



# 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 21<sup>st</sup> 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



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## 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?



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# 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

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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 21<sup>st</sup> 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?

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# Why Do I Need to Learn?

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# 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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# 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?

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# 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?

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# 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><b>DESCRIPTION OF ACTIVITY</b> 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 &amp; 2:                      ¥ 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.                      Day 3:                      ¥ 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.                      Day 4:                      ¥ Students are assigned jobs.                      Ongoing:                      ¥ 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.</p> <p><b>MATERIALS/RESOURCES</b>                      ¥ "This Is How I Feel About My Skills" form (see page 29)</p> <p><b>COMMENTS/MODIFICATIONS</b>                      ¥ 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.</p> <p><b>ASSESSMENT/EVALUATION</b>                      ¥ Students train other students, who will replace them (job-shadowing concept).</p> <p><b>SOURCE/CREDIT</b>                      Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p>	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	
<b>POSSIBLE STANDARDS CONNECTIONS</b>		
English Language Arts	¥	
Languages Other than English		
Mathematics, Science, and Technology		
Health, Physical Education, and Family and Consumer Sciences		
Social Studies		
The Arts		

# 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

<p><b>OBJECTIVE(S)</b> Students will describe activities in which learning occurs inside and outside school.</p>	<b>ELEMENTARY STANDARDS</b>																																																															
<p><b>DESCRIPTION OF ACTIVITY</b></p> <ul style="list-style-type: none"> <li>¥ 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.</li> <li>¥ 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.)</li> <li>¥ 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.</li> <li>¥ 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.)</li> <li>¥ 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.</li> <li>¥ Class discusses the number and types of jobs they have at both home and school. Class discusses why that is important.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Career Development (1)</td> <td></td> </tr> <tr> <td>1. Career Plan</td> <td></td> <td style="text-align: center;">¥</td> </tr> <tr> <td>2. Awareness of Interests, Aptitudes, and Abilities</td> <td></td> <td style="text-align: center;">¥</td> </tr> <tr> <td>3. Value of Work</td> <td></td> <td style="text-align: center;">¥</td> </tr> <tr> <td>4. Changing Nature of Workplace</td> <td></td> <td></td> </tr> <tr> <td>5. Exploring Preferences</td> <td></td> <td></td> </tr> <tr> <td>6. Relationship of Decision Making</td> <td></td> <td></td> </tr> <tr> <td>7. Changing Roles</td> <td></td> <td></td> </tr> <tr> <td colspan="2">Integrated Learning (2)</td> <td></td> </tr> <tr> <td>1. Identify academic knowledge and skills</td> <td></td> <td></td> </tr> <tr> <td>2. Demonstrate differences</td> <td></td> <td></td> </tr> <tr> <td>3. Solve problems</td> <td></td> <td></td> </tr> <tr> <td colspan="2">Universal Foundation Skills (3a)</td> <td></td> </tr> <tr> <td>1. Basic Skills</td> <td></td> <td></td> </tr> <tr> <td>2. Thinking Skills</td> <td></td> <td style="text-align: center;">¥</td> </tr> <tr> <td>3. Personal Qualities</td> <td></td> <td style="text-align: center;">¥</td> </tr> <tr> <td>4. Interpersonal Skills</td> <td></td> <td style="text-align: center;">¥</td> </tr> <tr> <td>5. Technology</td> <td></td> <td></td> </tr> <tr> <td>6. Managing Information</td> <td></td> <td></td> </tr> <tr> <td>7. Managing Resources</td> <td></td> <td></td> </tr> <tr> <td>8. Systems</td> <td></td> <td style="text-align: center;">¥</td> </tr> </table>	Career Development (1)			1. Career Plan		¥	2. Awareness of Interests, Aptitudes, and Abilities		¥	3. Value of Work		¥	4. Changing Nature of Workplace			5. Exploring Preferences			6. Relationship of Decision Making			7. Changing Roles			Integrated Learning (2)			1. Identify academic knowledge and skills			2. Demonstrate differences			3. Solve problems			Universal Foundation Skills (3a)			1. Basic Skills			2. Thinking Skills		¥	3. Personal Qualities		¥	4. Interpersonal Skills		¥	5. Technology			6. Managing Information			7. Managing Resources			8. Systems		¥
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<p><b>COMMENTS/MODIFICATIONS</b></p> <ul style="list-style-type: none"> <li>¥ Students with special needs can buddy up with a partner, tape-record responses, or work with a parent or older sibling at home.</li> <li>¥ This activity should also emphasize that learning is a continuous, interrelated process.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>English Language Arts</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>Languages Other than English</td> <td></td> </tr> <tr> <td>Mathematics, Science, and Technology</td> <td></td> </tr> <tr> <td>Health, Physical Education, and Family and Consumer Sciences</td> <td></td> </tr> <tr> <td>Social Studies</td> <td></td> </tr> </table>	English Language Arts	¥	Languages Other than English		Mathematics, Science, and Technology		Health, Physical Education, and Family and Consumer Sciences		Social Studies																																																						
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# How Do I Find Out What I Need to Know to Become an Effective Worker?

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

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# ELEMENTARY SAMPLE ACTIVITY

Essential Question(s):

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# Why Is It Important to Interact with Others?

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# How Do I Apply Knowledge to Become a Successful Worker in the 21<sup>st</sup> Century?

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