnings of specialization</p>	<p>11.10 The student will be able to demonstrate the bene- fits and the problems of the Gilded Age.</p>	<p>11.11 Have the student make a model b</p> <p>11.12 Have the class make a "model" u line type of procedure</p> <p>11.13 Class discussion: Have the stu which project they felt the most satis completed most quickly, which was the</p>

## CAREER EXPLORATION ACTIVITIES

Topic: American History

Developed by: \_\_\_\_\_

Grade: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Have the student make a model by himself</p> <p>12 Have the class make a "model" under an assembly line type of procedure</p> <p>13 Class discussion: Have the students analyze as to which project they felt the most satisfaction which was completed most quickly, which was the best constructed.</p>	<p>Constructing</p> <p>Group constructing</p> <p>Discussing</p> <p>Analyzing</p>	

**CAREER EXPLORATION ACTIVITIES**

**Career Concept:** Decision Making

**Course:** American History

**Grade:** 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>12.00 The Gilded Age: an age of wealth and the beginning of specialization</p>	<p>12.10 The student will be able to infer that the multitude of career possibilities of the 20th century also demand responsibility for each individual to make wise choices.</p>	<p>12.11 Guest speaker--- Have a guest employment office speak to the class background information about various</p> <p>12.12 Have the student choose various would like to hear.</p> <p>12.13 Have students choose a career why he/she made the decision he/she</p>

## CAREER EXPLORATION ACTIVITIES

Topic: American History

Developed by: \_\_\_\_\_

Page: 8

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>2.11 Guest speaker--- Have a guest speaker from the employment office speak to the class giving the student background information about various careers.</p> <p>2.12 Have the student choose various speakers they would like to hear.</p> <p>2.13 Have students choose a career and report/discuss why he/she made the decision he/she made</p>	<p>Listening</p> <p>Data gathering</p> <p>Comparing</p> <p>Decision making</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitudes

Course: Interdisciplinary (Social Stu

Grade: 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>13.00 The Gilded Age: An age of big business. An age of new technology.</p>	<p>13.10 Students will be able to identify the problems of man in the environment of the new technology.</p>	<p>13.11 Simulation: Whalesport--This the problems of offshore drilling as upon the environment</p> <p>13.12 Environmental games: ex: 1. Pollution 2. Extinction</p> <p>These games are used to give the student many facets of interaction between man</p>

## CAREER EXPLORATION ACTIVITIES

Grade: Interdisciplinary (Social Studies, Science) Developed by: \_\_\_\_\_

Level: 8 Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>3.11 Simulation: Whalesport--This simulation deals with the problems of offshore drilling as related to its effect upon the environment</p> <p>3.12 Environmental games: ex:</p> <ol style="list-style-type: none"><li>1. Pollution</li><li>2. Extinction</li></ol> <p>These games are used to give the student an insight into the many facets of interaction between man and his environment.</p>	<p>Simulating</p> <p>Comparing</p> <p>Analyzing</p> <p>Hypothesizing</p>	

**CAREER EXPLORATION ACTIVITIES**

**Career Concept:** Economic Awareness

**Course:** Interdisciplinary (Social Studies)

**Grade:** 8

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>14.00 The Gilded Age: An age of big business and an age of new technology.</p>	<p>14.10 The student will be able to cite new careers which resulted from the new technology.</p> <p>14.20 The student will be able to identify new problems which resulted from the age of technology.</p>	<p>14.11 Map skills: using topographic maps to visit and investigate: Recreation site, Agricultural site, in order to discover at these various locations and to discuss man on his environment</p> <p>14.21 Investigation: of noise, air pollution</p> <p>14.22 Debate: Debate the good and bad of technology</p> <p>14.23 Outside readings: Ex. The student should find an outside reading material which of interest to the student</p>

## CAREER EXPLORATION ACTIVITIES

Grade: Interdisciplinary (Social Studies, Science) Developed by: \_\_\_\_\_

Level: 8 Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>4.11 Map skills: using topographical maps choose a site to visit and investigate: Recreational site, Factory site, Agricultural site, in order to discover a particular career at these various locations and to discover the effect of man on his environment</p> <p>4.21 Investigation: of noise, air, water, and land pollution</p> <p>4.22 Debate: Debate the good and bad effects of technology</p> <p>4.23 Outside readings: Ex. The student will select an outside reading material which of interest to the student</p>	<p>Map skills</p> <p>Reporting</p> <p>Interviewing</p> <p>Summarizing</p> <p>Investigating</p> <p>Debating</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: American Government

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Government-- federal, state, local-- is the largest single employer in the United States</p>	<p>1.10 The student will be able to identify a number of career opportunities within the executive branch of the federal government and select one of interest to explore.</p> <p>1.20 The student will be able to identify a number of career opportunities within the government of the state of Iowa and select one of interest to explore.</p>	<p>1.11 Use source books to find the cabinet level, executive office, Bureau etc.-- or an independent agency. Select areas and have each student select a Share findings.</p> <p>1.21 Use the <u>Iowa Official Register</u> employment opportunities open in Iowa one of the above areas and have each role to explore. Share findings.</p>
<p>2.00 Government-- federal, state, local-- is the largest single employer in the United States</p>	<p>2.10 The student will be able to identify a number of career opportunities within a county or city government and select one of interest to explore</p>	<p>2.11 Invite members of the Board of City Council to speak to the class re possibilities in the local government information gained from the above activity situation in which the City Council has number of departments. Have the class for employment, salaries, and specific</p>

## CAREER EXPLORATION ACTIVITIES

Topic: American Government

Developed by: \_\_\_\_\_

Page: 9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Use source books to find the executive departments-- cabinet level, executive office, Bureau of Budget, C.I.A., etc.-- or an independent agency. Select one of the above areas and have each student select a work role to explore. Share findings.</p> <p>21 Use the <u>Iowa Official Register</u> to find the kinds of employment opportunities open in Iowa government. Select one of the above areas and have each student select a work role to explore. Share findings.</p>	<p>Data Gathering</p> <p>Organizing</p> <p>Comparing</p>	<p>Area V film A2526</p> <p>"Is a Career in Government for You?"</p>
<p>11 Invite members of the Board of Supervision and/or the City Council to speak to the class regarding the employment possibilities in the local governments. Using the information gained from the above activity, set up a role playing situation in which the City Council hires employees for a number of departments. Have the class establish guidelines for employment, salaries, and specific work functions.</p>	<p>Listening</p> <p>Note taking</p> <p>Role Playing</p> <p>Classifying</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: American Government

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>3.00 Government employees--those appointed and those under civil service--must attain the skill level appropriate to perform the job function</p>	<p>3.10 The student will be able to differential between a political appointee and a civil service employee</p>	<p>3.11 Have the class prepare a common jobs. Classify the items on the basis secured. Select at least one of each several students interview that govern have him explain how he got his job.</p>
<p>4.00 Government employees--those appointed and those under civil service--must attain the skill level appropriate to perform the job function</p>	<p>4.10 The student will be able to infer that various grades under civil service determine skill level, management level and salary.</p>	<p>4.11 Students will investigate the d at the local level using the five dep department and post office as models. above. Through research and through several categories of civil service w job description with each category. categories by skill level, management. Share findings in a class discussion.</p>

## CAREER EXPLORATION ACTIVITIES

Base: American Government

Developed by: \_\_\_\_\_

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Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Have the class prepare a common list of government jobs. Classify the items on the basis of <u>how</u> the job was secured. Select at least one of each category and have several students interview that government employee and have him explain how he got his job. Compare findings.</p>	<p>Differentiating Classify Compare</p>	
<p>11 Students will investigate the concept of civil service at the local level using the fire department and police department and post office as models. Choose one of the above. Through research and through the interview, classify several categories of civil service workers. Try to get a job description with each category. Compare workers in two categories by skill level, management level, and salary. Share findings in a class discussion.</p>	<p>Researching Interviewing Classifying Comparing Inferring</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: American Government

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>5.00 Americans express <u>freedom of choice</u> through establishing and maintaining political parties which ensure a working democracy based on alternative positions.</p>	<p>5.10 The student will be able to infer that political decisions are based upon political beliefs held by a winning candidate in a particular election.</p> <p>5.20 The student will be able to infer that political careers are begun and continued on the basis of decisions of an individual.</p>	<p>5.11 Have students select two or more issues prior to an election: compare of two candidates for a particular political decision made by the winning candidate with his platform. Note consistencies.</p> <p>5.21 Select a well-known Senator who has had his career continued? Why has his career continued?</p> <p>Select a congressman who was elected and his career cut short?</p>

## CAREER EXPLORATION ACTIVITIES

Base: American Government

Developed by: \_\_\_\_\_

Page: 9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Have students select two or more hotly contested issues prior to an election: compare the divergent views of two candidates for a particular political office. Chart decisions made by the winning candidate and compare these with his platform. Note consistencies and inconsistencies.</p>	<p>Data Gathering Classifying Comparing</p>	
<p>21 Select a well-known Senator who has won many elections. Why has his career continued?</p>	<p>Analyzing Inferring</p>	
<p>Select a congressman who was elected to only one term. Why was his career cut short?</p>	<p>Hypothesizing Concluding Testing Conclusions</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Attitudes and Appreciations

Course: World Affairs

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Minorities are often stereotyped today by jobs they have held in the past</p>	<p>1.10 The student will be able to infer that stereotypes about minorities have often resulted from picturing minorities in certain career fields.</p>	<p>1.11 Have students match pair the following LIST I</p> <ul style="list-style-type: none"> <li>Negro</li> <li>American Indian</li> <li>Spanish American</li> <li>Italian American</li> <li>Irishman</li> </ul> <p>1.12 Have students give reasons for Test their conclusion in terms of what about careers minority groups hold t</p>

