

DOCUMENT RESUME

ED 073 288

VT 018 993

AUTHOR McMinn, J. H., Comp.; Morris, Ken, Comp.  
TITLE Career Education: A Handbook for Program Initiation.  
INSTITUTION Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.  
PUB DATE Jul 72  
NOTE 134p.

EDRS PRICE MF-\$0.65 HC-\$6.58  
DESCRIPTORS Administrator, Responsibility; \*Career Education; Career Planning; Elementary Grades; Intermediate Grades; Learning Activities; \*Program Development; \*Resource Guides; Secondary Grades; Skill Development; Teacher Responsibility; \*Vocational Development

IDENTIFIERS Career Awareness; Career Exploration

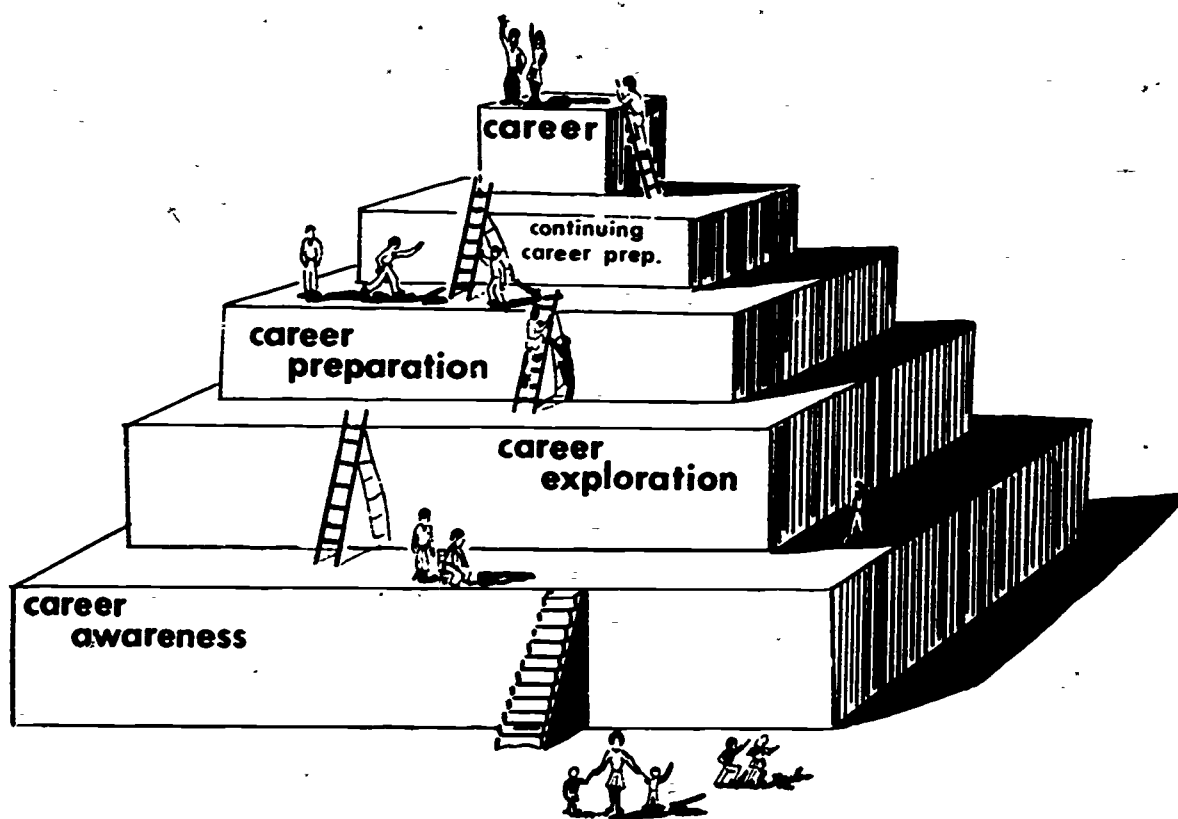
ABSTRACT

This compilation of ideas, sample activities, and other information has been prepared for use by classroom teachers, counselors, career education leaders, and school administrators in initiating career education programs. Section of the handbook provide: (1) a description of the career-centered curriculum, which is a curriculum designed to help students develop socio-logical, psychological, and occupational skills through a developmental program divided into stages of career awareness, exploration, preparation, and continuing education, (2) a listing of the responsibilities of the administrator, career educator, occupational orientation teachers, counselor, teacher, and teacher aides in the career education programs, (3) a chart illustrating career development concepts at the primary, intermediate, and secondary grade levels, (4) a guide for planning career activities based on developmental tasks and characteristic reactions of certain stages of development, and (5) a listing of career activities. The activities, which are divided into elementary, middle school, and high school levels, consist of instructional procedures, resources, and materials keyed to units of study and subject matter areas. (SB)

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# Career Education

## A Handbook for Program Initiation



State Department of Education  
G. H. Johnston, Superintendent

Division of Vocational-Technical Education  
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July 1972

ED 073288

VT 18093

ED 073288

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**CAREER EDUCATION**

**A Handbook for  
Program Initiation**

**Compiled By**

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Career-Centered Curriculum**

**State Department of Education  
Division of Vocational-Technical Education  
Jackson, Mississippi 39205  
July, 1972**

## FOREWORD

Education in America today appears to be headed into one of the most exciting eras in educational history. A primary reason for this is the apparent desire of educational leaders for common sense change. This educational leadership spans the entire breadth of educational levels from the local to the national. At last, those who have the power to influence change are responding to the frustrations as well as to the dreams of education's benefactors.

