



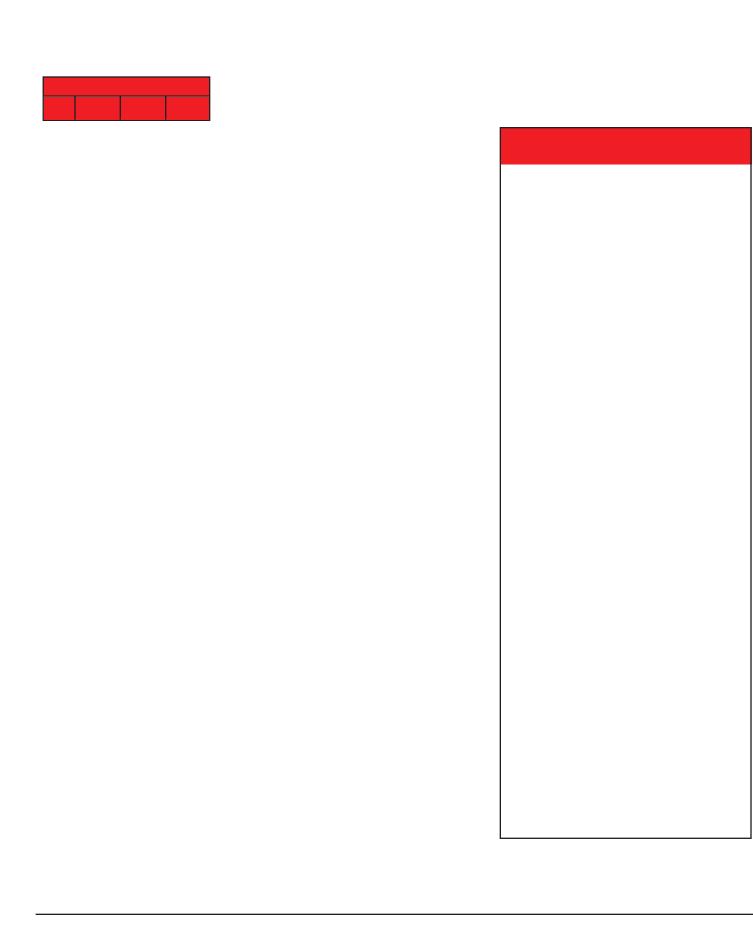
Content Area(s): Mathematics, Health, Family and Consumer Sciences

Title of Activity: Blackboards and Rdste TairBlocks

_											
_											
								-			

Job Inventory Sheet

Job Title	Responsibilities	Necessary Skills	School Preparation



Content Area(s): English Language Arts

Title of Activity: Biographical Explorations

	GF	RADE	
5	6	7	8

	Zoriilatoa 111100 1 Woon	
OBJECTIVE(S) Students will identify characteristics of an individual in a biography.		
		1
		ı.
		1

Content Area(s): English Language Arts, Technology

Title of Activity: Multimedia Autobiography

5 6 7 8 Estimated Time:	GRADE			
	5 6 7 8		Estimated Time:	
		1		
		-		
				——
				<u> </u>
		-		
		-		
				<u> </u>
				
		-		
		-		1
				—
				l
				ł
		-		<u> </u>
				_
		-		_
				ı



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

Title of Activity: What's My Line?

GRADE

5 6 7 8	Estimated Time: 1—2 weeks
OBJECTIVE(S) Students will research a career. Students will write and answer questions about a job, using a foreign language they are studying.	
 DESCRIPTION OF ACTIVITY Teacher explains the major idea of the 1950s-1960s television show "What's My Line?" (Students sit on a panel and ask questions of the "guest" to determine the job of that person. The questions can only be "yes" or "no" questions. On the basis of the answers to the questions, the students guess the occupation of the guest.) Students select a job in which they are interested and research that job. Students write five questions about a job that will help them determine what kind of job it is. These questions are to be written in the foreign language that the students are studying. Using their research, students prepare answers to possibiO3answers to the forei423ao8epuorep language t342.72 2OF ACTM>BDC BT0RIALS/RESOURCES 0 Tr 11 0 language t2 cm35EMC /PCOMMENTS/MODIFIC>BDC 10ing.S 0 Tr language t93.RIP 1 TfSOURCE/CREDIT1 Tf0 Tw 12 0 0 12 52.4 562.919 	0 11 3 12 52.4 562.9194 Tmge t32/T2460F 11 0 0 11 3 12 52.4 562.9194 Tm(DESC242.7



Content Area(s): Social Studies

Title of Activity: International Gala

	GR	RADE	
5	6	7	8

OBJECTIVE(S) Students will conduct research and organize plans for a schoolwide	INTERMEDIATE STANDARDS			
international ethnic festival.	Career Development (1)			
	1. Career Plan			
DESCRIPTION OF ACTIVITY Together introduces the unit on an intermediated feeting!	Relationship Among interests, Aptitudes, and Abilities, and Career Research			
 Teacher introduces the unit on an international festival. Teacher leads students in a discussion of what they would like to research about their own ethnicity to share at the festival. Students and teacher determine the categories of information to be researched 	Relationship Among interests, Aptitudes, and Abilities, and Successful Employment			
(e.g., a nation's history, culture, politics, economics).Students research their ethnic backgrounds, using the categories	4. Changing Nature of Work and			

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

Title of Activity: Snow Day—Get the Word Out!