## CAREER EXPLORATION ACTIVITIES

Theme: World Affairs

Developed by: \_\_\_\_\_

Grade: 9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:												
<p>11 Have students match pair the following two lists:</p> <table border="0"> <tr> <td><u>LIST 1</u></td> <td><u>LIST 2</u></td> </tr> <tr> <td>Negro</td> <td>Railroad worker</td> </tr> <tr> <td>American Indian</td> <td>Custodian</td> </tr> <tr> <td>Spanish American</td> <td>Guide</td> </tr> <tr> <td>Italian American</td> <td>Cowboy</td> </tr> <tr> <td>Irishman</td> <td>Singer</td> </tr> </table> <p>12 Have students give reasons for their hypothesis:            Test their conclusion in terms of what they can find out            about careers minority groups hold today</p>	<u>LIST 1</u>	<u>LIST 2</u>	Negro	Railroad worker	American Indian	Custodian	Spanish American	Guide	Italian American	Cowboy	Irishman	Singer	<p>Classifying</p> <p>Comparing</p> <p>Analyzing</p> <p>Hypothesizing</p> <p>Testing</p> <p>Conclusions</p>	
<u>LIST 1</u>	<u>LIST 2</u>													
Negro	Railroad worker													
American Indian	Custodian													
Spanish American	Guide													
Italian American	Cowboy													
Irishman	Singer													

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: World Affairs

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>2.00 Careers are sometimes stereotyped by preconceived sexual roles</p>	<p>2.10 The student will be able to infer that careers are sometimes stereotyped on the basis of expected sexual roles.</p>	<p>2.11 Sexual stereotypes are perceived in the society. Have students chart changes in male and female role in society, i.e.</p> <p style="text-align: center;"><u>MALE</u></p> <p style="text-align: center;">Strong Protector</p> <p style="text-align: right;">F Wea Hou</p> <p>Classify certain careers which the student perceives as basically male, basically female. Ask the student to believe this. Will these roles change? Will these roles be changed?</p>

## CAREER EXPLORATION ACTIVITIES

Case: World Affairs

Developed by: \_\_\_\_\_

Page: 9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:						
<p>2.11 Sexual stereotypes are perceived as roles played in the society. Have students chart characteristics of the male and female role in society, i.e.,</p> <table data-bbox="60 642 673 733"> <tr> <td><u>MALE</u></td> <td><u>FEMALE</u></td> </tr> <tr> <td>Strong</td> <td>Weak</td> </tr> <tr> <td>Protector</td> <td>Housework</td> </tr> </table> <p>Classify certain careers which the student believes are basically male, basically female. Analyze why society believes this. Will these roles change? Have these roles changed?</p>	<u>MALE</u>	<u>FEMALE</u>	Strong	Weak	Protector	Housework	<p>Comparing Charting Classifying Inferring</p>	
<u>MALE</u>	<u>FEMALE</u>							
Strong	Weak							
Protector	Housework							

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: World Affairs

Grade: 9

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>3.00 Work Ethic</p>	<p>3.10 The student will be able to define and give examples of a work ethic.</p> <p>3.20 The student will be able to infer that the work ethic is essential to success in a career.</p>	<p>3.11 Chart student responses to the a class determine what is essential in a career. Divide the idea of an ethic i.e., ethic of society, personal ethic work ethic entails, i.e., honesty, re completion, etc.</p> <p>3.21 Select a career choice. Have s most essential elements of success in up with, that if most people did not work? What would happen to the indiv the society?</p>

## CAREER EXPLORATION ACTIVITIES

Subject: World Affairs

Developed by: \_\_\_\_\_

Grade: 9

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Chart student responses to the concept work: ethnic. As a class determine what is essential in any ethnic (i.e. novel characters). Divide the list into two usable parts, i.e., ethnic of society, personal ethnic. Decide what the work entails, i.e. honesty, responsibility, task completion, etc.</p> <p>12 Select a career choice. Have students discuss the most essential elements of success in that career. Follow-up with, what if most people did not accept the idea of work? What would happen to the individual, the family, the society?</p>	<p>Charting</p> <p>Classifying</p> <p>Analyzing</p> <p>Hypothesizing</p> <p>Testing conclusions</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Perspectives (U.S. History)

Grade: 10th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 American life styles have changed greatly during the 20th century, due to the affects of an industrialized and an urbanized society.</p>	<p>1.10 To recognize and analyze the influences occupations have on life styles.</p>	<p>1.11 Exercise and discussion. assignme sets of questions:</p> <ol style="list-style-type: none"> <li>1. How an occupation affects an in</li> <li>2. Why do occupations affect life</li> <li>3. Can you identify illustrations</li> </ol>
<p>1.00 American life styles have changed greatly during the 20th century, due to the affects of an industrialized and urbanized society.</p>	<p>1.20 To recognize, analyze, and describe the occupational changes that have occurred in the 20th century.</p>	<p>1.21 Listing exercise:</p> <ul style="list-style-type: none"> <li>To list all the occupations that exist in 1900</li> <li>To list all the occupations that don't exist today</li> <li>To speculate on what kinds of jobs by 2000 and what new jobs might be in</li> <li>To explain how the past changes hav styles and to speculate on how future in the future will affect the life sty</li> </ul>

## CAREER EXPLORATION ACTIVITIES

Author: Perspectives (U.S. History)

Developed by: \_\_\_\_\_

Grade: 10th

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Exercise and discussion assignment on the following sets of questions:</p> <ol style="list-style-type: none"> <li>1. How an occupation affects an individual's life style?</li> <li>2. Why do occupations affect life styles?</li> <li>3. Can you identify illustrations of life effects?</li> </ol>	<p>Illustrating Defining Questioning</p>	
<p>21 Listing exercise: To list all the occupations that exist today that didn't exist in 1900 To list all the occupations that existed in 1900 that didn't exist today To speculate on what kinds of jobs might not be around 2000 and what new jobs might be in existence then To explain how the past changes have affected life styles and to speculate on how future occupational changes the future will affect the life styles</p>		

**CAREER EXPLORATION ACTIVITIES**

**Career Concept:** Career Awareness and Economic Awareness **Course:** U.S. History

**Grade:** 11th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Most immigration to the U.S. has been a movement of individuals coming for economic reasons</p>	<p>1.10 To realize that occupations were family traditions to be brought along to America</p>	<p>1.11 Students are to trace, either through nationality movement from the to determine if occupations remained explain</p> <p>1.12 Students are to trace, either through nationalities, (especially group) movement from the old to the new occupation changes due to the move--f could be requested as well.</p>

## CAREER EXPLORATION ACTIVITIES

Use: U.S. History

Developed by: \_\_\_\_\_

Level: 11th

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Students are to trace, either through their family or through nationality movement from the old to the new world and determine if occupations remained basically the same--explain</p> <p>12 Students are to trace, either through their families or through nationalities, (especially the new immigrant group) movement from the old to the new world and identify occupation changes due to the move--further explanations could be requested as well.</p>	<p>Tracing</p> <p>Researching</p> <p>Organizing</p> <p>Explaining</p> <p>Identifying</p>	

**CAREER EXPLORATION ACTIVITIES**

**Career Concept:** Attitudes

**Course:** U.S. History

**Grade:** 10th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>2.00 Society has stereotyped the occupations of minority groups to such an extent that it has placed a restriction on occupational movement.</p>	<p>2.10 To realize and to recognize that minority prejudice also involves occupational selections.</p>	<p>2.11 Introduction exercise:            Prepare a list of occupations that with certain minority groups            A list of minorities and have them selections (example: Black-custodian, Chicano-migrant worker, etc.</p> <p>2.12 As a follow-up have the students minorities to determine if major occupations with certain groups and what can be done occupation stratification</p>

## CAREER EXPLORATION ACTIVITIES

Subject: U.S. History

Developed by: \_\_\_\_\_

Grade: 10th

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1 Introduction exercise: Prepare a list of occupations that might be associated with certain minority groups. A list of minorities and have them match-up their occupations (example: Black-custodian, Woman-secretary, Puerto-Rican-migrant worker, etc.)</p> <p>2 As a follow-up have the students research selected minorities to determine if major occupations can be associated with certain groups and what can be done to rectify any occupation stratification</p>	<p>Comparing Matching Researching Classifying</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Employability Skills

Course: U.S. History

Grade: 10th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>3.00 The industrial revolution transformed the economic structure of America and consequentially the occupational life style of millions of people.</p>	<p>3.00 To recognize and analyze the occupational changes brought about by the industrial revolution.</p>	<p>General exercise:            3.01 Students are to list all the occupational changes caused by the industrial revolution.            3.02 Explain why occupations changed.            3.03 Explain the change in employable occupations.            3.04 Explain how the above changes affected the life style.</p>

## CAREER EXPLORATION ACTIVITIES

Course: U.S. History

Developed by: \_\_\_\_\_

Grade: 10th

Edited by: \_\_\_\_\_

Objectives:	Suggested Activities:	Skills:	Resource Material
<p>1. Explain the industrial revolution.</p>	<p>General exercise:            3.11 Students are to list all the occupational changes the industrial revolution caused            3.12 Explain why occupations changed            3.13 Explain the change in employable skills            3.14 Explain how the above changes affected the workers' life style.</p>	<p>Listing            Explaining            Identifying            Comparing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: U.S. History

Grade: 10th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>4.00 The industrial revolution has transformed America from a rural to a urban society and the resulting affects have greatly changed American life style</p>	<p>4.10 To recognize and analyze the changes that have taken place in the life style of Americans due to changing occupations.</p>	<p>4.11 Students are to list all the new things that were developed because of urbanization that were de-emphasize or disappeared and relate these occupational changes to the life style.</p>
<p>5.00 The positive and negative aspects of labor unions affects the operation of the industrial society.</p>	<p>5.10 To identify the structure membership and leadership of labor unions</p>	<p>5.11 Reading and discussion interlace kits. (Attention can then be centered on the positions within a union set-up.)</p>

