The four teacher's guides, emphasizing career education and its infusion into existing curriculum, are for the following units of instruction and suggested grade levels: entering the world of work, 5-12; making money with a classroom store, 8-12; meteorologist/radio station, 9; and banking, 9-10. Each unit is organized under several strategies and major aims, subdivided into categories of objectives, concepts, suggested activities, resources, and evaluation procedures. Material in the units is intended to be flexible and easily adapted to the interests and needs of pupils in the class. (Author/NH)
CAREER EDUCATION TEACHER'S GUIDE

Rockland County Career Education Program

Dr. Laurence W. Aronstein, Coordinator
Rockland County BOCES
West Nyack, New York 10994
PREFACE

This teacher's Guide was developed by county teachers for teachers. The material was developed with the infusion strategy in mind. That is, traditional units were selected and the approach to the unit was refocused in order to emphasize Career Education.

It is not our intention that these Guides be a blueprint and that they be followed point for point. Rather, we feel that this material will provide a key resource from which the creative teacher might implement all kinds of unique teaching-learning situations. Each Guide is uniquely designed to emphasize how Career Education relates to some phase of the subject matter. We do this to point up that there exist many diverse approaches to infusing Career Education into the existing curriculum. This end is accomplished through the use of a consistent format, so that teacher need not reinterpret a new format for each of the Guides.

Particular mention should be made of those teachers who originally developed the premise for this Guide.

Kathleen Bristol - South Orangetown
Larry Denerstein - East Ramapo
Barbara Finkelstein - East Ramapo
Lillian Maged - Ramapo
Richard Magi - Clarkstown
Susan Markey - South Orangetown
David McLaud - Ramapo
Virginia Murken - South Orangetown
Louis Rizzo - South Orangetown

Acknowledgment should also be given to those teachers who rewrote and reinterpreted those Guides into the present form presented here.

Kathleen Bristol - South Orangetown
Larry Denerstein - East Ramapo
INTRODUCTORY STATEMENT

This unit is designed as an introduction to the process of obtaining a job. The specific occupational role selected by the child is not of prime importance since the emphasis is on the process followed regardless of the occupational role.

The unit has been developed with a time period of 6 - 8 weeks in mind. In addition, it has been designed to follow the specific sequential order in which it is presented.

It is strongly recommended that the teacher carefully review the unit before implementation since many of the resources need to be ordered in advance.
SUGGESTED MOTIVATIONAL APPROACH

In order to motivate the children, and to provide essential background information, it is suggested that the teacher obtain the following:

Career Games Laboratory (Educational Progress Corporation)
--This kit sends the children on a career search. The children are guided through a series of decisions, using the process of elimination. Teacher guidance is essential. (Can be used in either large group situations, or by individual children)

Career Development Laboratory (Educational Progress Corporation)
--This kit contains unrehearsed interviews with people in sixty different occupational roles. These interviews are on Cassette tapes, and can be used either in small groups or by individuals.

Both of these laboratories can be made available to the teacher through:

B.O.C.E.S. Film Library
61 Parrott Road
West Nyack, New York
### Major Aim:
To develop the skills needed to present an accurate description of oneself with the emphasis on one's abilities.

<table>
<thead>
<tr>
<th>GRAEF/ SUBJECT</th>
<th>OBJECTIVE</th>
<th>CONCEPT</th>
<th>RESOURCE</th>
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<tbody>
<tr>
<td>4-5</td>
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<td>10570</td>
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</table>

#### Introduction
Entering the World of Work

<table>
<thead>
<tr>
<th>Major Aim: To develop the skills needed to present an accurate description of oneself with the emphasis on one's abilities.</th>
</tr>
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<tbody>
<tr>
<td><strong>NAME OF UNIT</strong>: Entering the World of Work <strong>GRADE/SUBJECT</strong>: 4-5 <strong>STRATEGY NUMBER</strong>: 1</td>
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- **Major Aim**: To develop the skills needed to present an accurate description of oneself with the emphasis on one's abilities.

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</table>

#### Evaluation Procedure:

(a) Have the child listen to his tape to see if he included all of his abilities during his oral introduction.

(b) Have the child review the written comments of the class to see if the jobs appeal to him.

- **Major Aim**: To develop the skills needed to present an accurate description of oneself with the emphasis on one's abilities.

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- **Major Aim**: To develop the skills needed to present an accurate description of oneself with the emphasis on one's abilities.

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<td>RESOURCE</td>
<td>SUGGESTED ACTIVITY</td>
<td>CONCEPT</td>
<td>OBJECTIVE</td>
</tr>
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<td>-----------</td>
</tr>
<tr>
<td>Contact a teacher on the same grade level from school or your choice.</td>
<td>Arrange for a group of students from another class, if possible.</td>
<td>Return as soon as possible.</td>
<td>Have each child compare his letter with the portrait drawn by his pen pal, and attempt to identify those phrases from his letter which influenced the pen pal to choose the specified job situation.</td>
</tr>
</tbody>
</table>

**Major Aim:** To develop the skills needed to present an accurate description of oneself with the emphasis on one's abilities.

**Concept:** The child should be able to write a friendly letter introducing himself to a pen pal. Note: Mechanics of letter writing should previously be taught.

**Objective:**
- To gain employment, the child needs to:
  
  a) be aware of his abilities.
  
  b) be able to present himself so that his abilities will be readily apparent.

**Evaluation Procedure:**
- Have each child review his letter, before mailing, to see if he included all of his abilities.
- Have each child compare his letter with the portrait drawn by his pen pal, and attempt to identify those phrases from his letter which influenced the pen pal to choose the specific job situation.

**SUGGESTED ACTIVITY**

- Arrange for a group of students from another class to start a pen pal club with your class. (This could easily be arranged within your own district, or any other school of your choice.)
- Have each child write a friendly letter introducing himself to his new pen pal. Each child should also include in his letter a request that his new pen pal draw a picture of him which shows him in a job situation to which he feels he is best suited. (This could easily be arranged within your class.)
- (This request may be made as early as possible.)
Major Aim

To develop the skills needed to present an accurate description of oneself with the emphasis on one's abilities.

EVALUATION PROCEDURE:

- Have child compare his self-portrait with his pen pal (Strategy #2).

St. C

OBJECTIVE

The child should be able to complete a self-portrait depicting himself in a specific job situation.

SUGGESTED ACTIVITY

Have each child draw a self-portrait depicting himself in a job for which he feels most comfortable and most suited. (Child should be allowed to choose the materials with which he feels most comfortable to complete his self-portrait.)

EVALUATION PROCEDURE:

- Have child compare his self-portrait with the portrait drawn by his pen pal (Strategy #2).

Various art materials

Resource

CONCEPT

Parent.

To gain employment, the child needs to:

a) Be aware of his abilities.
b) Be ready to present these abilities so that these are apparent.

The child should be able to depict himself in a specific job situation.

To complete a self-portrait.

Note: The child should be able to complete a self-portrait depicting himself, which he feels most comfortable to complete, with the emphasis on his abilities.
## Major Aim

To develop an awareness of the educational requirements for specific jobs

## Concept

Specific educational requirements for specific jobs.

## Suggested Activity

The child should be able to list the educational requirements for the job of his choice.

## Resource

- Background Information for Teachers: As a result of Strategy #3, each child has decided on a job preference and he will use this choice for his specific career.

- Children should be allowed freedom of choice within the requirements for his job preference. This could be accomplished, for example, by:
  - a) Using the text listed under resource
  - b) Interviewing a member of the specific career family
  - c) Viewing one of the many commercially prepared films dealing with specific occupations
  - d) Consulting sources at school or public libraries


- Note: Check Source for additional information at end of each Family Unit

## Evaluation Procedure:

Each child will submit his list of educational requirements for his specific career to the teacher. Using the Occupational Outlook Handbook, the teacher will check to see if all the educational requirements have been included.

Each child will list the educational requirements for the job of his specific career. The child should be able to fulfill the requirements for the job of his specific career. The teacher will be able to check the requirements for the job of his specific career.
## THE WORLD OF WORK

### Major Aim
To develop an awareness of the educational requirements for specific jobs.

### GRAGE/SUBJECT
4 - 5

### NAME OF UNIT
Entering the World of Work

### STRATEGY NUMBER
5

### EVALUATION PROCEDURE:
- Each member of the class should make a list of the educational requirements brought out by the child for the specific career.
- Self-evaluation: Each child should compare the list of educational requirements compiled by his classmates to the list he prepared (see Strategy #4).

### CONCEPT
- Specific educational requirements for specific jobs.

### OBJECTIVE
- The child should be able to present an accurate report to the class, giving the specific educational requirements for the job of his choice.

### RESOURCE
- Various audio-visual aids such as:
  - Filmstrip materials
  - Ow-head projector
  - Tape Recorder
  - Filmstrip projector
  - Various audio-visual aids

### SUGGESTED ACTIVITY
- Strategies for the educational requirements for specific jobs:
  1. Interviewing a member of the Career Family, the child could arrange for a member of the family to interview him. 
  2. Self-evaluation: The child could present his own filmstrip. 
  3. Panel interview: The child could interview his peers. 
  4. Role-playing: The child could act as interviewer or interviewee. 
  5. Panel interview: The child could arrange for a panel of students to interview him for a member of the Career Family. 

### EVALUATION PROCEDURE:
- Each member of the class should make a list of the educational requirements brought out by the child for the specific career.
- Self-evaluation: Each child should compare the list of educational requirements compiled by his classmates to the list he prepared (see Strategy #4).
<table>
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<th>Major Aim</th>
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<th>Suggested Activity</th>
<th>Evaluation Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>To familiarize oneself with the nature of the work involved in a specific occupational role</td>
<td></td>
<td></td>
<td></td>
<td>Each child will submit his list of specific tasks and responsibilities for his specific occupational role</td>
</tr>
</tbody>
</table>

**OBJECTIVE**

The child should be able to list the specific tasks and responsibilities required within the occupational role of his choice.

**RESOURCES**

- Consulting sources at school or public libraries
- Filmlits dealing with specific occupations
- Interviewing a member of the specific career club
- Using the text listed under the resource

**EVALUATION PROCEDURE:** Each child will submit his list of specific tasks and responsibilities.

**Please refer to Strategy #4, Background Information for Teachers**

- Each child will research the specific tasks and responsibilities of his job preference. This could be accomplished, for example, by:
  1. Using the text listed under the resource.
  2. Interviewing a member of the specific career club.
  3. Consulting sources at school or public libraries.
  4. Using the Occupational Outlook Handbook, the teacher will check to see if all the specific tasks and responsibilities have been included.

- Each child will submit his list of specific tasks and responsibilities.