GRADE

Content Area(s): Social Studies, The Arts

Title of Activity: Exploring the Louisiana Territory

GRADE 5 6 7 8	Estimated Time: 5-7 class periods	ı
OBJECTIVE(S) Students will gain an awareness and appreciation for the roles of Lewis, Clark, Sa Cajarvea, Pike. Students will replicate the journey of Lewis and Clark through an art medium.		
 DESCRIPTION OF ACTIVITY Students study the exploration and journeys of Lewis and Clark in the Louisiana Territory. 		
 Art teacher teaches various art mediums and techniques to use in their work. 		
- -		
- -		
- - -		
-		
- - -		_ _ _

Estimated Time: 2 weeks

Content Area(s): Social Studies

Title of Activity: Public Forum Night

GRADE				
5	6	7	8	

OBJECTIVE(S) Students will become more aware of community issues and possible	INTERMEDIATE STANDARI	S
Students will become more aware of community issues and possible solutions.	Career Development (1)	
 DESCRIPTION OF ACTIVITY Teacher explains the purpose, structure, and components of surveys. Students develop surveys for the community on various community issues. Students survey the community and seek community issues. Students divide into groups with each group selecting one issue. Students research the issues and brainstorm possible solutions. Students contact local governmental leaders and politicians, inviting them to attend an open forum night on community issues. Students prepare scripted questions for the governmental leaders. Students work with art department to prepare suitable stage props and backdrops. Family and Consumer Sciences department develops child care services for interested parents. Students prepare public relations materials and post them throughout the community, inviting the community to an open forum on community issues. On the evening of the forum, students introduce the speakers and present prepared questions. Students discuss the event in class the next day. 	1. Career Plan 2. Relationship Among interests, Aptitudes, and Abilities, and Career Research 3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment 4. Changing Nature of Work and Educational Requirements 5. Relationship of Personal Choices to Career Decision Making Integrated Learning (2) 1. Apply academic knowledge and skills 2. Solve problems that call for applying academic knowledge 3. Use academic knowledge and skills in an occupational context Universal Foundation Skills (3a) 1. Basic Skills	•
	2. Thinking Skills	

Content Area(s): Social Studies, Family and Consumer Sciences

Title of Activity: School Shopping Mall

GRADE							
5	6	7	8				

OBJECTIVE(S) Students will examine characteristics of successful entreprises. Students will begin their own school business. DESCRIPTION OF ACTIVITY • Teacher invites representatives from local businesses or the Chamber of Commerce to discuss various aspects of businesses, including issues involved with starting a business and identifying potential businesses. • Students brainstorm businesses they could begin as a class, identifying those that would most likely be successful. • Students work with a business mentor to determine the various departments (or jobs) that will be necessary for the business to operate. • Examples are quality control, design, research and development, production, finance, advertising, and accounting. • Students complete job applications for the positions they want. • T	5 6 7 8		Estimated Time: 2 weeks
 DESCRIPTION OF ACTIVITY Teacher invites representatives from local businesses or the Chamber of Commerce to discuss various aspects of businesses, including issues involved with starting a business and identifying potential businesses. Students brainstorm businesses they could begin as a class, identifying those that would most likely be successful. Students work with a business mentor to determine the various departments (or jobs) that will be necessary for the business to operate. Examples are quality control, design, research and development, production, finance, advertising, and accounting. Students complete job applications for the positions they want. 	Students will examine characterises.	-	
	 DESCRIPTION OF A Teacher invites repress of Commerce to discussives involved with a businesses. Students brainstorm to those that would mose that would mose students work with a departments (or jobs) Examples are qual production, finance Students complete job 	entatives from local businesses or the Chamber ass various aspects of businesses, including starting a business and identifying potential businesses they could begin as a class, identifying t likely be successful. business mentor to determine the various that will be necessary for the business to operate. Lity control, design, research and development, the, advertising, and accounting.	

Content Area(s): Social Studies, Technology

Title of Activity: Wagons Ho

GRADE				
5	6	7	8	

OBJECTIVE(S)

Students will be able to design and build a better means of transportation than that used during westward expansion.