## CAREER EXPLORATION ACTIVITIES

Subject: U.S. History

Developed by: \_\_\_\_\_

Grade: 10th

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Students are to list all the new occupations that are developed because of urbanization to those occupations that were de-emphasize or disappeared. Then, they are to relate these occupational changes to resulting changes in life style.</p>	<p>Researching Reading Comparing and Contrasting Relating</p>	
<p>11 Reading and discussion interlaced with filmstrip kits. (Attention can then be centered on the various positions within a union set-up.)</p>	<p>Observing Classifying Organizing</p>	<p>Text, booklets and filmstrip kits</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness and Economic Awareness Course: U.S. History

Grade: 10th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>6.00 The development of the capitalistic system has helped shape the economic structure of the U.S.</p>	<p>6.10 To identify the component parts of the market place</p>	<p>6.11 Role playing of the basic positions of consumption (this general procedure include specific jobs such as, general foreman, plant manager, director (bo</p>

## CAREER EXPLORATION ACTIVITIES

Base: U.S. History

Developed by: \_\_\_\_\_

Level: 10th

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Role playing of the basic position: production and consumption (this general procedure can be expanded to include specific jobs such as, general laborer, shop foreman, plant manager, director (board) etc.</p>	<p>Identifying Role playing</p>	<p>Text, booklets, lecture presentation</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: U.S. History

Grade: 10th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>7.00 American agriculture has been greatly transformed in the 20th century and today encompasses a wide range of economic endeavors.</p>	<p>7.10 To realize that American agriculture contains a varying range of occupations related to agribusiness</p>	<p>7.11 Mini-research project assign the path of selected crop from the production levels with emphasis on how it changes hands. (Thus a large number normally associated with Agribusiness)</p>

## CAREER EXPLORATION ACTIVITIES

Base: U.S. History

Developed by: \_\_\_\_\_

Level: 10th

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11. Mini-research project assign the task of following the path of selected crop from the production through to the distribution levels with emphasis on how often the product changes hands. (Thus a large number of occupations not usually associated with agriculture will be exposed.)</p>	<p>Researching Organizing Reading Classifying</p>	

**CAREER EXPLORATION ACTIVITIES**

Career Concept: Attitudes

Course: U.S. History

Grade: 10th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>3.00 When the industrial revolution occurred the "business" attitude became a dominate theme that affected and greatly changed the work ethic of America.</p>	<p>3.10 To identify and explain the work ethic</p>	<p>3.11 Exercise:</p> <ol style="list-style-type: none"> <li>1. Definition of work ethic</li> <li>2. Application on American Society</li> <li>3. Illustration</li> <li>4. Attitudes associated with the groups and workers group</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Subject: U.S. History

Developed by: \_\_\_\_\_

Grade: 10th

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11 Exercise:</p> <ol style="list-style-type: none"> <li>1. Definition of work ethic</li> <li>2. Application on American Society</li> <li>3. Illustration</li> <li>4. Attitudes associated with the ethic by the managerial groups and workers group</li> </ol>	<p>Defining</p> <p>Comparing and Contrasting</p> <p>Illustrating</p> <p>Associating</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: U.S. History

Grade: 10th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>9.00 The Civil Rights movement expresses the discrepancy between democratic principle and democratic practice; American thought and the democratic climate have been changed by this movement</p>	<p>9.10 To identify the numerous civil rights groups and to explain the various positions that exist within these groups' aims.</p>	<p>9.11 Give a verbal presentation of the above, booklet, text and filmstrip p</p> <p>9.12 In this division attention can be paid to jobs that have existed in other occupations within the wider field</p>
<p>10.00 The development of American democracy is a continuing process which incorporates events from the Constitution period to the present</p>	<p>10.10 To recognize the role and the contribution of the Constitution to the development of one constitutional government</p>	<p>10.11 Give a role-playing activity in a possible legal court case to its completion (related procedure--e.g. as a task to imitate a job or interest)</p>
<p>11.00 The Progressive Movement expresses a period of reform and is exemplary of a renaissance in democratic progress</p>	<p>11.10 To analyze the origins of the Progressive Movement (Emphasis on journalism)</p> <p>11.20 To recognize that the Progressive Movement was apparent on all government levels</p>	<p>11.11 Reading: General reading</p> <p>11.12 Panel reports on Muckraking Write contributions</p> <p>11.21 Reading with special attention positions that exist in the various i.e., Municipal Councilman, Mayors, laborers U.S. Senators and representa</p>

## CAREER EXPLORATION ACTIVITIES

Course: U.S. History

Developed by: \_\_\_\_\_

Grade: 10th

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11. ... of ... (Civil Rights Movement) ... material</p> <p>12. In this ... attention can be focused on the ... (Civil Rights Movement) ... as well as speculation ... other occupations within the ... areas of Civil Rights ...</p>	<p>Researching</p> <p>Identifying</p> <p>Observing</p>	
<p>11. ... (Civil Rights Movement) ... (this is to be ... original case ...)</p>	<p>Researching</p> <p>Role playing</p> <p>Writing</p>	
<p>11. Reading: General reading</p> <p>12. Panel reports on ... Writers and their contributions</p> <p>21. Reading with special attention on the political ... (Civil Rights Movement) ... Councilmen, Mayors, Judges, State Legis- lators, U.S. Senators, ... Governors, etc</p>	<p>Reading</p> <p>Analyzing</p> <p>Determine major contributions</p> <p>Job identifying</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness (cont.)

Course: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>12.00 The Progressive Movement expresses a period of reform and is exemplary of a renaissance in democratic programs.</p>	<p>12.10 To describe the roles played by other groups such as ministers, social workers, scholars, etc.</p>	<p>12.11 Teacher or panel presentation on the Progressive Movement</p>
<p>13.00 Depression is illustrative of economically unstable conditions: these conditions cause equally serious social and political reactions usually leading to major change.</p>	<p>13.10 To realize the immense change that the Depression brought about in the political area relative to the increase of the function of the Federal Government (attention can be focused on the increase in government vocations that came about because of this transition)</p>	<p>13.11 Following assigned reading to with the numerous programs of the New Deal exercise will be initiated to emphasize arrangement of bureaus, etc. that were created either in terms of work or agencies.</p>
<p>14.00 American foreign affairs offer a wide range of career opportunities</p>	<p>14.10 To identify the wide diversity of occupations associated with foreign affairs</p>	<p>14.11 General exercise emphasizing those available in the foreign affairs realm</p> <ol style="list-style-type: none"> <li>1. Diplomatic corps</li> <li>2. Economic attaches</li> <li>3. Military attaches</li> <li>4. Education attaches</li> <li>5. Travel attaches</li> <li>6. Office skilled personal</li> </ol> <p>This can be greatly expanded</p>

## CAREER EXPLORATION ACTIVITIES

Use: \_\_\_\_\_

Developed by: \_\_\_\_\_

Use: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>2.11 Teacher or panel presentation of the social aspects of the Progressive Movement</p>	<p>Note taking Researching (panel) Oral presenting (panel)</p>	
<p>2.11 Following assigned reading to acquaint the student with the numerous programs of the New Deal an organizational exercise will be initiated to emphasize the structural arrangement of bureaus, etc. that were created to implement the New Deal program and corresponding jobs that were created either in terms of work or administering the agencies.</p>	<p>Reading Applying Organizing</p>	
<p>2.11 General exercise emphasizing the different careers available in the foreign affairs realm---such as:</p> <ol style="list-style-type: none"> <li>1. Diplomatic corps</li> <li>2. Economic attaches</li> <li>3. Military attaches</li> <li>4. Education attaches</li> <li>5. Travel attaches</li> </ol> <p>Office skilled personnel be greatly expanded</p>	<p>Listing Identifying</p>	<p style="text-align: center;"><b>467</b></p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision-Making

Course: U.S. History

Grade: 10th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>15.00 The Flow of 20th Century American History illustrates the many component parts that make-up the American society.</p>	<p>15.10 To analyze the wide range of career possibilities mentioned through the year and then to reach a decision on a career.</p>	<p>15.10 In a general exercise student</p> <ol style="list-style-type: none"> <li>1. List as many occupations that throughout the year that interests to</li> <li>2. Narrow list down to 5 or as many feels will be workable</li> <li>3. Explain selection and influence selections             <ol style="list-style-type: none"> <li>1. Brief explanation of each; occur necessary skills and education</li> <li>2. State whether their career choice last year and explain</li> </ol> </li> </ol>

## CAREER EXPLORATION ACTIVITIES

Subject: U.S. History

Developed by: \_\_\_\_\_

Grade: 10th

Edited by: \_\_\_\_\_

<b>Suggested Activities:</b>	<b>Skills:</b>	<b>Resource Material:</b>
<p>5.10 In a general exercise students are to:</p> <ol style="list-style-type: none"><li>1. List as many occupations that were mentioned throughout the year that interests them</li><li>2. Narrow list down to 3 or as many as the instructor feels will be workable</li><li>3. Explain selection and influences that brought about selections</li><li>4. Brief explanation of each occupation listed along with necessary skills and education</li><li>5. State whether their career choices have changed over the last year and explain.</li></ol>	<p>Listing Decision-making Explaining Describing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations & Attitudes

Course: U.S. History

Grade: 10th

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>16.00 The flow of 20th Century American history illustrates the many component parts that make-up the American society</p>	<p>16.1. To understand the importance of all careers and their contribution to society</p>	<p>16.11 Throughout the year many on-go themselves to this objective. An end to tie these threads together could be careers (See Decision-Making-Mini-Unit)</p>

## CAREER EXPLORATION ACTIVITIES

U.S. History

Developed by: \_\_\_\_\_

10th

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
11 Throughout the year many on-going exercises lend themselves to this objective. An end-of-the-year activity tie these threads together could be a mini-unit on careers (See Decision-Making-Mini-Unit)	Observating Identifying	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness & Attitudes