- Each child will research the specific tasks and responsibilities of his job preference. This could be accomplished, for example, by:
  1. Using the text listed under the resource.
  2. Interviewing a member of the specific career club.
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  1. Using the text listed under the resource.
  2. Interviewing a member of the specific career club.
  3. Consulting sources at school or public libraries.
### Major Aim
To familiarize oneself with the vocabulary relevant to specific careers.

### Objectives

<table>
<thead>
<tr>
<th>Concept</th>
<th>Activity</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every career has vocabulary terms which are specific.</td>
<td>(1) The teacher should conduct a group discussion on...</td>
<td>SRA kit--Job Family Series</td>
</tr>
<tr>
<td>The child should be able to compile a mini-dictionary of these terms and their definitions.</td>
<td>(3) Each child should now compile a mini-dictionary of the terms.</td>
<td>Pronunciation Guide</td>
</tr>
<tr>
<td>To familiarize oneself with the vocabulary relevant to specific careers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Activity

1. The teacher should conduct a group discussion concerning the specific vocabulary terms which are developed within each career family chosen by the members of the class. Taking each specific job in turn, the teacher should elicit responses from the class, and record the terms on the board, overhead projector, chart, etc. If the class can provide an accurate definition of a term, it should also be recorded.

2. Each child should then prepare a list of the vocabulary terms specifically related to the job of his choice, incorporating the information from Activity #1 above as well as that gained from previous activities, and consult any necessary sources in order to provide accurate definitions of the terms.

3. Each child should now compile a mini-dictionary of these terms and their definitions as much as possible, these mini-dictionaries should conform to accepted standards, such as alphabetizing, syllabication, phonetics, etc., and if necessary, the teacher should provide a list of the terms.

### Evaluation Procedure:

Each student should submit his mini-dictionary to the teacher. These should be evaluated by the teacher in terms of accuracy, as well as whether or not they conform to the accepted standards of dictionary skills.
**Major Aim**

To develop an awareness of the relationships among personal economics, life-style, and occupational roles.

---

**OBJECTIVE**

Each child should have placed his occupational-role choice at its proper place along the economic continuum.

**SUGGESTED ACTIVITY**

Each chili should be able to accurately place his job choice along an economic continuum containing all the occupational roles chosen by the members of the class.

**EVALUATION PROCEDURE:**

- The teacher and/or class should prepare a large horizontal chart, marking dollar amounts of annual income in steps of $1,000. Each child, in turn, will write in or place a marker of some sort indicating the average salary earned by a worker at the occupational role of his choice.
- This information should have been gained through previous research. If not, it is available in the Occupational Outlook Handbook 1972-73 Edition (US Dept of Labor) or other occupational resource.

Each child should have placed his occupational-role choice at its proper place along the economic continuum.
**STRATEGY NUMBER 9**

**Entering the World of Work**

**NAME OF UNIT**

**GRAU/SUBJECT**

**Major Aim**

To develop an awareness of the relationship among personal economics, life style, and occupational roles

**OBJECTIVE**

The child should be able to prepare a budget sheet, using the average monthly income of the job of his choice, to indicate the lifestyle available to him.

**CONCEPT**

A person's lifestyle depends on the job he chooses, since this decides the salary range available to him. This activity could be further expanded by allowing the child to choose areas (apartments and cars). Each child should be given a budget sheet (sample of which is attached). The teacher should encourage discussion as to the merits of each choice. The child then makes a choice as to his lifestyle and also makes allocations for entertainment and savings. When the child has completed this activity, the teacher should encourage discussion as to the merits of each choice, and make suggestions for entertainment and savings. The child should also be given a budget sheet based on a family of 4, and using the average monthly income as determined in Strategy #7.

**SUGGESTED ACTIVITY**

Prepare a budget sheet. Style available to him. Style depends on the job he chooses, since this decides the salary range available to him. Each child should prepare a budget sheet based on an average monthly income of the job of his choice. The child should choose areas (apartments and cars). Each child should be given a budget sheet (sample of which is attached). The teacher should encourage discussion as to the merits of each choice. The child then makes a choice as to his lifestyle and also makes allocations for entertainment and savings. When the child has completed this activity, the teacher should encourage discussion as to the merits of each choice, and make suggestions for entertainment and savings. The child should also be given a budget sheet based on a family of 4, and using the average monthly income as determined in Strategy #7.

**RESOURCE**

- One copy of Budget Sheet for each child.
- Concept: Each child should submit his budget sheet to the teacher, who will check it for mathematical accuracy.

**EVALUATION PROCEDURE:**

Each child should submit his budget sheet to the teacher, who will check it for mathematical accuracy.

**NAME OF UNIT**

**ENTERING THE WORLD OF WORK**

**EVALUATION PROCEDURE:**

Each child should submit his budget sheet to the teacher, who will check it for mathematical accuracy.
## BUDGET SHEET

### RENT
- **Choices:**
  - Around-the-Bend Apartments—$130/mo.
    - 2 bdrms, 1 bath, no air-conditioning.
  - Mountain Crest Apartments—$220/mo.
    - 2 bdrms, 1½ baths, air-conditioning, pool (extra charge).
  - Lamplighter Apartments—$290/mo.
    - 2 bdrms, 2 baths, air-conditioning, pool (included), sauna, playground, off-the-street parking, private balcony with each apartment.

### CAR PAYMENT
- **Choices:**
  - Volkswagen—$60/mo.
  - Chevrolet—$80/mo.
  - Cadillac—$100/mo.

### GAS FOR CAR
- **Choices:**
  - Volkswagen—$20/mo.
  - Chevrolet—$28/mo.
  - Cadillac—$36/mo.

### UTILITIES
- [Blank]

### MEDICAL PAYMENTS
- [Blank]

### FOOD
- [Blank]

### MISCELLANEOUS
- [Blank]

### TOTAL EXPENSES
- [Blank]

### AVERAGE MONTHLY INCOME
- [Blank]

### TOTAL EXPENSES (subtract)
- [Blank]

### BALANCE
- [Blank]

### ENTERTAINMENT EXPENSES (subtract)
- [Blank]

### TOTAL SAVINGS
- [Blank]
NAME OF UNIT: STRATEGY NUMBER 4 - 5

**NAME OF UNIT**: GRAEF/SUBJECT

**Major Aim**: To develop an awareness of the relationship among personal economics, life-style and occupational roles.

**OBJECTIVE**

- Each child will be given a chance to present his "case" to the class to indicate whether or not his chosen occupational role will satisfy his life-style preferences.

**CONCEPT**: A person's life-style depends on the job he chooses, since this decides the salary range available to him. Given the range of life-styles available to him within his chosen career family, the child should be considered. Also, all audio-visual materials should be made available to the children.

**SUGGESTED ACTIVITY**

- Each child will be given a chance to present his "case" to the class to indicate whether or not his chosen occupational role will satisfy his life-style preferences.

**EVALUATION PROCEDURE**: Since the main idea of this activity is to have each child self-evaluate his choice of occupational role, the teacher's main role in evaluation would be to reinforce the accuracy of the material presented by the students during the debates, panel discussions, dramatizations and/or oral reports.

**RESOURCE**

- Audio-visual aids
- Concept

---

**Objectives**

To develop an awareness of the relationship among personal economics, life-style and occupational roles.
**Entering the World of Work**

**STRATEGY NUMBER 4 - 5**

**NAME OF UNIT**

To develop the ability to read, interpret, and follow a given set of directions.

**Major Aim**

In order to successfully perform any given occupational role, one needs to be able to read, interpret, and follow a given set of directions.

**OBJECTIVE**

Given a set of specific directions, the child should be able to complete the task correctly.

**CONCEPT**

Elaborate on any given occupational role. Directions should be given to each member of the class. After the directions have been completed and submitted, the teacher should facilitate a discussion of the sheets. The teacher should be careful not to give any directions to the class. The child should be given a copy of the directions sheet (see attached).

**SUGGESTED ACTIVITY**

Each child should be given a copy of the Directions Sheet (see attached). The teacher should be careful not to give any directions to the class. After the directions have been completed and submitted, the teacher should facilitate a further discussion of the implications of what not reading and/or following directions could have on a person in any given occupation.

**RESOURCE**

One green crayon for each member of the class.

**EVALUATION PROCEDURE**

Teacher should note whether or not the child has completed the task properly.

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**Table:**

<table>
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</tbody>
</table>
DIRECTION SHEET

1. Read all directions first.
2. Use a green crayon only to complete this sheet.
3. Print your first name in the upper right-hand corner of this sheet.
4. Write your last name in the upper left-hand corner of this sheet.
5. Circle all the odd numbers: 1 2 3 4 5 6 7 8 9
6. Put a line above all the even numbers: 1 2 3 4 5 6 7 8 9
7. Cross out every "e" in this sentence.
8. Color in the fourth circle from the right: ● ● ● ● ● ●
9. Underline every fifth letter in this sentence.
10. Do not make any marks on this paper whatsoever.
To develop the ability to make a critical evaluation of a job advertisement.

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**Major Aim:**
To develop the ability to make a critical evaluation of a job advertisement.

**Name of Unit:**
Entering the World of Work

**Grade/Subject:**
4 - 5

**Strategy Number:**
12

**Evaluation Procedure:**

The children will submit the cut-out job advertisement and their evaluation of the advertisement.

The teacher will check to see if the child has properly evaluated the advertisement according to the established list of criteria.

The teacher will compare the child's evaluation with the criteria provided.

**Criteria:**
- Specific job.
- Picture of the position.
- Details of the job and the qualifications needed.
- Agency information.
- Personnel director.

**Suggested Activity:**
Distribute copies of any newspaper. Have the children brainstorm as to what should be included in a job advertisement and what should not. They should be included in a job advertisement and what should not.

**Audio-visual aids:**
Newspapers: classified pages or section

**Concept:**
Specific list of criteria.

**Goal:**
To develop the ability to make a critical evaluation of a job advertisement.

**Name of Unit:**
Entering the World of Work

**Grade/Subject:**
4 - 5

**Strategy Number:**
12
**Major Aim**

To develop the ability to make a critical evaluation of a job advertisement.

**Grade/Subject**

4-5

**Strategy Number**

4-5

**Name of Unit**

Entering the World of Work

**STRATEGY #12**

They should follow and include the criteria listed in Strategy #12.

<table>
<thead>
<tr>
<th>RESOURCE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Job advertisement found during Strategy #12</td>
<td>Using the Job advertisement he chose in Strategy #12, each child should be directed to revise that advertisement. Care should be taken to have the class understand that they should follow and include the criteria listed in Strategy #12. It might be useful to precede this activity with a class discussion concerning the various techniques used by companies to attract job applicants (child could make a tape recording), etc.</td>
</tr>
</tbody>
</table>

**EVALUATION PROCEDURE:**

The children should submit their work to the teacher, who should check to see if all the criteria have been accurately included.