DESCRIPTION OF ACTIVITY

- Students research the geographical and topographical characteristics of the United States in the early $19^{\hbox{th}}$ century.
- Students brainstorm problems that may arise while crossing the United States in a covered wagon.
- Students brainstorm possible solutions to problems, including design solutions.
- Teacher proposes the following question: "What wagon design will help me to travel across the United States with the fewest problems?"
- Students work in small groups and use computer assisted design (CAD) technology to design a better wagon.
- Students build a model of their design.
- Students share their models, explaining how the design addresses the problems of transportation in the 19th century.

INTERMEDIATE STANDARDS

Career Development (1)

Estimated Time: 2 weeks

- 1. Career Plan
- Relationship Among interests, Aptitudes, and Abilities, and Career Research
- Relationship Among interests, Aptitudes, and Abilities, and Successful Employment
- 4. Changing Nature of Work and Educational Requirements
- 5. Relationship of Personal Choices to Career Decision Making th

MATERIALS/RESOURCES

- Computer
- · CAD program
- · Wood, building materials
- · Various tools, equipment

COMMENTS/MODIFICATIONS

 For younger students, models can be drawn on paper and not actually made.

ASSESSMENT/EVALUATION

- Teacher evaluates design and classroom participation.
- Teacher evaluates model on basis of established rubric.

SOURCE/CREDIT

Submitted by Robert T. Lammly, Ravena Coeymans Selkirk Middle School, Ravena, NY.

Estimated Time: 2 weeks

Content Area(s): Social Studies

Title of Activity: Student Court

GRADE					
5	6	7	8		

MEDIATE STANDAI	ΚL
evelopment (1)	
lan	
ship Among interests, Aptitud	es,
lities, and Career Research	
ship Among interests, Aptitud	es,
lities, and Successful	
ment	
g Nature of Work and	
onal Requirements	
ship of Personal Choices to	
Decision Making	
d Learning (2)	
cademic knowledge and skills	
oblems that call for applying	
ic knowledge	
demic knowledge and skills ir	l
pational context	
l Foundation Skills (3a)	
ills	
g Skills	
Qualities	
sonal Skills	
ogy	
ng Information	
ng Resources	
SIBLE STANDARDS	5
CONNECTIONS	
•	
iics	
es ati Phy	es Other than English atics, Science, and Technology Physical Education, and y and Consumer Sciences udies

Submitted by Robert T. Lammly, Ravena Coeymans Selkirk Middle School, Ravena, NY.

Content Area(s): Science

Title of Activity: Bluebird Boxes

GF	RADE
5 6	7 8

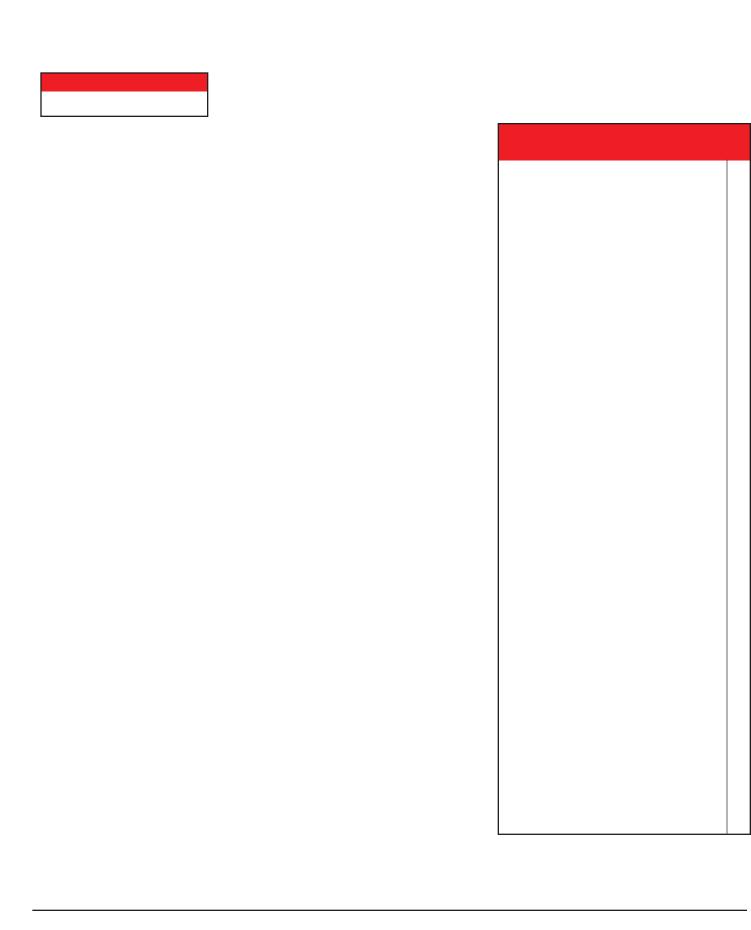
OBJECTIVE(S)	INTERMEDIATE STANDARDS		
Students will track the lives of area bluebirds, graph local and national populations via the Internet, and gain knowledge of environmental effects	Career Development (1)		
on the bluebird.	1. Career Plan		
DESCRIPTION OF ACTIVITY			
 Students take part in a nationwide program to raise awareness and concern for endangered bluebirds. 			
Students work in correlation with the National Bluebird20onal Bluebird	- E00 Tbirt- E00 4ebirt44 0 Tbir7gr]TJE	Г29	