Course: American Political Behavior

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Political behavior in a way that may be used to identify and solve many social problems.</p>	<p>1.1 To recognize political behavior and to realize that political behavior can be a human endeavor.</p>	<p>1.11 End of Chapter 1 exercise: 1. List all of the career areas mentioned in regard to the subject.</p>
<p>2.00 Social science methodology</p>	<p>2.1 To speculate about the purposes, techniques, and significance of the social science approach to the study of political behavior.</p>	<p>2.11 An exercise at the end of Section 1. Students are to speculate on the relationship between the study of politics such as political science, political studies, etc.</p>
<p>3.00 Socialization</p>	<p>3.10 To recognize the process of socialization 3.20 To identify socialization techniques 3.30 To apply socialization to every day activities</p>	<p>3.11 What does this mean to the series of 12 Sec. 3, Chapter 6: 3.21 What factors can be identified in the process? 3.31 What specific activities are related to process? 3.32 What factors are there for social agents to possess?</p>

## CAREER EXPLORATION ACTIVITIES

Use: American Political Behavior

Developed by: \_\_\_\_\_

Pages: 11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>11. End of Chapter 1 exercise:            1. List at least five career areas mentioned in this chapter and identify the socialization of political behavior.</p>	<p>Identifying            Listing</p>	
<p>11. For exercise use the end of page 1, Chapter 2            1. The text lists a number of the fields of persons available to the public. List some of social roles, the person's effects such as political disciplines, political behavior, attitudes, etc.</p>	<p>Identifying            Classifying            Speculating</p>	
<p>11. End questions to the end of questions at the end of Sec. 3, Chapter 6:            21. What roles can be identified with the socialization process?            22. What specific roles are related to the socialization process?            23. What roles of the public are essential for socialization to proceed?</p>	<p>Identifying            Classifying            Asking valid questions</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness (cont.)

Course: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>4.00 Political Parties</p>	<p>4.10 To recognize the different types of parties</p> <p>4.20 To apply the party structure to specific situations</p>	<p>4.10, 21 Political party organization                      The students are to set-up a political organization to work by running a party (legislative and executive.)</p>

## CAREER EXPLORATION ACTIVITIES

Author: \_\_\_\_\_

Developed by: \_\_\_\_\_

Revised by: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>20.11 Political party organization simulation:                      The students are to set-up a political party organization identifying the necessary positions and then to put the organization to work by running a campaign and then by re-organizing their party organization on a governing level (legislative and executive.)</p>	<p>Organizing                      Simulating                      Identifying</p>	<p></p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness

Course: Comparative Government

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Citizen Role</p>	<p>1.10 The student will be able to identify the citizen role when applied to two uniquely different government systems.</p> <p>1.20 The student will be able to infer that the citizen role is, in fact, regulated by the society and the government in which he lives.</p>	<p>1.11 Have students write a description of the citizen role as it is true of the American and the Soviet systems. List the following choices:</p> <ul style="list-style-type: none"> <li>career choice</li> <li>leisure time choice</li> <li>political choice</li> <li>community choice</li> <li>family pattern</li> </ul> <p>compare answers.</p> <p>1.21 For each of the above items study government regulations which might regulate the life of either a Soviet or American citizen.</p>

## CAREER EXPLORATION ACTIVITIES

Topic: Comparative Government

Developed by: \_\_\_\_\_

Grade: 11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1. Have students write a description of what they believe is true of the American and the Soviet citizens in terms of:</p> <ul style="list-style-type: none"> <li>career choice</li> <li>leisure time choice</li> <li>political choice</li> <li>community choice</li> <li>family pattern</li> </ul> <p>Prepare answers.</p> <p>2. For each of the above items statements will describe the government regulations which might restrict free choice in the life of either a Soviet or American citizen.</p>	<p>researching</p> <p>analyzing</p> <p>evaluating</p> <p>comparing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Gender Inequality

Course: Comparative Government

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>2.00 Careers in government service demand similar leadership roles, despite the differences in the form of government</p>	<p>2.00 The student will be able to define and describe the <u>gender inequality</u>.</p> <p>2.01 The student will be able to describe the positions in different governments on the basis of characteristics needs.</p>	<p>2.01 Define the gender inequality and its effects on the society and the world.</p> <p>2.01 Student will be able to describe the different positions in the government and the characteristics of the society.</p>

# CAREER EXPLORATION ACTIVITIES

Author: Comparative Education

Developed by: \_\_\_\_\_

Date: 11/12/12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>2.1 Define the term 'career' and explain its importance in the modern world.</p>	<p>writing</p> <p>reading</p>	
<p>2.2 Discuss the various factors that influence a person's career choice.</p>	<p>analyzing</p> <p>evaluating</p>	



CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: Economics/Consumer Economics

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Personal goals affect career choices.</p>	<p>1.10 The student will be able to distinguish several personal goals which affect career choice.</p>	<p>1.11 Have students list a wide number of personal goals. Divide these into categories: economic, social, etc. Build a second list of consumer goods and services for the student to match-pair the lists rejecting those which violate his personal goals. Cost</p>
<p>2.00 Social-economic goals of a society determine job availability.</p>	<p>2.10 The student will be able to identify several social-economic goals in the current American society which help to dictate job availability.</p>	<p>2.11 Have students chart what they believe are the social-economic goals of our society in the areas of education, industrialization, urbanization, etc. In discussing job availability will be determined by the goals as if you were writing them for the country. What happens to job options</p>



## CAREER EXPLORATION ACTIVITIES

Economics/Consumer Economics

Developed by: \_\_\_\_\_

11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1. Have students list a wide number of personal goals. Divide these into categories: economic, social, religions, etc. Build a second list of consumer careers. Ask each student to match-pair the lists rejecting those careers which violate his personal goals. Compare findings.</p>	<p>Data gathering Classifying Analyzing Comparing</p>	
<p>2. Have students chart what they believe are some key social-economic goals of our society today, i.e., public education, industrialization, urbanization, freedom of choice, market system, etc. In discussion, establish why availability will be determined by the above. Change goals as if you were writing them for an underdeveloped country. What happens to job options?</p>	<p>Charting Classifying Hypothesizing Testing conclusions</p>	

**CAREER EXPLORATION ACTIVITIES**

Career Concept: Economic Awareness

Course: Economics/Consumer Economics

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities
3.00 Budgeting	<p>3.10 The student will be able to define budgeting and be able to demonstrate several applications.</p> <p>3.20 The student will be able to infer that budgeting is an expression of a value system.</p>	<p>3.11 Each student will build a hypothesis on a given income. Compare this with many different categories.</p> <p>3.21 Have students describe what they i.e., a straight jacket, a plan, a value responses and make group decisions. What expression of values?</p>
4.00 Consumers are regulated by unlimited wants and limited incomes.	4.10 The student will be able to define and give examples of his <u>freedom of choice</u> as a consumer.	<p>4.11 Given the following list, have students in their context:</p> <ul style="list-style-type: none"> <li>Freedom of choice in personal economy</li> <li>Freedom of enterprise</li> <li>Freedom of contract using the finest consumer choices in buying clothing, buying a car. What are some obvious consumer</li> </ul> <p>Discuss</p>
5.00 Opportunity costs	5.10 The student will be able to delineate factors which influence their choice making.	5.11 Give students a limit on a hypothesis must determine what they will buy, i.e. appliances, <u>or</u> what they will save. What opportunity costs in making the various decisions buy a piece of furniture now or save up for.

# CAREER EXPLORATION ACTIVITIES

Economics/Consumer Economics

Developed by: \_\_\_\_\_

11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Each student will build a hypothetical budget based given income. Compare this with national averages in different categories.</p> <p>Have students describe what they think a budget is, a straight jacket, a plan, a value system. Compare choices and make group decisions. Why is a budget an expression of values?</p>	<p>Data gathering Comparing Inferring</p>	
<p>Given the following list, have students use the ideas in their context:</p> <ul style="list-style-type: none"> <li>freedom of choice in personal economics</li> <li>freedom of enterprise</li> <li>freedom of contract using the finest item, describe consumer choices in buying clothing, buying food, buying a car. What are some obvious consumer limitations?</li> </ul> <p>Discuss</p>	<p>Classifying Differentiating Describing Inferring</p>	
<p>Give students a limit on a hypothetical income. They determine what they will buy, i.e., shelter, furniture, expenses, or what they will save. What are the opportunity costs in making the various decisions, i.e., to buy a piece of furniture now or save until it can be paid</p>	<p>Decision making Differentiating Analyzing</p>	

**CAREER EXPLORATION ACTIVITIES**

**Career Concept:** Economic Awareness (cont.)

**Course:** Economics/Consumer Economics

**Grade:** \_\_\_\_\_

Subject Concept:	Performance Objectives:	Suggested Activities:
6.00 Savings	<p>6.10 The student will be able to define savings and to give examples.</p> <p>6.20 The student will be able to infer that thrift is a basis for personal and industrial property.</p>	<p>6.11 Invite resource people from the following:            functions of:            Banks            Savings &amp; Loan Assoc.            Credit Unions</p> <p>Discuss in class the unique function of terms of savings.</p> <p>6.21 In class discuss how personal or accumulated. Should savings become a financial planning? Give reasons why.</p>
7.00 Consumer Credit	<p>7.10 The student will be able to define and give examples of consumer credit.</p> <p>7.20 The student will be able to infer that credit tends to expand production</p>	<p>7.11 Define credit. Build in class a examples of credit that a young household. Classify the list by (1) reasons for credit, (2) durable or non-durable</p> <p>7.21 Follow a credit cycle to determine the consumer, producer, distributor and as a result of the use of credit.</p>

