



A MESSAGE TO ELEMENTARY TEACHERS

From Your Colleagues

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

Teaching the SCANS Competencies 1993, p. 15

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

Inside you will find:

- ✚ CDOS core curriculum with performance indicators
- ✚ Essential questions
 - X Promote higher level thinking skills
 - X Set up parameters for exciting learning
- ✚ Sample units, projects, lessons, and classroom activities
 - X Authentic
 - X Standards-driven
 - X Project-based
 - X Motivational
 - X Creative
 - X Student-centered
- ✚ Cross reference checklist

We invite you to read through this guide and discover the universality of CDOS.



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

Students will:

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

Discussion Questions

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

Students will:

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

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

Students will:

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

Discussion Questions

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

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

Students will:

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

Discussion Questions

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

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

Students will:

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

Discussion Questions

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

Elementary Standard 3a: Universal Foundation Skills

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

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

Students will:

- A. Demonstrate competency in reading through strategies to:
 - 1. Improve oral and silent reading comprehension of written language (e.g., main idea and supporting details, sequence of



THINKING SKILLS

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

Students will:

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

Discussion Questions

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

PERSONAL QUALITIES

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

Students will:

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

Discussion Questions

¥ How do personal qualities affect performance?

INTERPERSONAL QUALITIES

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

Students will:

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

Discussion Questions

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

MANAGING RESOURCES

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

Students will:

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

Discussion Questions

SYSTEMS

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

Students will:



ELEMENTARY ESSENTIAL QUESTIONS

Who am I?

Why do I need to learn?

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

Why do I need to work?

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

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

Why is it important to interact with others?

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

ELEMENTARY ESSENTIAL QUESTIONS /SAMPLE ACTIVITIES OVERVIEW

Essential Questions	Sample Activities	Page	CDOS and Possible Connecting Standards
Who am I?	Me in the Future Me Bags	16 17	CDOS; ELA; SS; Arts CDOS
Why do I need to learn?	School as My Workplace Successful Workers	20 21	CDOS; SS CDOS; ELA; SS
How does my current learning prepare me for my life experiences?	Career Bags School Store	24 25	CDOS; ELA CDOS; ELA; SS
Why do I need to work?	Are You for Hire? Where Do I Learn?	28 30	CDOS; ELA CDOS; ELA

Who Am I?

Why Do I Need to Learn?

ELEMENTARY SAMPLE ACTIVITY

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

Title of Activity: Successful Workers

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Estimated Time:

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	[White]	[White]
	[White]	[White]
	[White]	[White]
	[White]	[White]
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[Large Empty Cell]	[Red Bar]	
	[White]	[White]
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	[White]	[White]
[Large Empty Cell]	[White]	[White]
	[White]	[White]
	[White]	[White]
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Parent Career Interview

Name _____

Name of Person Being Interviewed _____

Where do you work? _____

What is your job title? _____

What is your job description? _____

What skills do you use at work? _____

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

ELEMENTARY SAMPLE ACTIVITY

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

Title of Activity: Career Bags

GRADE				
K	1	2	3	4

Estimated Time:

Why Do I Need to Work?

ELEMENTARY SAMPLE ACTIVITY

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

Title of Activity: Are You for Hire?

GRADE				
K	1	2	3	4

Estimated Time: 20-30 minutes

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

This Is How I Feel About My Skills

Name _____

Date _____

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

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

Name one to three of your favorite classroom jobs. _____

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

ELEMENTARY SAMPLE ACTIVITY

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

Title of Activity: Where Do I Learn?

GRADE				
K	1	1	2	4

Estimated Time: minimum of 20 minutes

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

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

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

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s):

Why Is It Important to Interact with Others?

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