---

**Concept**

Applicants, salary, benefits, ways to apply, qualifications of a specific job.

**Criteria**

Established list of various advertisements used by companies to attract job applicants (child could make a tape recording), etc.
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<tr>
<td>The child should be able to revise sample letters of reply to job advertisements, in order to conform with accepted letter-writing standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The appearance of your letter of reply to a job advertisement has an effect on your chances of obtaining that job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A good reinforcement activity would be to divide the class into small groups, and give each group a poorly written letter of reply. Each group should correct the letter, and then present their work to the entire class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mr. I. M. Lit
Dark Lighting Company
17 Boulevard West
California

Dear I. M.,

I would like to work for you because your advertisement makes the job sound really good. I have done that kind of work a hundred times.

Call me tomorrow at 6:00 p.m. to discuss things with me.

Yours always,

John J. Smith
Mrs. Agatha P. Follie
Creative Design Co.
1973 Broadway
New York City

Dear Agatha,

Hello, how are you? I want to design clothes for shows. Your job advertisement makes the job sound just right for me. I used to design clothes but had to stop now I want to again.

Can you call me or shall I call you? Let me know because I am really excited about starting work.

Call soon,

Mary Clarke
1475 First Street
Spring Valley, New York

July 3, 1973

Mr. Paul Zark
Klean Auto Mechanics, Inc.
7 West Nyack Road
Nanuet

Dear Mr. Paul Zark:

I have always to be an Auto Mechanic and work near my home. When I saw your job advertisement I decided to call you immediately. But since no one answered I am writing to tell you to call me.

Hold the job for me - it fits me just fine.

Please call soon,
Your friend,

Fred Glibber
18 Knight Lane  
Haverstraw, N. Y.  
February 30, 1973

Mrs. Rhoda McGill  
N. Y. Telephone Co.  
Nyack, N. Y.

Dear Mrs. McGill,

I saw your advertisement for telephone operators in the paper. I'm very interested in becoming a telephone operator. I know I would be good at it, because my father says all I do is talk on the phone all day (ha, ha!). I'm 17 years old, have blonde hair, and am cute. I'll come down to talk to you about the job on Tuesday.

Sincerely,

Caryn Ani Fromply
**Major Aim**

To develop letter writing skills in order to apply for a job.

---

<table>
<thead>
<tr>
<th>Strategy #15</th>
<th>Concept</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering the World of Work</td>
<td>Writing</td>
<td>Name of Unit</td>
</tr>
</tbody>
</table>

**NAME OF UNIT**

GRAWSUBJECT

**STRATEGY NUMBER**

15

**NAME OF UNIT**

Entering the World of Work

**EVALUATION PROCEDURE:**

The teacher should ensure that all work done by the class conforms to accepted letter-writing standards.

---

**SUGGESTED ACTIVITY**

The children should be able to compose a formal letter of reply to the job advertisement of their choice. (This letter of reply should conform to the accepted standards of letter writing.)

**RESOURCE**

The appearance and correctness of your letter of reply to a job advertisement has an effect on your chances of obtaining that job.

**ADDITIONAL SUGGESTION**

As a result of Strategy #17, the children are now ready to compose their own formal letter of reply to a job advertisement. It is suggested that each child use the job advertisement he selected in Strategy #12. This should be done as an in-class writing experience.

The teacher might invite a Personnel Director from a nearby company to come into the classroom for a one-on-one critique of the letters of reply written by the class. This could also develop into a question-and-answer period, panel discussion, etc.

---

**EVALUATION PROCEDURE:**

The teacher should ensure that all work done by the class conforms to accepted letter-writing standards.
**STRATEGY NUMBER 4 - 5**

**NAME OF UNIT**

To develop the skills needed to apply for a job (or gain a personal interview) through the use of the telephone.

**GRAT/SUBJECT** 4 - 5

**EVALUATION PROCEDURE:**

Teacher should guide the brainstorming session so that all of the guidelines on the attached sheets of guidelines are included by the class. The teacher should also elicit from the class constructive criticism on the sample interview presented to the class. Naturally, an attempt should be made to allow all members of the class an opportunity to contribute to the discussions.

**RESOURCE**

- N. Y. Telephone Co.
- Telephone Company, etc.
- Paper Telephon
- Telephone
- Experience Chart
- Transparency
- Experience Chart, board, etc.
- Transparency
- Experience Chart, board, etc.

**SUGGESTED ACTIVITY**

- Teacher should brainstorm with the class as to how they could apply for a job if no address, Box # is given.
- The class should bring out the possibility of a phone number being listed.
- Once this possibility of a telephone interview has been established by the class, the teacher should continue to brainstorm with the children as to possible topics for this interview.
- The end result of this session should be a list of guidelines to be followed by the children when applying for a job through the telephone.
- The teacher should list these guidelines on the attached sheets of guidelines. (A sample sheet of Guidelines is attached for teacher reference)
- In order to illustrate the technique used in telephone interviewing, the teacher should first simulate such an interview, in front of the class, with a student volunteer as the applicant. The class might then evaluate the strategy used by the applicant.
- Teacher's Note: During the simulated interviews, a number of questions will be asked that do not apply to the children at this stage (such as job experience), but which will be asked that do not apply to the telephone interview. The children should be helped to understand that these questions are not applicable to them.
- The children should be encouraged to answer these questions using fictitious information.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific job training</td>
<td>Interviewed in a telephone used in a telephone to illustrate the technique used in telephone interviewing. The teacher could apply for a job if no address, Box # is given. They could apply for a job if no address, Box # is given.</td>
</tr>
<tr>
<td>Effective on your part</td>
<td>Interviewed in a telephone used in a telephone to illustrate the technique used in telephone interviewing. The teacher could apply for a job if no address, Box # is given. They could apply for a job if no address, Box # is given.</td>
</tr>
</tbody>
</table>

**CONCEPT**

- Specific job training
- Effective on your part
Sample Guideline For Topics Covered During Telephone Interview:

Applicant should introduce himself, and state the purpose for calling.

Interviewer might ask:
- age
- educational background
- experience
- motivation (why this job?)
- present position (why leave?)

Either might ask:
- salary range
- company benefits
- working conditions
- any travel involved
- hours of work
- vacation time

End result of interview: arrange a date for a personal interview
### Major Aim
To develop the skills needed to apply for a job (or gain a personal interview) through the use of the telephone.

### Concept
The ability to present an accurate picture of your capabilities during a telephone interview has an effect on your chances of obtaining that specific job.

### Suggested Activity
The child should be able to play the role of interviewer and then applicant in simulated telephone interviews. The class should divide itself into groups of two, with each group consisting of two members of the group interested in the same career. Each group should have a copy of the guidelines generated by the class in Strategy #16. Each child should play each of the two roles (interviewer, applicant) in simulated telephone interviews. It is also suggested that each group tape their interviews, so that these tapes could be played for the entire class as a culminating activity.

### Resource
- Audio-Visual Aids
  - Transparency
  - Experience Chart
  - Tape Recorder
- Board
- N.Y. Telephone Co.
  - Tele-Trainer
  - Paper Telephones
  - Audio-Visual Aids
  - Transparency

### Evaluation Procedure
During this activity, the teacher should circulate around the room, checking the performance of each child in his role-playing activities.
The major aim of this activity is to develop the skills needed to apply for a job through a personal interview. The content focuses on personal interviews, with an emphasis on developing the ability to present an accurate picture of one's capabilities during a personal interview. This activity is a bridge from the simulated telephone interviews in Strategy #17 to the personal interview procedure.

**Objective**
- Specific job training that increases one's chances of obtaining the job.
- A personal interview.
- Personal interview preparation.

**Concept**
- Personal interview preparation.
- Personal interview procedures.
- Personal interview concept.

**Resource**
- Frank E. Althaus, II, A. Weaver.
- Sample list of “do’s” and “don’t’s” given in the sample list.
- Experience Chart.
- Poster paper.
- Necessaries:
  - Unique picture
  - Transparency
  - Certificate
  - Board on which to brainstorm

**Suggested Activity**
- Invite a Personnel Director from one of the Companies here in Rockland County to visit the class.
- Poster paper and necessary art material.
- Transparency.
- Necessaries:
  - Unique picture
  - Transparency
  - Certificate
  - Board on which to brainstorm

**Evaluation Procedure**
- The teacher should make sure that all discussions have been thoroughly covered and that all children have contributed.
- The children should be able to contribute to the class discussion, and then create a poster illustrating one of the “do’s” and “don’t’s” of personal interviews.
- After the Personnel Director has left, the class should brainstorm to come up with an actual list of the “do’s” and “don’t’s” to be followed during a personal interview.
- Each member of the class should then choose one of the items listed and make a poster illustrating the concept.
- These posters could then be displayed around the classroom for future reference.

**Sample List of “do’s” and “don’t’s”**
- Dress professionally.
- Be on time.
- Be well prepared.
- Be courteous.
- Be confident.
- Be enthusiastic.
- Be truthful.
- Be prepared to answer questions.
- Be prepared to follow instructions.
- Be prepared to take notes.
- Be prepared to ask questions if necessary.
- Be prepared to show initiative.
- Be prepared to express interest in the job.
- Be prepared to be positive.
- Be prepared to follow up on the interview.

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- Be prepared to be positive.
- Be prepared to follow up on the interview.

**Evaluative Procedure**
- The teacher should make sure that the brainstorming session has resulted in the inclusion of all the “do’s” and “don’t’s” given in the sample list.
- The teacher should also check the children’s posters to see that they have given an accurate interpretation to the concept chosen.
# Sample List of "Do's" and "Don't's"

## PREPARATION

- Bathe
- Brush Teeth
- Wash and/or brush hair
- Clean nails

<table>
<thead>
<tr>
<th>DO</th>
<th>DON'T</th>
</tr>
</thead>
</table>
| *Dress properly                                 | *Wear dirty clothes
|                                                 | *Wear casual clothes                           |
| *Speak plainly and politely                     | *Speak in either too loud or too soft a voice   |
|                                                 | *Use improper language                         |
|                                                 | *Interrupt the interviewer                    |
| *Be polite                                      | *Let your eyes wander (as well as your attention) |
|                                                 | *Chew gum                                     |
|                                                 | *Monopolize the conversation                  |
| *Stick to the topic                             | *Talk about things unrelated to the job        |
|                                                 | *Talk about personal problems                  |
NAME OF UNIT
Entering the World of Work

GRADING/DESCRIPTION
4 -

SUGGESTED ACTIVITY

The child should be able to play the role of interviewer, and then applicant, in a simulated personal interview. Each child should then, in turn, play the role of interviewer, and then applicant. The child role-playing the interviewer should evaluate the applicant’s performance and possible employability. The interviewer would need some degree of realism in their actions. In addition, based on the appearance and demeanor of the applicant during the simulated interviews, the teacher should circulate around the room, checking the performance of each child in his role-playing activities. In addition, he could also suggest that some of the children tape their interviews, so that these tapes could be played for the entire class as a culminating activity. The teacher might want to discuss this activity with the children, and perhaps buy them dress as if they were going to an actual interview. This would lend some degree of realism to their role-playing.