## CAREER EXPLORATION ACTIVITIES

Economics/Consumer Economics

Developed by: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1 Invite resource people from the community to discuss following: Functions of: Banks Savings &amp; Loan Assoc. Credit Unions</p> <p>Discuss in class the unique function of each institution in terms of savings.</p> <p>1 In class discuss how personal or business property is accumulated. Should savings become a part of each persons financial planning? Give reasons why.</p>	<p>Defining Listening Note taking Establishing Valid Questions</p>	
<p>1 Define credit. Build in class a list of common examples of credit that a young household might apply for. Classify the list by (1) reasons for credit and (2) type of credit, (3) durable or non-durable goods.</p> <p>1 Follow a credit cycle to determine what happens to a consumer, producer, distributor and financial agency as a result of the use of credit.</p>	<p>Defining Classifying Analyzing Hypothesizing</p>	

**CAREER EXPLORATION ACTIVITIES**

**Career Concept:** Self Awareness

**Course:** Psychology

**Grade:** 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To assure success in a realistic life style and career, an individual must develop a positive self awareness</p>	<ol style="list-style-type: none"> <li>1. Given a choice of occupations have student pick one and be able to show the personal values involved can be tested with the influence of others.</li> <li>2. Given a situation setting, have student write procedure and objectives for developing positive self attitudes</li> <li>3. Given a definition about of self-awareness, have students be able to identify their present position and anticipated goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussion and definitions of terms ability development and related occupational</li> <li>2. Write a brief autobiography indicating life which have added or subtracted in self-attitude.</li> <li>3. Take and score one of the Commercial personality inventories Ex:--(Gordon and personal inventory--Harcourt, Brace</li> <li>4. Films and filmstrips on development attitudes related to occupations.</li> <li>5. Role play-- a situation in which a developed a positive self-attitude (em and problems.)</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Psychology

Developed by:

11 and 12

Edited by:

Suggested Activities:	Skills:	Resource Material:
Discussion and definitions of terms related to personality development and related occupations.	IDENTIFICATION AND EXPLORATION OF PERSONALITY CHARACTERISTICS IN OCCUPATIONAL CHOICES	Psychology chapters #8 and 9 (Engle/ Snellgrove)
Write a brief autobiography indicating events in student's life which have added or subtracted in creating a positive self-attitude.	ACQUISITION OF SELF-ESTEEM UNDERSTANDING OF PERSONALITY DEVELOPMENT PERSONALITY CHARACTERISTICS	
Take and score one of the commercially available personality inventories (e.g.--(Gordon personal profile personal inventory--Harcourt, Brace, World))	DEVELOPMENTAL IDENTIFICATION UNDERSTANDING AND EXPLORATION OF PERSONALITY	
Films and filmstrips on development of positive self-attitudes related to occupations.	IDENTIFICATION OF PERSONALITY CHARACTERISTICS AND UNDERSTANDING OF PERSONALITY	
Role play-- a situation in which an individual has not developed a positive self-attitude (emphasize cause, effects, problems.)	IDENTIFICATION AND EXPLORATION OF PERSONALITY CHARACTERISTICS AND UNDERSTANDING OF PERSONALITY	

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision-Making

Course: Psychology

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Learning to make efficient adjustments to problems of life can also serve as an important tool for making vocational adjustment</p>	<ol style="list-style-type: none"> <li>1. Given a list of vocations the student should pick <u>three</u> and show how they are meaningful to self and useful to society.</li> <li>2. Given a newspaper or magazine article of a person with a successful career and show ways in which psychology might have been an influence</li> </ol>	<ol style="list-style-type: none"> <li>1. After reading resource material have discuss learning and learning types.</li> <li>2. Take an aptitude test in mechanics skill, etc. to illustrate what is near contrasted with ability. Ex. (Truse Test--Harcort, Brace, World.)</li> <li>3. Use an interest test to measure st to aptitude. Ex. (Kuder preference Research Association.)</li> <li>4. Role play--an occupational situation adjusted and poorly adjusted individual</li> <li>5. Write an essay indicating what pro made toward making vocational decision</li> <li>6. Filmstrips and films on decision m</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Psychology \_\_\_\_\_

Developed by: \_\_\_\_\_

11 and 12 \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>After reading resource material here class define and discuss learning and learning types.</p>	<p>Identifying type of learning</p>	<p>Psychology Chs 13 and 19 (p. 515)  (Engle/ Shellgrove)</p>
<p>Take an aptitude test in mechanics, nursing, clerical, etc. to illustrate what is meant by aptitude as contrasted with ability. Ex. (Truce Shorthand Aptitude Test--Harcourt, Brace, World.)</p>	<p>Recognizing testing tools, for occupational decision making;</p>	
<p>Use an interest test to measure student interest compared aptitude. Ex. (Kuder preference record--by Science Research Association.)</p>	<p>Identifying the positions each student has achieved in his vocational decision making</p>	
<p>Role play--an occupational situation contrasting a well adjusted and poorly adjusted individual</p>	<p>Identifying any problems and situations that student might encounter in choosing a vocation</p>	
<p>Write an essay indicating what progress each student has made toward making vocational decisions.</p>		
<p>Filmstrips and films on decision making</p>		

**CAREER EXPLORATION ACTIVITIES**

**Career Concept:** Appreciation and Attitude

**Course:** Psychology

**Grade:** 11 and 12

<b>Subject Concept:</b>	<b>Performance Objectives:</b>	<b>Suggested Activities:</b>
<p>Social attitudes influence an individuals life style and occupational choice.</p>	<ol style="list-style-type: none"> <li>1. Given a list of vocations and attitudes scale, have the student pick one vocation and state the positive attitudes associated with it.</li> <li>2. Have student make an occupational choice and list the influencing agents on factors involved.</li> </ol>	<ol style="list-style-type: none"> <li>1. After researching discuss and define</li> <li>2. Make a list of attitudes for bullet officials. Some favorable others unfri</li> <li>3. Have a police officer, judge, social about their attitude toward law breaker</li> <li>4. Have student write essay designation and appreciation of law officials.</li> <li>5. Have student write essay designation pursue and why</li> <li>6. Filmstrips on social attitudes</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Psychology

Developed by: \_\_\_\_\_

11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
After researching discuss and define terms	Recognizing the wage earners job and how it influences others	
Make a list of attitudes for bulletin board on law officials. Some favorable others unfavorable.	Realizing and appreciating all forms of human work	
Have a police officer, judge, social worker, etc. speak at their attitude toward law breakers	Recognizing tasks required within chosen job	
Have student write essay designating his or her attitude to appreciation of law officials.	Identifying advantages and disadvantages in work roles	
Have student write essay designating job he might choose and why	Recognizing the importance of getting along with other people	
Filmstrips on social attitudes		

CAREER EXPLORATION ACTIVITIES

Career Concept: Education and Career Awareness

Course: Psychology

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Finding a career in psychology can be a rewarding experience.</p>	<p>1. Given a list of occupations in psychology or related areas, have student pick one most suited to his or her interest and ability and list reasons for choice</p>	<p>1. Define all license requirements for psychology</p> <p>2. Ask a psychologist to speak to class work.</p> <p>3. Write a report on reasons "Why" I might not wish to pursue a career in Psychology</p> <p>4. Role play-- situations where students discuss occupations related to Psychology</p> <p>5. Film or filmstrips on Career Awareness</p>

## CAREER EXPLORATION ACTIVITIES

Psychology

Developed by: \_\_\_\_\_

11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
Define and discuss key elements in psychology	Comparing, evaluating, analyzing interests and abilities	Psychology ch.s #11-19 (Engle/Shellgrove)
Ask a psychologist to speak to class about his or her work.	Identifying psychological related careers and functions in ones life pattern	Career World (Magazine Vol. 1 #5 p.4 Mid. Jan.-- 1973 "Careers in Psychology"
Write a report on reasons "Why" I think I might or might not wish to pursue a career in Psychology	Evaluating opportunities in psychological related careers	
Role play-- situations where students might encounter options related to Psychology		
Film or filmstrips on Career Awareness		

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision-Making

Course: Readings in American Affairs

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Topic analysis is based upon interest areas, material availability and decision-making, in each step of analysis, priorities are to be determined</p>	<p>1.10 To realize and to cope with the many problems associated with the selection of priorities and the pursuance of goals.</p>	<p>1.11 As a culmenating activity towards semester, students are to do in-depth of their choice. The preliminary steps completing such a project are similar have to be made in selecting a career of career preparation in finding a job focused on the similarities.</p>

## CAREER EXPLORATION ACTIVITIES

Readings in American Affairs

Developed by: \_\_\_\_\_

11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>As a culminating activity towards the end of the semester, students are to do in-depth research on topics of their choice. The preliminary steps necessary to completing such a project are similar to the decision-making to be made in selecting a career and upon completion of career preparation in finding a job. Attention will be paid to the similarities.</p>	<p>Data gathering Decision-making Organizing Establishing priorities</p>	

**CAREER EXPLORATION ACTIVITIES****Career Concept:** Career Awareness and Economic Awareness **Course:** Readings in American Affairs**Grade:** 11 and 12

<b>Subject Concept:</b>	<b>Performance Objectives:</b>	<b>Suggested Activities:</b>
<p>2.00 The study of American affairs illustrates a complexity of topics (issues) in diverse cultural environments; all possible degrees of observation may be implemented to comprehend these topics.</p>	<p>2.10 To infer from reading about and discussing contemporary issues the importance and influence of occupations.</p>	<p>2.11 In conjunction with an existing provides the student with the opportunity current theme (issue or topic) to discuss additional directive can be attached; occupations connected with the issues then to briefly analyze the influences occupations on each other.</p>