Content Area(s): Science

Title of Activity: Junior Chiropractors

	GR	RADE	
5	6	7	8

OBJECTIVE(S)	INTERMEDIATE STANDARI	DS
Students will identify and name larger skeletal structures in the human skeletal system.	Career Development (1)	
Students will explore the human anatomy, using online and human	1. Career Plan	•
resources.	2. Relationship Among interests, Aptitudes,	
Students will build 3-D skeletal models.	and Abilities, and Career Research	
 DESCRIPTION OF ACTIVITY Local chiropractors visit the classroom to speak to the class about the roles and responsibilities of chiropractors. cal chiructures in the 		
resman skeletal the cices-1.219 T ON OF 3n 10 57.003 Tw 10 >l st		
		\vdash
		L
		H
		T



Estimated Time: 5-7 class periods

Content Area(s): Mathematics, Science, Technology

Title of Activity: History and Impact of Technology

GRADE				
5	6	7	8	

OBJECTIVE(S) Students will gain an understanding and appreciation of how	INTERMEDIATE STANDARDS				
technology has impacted and influenced our society.	Career Development (1)				
	1. Career Plan				
DESCRIPTION OF ACTIVITY • Students select any technological device or product they want to	2. Relationship Among interests, Aptitudes and Abilities, and Career Research				
research, such as a ballpoint pen, CD, phone, or camera. • Students research device or product through various means, such as: O Library	 Relationship Among interests, Aptitudes, and Abilities, and Successful Employment 				
 Internet CD Students select one of the following projects: "Evolution" board—Students create poster depicting the evolution of the product, highlighting improvements and/or changes. "How Things Work" board—Students display dismantled parts or images with descriptions of the significance of each component. Students brainstorm and list careers that have been created as a result of the technology they have recommended. Students present their completed board to the class and give an overview of the careers that have evolved as a result of their specific product. Large group discussion concerning how the skills taught in school 	Changing Nature of Work and Educational Requirements				
	5. Relationship of Personal Choices to Career Decision Making				
	Integrated Learning (2)				
	1. Apply academic knowledge and skills	_			
	2. Solve problems that call for applying				
	academic knowledge				
	3. Use academic knowledge and skills in				
	an occupational context				
	Universal Foundation Skills (3a)				
	1. Basic Skills				
technologies that were researched.	2. Thinking Skills				
	3. Personal Qualities				
MATERIALS/RESOURCES	4. Interpersonal Skills				
Computer with Internet access	5. Technology				
Library resources	6. Managing Information				
Poster board	7. Managing Resources				
Markers	8. Systems				
Tape, glue	POSSIBLE STANDARDS				
COMMENTS/MODIFICATIONS	CONNECTIONS				
Students gain an appreciation for the effect technology has had on our society.	English Language Arts				
A class discussion concerning the positive and negative effects that	Languages Other than English				
technology has had on society is a good closure activity.	Mathematics, Science, and Technology				
ASSESSMENT/EVALUATION	Health, Physical Education, and Family and Consumer Sciences				
Teacher evaluates completed board project, using a rubric. Teacher evaluates and progentation using a rubric. Teacher evaluates and progentation using a rubric.	Social Studies				
Teacher evaluates oral presentation, using a rubric.	The Arts	•			
SOURCE/CREDIT					

Submitted by the Applied Technology Staff, Olean Middle School, Olean, NY.

Cross Reference Checklist

Intermediate Sample Activities Integrated Learning

Sample Activities	CDOS 1	CDOS 2	CDOS 3a	ELA	LOTE	MST	H/PE /FCS	SS	ARTS		
1. Blackboards and											
Butcher Blocks											
2. E ² Egg Explosion											
3. Biographical Explorations											
4. Multimedia Autobiography											
5. What's Wrong with This											
Product?											
6. What's My Line?											
7. Adventure Attributes											
8. Pen Pals Around the World											
9. International Gala											
10. Snow Day—Get the											
Word Out!											
	İ										