Evaluation Procedure: During this activity, the teacher should circulate around the room, checking the performance of each child in his role-playing activities. In addition, based on the appearance and demeanor of the applicant during the personal interview, the child role-playing the interviewer should evaluate the applicant’s performance and possible employability.

OBJECTIVE
To develop the skills needed to apply for a job through a personal interview.
### Major Aim
To recognize the responsibilities to himself and others when accepting a task or job.

### Grade/Subject
4 - 5

### Name of Unit
Entering the World of Work

### Strategy Number
20

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>CONCEPT</th>
<th>RESOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each child should be able to present a dramatization of his first day on the job of his choice.</td>
<td>Each child should develop a skit, dramatizing his first day on the job of his choice, using members of the class to play the additional roles.</td>
<td>SRA Job Experience Kit (provides background information for the students)</td>
</tr>
</tbody>
</table>

### Evaluation Procedure:
Each child should submit his outline of first day activities to the teacher, who should check it for accuracy.
Sample Outline of First Day Activities

BLUE COLLAR

Service Station Mechanic

1. Obtain proper uniform
2. Obtain proper tools and equipment
3. Check in with the boss
4. Meet co-workers
5. Be shown to your area of work
6. Assigned to first task:
   a. Repair work
   b. Pumping gas

WHITE COLLAR

Teacher

1. Obtain professional wardrobe
2. Obtain materials, equipment, supplies
3. Check in with the principal
   a. Receive school routines
4. Meet school staff
5. Be shown to your classroom
6. Set up the classroom
7. Meet the children
8. Begin the activities of the day
Entering the World of Work

Strategic Number: 4 - 5

Major Aim: To develop an awareness that a person's choice of occupational role may be influenced, and possibly changed, by a variety of factors.

Objective: The child should be able to discuss the job experiences, activities, and attitudes which might have developed during the past year.

Concept: Depending upon personal preferences, a person may or may not remain at a job for any given length of time. Reactions to salary range, social position, or marriage, or personal dissatisfaction with the job environment, activities, and earnings, a person may or may not remain at a job. Personal preference, activities, and attitudes which led to leaving Strategy #2.0. Children should be encouraged to use their imaginations to fill in the year's activities, e.g., remained on job; left job for better activities; e.g., remained on job; left job for better activities; moved in the same job; or moved in a different job.

Activity: Time. The Reunion can be held as a rap session where each child, in turn, discusses his job experiences where each child's year can be held as a rap session where each child's activities, and attitudes during the past year. The reunion can be held as a rap session where each child's activities, and attitudes during the past year.

Evaluation Procedure: No formal method of evaluation is necessary.
CAREER EDUCATION TEACHER'S GUIDE

Rockland County Career Education Program

Dr. Laurence W. Aronstein, Coordinator

Rockland County BOCES

West Nyack, New York 10994
MAKING MONEY WITH A CLASSROOM STORE
This teacher's Guide was developed by county teachers for teachers. The material was developed with the infusion strategy in mind. That is, traditional units were selected and the approach to the unit was refocused in order to emphasize Career Education.

It is not our intention that these Guides be a blueprint and that they be followed point for point. Rather, we feel that this material will provide a key resource from which the creative teacher might implement all kinds of unique teaching-learning situations. Each Guide is uniquely designed to emphasize how Career Education relates to some phase of the subject matter. We do this to point up that there exist many diverse approaches to infusing Career Education into the existing curriculum. This end is accomplished through the use of a consistent format, so that teacher need not reinterpret a new format for each of the Guides.

Particular mention should be made of those teachers who originally developed the premise for this Guide:

Mary Lou Baird - Ramapo
Leigh Barnes - Haverstraw-Stony Point
Stephen Baldino - Haverstraw-Stony Point
Making Money with a Classroom Store

The object of this unit is to earn money through a consignment store, and to give the students the experience of setting up and operating the store. The students and faculty may bring salable items to the store. Several departments are suggested in the guide. These may be added to or changed in accordance with the type of merchandise brought to the store.

The emphasis in this guide has been placed on individual needs of the students, methods of decision making and student involvement.

This unit should play a vital part in the students' introduction to the money making process. In a time of limited school budgets and austerity budgets, this venture gives the students the opportunity to make money for things such as field trips which may be eliminated from budgets. This guide may be used by any group of students who have the interest and need to make money for a worthwhile project.

The store could be set up in the classroom, in a convenient room in the school building, or possibly in a store front if the students could locate a sponsor for their project. The sponsor could be a local Jaycee group or service club.

Operation of the store could continue for any specified length of time. The project could end when the financial goal was reached or it could continue for the entire year putting the money into a fund for class or club use.

All students will be expected to familiarize themselves with the jobs in the store. Each student will be able to apply for the specific job for which he feels most qualified as a result of looking at his own values and interests. Those students who have aptitude in math can fill the bookkeeping, cashier, and buying positions. Talented art students can participate as advertisers; those demonstrating leadership qualities can become the store and department managers. Each student shall be able to contribute to the success of the store.
What resources are available to use (money, space, gift, charitable goods)? Why do we want to raise money? (field trip, class project). Through discussion of consignment as seen in the classroom, the teacher should elicit advantages of a consignment type of business. Are there advantages to a consignment type of business? Given the definition of consignment, the student should list at least three advantages of a consignment type of business.

EVALUATION PROCEDURE: As part of a unit test, the student will be able to list at least three advantages of a consignment type of business.

MAJOR AIM: Why will a consignment type of business be beneficial?

NAME OF UNIT: Making Money with a Classroom Store

GRADE/LEVEL: 8-12 Interdisciplinary

SUBJECT:
### MAJOR AIM

How is the consignment store going to be staffed?

### NAME OF UNIT

Making Money with a Classroom Store

### STRATEGY NUMBER

11

### GRADE/SUBJECT

8-12: Interdisciplinary

### CONCEPT

- The student should be able to list at least five job titles which are related to the consignment store.

### OBJECTIVE

- As part of a unit test, the student will be able to list at least five job titles which are related to the consignment store.

### RESOURCE

<table>
<thead>
<tr>
<th>Suggested Activity</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Managers (Departments)</td>
<td></td>
</tr>
<tr>
<td>Purchasing agents</td>
<td></td>
</tr>
<tr>
<td>Security guard</td>
<td></td>
</tr>
<tr>
<td>Stock Clerk</td>
<td></td>
</tr>
<tr>
<td>Cashier</td>
<td></td>
</tr>
<tr>
<td>Janitor</td>
<td></td>
</tr>
<tr>
<td>Managers</td>
<td></td>
</tr>
<tr>
<td>Advertising people</td>
<td></td>
</tr>
<tr>
<td>Bookkeeper</td>
<td></td>
</tr>
<tr>
<td>Salesperson</td>
<td></td>
</tr>
</tbody>
</table>

### EVALUATION PROCEDURE

1. One student from each group will list on the blackboard at least three job titles which are related to the consignment store.

2. The group has decided will be necessary in the store.

### SUGGESTED ACTIVITY

1. Students may be divided into groups to determine five job titles which are related to the consignment store.

2. Using the titles mentioned as a result of small group discussion, the class will compile a list of at least 10 job titles which will have to be filled for the successful running of a business.

3. Using the titles mentioned as a result of small group discussion, the class will compile a list of at least 10 job titles which will have to be filled for the successful running of the store.

4. For example, various job titles which are related to personnel which are necessary for the functioning of the store should be listed.

5. There are a variety of job titles which are related to the consignment store. For example, various job titles which are necessary for the functioning of the store should be listed.
## Objectives

<table>
<thead>
<tr>
<th>Concept</th>
<th>Suggested Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform the Job</td>
<td>What are the qualifications and/or talents needed to perform the job?</td>
</tr>
<tr>
<td>Duties of the Worker</td>
<td>What are the duties of the Worker?</td>
</tr>
<tr>
<td>Advancement Possibilities</td>
<td>What are the advancement possibilities?</td>
</tr>
<tr>
<td>Job Qualifications</td>
<td>What qualifications and/or talents are needed to perform the job?</td>
</tr>
<tr>
<td>Sources Available</td>
<td>There are many resources available to aid in learning about job qualifications and the duties of at least five jobs which are necessary in the consignment store.</td>
</tr>
<tr>
<td>Skill Required</td>
<td>Students should research and write a job description.</td>
</tr>
</tbody>
</table>

### Evaluation Procedure

Teacher evaluation of student job descriptions.

---

**Major AIM:** How is the consignment store going to be staffed?

**Grade/Subject:** 8-12 Integrated Science
Making Money with a Classroom Store

NAME OF UNIT

MAJOR AIM
How is the consignment store going to be staffed?

CONCEPT
The student should be able to properly fill out a job organization chart for the consignment store.

SUGGESTED ACTIVITY
1. Job organization: Each job is important for the class project. Given the list of job titles previously compiled, the class should design a job organization chart to be hung on the bulletin board for easy reference during this career guide.
2. Description of job: In order to formulate the job organization chart, the student is given a list of jobs and their duties. This could be given as part of the job organization chart, or as part of the job organization chart.
3. Evaluation Procedure: As part of a unit test, the student should be able to fill out a job organization chart for five of these jobs.

EVALUATION PROCEDURE:

1. Completion of a list of jobs and their duties as needed in the store.
2. Completion of a job organization chart which is hung on the bulletin board.
3. Completion of a list of five jobs.

RESOURCES

8-12 Interdisciplinary

NAME OF UNIT
Making Money with a Classroom Store

STRATEGY NUMBER
11
ORGANIZATION CHART FOR CONSIGNMENT STORE

- Financial Manager
  - Cashiers
  - Bookkeeper

- Department Manager
  - Bakery
  - Books
  - Handcrafts
  - Toys and Games

- Advertising Manager
  - Artists
  - Public Relations

- Personnel Manager
  - Buyers
  - Plants
  - Stock Clerk
  - Janitor

- Plant Manager
  - Security Guard
JOBS IN THE CLASSROOM STORE

Store Manager--responsible for the smooth running of the store.