## CAREER EXPLORATION ACTIVITIES

Readings in American Affairs

11 and 12

Developed by: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1 In conjunction with an existing exercise which provides the student with the opportunity to select a current theme (issue or topic) to discuss in class an additional directive can be attached; to list as many occupations connected with the issues as possible and then to briefly analyze the influences of the issues and occupations on each other.</p>	<p>Data gathering Inferring Analyzing Presenting (orally) Organizing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness, Employability  
Skills and Appreciation and Attitudes

Course: Readings in American History

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities
<p>3.00 The study of American affairs illustrates a complexity of topics (issues) in diverse cultural environments; all possible degrees of observation may be implemented to comprehend these topics</p>	<p>3.10 To realize that there is a wide range of career related topics that could be researched</p>	<p>3.11 In pursuance of the problem analysis related topics can provide a limitless</p>

# CAREER EXPLORATION ACTIVITIES

Feelings in American Buildings

Developed by: \_\_\_\_\_

11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>In pursuance of the problem analysis activity career-related topics can provide a limitless source of ideas.</p>	<p>Self-Generating                      Inferring                      Analyzing                      Presenting                      Organizing</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitudes

Course: Sociology

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Basic Concepts of social organization are status and role, both having an influence upon an individuals functions and career mobility in society</p>	<ol style="list-style-type: none"> <li>1. Develop skills needed to acquire a career that will not only be useful to society but also satisfying or meaningful to "self."</li> <li>2. Develop skills needed to recognize and understand discriminatory concepts in role experimentation</li> <li>3. Develop skills needed to form positive attitudes and appreciation toward all walks of life</li> </ol>	<ol style="list-style-type: none"> <li>1. After reading resources have students</li> <li>2. Make lists (individually or collectively) in the community and evaluate according to</li> <li>3. Discuss the criteria for ranking individual occupations.</li> <li>4. Make bulletin board chart of ranked occupations in community</li> </ol>

## CAREER EXPLORATION ACTIVITIES

Sociology

Developed by \_\_\_\_\_

11 and 12

Edited by \_\_\_\_\_

### Suggested Activities:

### Skills:

### Resource Material:

After reading resources have students discuss key terms.

DEFINING THE  
TERMS  
DISCUSSING  
THE TERMS

Make lists (individually or collectively) of occupations in the community and evaluate according to importance.

DEFINING OCCU-  
PATIONAL  
AS IS IMPORTANT  
AND RANKING  
AS OCCUPATIONAL  
PROFESIONS

Discuss the criteria for ranking and classifying individual occupations.

DEFINING AND  
IMPLEMENTING  
STEPS TO RANK  
INDIVIDUAL  
OCCUPATIONS  
RANKING  
OCCUPATIONS  
RANKING

Make bulletin board chart of rankings done for occupations in community

DEFINING  
RANKING  
OCCUPATIONS  
RANKING  
OCCUPATIONS

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitudes (cont.)

Course: \_\_\_\_\_

Grade: --

Subject Concept:	Performance Objectives:	Suggested Activities
		<p>5. Study various charts available on occupations and criteria used in establishments.</p> <p>6. Role playing--the misunderstanding between various occupations.</p> <p>7. Discuss role conflict--causes, and solutions</p> <p>8. Write an essay indicating the career you would most like to pursue and how it would benefit society and satisfying self.</p> <p>9. Filmstrips on environmental problems on careers involved in each viewing</p> <p>10. Discuss role discrimination in</p>

# CAREER EXPLORATION ACTIVITIES

Developed by: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Study various charts available on ranking various occupations and criteria used in establishment of each.</p>	<p>Understanding the impact of work in one's life and resulting need to make a meaningful choice of occupation.</p>	
<p>Role playing--the misunderstandings that might exist between various occupations.</p>	<p>Understanding the importance of all careers and their contribution to society.</p>	
<p>Discuss role conflict--causes, affects, and workable solutions</p>	<p>Committing one's self to selection of career based upon individual attitudes, values and education</p>	
<p>Write an essay indicating the Career the student would most like to pursue and how it could be functional to society and satisfying self.</p> <p>Slidestrips on environmental problems with an emphasis on the role of each individual involved in each viewing</p>	<p>Developing an appreciation for all forms of human endeavor and work</p>	

Discuss role discrimination in respect to sexuality,

CAREER EXPLORATION ACTIVITIES

Career Concept: Self-Awareness

Course: Sociology

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To assure success in a realistic career and life style plan, an individual must develop a positive "self" attitude which is influenced by the interaction of heredity and environment.</p>	<ol style="list-style-type: none"> <li>1. Develop skills needed to bring about an awareness perception of "where am I compared to where I want to be."</li> <li>2. Develop skills that will help the individual identify of the importance of role identification and expectation in establishing self-awareness and occupational goals</li> <li>3. Develop skills which allow understanding of the sequential importance of communication, identification, and self-awareness</li> </ol>	<ol style="list-style-type: none"> <li>1. Read and discuss the influence of heredity on personality development</li> <li>2. Write an essay anonymously about the influencing environment of someone you know</li> <li>3. Randomly select essay papers and discuss the self-awareness, communication, identification, and expectation concept projected in each.</li> <li>4. Role play-- a situation where an individual has developed an awareness of self contrast with someone who possesses self-awareness and how to deal with it</li> </ol>

# CAREER EXPLORATION ACTIVITIES

Sociology

Developed by:

11 and 12

Edited by:

Suggested Activities:	Skills:	Resource Material:
Read and discuss the influence of heredity and environment on personality development	Acquiring a greater understanding of personality development	The Study of Human Relationships Ch. #6
Write an essay anonymously about the personality and influencing environment of someone you know quite well	Developing listening, discussion and analytic abilities	Modern Sociology Ch. #6 and 7
Randomly select essay papers and discuss relative to self-awareness, communication, identification, and imitation concept projected in each.	Recognizing and using the criteria and consequences of self-awareness	Sociology and Social Life Ch. #5
Role play-- a situation where an individual has not developed an awareness of self contrasted with an individual possesses self-awareness and how each developed	Developing an ability to establish a long range career or occupational goals for self and others	Filmstrips "Teen Age Values" "Masculinity and Femininity"

CAREER EXPLORATION ACTIVITIES

Career Concept: Self Awareness (cont.)

Course: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject Concept:	Performance Objectives:	Suggested Activities:
		<p>5. Identify and bring into class resources developed a self-awareness and do not identify personality characteristics.</p> <p>6. Filmstrips or films on personality (discussion of influence upon career exploration)</p>

# CAREER EXPLORATION ACTIVITIES

Developed by: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Identify and bring into class resource persons who have developed a self-awareness and do not feel superior personality characteristics.</p> <p>Filmstrips or films on personality development and discussion of influence upon career exploration</p>	<p>Being aware of individual rights and responsibilities as a worker</p> <p>Developing self confidence in anticipated career choice</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Education and Career Awareness

Course: Sociology

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>An analysis of the nature, causes, and solutions of contemporary environmental problems influences the awareness of occupational possibilities</p>	<p>1. Have skills developed needed to survey environmental problems and the meaningfulness of the occupations related to these problems.</p>	<p>1. After reading resources discuss and categorize of environmental problems.</p> <p>2. Have students role play various environmental problems and solutions.</p> <p>3. Write reports indicating the occupation they might enjoy, reasons for pursuing such report to class.</p> <p>4. Divide class into discussion groups assigned environmental problem. Categorize affects, and workable solutions as well as characteristics associated with each.</p>

## CAREER EXPLORATION ACTIVITIES

Sociology

Developed by: \_\_\_\_\_

11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>After reading resources discuss and establish categories of environmental problems.</p>	<p>Identifying the nature and cause of our environmental problems and jobs created by them</p>	<p>Modern Sociology Ch. #22</p>
<p>Have students role play various occupations related to environmental problems and solutions.</p>	<p>Recognizing the values associated with environmental problems and occupations</p>	<p>Career World Magazine Vol. #2 Nov: 1973 Environmental Careers The Study of Human Relationships Ch. #11</p>
<p>Write reports indicating the occupation each student enjoys, reasons for pursuing such an occupation and report to class.</p>	<p>Understanding similarities and differences between home roles and school roles</p>	<p>Modern Sociology Ch. #7 Sociology and Social Life Ch. #13-14</p>
<p>Divide class into discussion groups according to established environmental problem. Categories, emphasize causes, effects, and workable solutions as well as occupational characteristics associated with each.</p>	<p>Gaining knowledge of jobs necessary to maintain the community and their dependency upon each other.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Education and Career Awareness (cont.) Course: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject Concept:	Performance Objectives:	Suggested Activities
		<p>5. Bring in resource people from a number of categories related to employment.</p> <p>6. Make class trip to one of the public schools, social welfare agencies, etc.</p>

## CAREER EXPLORATION ACTIVITIES

Developed by: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Bring in resource people from a number of occupational categories related to attachment.</p> <p>Make class trip to one of the parent institutions, courts, social welfare agencies, etc.</p>	<p>Acquiring understanding of skills needed for projected life stage.</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making;

Course: Western Civilization

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 As civilization increases in complexity, work increases in complexity; therefore, more diverse kinds of workers are needed.</p>	<p>1.10 The student should be able to recognize the interdependence of work relationships.</p> <p>1.20 The student will be able to compare two or more civilizations in terms of complexity.</p> <p>1.30 The student will be able to infer that increased workers and diverse job functions are necessary as the civilization increases in complexity.</p>	<p>1.11-1.31 Students select from an ex of civilizations. Using these from chart the kinds of work and workers of nation. Compare a less or more civilization. Hypothesize about increases the number and kinds of work</p>

## CAREER EXPLORATION ACTIVITIES

Western Civilization

Developed by: \_\_\_\_\_

11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1-1.31 Selects subject from an extensive list a number of civilizations. Using those from different time periods, chart the kinds of work and workers common to that civilization. Compare a list of that civilization with a more complex civilization. Hypothesize about the complexity of the number of kinds of workers. Test conclusions.</p>	<p>Classifying            Comparing            Comparing            Hypothesizing            Evaluating</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Attitudes and Associations

Course: Western Civilization

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>2.00 Societies develop differently because they have different cultural backgrounds.</p>	<p>2.10 Students will be able to compare the uniqueness of jobs in different countries which are based on the particular life style of people.</p> <p>2.20 Students will be able to hypothesize <u>why</u> these differences exist.</p> <p>2.30 Students will be able to infer that what is valued in our society should be appreciated in another society.</p>	<p>2.11 Students are given a list of countries and different life styles. From one list of life styles which create particular jobs.</p> <p>2.21 Hypothesize why these jobs are in that country.</p> <p>2.31 Discuss the reasons for accepting cultures. Project what would be true, totally rejected each others values. be true if all people had the same values.</p>

## CAREER EXPLORATION ACTIVITIES

Minimum Qualification \_\_\_\_\_

Developed by \_\_\_\_\_

11 of 12 \_\_\_\_\_

Classed by \_\_\_\_\_

### Suggested Activities:

Skills

Resource  
Material:

1 Students are given a list of occupations which are a  
 different life styles. From one also select 20 years ago and  
 the styles which create particular jobs in that country.