Financial Manager--responsible to the store manager; in charge of bookkeepers, buyers and cashiers.

a. bookkeeper--receives sales slips for the day; gives money to the buyers for distribution to those who brought in the goods.
b. cashier--handles the money taken in during store hours.
c. buyers--price the merchandise coming into the store; when goods are sold, distributes money to those who brought in the goods.

Department Managers--responsible to the store manager; insure the smooth operation of the various departments.

Suggested departments:

Bakery--students may make baked goods to sell
Books--this may include comic books
Handcrafts--goods produced by students as hobbies or in various classes such as shop or art
Toys and games
Plants--may be grown by students

Advertising Manager--responsible to the store manager; in charge of public relations for the store.

a. artists--produce designs and posters to advertise the store throughout the school
b. public relations--make announcements over public address system or in individual classes; placing of posters throughout the school

Personnel Manager--in charge of hiring and seeing that each employee is doing his job efficiently; responsible to the store manager.

Plant Manager--responsible to the store manager; in charge of the physical operations of the store.

a. stock clerks--in charge of categorizing and displaying goods
b. janitors--seeing that the room is left in order after store hours
c. security guard
### Major AIM

How can one decide which job he is best suited for?

### Resource

- Teachers' guide

### Concept

- Future outlook
- Working conditions
- Responsibility
- Self-esteem
- Skills
- Own interests and needs
- Opportunity
- Freedom
- Financial base

### Suggested Activity

- Through a discussion based upon the results of the questionnaire, the teacher should elicit reasons for people being happy in their jobs. (Students should have previously completed questionnaires.)
- It is suggested that each student interview three adults.
- There are many things which lead to job satisfaction.

### Evaluation Procedure

As part of a unit test, the student should be able to list at least three things which lead to job satisfaction.
JOB QUESTIONNAIRE

1. Age (15-20) (21-25) (26-30) (31-40) (41-50) (50+ )

2. Your occupation?

3. Years in present job?

4. Why did you start in your present job?

5. What did you first want to do for a living?

6. What other jobs have you held?
   a. For how many years?
   b. Why did you leave?

7. What occupational schooling have you had?

8. Are you happy in your present job in reference to:
   a. Money (Yes/No)
   b. Working Conditions (Yes/No)
   c. Responsibility (Yes/No)
   d. Full use of your skills (Yes/No)
   e. The management (Yes/No)
   f. Good future (Yes/No)

9. Would you like to change jobs? (Yes/No)

10. If yes, change to what?

11. Are you proud to tell people what you do for a living? (Yes/No)
MAJOR AIM: How can one decide which job he is best suited for?

OBJECTIVE: Each student will orally describe two things which he feels makes him unique.

SUGGESTED ACTIVITY: In one minute, the student should:


2. Teacher leads discussion of the uniqueness of aptitudes, own interests and how it relates to his uniqueness with his hobbies.

EVALUATION PROCEDURE: Each student will orally describe two things which he feels makes him unique.
MAJOR AIM

How can one decide which job he is suited for?

8-12 interdisciplinary

OBJECTIVE

1. Values Clarification

Concept

Feel should be derived from a job.

SUGGESTED ACTIVITY

1. Show film: "Values: Understanding Ourselves"

2. Decision, College Entrance Examination

3. Values Clarification

4. Have student list two personal values which they
   feel should be derived from a job.

Responsible, dealing with people.

2. Decision, College Entrance Examination

3. Define values.

Give students checklists of values and have them
rank these values. For example: money, prestige,
responsibility, dealing with people.

3. Values Clarification

3. Define values.

Give students checklists of values and have them
rank these values. For example: money, prestige,
responsibility, dealing with people.

4. Have student list two personal values which they
   feel should be derived from a job.

Specific Personal Values

Job Satisfaction

Are important to him in making a job choice.

Self-knowledge, the student should be able to
state and explain why two specific personal values
are important to him in making a job choice.

Specific Personal Values

Is related to a unique to the individual.

2. Occupations

3. Values Clarification

3. Define values.

Give students checklists of values and have them
rank these values. For example: money, prestige,
responsibility, dealing with people.

1. Decision, College Entrance Examination

What should be derived from a job?

1. Self-knowledge

2. Decision, College Entrance Examination

3. Values Clarification

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2. Occupations

3. Values Clarification

3. Define values.

Give students checklists of values and have them
rank these values. For example: money, prestige,
responsibility, dealing with people.
MAJOR AIM: How is a consignment store run on a day to day basis?

OBJECTIVE:

1. Each store position should be filled with a responsible person who knows her duties.

2. Smooth operation of the store for a specified length of time.

3. Responsible person be filled with a responsible person who knows her duties.

EVALUATION PROCEDURE:

1. Each store position should be filled with a responsible person who knows her duties.

2. Smooth operation of the store for a specified length of time.
Position Applied For: ______________________________________

Name: ____________________________ Date: ______________

Street Address ____________________________________________

Town: ________________ State: __________ Zip: ____________

Social Security Number: __________________________________

Phone Number: ________________________________

Days absent from school past year. __________ Days

Grades for past year.

Math: __________________

Soc. Studies: _____________

English: __________________

Approval, Signature of two teachers:

Name: ____________________________ Signature: ________________

Name: ____________________________ Signature: ________________

Previous work experience, if any: ____________________________________

Brief description why you want this position: ____________________________
# RECEIPT FOR ITEMS

## FRONT

<table>
<thead>
<tr>
<th>No.</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Item:</td>
<td></td>
</tr>
<tr>
<td>Selling Price:</td>
<td>Selling Price: $________</td>
</tr>
<tr>
<td>$______</td>
<td>Store's Commission (10 %)$________</td>
</tr>
<tr>
<td></td>
<td>Owner's Return $________</td>
</tr>
</tbody>
</table>

## BACK

Money or items must be claimed on or before date ________ or will become property of store!
CAREER EDUCATION TEACHER'S GUIDE

Grades 9

METEOROLOGIST/RADIO STATION

Copyright: Board of Cooperative Educational Services
Rockland County, New York  1974

Rockland County Career Education Program
Dr. Laurence Aronstein, Coordinator
Rockland County BOCES
West Nyack, New York  10994
Meteorologist/Radio Station

INTRODUCTION

This paper represents a fusion 'unit' of Meteorology and Related Careers and Radio Station. The skills of a meteorologist are experienced by students as they record weather data and plot this on a regional and local weather map. A forecast is prepared suitable for presentation on a radio or television station, complete with supportive maps. Field trips, interviews, and audio-visual aids are employed to supplement the information gained by acting out the career of meteorologist in order to have the student experience what it feels like to work in the career. These experiences lead to class discussions about the lifestyle, attitudes, and educational preparation necessary to be a meteorologist.

Even though the material presented here is sequentially organized, it is not intended that this guide be followed step by step exactly as written. All writers concerned feel this material should provide a resource "from which the creative teacher might implement all kinds of unique teaching-learning situations."

The original writers of this guide were:

Robert D. Gilchrist
Nathan Polofsky
Ernestine Ross

The guide was rewritten and reinterpreted by:

George Carden
Wallace Garvey
Peter Gilak

It was fused with a guide originally written by:

William Aney
Gerard J. Barks
John J. Buckley
Mary Evensburg
Robert Cranek
Nicholas LaBruna
Jordan Makower
Robert Zucker

It was rewritten by:

William Aney, Esther Camber of East Ramapo and Jordan Makower

It was fused by Jordan Makower
**MAJOR AIM**: To develop an awareness of the skills involved with the preparation of a weather forecast which might be broadcast on a radio or TV station.

**GRADE/SUBJECT**: 9th Grade Science

**NAME OF UNIT**: Meteorologist/Radio Station

**STRATEGY NUMBER**: 1

**MAJOR AIM**: To develop an awareness of the skills involved with the preparation of a weather forecast which might be broadcast on a radio or TV station.

**OBJECTIVE**:

- Student will be able to use or operate the tools which are used by weathermen to observe and measure the state of our atmosphere.

**SUGGESTED ACTIVITY**: Students use the thermometer or thermograph, barometer, barograph, anemometer, coded teletype data, etc. to assist in developing their weather data.

**EVALUATION PROCEDURE**: Students use the thermometer or thermograph, barometer, barograph, anemometer, coded teletype data, etc. to assist in developing their weather data.

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>SUGGESTED ACTIVITY</th>
</tr>
</thead>
</table>
| Thermometer, Barometer, Barograph, Anemometer, Weather Teletype, Amateur Radio, Wet and Dry Bulb Thermometer, Sling Psychrometer, Sliding Psychrometer | - Students use the thermometer or thermograph to record changes in temperature of the air each hour.  
- Students use the anemometer and record the wind velocity and direction each hour.  
- Students use the barograph and record changes in pressure each hour.  
- Students use the bars to read instruments and record the temperature and pressure.  
- Students use the bars to read instruments and record the temperature and pressure.  
- Students use the bars to read instruments and record the temperature and pressure. |

**CONCEPT**: Relative humidity measurements each hour.

- Students use the thermometer or thermograph, barometer, barograph, anemometer, coded teletype data, etc. to assist in developing their weather data.

- Students use the thermometer or thermograph, barometer, barograph, anemometer, coded teletype data, etc. to assist in developing their weather data.

**EVALUATION PROCEDURE**: Students use the thermometer or thermograph, barometer, barograph, anemometer, coded teletype data, etc. to assist in developing their weather data.
MAJOR AIM: To develop an awareness of the skills involved with the preparation of a weather forecast.

NAME OF UNIT: Meteorologist/Radio Station

6th grade science

---

EVALUATION PROCEDURE: The student is asked to plot data in the style of the station model on local and regional maps.

with the movement of the weather.

5. Student is to note any patterns observed dealing above.

standard radio frequencies, which may be plotted as

weather data broadcast on 370 kilocycles below the

regional (Chicago-Boston, Vermon-Monash, etc.)

students may listen to Newark-Elmira Airport

local weather data on this map.

3. Using instruments available in school, record

example: U.S. Weather Bureau

The plotting of

model printed on local and regional maps. For

on a map following the style of the specimen station

the following data: (temp, wind, barometric pressure).

2. Student is to plot hourly and for several days

Bureau.)

1. Examine weather maps (available at weather

station, ESSA). Dept. of Commerce

Weather Bureau, Kansas

4. Students may listen to Newark-Elmira

Blank Weather Maps (LaRue Discovery

Reg & continental weather movements. This

pattern shows that our weather comes from the west

weather model is the standard form used by regional

days on local and regional maps is regional (Chicago-Boston, Vermont-Wash., D.C.)

Blank Weather Maps


weather comes from the west, moving from the west.
**MAJOR AIM**
To develop an awareness of the skills involved with the preparation of a weather forecast.

**NAME OF UNIT**
Meteorologist/Radio Station

**GRADE SCIENCE**
9th

**GRADE SUBJECT**
Strategic Management

**STRATEGY NUMBER**
3

<table>
<thead>
<tr>
<th>RESOURCE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>* * * * *</td>
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</tr>
</tbody>
</table>

**CONCEPT**

1. Students will draw a line on their maps separating regions of different weather.
2. Students will draw a line on their maps separating boundaries between areas of similar barometric pressure.
3. Students will notice similarities in readings on succeeding maps.

**DESCRIPTIVE**

- Metric pressure
- Lines of similar barometric pressure
- Fronts on succeeding maps
- Lines representing boundaries (interfaces, fronts)
- Regional map

**PROCEDURE**

- Students will be asked to locate and draw frontal boundaries, as well as isotas on their weather map.
- Students will be asked to locate and draw fronts on their maps.
- Students will notice similarities in readings on succeeding maps.

**STEPS**

1. Students will draw lines joining points of similar temperature.
2. Students will observe the position of these lines on succeeding maps.
3. Students will draw lines representing boundaries (interfaces, fronts).
4. Students will notice similarities in readings on succeeding maps.
MAJOR AIM: To develop an awareness of the skills involved with the preparation of a weather forecast.

NAME OF UNIT: Meteorologist/Radio Station

MAJOR NUMBER: 4

G.R. GRADING: 9th Grade Science

OBJECTIVES:

1. The student will predict weather.

   a. Each forecast will include:
      - Temperature
      - Air pressure
      - Humidity
      - Wind direction
      - Wind speed
      - Passage of any fronts through our local area.

   b. Forecasts can be broadcast through school radios or public address systems or recorded on tape to be played for others.

   c. The local town radio stations might be contacted and arrangements for our forecasts to be read (by tape) over the air.

   d. If cablevision hookups between the school districts have taken place, this forecast might be broadcast through our school radio, for public address systems or recorded on tape to be played for others.

   e. Forecasts are not certainties and our atmosphere is variable. Predictions are not certainties.

   f. Each map will contain the name of the person responsible for its manufacture.

   g. Charts of data (weather maps) can be posted for inspection at accessible places in the school.

   h. Neatly lettered predictions will be placed alongside the map, with the names of the people responsible. 

SUGGESTED ACTIVITY:

1. The student will predict the weather for 6, 12, and 24 hours in advance of his day.

   a. Each map will contain the name of the person responsible for its manufacture.

   b. Inspection of maps can be posted for each day.

   c. Forecasts are not certainties and our atmosphere is variable. Predictions are not certainties.

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   j. Charts of data (weather maps) can be posted for inspection at accessible places in the school.

   k. Neatly lettered predictions will be placed alongside the map, with the names of the people responsible. 

EVALUATION PROCEDURE: The student will be asked to make a prediction of the weather and justify such prediction before.

STUDENT WILL:

1. The student will predict the weather for 6, 12, and 24 hours in advance of his day.

   a. Each map will contain the name of the person responsible for its manufacture.

   b. Inspection of maps can be posted for each day.

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   l. The student will predict the weather for 6, 12, and 24 hours in advance of his day.
MAJOR AIM

To apply an awareness of weather forecasting skills to the identification of careers in which these skills are needed.

OBJECTIVE

The student will identify careers in which skills related to weather forecasting are needed.

CONCEPT

Skills related to weather forecasting are employed in a variety of careers.

SUGGESTED ACTIVITY

1. Visit the FAA Flight Service weather station at Teterboro Airport (visits can be arranged on weekdays. At least 24 hours notice is required. A minimum of 2 visits are necessary. Fly the F.A.A. Flight Service weather station.

2. Invite guest speakers from as many agencies as possible. (See attached)

3. Have a panel discussion on careers in meteorology. Include such careers as: television, radar operators, computer operators, telescope operators, research meteorologists, long range forecasters, etc.

EVALUATION PROCEDURE:

Students can make a list of careers related to meteorology. They will be evaluated on their ability to apply an awareness of weather forecasting skills to the identification of careers in which these skills are needed.

NAME OF UNIT

Meteorology/Radio Station

MAJOR AIM

To apply an awareness of weather forecasting skills to the identification of careers in which these skills are needed.

OBJECTIVE

The student will identify careers in which skills related to weather forecasting are needed.

CONCEPT

Skills related to weather forecasting are employed in a variety of careers.

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3. Have a panel discussion on careers in meteorology. Include such careers as: television, radar operators, computer operators, telescope operators, research meteorologists, long range forecasters, etc.

EVALUATION PROCEDURE:

Students can make a list of careers related to meteorology. They will be evaluated on their ability to apply an awareness of weather forecasting skills to the identification of careers in which these skills are needed.
**MAJOR AIM:** To develop an awareness in our students of the educational preparation and economic rewards associated with careers in meteorology.

### OBJECTIVE

1. Students will make a list of careers related to meteorology and explaining in those careers, the educational requirements as well as economic rewards.

### RESOURCES

- Dictionary of Occupational Titles
- Occupational Outlook Handbook
- Radio Broadcaster
- Commercial Pilot
- Park Director
- Forester
- Weather Bureau
- Student Assistantship Program
- U.S. Weather Bureau
- Career Development Lab.
- S.R.A. Kit Widening Occupational Roles
- Dictionary of Occupational Titles
- National Park Service
- U.S. Weather Bureau
- S.R.A. Kit Widening Occupational Roles

### SUGGESTED ACTIVITY

1. The students will list the meteorological careers, the educational requirements and economic rewards of meteorology.

2. A variety of resources and rewards exist in the multitude of careers associated with meteorology. The Occupational Outlook Handbook may be consulted in reference to the classroom, as well as the Dictionary of Occupational Titles. People into their fields. With what common denominators of interests drew these people into their fields. Students can try to determine what common denominators of interests drew these people into their fields. Also ranges of salaries each person is aware of, can be asked. Students can try to determine what common denominators of interests drew these people into their fields.

3. The Occupational Outlook Handbook can be used as a reference in the classroom, as well as the Dictionary of Occupational Titles.

4. The U.S. Weather Bureau may be contacted in regard to their student assistantship program. People into their fields. With what common denominators of interests drew these people into their fields. Students can try to determine what common denominators of interests drew these people into their fields. Also ranges of salaries each person is aware of, can be asked. Students can try to determine what common denominators of interests drew these people into their fields.

5. Tape cassettes from Career Development Lab. may be listened to and S.R.A. W.O.R.K. kit studied.

6. The U.S. Weather Bureau may be contacted in regard to their student assistantship program.

### EVALUATION PROCEDURE

Students can make a list of careers related to meteorology, and explaining in those careers, the educational requirements as well as economic rewards.
MAJOR AIM: To develop an awareness of the life style of a meteorologist.

CONCEPT: The student will write a composition describing what it feels like to be a meteorologist.

OBJECTIVE: Students will be able to:
- In order to describe what it feels like to be a meteorologist, a group of five students may be assigned to be the meteorologist for a different time slot during the week.
- A group of five students may be assigned to be the meteorologist for a different time slot during the week.
CAREER EDUCATION TEACHER'S GUIDE

Rockland County Career Education Program
Dr. Laurence W. Aronstein, Coordinator
Rockland County BOCES
West Nyack, New York 10994
CAREER EDUCATION TEACHER'S GUIDE

Grades Business Education and Basic Consumer Education

BANKING

How Safe is Your Money?

Copyright: Board of Cooperative Educational Services
Rockland County, New York 1973, 1974

Rockland County Career Education Program
Dr. Laurence W. Aronstein, Coordinator
Rockland County BOCES
West Nyack, New York 10994
This teacher's Guide was developed by county teachers for teachers. The material was developed with the infusion strategy in mind. That is, traditional units were selected and the approach to the unit was refocused in order to emphasize Career Education.

It is not our intention that these Guides be a blueprint and that they be followed point for point. Rather, we feel that this material will provide a key resource from which the creative teacher might implement all kinds of unique teaching-learning situations. Each Guide is uniquely designed to emphasize how Career Education relates to some phase of the subject matter. We do this to point up that there exist many diverse approaches to infusing Career Education into the existing curriculum. This end is accomplished through the use of a consistent format, so that teacher need not reinterpret a new format for each of the Guides.

Particular mention should be made of those teachers who originally developed the premise for this Guide.

Mary Lou Baird Ramapo
Diana Bowie South Orangetown
Robert Ganoe Pearl River
Arthur Kahn Nyack
Sherwin Kaufman South Orangetown
Lloyd Kennedy BOCES
Anne Shaida Fast Ramapo
Samuel Sklar Ramapo
Victoria Strich Clarkstown

Acknowledgment should also be given to those teachers who rewrote and reinterpreted those Guides into the present form presented here.

Mary Lou Baird Ramapo
Joseph Marsico Pearl River
UNIT: BANKING

INTRODUCTION

The objective of this unit should be realized by simulating the organization and operation of a bank within the classroom. This may be done by using real or play money, depending upon the individual class and school. Through the role playing experiences, the students should come to a better understanding of banking procedures, career opportunities in the field, and the value of the bank to the individual and to the community. The emphasis in this unit has been placed on individual needs of the students methods of decision making and resources to be used by the teacher and the students.

This unit should play a vital part in the Introduction to Business curriculum in any high school. It is important to note that the students participating in this course have chosen this area of study because of an interest in the world of business. In many cases, these students are future tellers, cashiers, bookkeepers and accountants. Thus, the very makeup of the class should dictate interest in the subject matter. This course, and this unit in particular, is valuable for each person who will eventually be a wage earner. The student who has already entered the world of work should be able to immediately use the information learned and the values formed.

Although interest should be high, the teachers of this course and unit, have a difficult task. Since this is an elective course, the students will range in both ability and age levels. Their previous experience with banks will also vary. In order to compensate for these differences, the unit provides varied activities. All students will be expected to familiarize themselves with banking jobs, methods of career research, methods of decision making, and methods of working in a group. Those students who have leadership qualifications should be identified and given the opportunity to participate as bank officials. The students who enjoy research may become bank board members and present oral reports. Artistically inclined participants will be able to assemble a bulletin board, and those whose forte is mathematics will find enjoyment as bookkeepers. Hopefully, each student will be able to contribute to the success of the unit.

Methods of decision making are an integral part of this unit. Young people today are faced with many decision making situations. Schools are adding more elective courses, new areas of study are opening, and students are entering the world of work at an earlier age. Decision making is practiced by everyone each day of his life. In addition to gaining information, students must learn how to make well considered decisions. Thus, many of the resources in this unit refer to Deciding which is a packet of lessons put out by the College Entrance Examination Board. The packet contains activities designed to present decision making principles to students that they can apply directly to their life choices. Copies of this program may be obtained from the BOCES media center or from the College Entrance Examination Board in Princeton, New Jersey. It is a flexible set of activities which can be used in conjunction with the existing curriculum.