2 Hypothesize why those jobs are important to the people  
 that country.

3 Discuss the reasons for accepting the values of those  
 cultures. Project what would be true, if unique people  
 ally rejected each others values. Project what would  
 true if all people had the same values.

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: World Geography

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>1.00 Cultural Geography deals with man and how he had adapted to physical, economic political, and social constraints which, in turn leave their imprint on the territory man uses.</p>	<p>1 10 The student should be able to interpret political, economic and social data through the use of maps and ariel photographs.</p>	<p>1.11 Class investigation students will investigate to find what careers are available with a background in culture geography.</p> <ul style="list-style-type: none"> <li>a. making research films</li> <li>b. consultants</li> <li>c. preparing guide lines in resource</li> <li>d. urban planning</li> </ul>

CAREER EXPLORATION ACTIVITIES

World Geography

Developed by: \_\_\_\_\_

11 and 12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1. Class investigation students using various means are to investigate to find what careers are available to a person with a background in culture geography, Ex:</p> <ul style="list-style-type: none"> <li>a. making research calls</li> <li>b. consultants</li> <li>c. preparing guide lines in resource development</li> <li>d. urban planning</li> </ul>	<p>Investigating Data gathering Classifying</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciations and Attitudes

Course: World Geography

Grade: 11 and 12

Subject Concept:	Performance Objectives:	Suggested Activities
<p>2.00 A cultural region depicts a common geographic area in which the people share a way of life defined, in part, by traits of language, ethnic origin and religion</p>	<p>2.10 The student should be able to understand how the traits of language, ethnic origin, and religion influence the careers of the people of a given region.</p>	<p>2.11 a. Have students draw from a country to which he is to move.            b. Have students give their own opinions on the stereotypes of that area.</p> <p>2.12 Using various maps have students of people based on careers.</p>

## CAREER EXPLORATION ACTIVITIES

World Geography \_\_\_\_\_

Developed by: \_\_\_\_\_

11 and 12 \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>1 a. Have students draw from a container a locale which he is to move. b. Have students give their impressions, as to stereotypes of that area.</p> <p>2 Using various maps have students trace the movement people based on careers.</p>	<p>Comparing Anal. &amp; S. Mapping</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Self-Awareness

Course: Orientation Program

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Each individual is unique</p>	<p>Each will demonstrate recognition of attitudes toward learning tools and their value in achieving individual goals</p> <p>Each will be able to discuss self perception of abilities and interests as these relate to actual career requirements</p> <p>Each will build a reality awareness of "where I am" compared to "where I want to be."</p> <p>Each can relate personal values and the influence of others' values on his or her thoughts about different kinds of occupations</p>	<p>1. Discussion: The uniqueness of each respect to: Interests, Aptitudes (or Abilities) and Ambitions and Values (our personal with respect to the importance of such freedom, money and material things, respect of others--prestige, security, etc.)</p> <p>2. Each student will be provided selector his or her own cumulative folder. Each to use this information and any other themselves to develop lists:</p> <ul style="list-style-type: none"> <li>Things I do well</li> <li>Things I enjoy doing</li> <li>Things I dislike doing</li> <li>Things I should learn to do better</li> </ul> <p>3. In private session with student, selector will use lists to help each relate standing (1) to kinds of work, (2) goal range) and (3) relationship with people</p>

## CAREER EXPLORATION ACTIVITIES

Intervention Program \_\_\_\_\_

Developed by: \_\_\_\_\_

10-12 \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discussion: The uniqueness of each individual with respect to: Interests, Aptitudes (or talents), Goals and Ambitions and Values (our personal priority system with respect to the importance of such things as: freedom, money and material things, recognition or fame, respect of others--prestige, security, helping others, etc.)</p> <p>Each student will be provided selected material from his or her own cumulative folder. Each will be assigned to use this information and any other information about themselves to develop lists:</p> <ul style="list-style-type: none"> <li>Things I do well</li> <li>Things I enjoy doing</li> <li>Things I dislike doing</li> <li>Things I should learn to do better</li> </ul> <p>In private session with student, teacher and/or counselor will use lists to help each relate this self understanding (1) to kinds of work, (2) goals (short and long-range) and (3) relationship with people</p>	<p>of data</p> <p>Discussion</p> <p>Listing</p>	<p>Cumulative folder data</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Appreciation and Attitudes

Course: Orientation Program

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Personal attitude is important</p>	<p>Students will be able to discuss working roles, with respect to advantages and disadvantages</p> <p>Students will demonstrate appreciation of all forms of human endeavor</p> <p>Students will be able to relate personal attitudes toward a range of work roles in different career clusters</p>	<p>1. Panel of workers discussing attitudes in their various occupations; that is: ability, attendance, punctuality, toward fellow workers, toward customers, toward mission of employer, etc. Each of the results of positive and negative attitudes looked-for in interviews, etc. students is encouraged.</p> <p>Alternate activity: Panel of students' occupations, role playing the part of</p> <p>2. Rap session on meaning of panel's</p> <p>3. Role playing: Interviewing and being interviewed. Students will each get an opportunity as interviewer and an interviewee</p>

## CAREER EXPLORATION ACTIVITIES

: Information Program

Developed by: \_\_\_\_\_

10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Panel of workers discussing attitudes needed for success in their various occupations; that is: accepting responsibility, attendance, punctuality, toward equipment, toward fellow workers, toward customers, toward product quality, toward mission of employer, etc. Their personal observations and the results of positive and negative attitudes. The attitudes looked-for in interviews, etc. Interaction with students is encouraged.</p>	<p>Listening                      Interviewing                      Researching                      Interviewing</p>	<p>Resource people                      panel of workers: a cross section representing all kinds of occupations, from skilled to unskilled</p> <p>Career Resource Center</p>
<p>Termite activity: Panel of students, who have researched occupations, role playing the panel of workers (as above)</p>		
<p>Panel session on meaning of panel's ideas</p>		
<p>Role playing: Interviewing and being interviewed for a job. Students will each get an opportunity to be both an interviewer and an interviewee</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Decision Making

Course: Intervention Program

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>A decision-making process</p>	<p>Students will be able to illustrate a sound decision-making process and be able to make a decision based on such a procedure.</p> <p>Students will be able to weigh the long and short range effects of different alternatives</p> <p>Students will be able to apply a logical decision-making process to home and social related problems</p>	<p>In discussion, consider the kinds of decisions that should be made every day, i.e., "Should I go to the dance?" "Should I study for that test?" Develop common approaches to decision-making: 1. Logical procedure of decision making: 2. Identify alternatives to be achieved. 3. Evaluate each alternative to advantages and disadvantages. 4. Selection--then try it, realizing (a) in going back to another alternative, assume responsibility for the wisdom of decision.</p> <p>Then, together consider other kinds of decisions that should be made using such an approach, i.e., "Should I graduate?" "Should I join the Navy?" "Should I accept that job?" "Should I loan money to Pete?", etc.</p> <p>Role play some decision-making situations to test the effectiveness of procedure</p>

## CAREER EXPLORATION ACTIVITIES

by: Intervention Program

Developed by: \_\_\_\_\_

: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>In a discussion, consider the kinds of decisions that have to be made every day, i.e., "Should I get up this morning?" "Should I go to the dance?" "Should I apply for that job?" "Should I study for that test?" Develop understanding of common approaches to decision-making. Illustrate a logical procedure of decision making: 1. Identify goals or objectives to be achieved. 2. Identify available alternatives. 3. Evaluate each alternative with respect to advantages and disadvantages. 4. Make a tentative selection--then try it, realizing (a) there is cost involved in going back to another alternative, and (b) you must assume responsibility for the wisdom or foolishness of the decision.</p> <p>Then, together consider other kinds of decisions that could be made using such an approach, i.e., "Should I stay to graduate?" "Should I join the Navy?" "Should I marry?" "Should I accept that job?" "Should I borrow \$100?" "Should I loan money to Pete?", etc.</p> <p>Role play some decision-making situations. Report about effectiveness of procedure</p>	<p>Discussion</p> <p>Decision making</p> <p>Thinking</p>	