The activities and methods of evaluation in the Banking unit should be used as a guide. Each particular class is different and should be treated as such.
The resources listed may be used by both teachers and students. Many of the resources will be found in most high school libraries or guidance offices. Materials which are specific to career education should be available at BOCES media center. The remaining materials, such as films, may be acquired at low cost.

Those who worked on compiling this unit feel that the concept is an exciting one and hope that it may be of value to the classroom teacher who wishes to enrich subject matter by using the concept of career education.
<table>
<thead>
<tr>
<th>Concept</th>
<th>Suggested Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGY NUMBER</td>
<td>What Banks Do For You</td>
</tr>
</tbody>
</table>

1. List at least 3 basic functions of a bank.

- Provide checking account service
- Provide savings account service
- Lend money
- Give advice on money problems
- Provide vault services
- Offer special services

Evaluation Procedure:

The student should be able to:

1. List at least 3 basic functions of a bank.
2. In one paragraph name and describe at least 3 types of banks giving specific examples in the community.

Teacher should discuss the functions of a bank through a discussion of the functions (1) Wood, Sandy: Banking and Money, Times Supplement, May 4, 1981; (2) Career Monograms, The Institute for Research and Resource Materials, 610 S. Federal St., Chicago, IL 60605; (3) Resource unit on banking and money: 141 Resource Unit on Banking and Money, Eric, VT 015. Teacher should elicit through discussion the functions of a bank.

- Why would you go to a bank?
- What is a bank?
- What would you do to help you?
- What bank would be most helpful to you?

Functions in the Life of the Student:

- Form 6 basic functions of banks and types of banks.
- Show film: "The Role of the Commercial Banking System" (Banking #31).
- Career Monograms, The Institute for Research and Resource Materials, 610 S. Federal St., Chicago, IL 60605.

GRADING: Students should be able to understand the major values of the bank and specific job opportunities there.

INSTRUCTION TO BUSINESS: What do banks do for you?
<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>CONCEPT</th>
<th>SUGGESTED ACTIVITY</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

**VALUES IN MAKING DECISIONS**

- "Values in Making Decisions" p. 16
- "Setting Clear Objectives" p. 17

**SUGGESTED ACTIVITY**

- "Values in Making Decisions" p. 16
- "Setting Clear Objectives" p. 17

**EVALUATION PROCEDURE:**
## What Banks Do For You

### Major Aim
Students should understand the major values of the bank and specific job opportunities available there.

### Objectives
1. **SUGGESTED ACTIVITY**
   - List 2 personal values derived from using a bank.
   - Since the bank is an integral part of our society, each individual should be able to understand the personal value of the bank in his present and future life.

   **CONCEPT**
   - Why save money?
   - How can you best use your money?

   **EVALUATION PROCEDURE**
   - 1. Dr. Irving Eisen, BOCES Testing and Counseling Center, West Nyack, N. Y. (Alport-Vernon Study of Values)

   **RESOURCES**
   - BOCES Testing and Counseling Center, West Nyack, N. Y.
   - Irving Eisen, Plan/Standard Dayton, Ohio 45402

   **OPTIONS:**
   - B. Give students checklist of values and have students rank them accordingly.
   - C. Have students discuss lists collected in 1. A. above.
**Introduction to Business 9-10**

**Major Aim:**

Students should be able to understand the major values of the bank and specific job opportunities there.

**Grades/Subject:**

Introduction to Business 9-10

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<table>
<thead>
<tr>
<th>Objective</th>
<th>Concept</th>
<th>Suggested Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>What are the duties of the worker?</strong></td>
<td>Have students research and write a job description of at least 5 bank related jobs: bank teller, banker, etc.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td><strong>What qualifications and preparations are needed to enter the job?</strong></td>
<td>There are many qualifications and duties. To enter a job, workers need to have a variety of qualifications. For example, bank tellers need to be able to deal with public and handle money.</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td><strong>What are the working conditions?</strong></td>
<td>The working conditions vary. Some jobs are more physically demanding than others.</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td><strong>What is the employment outlook?</strong></td>
<td>There are many opportunities in banking.</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td><strong>What are the earnings?</strong></td>
<td>Earnings vary depending on the job and qualifications.</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td><strong>What are the methods of entering the job?</strong></td>
<td>There are many methods of entering the job. Some jobs require formal education or training, while others are more informal.</td>
</tr>
</tbody>
</table>

**Evaluation Procedure:**

1. Teacher evaluation of student job description.

2. Each student should be able to give a five-minute description of the bank job which interests him the most. He should include reasons why this job is of particular interest to him.

3. Show film: "Banking as a Career"
What Banks Do For You

NAME OF UNIT

Students should be able to understand the major values of the bank and specific job opportunities there.

RESOURCE

SUGGESTED ACTIVITY

1. Interview and cassette: "Your Job Interview"
4. Your job interview

CONCEPT

SUGGESTED ACTIVITY

1. Interview and cassette: "Your Job Interview"
4. Your job interview

EVALUATION PROCEDURE:

1) Each bank position should be filled with a responsible person who understands his duties.
2) Give students checklist of criteria to evaluate each bank position as related to the simulation (elicit checklist from students or use from bank consultant).
3) Give students checklist of criteria to evaluate each bank position as related to the simulation (elicit checklist from students or use from bank consultant).
4) Each bank position should be filled with a responsible person who understands his duties.

NAME OF UNIT - BANKING

1) Each bank position should be filled with a responsible person who understands his duties.
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<th>SUGGESTED ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>Students will use mate</td>
<td>1. Discussion of the process of opening and maintaining a savings account.</td>
</tr>
<tr>
<td>4) Through this st</td>
<td>2. Students open their own savings accounts in their class bank.</td>
</tr>
<tr>
<td>(e) Periodicals: Savings</td>
<td>3) Receive a savings passbook.</td>
</tr>
<tr>
<td>(280) Chicago, Ill.</td>
<td>4) Make a withdrawal slip.</td>
</tr>
<tr>
<td>(1) Educational pub</td>
<td>5) Receive a savings passbook.</td>
</tr>
<tr>
<td>(b) Career Monograph</td>
<td>6) Receive a savings passbook.</td>
</tr>
<tr>
<td>(a) From local banks.</td>
<td>7) Receive a savings passbook.</td>
</tr>
<tr>
<td>(c) Periodicals: Savings</td>
<td>8) Receive a savings passbook.</td>
</tr>
<tr>
<td>(280) Chicago, Ill.</td>
<td>9) Receive a savings passbook.</td>
</tr>
</tbody>
</table>

**EVALUATION PROCEDURE:**

1. Each student should have successfully opened a savings account in the class bank.

2. As part of a unit test, the student should be able to:
   - a. describe in one paragraph the operation of a special savings account.


4. Throughout this strategy, students will use materials obtained from local banks.
**Introduction to Business**

**BANKING**

<table>
<thead>
<tr>
<th>GRA/SUBJECT NAME OF UNIT</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

- The student should be able to understand the importance of opening and maintaining a savings account.

**OBJECTIVE**

<table>
<thead>
<tr>
<th>CONCEPT</th>
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<tbody>
<tr>
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</table>

1. Decision making includes reviewing advantages and disadvantages of a savings and loan association as compared to a commercial bank.

- Under teacher supervision, each student will calculate interest earned on their money by using a time basis followed by savings bank.

- Conduct a debate using student representatives from two types of banks, savings and loan association and commercial bank.

**SUGGESTED ACTIVITY**

<table>
<thead>
<tr>
<th>RESOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

1. Student resources as listed on page 5 and related information.

- Career Monographs:
  - Crabbe, Debrum, and Haines. General Business Publication.

**EVALUATION PROCEDURE**

- As part of a unit test, the student should be able to:
  1. Calculate interest earned on a sum of money by using a time basis followed by savings bank.
  2. State 2 major differences between a savings and loan bank and a commercial bank.

- **Regular customers**
  - Loans on home mortgages.
  - Savings & loan banks.

- **Highest interest rates**
  - Consistent with marketing plans.
  - Consistent with personal, car, mortgage plans.

- **Savings & loan banks pay the interest**
  - Marketing plan in relation to selecting the alternative most consistent with savings and loan association and commercial bank.

- **Alternative action**
  - To select in chart form the savings and loan association and commercial bank.

- **Student Resources**
  - Student handbook pp. 17 ff.
### Introduction to Business (9-10)

**Major Aim**
The student should understand the method of opening and maintaining a checking account.

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
</tr>
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<table>
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<tr>
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<tbody>
<tr>
<td>Throughout the remainder of the unit, the students should consistently maintain their checking account.</td>
</tr>
</tbody>
</table>

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<td>1. Show the film: &quot;Pay to the Order Of&quot; (11 min.).</td>
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<td>3. After receiving their bank books, each student will write several checks and enter these on the check stub.</td>
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</table>

**EVALUATION PROCEDURE:** Each student should have successfully opened a checking account in the class bank and have written several checks against that account.

<table>
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</table>

**NAME OF UNIT**: Banking

**GRACE/SUBJECT**: Introduction to Business (9-10)

**STRATEGY NUMBER**: III Checking Accounts
The student should understand the method of opening and maintaining a checking account. This should include his reasons for choosing this type of checking account suitable to his needs. As part of a unit test, the student should be able to explain in one paragraph the type of checking account he would choose for his needs.

**Major Aim**

The student should be able to explain in one paragraph the type of checking account suitable to his needs. He should be able to take into account the number of checks he will be expected to write monthly and the amount of money that will usually be in his account.

**SUGGESTED ACTIVITY**

1. Obtain a representative from a local bank or check sales company to discuss types of checking accounts.
2. Decide if the number of checks written is important to the individual.
3. As one enters the world of work, it is important to realize the personal value of handling one's own earnings in the best possible way.

**EVALUATION PROCEDURE:**

- The student should be able to explain in one paragraph the type of checking account suitable to his needs. This should include his reasons for choosing this type of checking account.
- The student should understand the method of opening and maintaining a checking account.

---

**Name of unit**: Banking

**Strategy Number**: III

**Introduction to Business (9-10)**
### Strategy Number III Checking Accounts

**NAME OF BANKING UNIT**: ARAN=ISURJFCT

**Introduction to Business (9-10)**

**Major Aim**

The student should be able to understand the method of opening and maintaining a checking account.

**Objectives**

1. The student should be able to reconcile a bank statement with a checkbook balance.
2. The student should reconcile the bank statement with their checkbook balance.

**Evaluation Procedure:**

1. As part of a unit test, the student should be able to list and define the 4 types of endorsement.

**Concept**

- Bank statement
- Checkbook balance

**Suggested Activity**

1. Use the comic book "The Story of Checks" to elicit a discussion of the flow of checks and endorsement.
2. Arrange for a former student working in the field to describe the duties of a bookkeeper.
3. Bookkeepers cancel and write out student bank statements.
4. While the bookkeepers are preparing the bank statement, the remaining students prepare a bulletin board demonstrating check flow.
5. Upon receiving their bank statements, the students will as a group, under the supervision of the teacher, reconcile their bank statements with their checkbook balances.

**Resource**

- **Evaluations**
  - Educational experiences are directly related to everyday experiences.

- **EVALUATION PROCEDURE**
  - Educational experiences are directly related to everyday experiences.

- **ACTIVITY**
  - Use the comic book "The Story of Checks" to elicit a discussion of the flow of checks and endorsement.
  - Arrange for a former student working in the field to describe the duties of a bookkeeper.
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- **Evaluations**
  - Educational experiences are directly related to everyday experiences.

**New York $9.50**

- Films: 90 min.
- Student guide book of checks (Federal Reserve System of America, 1978, Syracuse University, 1978, Printed in U.S.A. by the School of Business Administration, Syracuse University, 1978, Printed in U.S.A.)
- SUGGESTED ACTIVITY:
  - Use the comic book "The Story of Checks" to elicit a discussion of the flow of checks and endorsement.
  - Arrange for a former student working in the field to describe the duties of a bookkeeper.
  - Bookkeepers cancel and write out student bank statements.
  - While the bookkeepers are preparing the bank statement, the remaining students prepare a bulletin board demonstrating check flow.
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**EVALUATION PROCEDURE**

- Educational experiences are directly related to everyday experiences.

**ACTIVITY**

- Use the comic book "The Story of Checks" to elicit a discussion of the flow of checks and endorsement.
- Arrange for a former student working in the field to describe the duties of a bookkeeper.
- Bookkeepers cancel and write out student bank statements.
- While the bookkeepers are preparing the bank statement, the remaining students prepare a bulletin board demonstrating check flow.
- Upon receiving their bank statements, the students will as a group, under the supervision of the teacher, reconcile their bank statements with their checkbook balances.
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<th>SUGGESTED ACTIVITY</th>
<th>CONCEPT</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Majors, part, house, vacation, also set up.</td>
<td>Majors, part, house, vacation, also set up.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bank loans: car, house, vacation, also set up.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Conduct a field trip to a bank.</td>
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</tr>
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<td>Bank loans: car, house, vacation, also set up.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>The student should be able to borrow from the bank.</td>
<td>The student should be able to borrow from the bank.</td>
</tr>
</tbody>
</table>

**GRADES/SUBJECT:** Introduction to Business 9-10

**UNITS:** Banking Services

**STRATEGY NUMBER:** IV

**RELATED BANKING SERVICES:**

- Students should be able to understand the major values of the bank and specific job opportunities there.

**EVALUATION PROCEDURE:**
Teacher evaluates each group.

Each group has an observer with a checklist who reports to class on behavior in the group.

<table>
<thead>
<tr>
<th>STUDENT ACTIVITY</th>
<th>RESOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare a field trip guide.</td>
<td>Various businesses which need loans.</td>
</tr>
<tr>
<td>Conduct a field trip to a bank.</td>
<td>Bank loans: car, house, vacation, also set up.</td>
</tr>
<tr>
<td>Interview a bank representative.</td>
<td>Majors, part, house, vacation, also set up.</td>
</tr>
<tr>
<td>Prepare a field trip guide.</td>
<td>Bank loans: car, house, vacation, also set up.</td>
</tr>
<tr>
<td>Conduct a field trip to a bank.</td>
<td>Majors, part, house, vacation, also set up.</td>
</tr>
</tbody>
</table>

**LOCAL BANKS:***

- **Hempstead Road Co.**
- **Midland Trust Co.**
- **New City National Bank**
- **N.Y. Bank, New York City, New York, 10011**
- **Yack, New York 958-G**

**EVALUATION PROCEDURE:**
Teacher evaluates each group.

Each group has an observer with a checklist who reports to class on behavior in the group.

**SUGGESTED ACTIVITY:**

- Conduct a field trip to a bank. The bank representative will introduce students to the loan department, trust services, types of checks, and safe deposit boxes.

**ROLE PLAY:**

- Have groups each write a loan from the loan department.

**BANK LOANS:**

- **Car:** Low-priced car, $2,000; medium-priced car, $3,000; high-priced car, $4,000.
- **House:** Low-priced house, $5,000; medium-priced house, $6,000; high-priced house, $7,000.
- **Vacation:** Low-priced vacation, $1,000; medium-priced vacation, $2,000; high-priced vacation, $3,000.
- **Personal:** Low-priced personal loan, $1,000; medium-priced personal loan, $2,000; high-priced personal loan, $3,000.
- **Business:** Low-priced business loan, $5,000; medium-priced business loan, $10,000; high-priced business loan, $15,000.

**INTRODUCTION TO BUSINESS:**

- Students should be able to understand the major values of the bank and specific job opportunities there.
### Introduction to Business 9-10

Students should be able to understand the major values of the bank and specific job opportunities there.

#### OBJECTIVE

In two sentences identify trust services which are offered by some banks.

#### EVALUATION PROCEDURE:

2a. Have students draw up a chart listing pros and cons of having a bank operate a trust fund.

2b. Have small group rank trust services offered by banks.

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>SUGGESTED ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empire National Bank- N.Y.</td>
<td>From the bank.</td>
</tr>
<tr>
<td>Marine Midland Bank- N.Y.</td>
<td>etc.</td>
</tr>
<tr>
<td>Education Center--Rockland County Region</td>
<td>Check these predictions with the one you receive.</td>
</tr>
<tr>
<td>A Field Trip Guide</td>
<td>Twenty one. Predict what in which the local bank would operate with this money.</td>
</tr>
<tr>
<td>overlooking the class</td>
<td>Property, stocks, manage his money, etc.</td>
</tr>
<tr>
<td>New York, New York</td>
<td>Predict the way in which the local trust bank will operate.</td>
</tr>
<tr>
<td>132 W. 31 Street</td>
<td>A fourteen year old student is left $80,000 in his trust fund.</td>
</tr>
<tr>
<td>Trust &amp; Estates Estates</td>
<td>An individual may ask a bank to manage his money, etc.</td>
</tr>
<tr>
<td>Other Hours:</td>
<td></td>
</tr>
<tr>
<td>OBJECTIVE</td>
<td>CONCEPT</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>State three examples of financial advice provided by the bank.</td>
<td>Banks offer financial advice to people who are buying homes.</td>
</tr>
<tr>
<td>Banks offer financial advice to people who are buying homes.</td>
<td>They would give reasons why the bank would give an 80% mortgage at 7% interest for 30 years. Check these reasons against those offered by the consultant.</td>
</tr>
<tr>
<td>Make a chart of 3 types of financial aid offered by the bank.</td>
<td>Depositing money</td>
</tr>
<tr>
<td>Role play the setting up of a business and make decisions concerning its financial backing.</td>
<td>Business setting up are buying homes.</td>
</tr>
</tbody>
</table>

**Evaluation Procedure:**
- Make a chart of 3 types of financial aid offered by the bank.
- State three examples of financial advice provided by the bank.
- Make a chart of the different types of financial aid offered by the bank.
- Role play the setting up of a business and make decisions concerning its financial backing.

**Introduction to Business 9-10**

Students should be able to understand the major values of the bank and specific job opportunities there.

**STRATEGY NUMBER**

**NAME OF UNIT**

**GRADE/subject**

**Related Banking Services**
## Introduction to Business

### Concept
- Related Banking Services

### Activity
- Have students identify the circumstances under which they would use safe deposit boxes.

### Suggested Activity
- Explain in one sentence each, when they would use the following services:
  - a) safe deposit boxes
  - b) travelers' checks
  - c) certified checks

### Evaluation Procedure
- Evaluation: Have students identify the circumstances under which they would use safe deposit boxes.

### Resource
- Local banks

### Note
- Students should be able to understand the major values of the bank and specific job opportunities there.
How Safe is your Money

**OBJECTIVE**

Student should be able to understand the need for Federal insurance to protect the depositors and learn there is a good chance of many banks failing next year.

**CONCEPT**

Prior to the Federal Deposit Insurance Corp., people lost their savings when banks failed. Especially when banks lend more money, they may not be able to repay the debts, leading to the failure of banks. People lose their savings when banks fail.

**SUGGESTED ACTIVITY**

Role play the action and feelings of (their grandparents) people in the bank failures of 1929. Students pretend they hold high national government positions and learn there is a good chance of many banks failing next year. Since they are in national policy making roles, have them decide in groups how they would decide to prevent this failure.

**EVALUATION PROCEDURE:**

Students write a paragraph on the need for FDIC insurance. Teacher evaluates group action and decides to prevent this failure.

1. Concepts in America (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
2. Rise of the American Nation
3. History of the Nation
4. History, Cambridge
5. Text: General Business

**RESOURCES**

1. Concepts in America
2. Rise of the American Nation
3. History of the Nation
4. History, Cambridge

**PAGE 97**
**How Safe is Your Money?**

**BANKING NAME OF UNIT:** 15 Grace

**INTRODUCTION TO BUSINESS 9-10**

Student should be able to understand the need for Federal Insurance to protect depositors.

**MAJOR AIM**

- **CONCEPT:**
  - Student should be able to:
  - Write one paragraph on the role of the Federal Deposit Insurance Corporation (FDIC) and how it protects depositors.

**SUGGESTED ACTIVITY**

- **RESOURCE:**
  - Text: General Business
  - How would a family of four protect its deposits of $80,000 in a bank? Without FDIC or with lower interest with FDIC?

**EVALUATION PROCEDURE:**

Let each student make a choice of putting his money into a bank paying lower interest or into a bank paying higher interest.

<table>
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<table>
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#### BANKING

**Objective:**

- Student should be able to understand the need for Federal Insurance to protect the depositors' funds.

**Concept:**

- A bank employee should not risk his or anyone else's life to save bank money as it is insured.

**Suggested Activity:**

- Arrange for a bank guard to explain bank security.

**Simulation:**

- The student would be able to restrain themselves during a hold-up of their bank.

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**Resource:**


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**Evaluation Procedure:**

- Simulation: The student would be able to decide if bank robbers' actions are acceptable or unacceptable. They would also be able to decide if bank employees' actions are acceptable or unacceptable to protect themselves and others.

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**GRALF/SUBJECT**

- Introduction to Business 9-10