CAREER EXPLORATION ACTIVITIES

Career Concept: Educational Awareness

Course: Intervention Program

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>There are about 40,000 distinct, legitimate occupations in the U.S. today, and the number is increasing</p>	<p>Students will demonstrate awareness of the relationship between people and the effect of this relationship on the accomplishment of tasks.</p> <p>Students will be able to determine a tentative personal schedule that will enable them to acquire necessary and desired special skills</p> <p>Will be able to discuss general educational and skill requirements needed to entry into occupations that are of personal interest</p> <p>Students will be able to illustrate the flexibility gained through achievement of basic proficiency in reading, writing, and math</p>	<p>In class discussion, explore career of</p> <ol style="list-style-type: none"> <li>1. Develop organizational charts for others (A large gas station, a packing plant, a construction company, etc.)</li> <li>2. Determine functions of typical locations on organizational chart. Determine to do that particular kind of work. Determine the education or training background needed to qualify for that particular occupation. Consider the disadvantages of each of the various occupations. Consider the inter-dependence of each occupation on the chart.</li> <li>3. Determine the fundamental mission or function(s) of each of the organizations turning raw material into a manufactured product for a profit for the investors, providing services, etc. Consider the implications of this for the role of workers within the organization. Consider how the worker realize why the job exists.</li> <li>4. Consider the rewards--satisfactions received by people in different occupations. Consider the rewards in different career clusters.</li> </ol> <p>Field trip to one or two of the kinds of organizations that have been studied. Interview people working in the different occupations. Determine if or not you would like to be doing that</p>

## CAREER EXPLORATION ACTIVITIES

~~Intervention Program~~

10-12

Developed by: \_\_\_\_\_

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>class discussion, explore career plans.</p> <p>1. Develop organizational charts for some typical employ- (A large gas station, a packing plant, and institution, construction company, etc.)</p> <p>2. Determine functions of typical employees in various positions on organizational chart. Discuss skills needed to do that particular kind of work. Consider educational training background needed to qualify for entry into that particular occupation. Consider the advantages and disadvantages of each of the various occupations considered. Consider the inter-dependence of each of the occupations on the chart.</p> <p>3. Determine the fundamental mission(s), task(s) or function(s) of each of the organizations studied, i.e., turning raw material into a manufactured product, making profit for the investors, providing a needed service, etc.</p> <p>4. Consider the implications of this with respect to the role of workers within the organization--Is it important that the worker realize why the job exists?</p> <p>5. Consider the rewards--satisfactions, monetary, etc., received by people in different occupations and in different career clusters.</p> <p>Field trip to one or two of the kinds of employing organizations that have been studied. Observe people working in the different occupations. Think about whether or not you would like to be doing that kind of work.</p>	<p>Thinking</p> <p>Discussing</p> <p>Analyzing</p> <p>Observing</p>	<p>Local business or institutions for field trip</p> <p>Career Resource Center</p> <p>Sample organizational charts</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Career Awareness

Course: Intervention Program

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>Agencies can <u>help</u> you get a job</p>	<p>Students will be able to use an employment service</p> <p>Students will be able to discuss the different kinds of jobs that exist within occupations</p>	<p>Discuss:</p> <ol style="list-style-type: none"> <li>1. Why jobs exist</li> <li>2. What employer is looking for</li> <li>3. Why employer hopes each applicant is looking for</li> <li>4. Why interview is (should be) a dia learning about the other</li> <li>5. How one can get an interview               <ol style="list-style-type: none"> <li>a. answering ads</li> <li>b. "cold canvas"</li> <li>c. letters of application and res</li> <li>d. employment services</li> </ol> </li> </ol> <p>Field trip to Iowa State Employment Se Center. Learn about procedures involv service</p> <p>Assign each to write a letter of appli advertised job or a job listed by ISEB Letter should reflect understanding of position (gained through study of info occupation)</p>

## CAREER EXPLORATION ACTIVITIES

Intervention Program \_\_\_\_\_

Developed by \_\_\_\_\_

10-10 \_\_\_\_\_

Revised by \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Discuss:</p> <ul style="list-style-type: none"> <li>Why jobs exist</li> <li>What employer is looking for</li> <li>Why employer hopes each applicant is the one he is looking for</li> <li>Why interview is (should be) a dialog--both parties learning about the other</li> <li>How one can get an interview               <ul style="list-style-type: none"> <li>a. answering ads</li> <li>b. "cold canvas"</li> <li>c. letters of application and resume</li> <li>d. employment services</li> </ul> </li> </ul>	<p>DISCUSSION</p> <p>ABILITY TO OBSERVE AND RELATE</p> <p>RESEARCH SKILLS</p> <p>LETTER WRITING</p>	<p>Iowa State Employment Service</p> <p>Job Center</p> <p>Career Resource Center</p> <p>Resource people</p>
<p>Field trip to Iowa State Employment Service and to Job Center. Learn about procedures involved--how to use the service</p>		
<p>Assign each to write a letter of application for an advertised job or a job listed by IEMS or Job Center. Letter should reflect understanding of the nature of the position (gained through study of information about the occupation)</p>		

CAREER EXPLORATION ACTIVITIES

Career Concept: Economic Awareness

Course: Intervention Program

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>The difference between "wants" and "needs"</p>	<p>Students will demonstrate understanding of the economic potential of various occupations</p> <p>Each will be able to discuss the concept of management of finances (earning, spending, borrowing, savings, etc.)</p> <p>Each will be able to determine necessity as opposed to luxury in relationship to earning potential</p>	<p>Assign each to determine a typical Form occupation in which student has a pers</p> <p>Each should then determine the "take-h</p> <p>Assign each to develop a personal budget is his or her take-home pay (as a head single person not residing with parent utilities)</p> <p>Food Clothing Transportation Entertainment Insurance, Savings, Investments Education</p> <p>Discuss the implications of the exercise above:</p> <ol style="list-style-type: none"> <li>1. Relationship between occupation and</li> <li>2. Relationship between education and</li> <li>3. Relationship between occupation and</li> <li>4. Difference between wants and needs</li> <li>5. How findings might influence perce</li> </ol> <p>making</p>

## CAREER EXPLORATION ACTIVITIES

Intervention Program

Developed by: \_\_\_\_\_

10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>Assign each to determine a typical Fort Dodge wage for an occupation in which student has a personal interest</p> <p>Each should then determine the "take-home pay"</p> <p>Assign each to develop a personal budget assuming that this or her take-home pay (as a head of family or as a single person not residing with parents) Housing (including utilities)</p> <p>Food</p> <p>Transportation</p> <p>Entertainment</p> <p>Insurance, Savings, Investments</p> <p>Education</p> <p>Discuss the implications of the exercise(s) described above:</p> <ul style="list-style-type: none"> <li>Relationship between occupation and earnings</li> <li>Relationship between education and occupation</li> <li>Relationship between occupation and life-style</li> <li>Difference between wants and needs</li> <li>How findings might influence personal career decision making</li> </ul>	<p>Researching</p> <p>Budgeting</p> <p>Discussing</p> <p>Analyzing</p> <p>Thinking</p>	<p>Sample budget forms</p> <p>1985 wage data</p> <p>Withholding rates, federal income taxes</p> <p>State income taxes, FICA</p> <p>Career Resource Center</p> <p>C of C cost of living data</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Skill Awareness

Course: Intervention Program

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To identify that certain skills are required by certain jobs within a career cluster.</p>	<p>To describe the skills (vocational and personal) needed in an occupation that is of personal interest.</p>	<p>This activity will involve an outside person who will administer a performance test as related to a particular job.</p> <p>Eg. a personnel representative from a business will determine the need for a performance test and the test that will be used. An employee of the business will administer the test to determine his level of competence. The procedures of the test will end the activity.</p> <p>The resource people will be determined by the needs area of the students. Actual student participation will be encouraged, post demonstration.</p>

## CAREER EXPLORATION ACTIVITIES

Intervention Program

Developed by:

10-12

Edited by:

Suggested Activities:	Skills:	Resource Material:
<p>This activity will involve an outside resource person that will administer a performance test as required by a particular job.</p> <p>Eg. a personnel representative from IPS will discuss the need for a performance test and the particular test that will be used. An employee of IPS will perform the test to determine his level of competency. Evaluation procedures of the test will end the activity.</p> <p>The resource people will be determined by the interest area of the students. Actual student participation will be encouraged, post demonstration.</p>	<p>--the ability to demonstrate specific skills in the use of tools in some instances.</p> <p>eg. welding machine hood, rods, etc.</p>	<p>--High School</p> <p>--High School tools and machines</p> <p>--outside resource personnel</p>

CAREER EXPLORATION ACTIVITIES

Career Concept: Employability Skills

Course: Intervention Program

Grade: 10-12

Subject Concept:	Performance Objectives:	Suggested Activities:
<p>To determine and understand the role of the individual in society</p>	<p>To be able to understand and illustrate desired attitudes in cooperating with others</p>	<p>We will take the topic, "Prejudice on particular activity.</p> <p>We will break into buzz groups lasting (3 sessions)</p> <p>Prior to each session the groups will discuss a typical job situation is to discuss the situation and propose a solution to the problem.</p> <p>Topic example: the problem of a work level of performance on an assembly line</p> <p>Given: He is incapable of completing            Some workers attempt to help            Some workers harass him            Management wants to fire him            Union wants to maintain him</p>

## CAREER EXPLORATION ACTIVITIES

Source: Intervention Program

Developed by: \_\_\_\_\_

Grade: 10-12

Edited by: \_\_\_\_\_

Suggested Activities:	Skills:	Resource Material:
<p>He will take the topic, "Prejudice on the Job" for this particular activity.</p> <p>He will break into buzz groups lasting 10 minutes each (3 sessions)</p> <p>Prior to each session the groups will be given a controversial subject on a typical job situation. Their assignment is to discuss the situation and come up with a proposed solution to the problem.</p> <p>Topic example: the problem of a worker's sub-standard level of performance on an assembly line.</p> <p>Given: He is incapable of completing his assigned task Some workers attempt to help him complete his task Some workers harass him for his incompetence. Management wants to fire him Union wants to maintain him</p>	<p>--use of the decision making process</p> <p>cooperating with others in the group</p> <p>--ability to express an opinion orally</p> <p>--ability to listen and relate</p>	<p>Informal class - room setting</p> <p>perhaps records from a local industry regarding conflict cases</p>