For too long the school curriculum has been dominated by those who have held a rather limited view as to what constitutes an educated person. The result has been a curriculum embracing a long string of "minuses" for its contribution to skill training which leads directly to employment. Even the "muffled" voices of those who have applauded such education have conversely sounded a strange attitude that it is for "someone else's children."

Hopefully, we have now reached a level of educational maturity which practices the concept that "there is dignity in work." When we have reached this pinnacle of educational maturity, teachers at all levels will be willing to take a new look, as they must, at their subject area fields. After having done so, they can be expected to do some "plowing-up" and "re-sowing" with new and exciting methods, techniques, and media. This means a change in thinking so that preparation for a career becomes accepted as one of the clear and primary objectives of our system of education.

This compilation of ideas, sample activities, and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders, and school administrators. It is proper that we recognize the assistance and sound advice of my office staff in the persons of Sally Weems, Billye Jackson, and Ken Morris. They have been invaluable in making the compilation possible.

J. H. McMinn, Coordinator  
Research, Curricula & Teacher Education  
Division of Vocational-Technical Education

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**INTRODUCTION TO THE CAREER-CENTERED CURRICULUM**

by

**Ken Morris**

## Introduction to the Career-Centered Curriculum

### The Need for Career Education

The basic intention of education is to prepare students to live fruitful and rewarding lives; however, many students exit from school ill-prepared for living in our complex society.

Students are indicating that the education they are now receiving is not relevant to their needs. This is particularly true where careers are concerned. Perhaps, some of the problems our society now faces, such as drug abuse, racial unrest, unemployment, and violence, are demonstrative of the irrelevancy of our present educational system.

Career education cannot be considered the panacea for the ills of society, but it is one positive approach to solving some of the dilemmas which now challenge us. The need for a change from the traditional to a curriculum emphasizing preparation for life is supported by the following statements:

1. The school drop-out rate increases by three-quarters of a million people per year.
2. The traditional curriculum has emphasized preparation for college; however, only 20% of the jobs in the United States require a baccalaureate degree.
3. Colleges and universities are currently graduating more students than there are jobs for these graduates.
4. Unemployment in the United States is a major problem.  
(Unemployment among teenagers is approximately five times higher than it is for adults).

5. Approximately 2.5 million students exit from the formal education system each year without adequate career preparation.
6. Training programs existing outside the school structure are extremely costly.
7. The influx of women and black workers into the labor market will require expanding training opportunities.
8. A solution to underemployment is a mounting issue.
9. The increase in welfare recipients requires more tax dollars.
10. In 1970, only about one student out of six was enrolled in occupational preparation.



## The Career-Centered Curriculum

### A Definition

The career-centered curriculum is a design and a process which aims at preparing students for life, especially their working lives. It is based on the supposition that in order to be successful in life, people need: (1) sociological skills to participate in community, state, and national affairs; (2) psychological skills to achieve self-awareness and to develop personal qualities that characterize the effective worker; and (3) occupational skills to earn a living and to serve as a base for growth and advancement in a career field.

The career-centered curriculum attempts to provide these minimal skills through a developmental program divided into stages of awareness, exploration, preparation, and continuing education.

### Awareness Stage

The function of the awareness stage which spans grades K through 6 is to broaden pupils' horizons as related to career knowledge and to correct distortions that many children have concerning careers. The task of expanding career awareness is accomplished by guiding elementary pupils through a study of careers found in such familiar settings as the family, school, neighborhood, community, and state.

The study of careers is not intended to supplant any instruction at the elementary level; rather, career information and activities should be integrated into the existing curriculum in such a manner that the regular subjects become the media through which careers are presented.

Opportunities are provided for pupils to become aware of tasks common to certain careers by incorporating work activities into instructional proceedings. Pupil participation in the tasks involved in completing the assigned work not only increases their awareness of these tasks, but also facilitates their learning behaviors such as cooperation and dependability needed for entering and maintaining employment.

### Exploration Stage

The exploration stage encompasses grades 7 through 10. At this level students are encouraged to explore their interests and abilities, to undertake a study of careers, and to participate in career related experiences.

Guidance personnel working with individuals and small groups assist students in their self-exploration. Various inventories are administered and interpreted to students to expediate their beginning a detailed study of themselves.

During grades 7 and 8, students explore careers on a broad base. Procedures for exploration vary but generally follow the pattern of integrating career information and experiences into existing classes and adding special classes such as Occupational Orientation.

Occupational Orientation classes give distinctive impetus to career exploration by directing students through a study of five units of investigation, namely: (1) self-exploration; (2) industrial, trade and craft occupations; (3) consumer and homemaking occupations; (4) public service occupations; and (5) production, distribution, and management occupations.

Students in grade 9 narrow their fields of exploration to particular career clusters of their own interests. Simulated work experiences which allow students to assess their performances, aptitudes, and interests are emphasized. The shops and laboratories related to different studies offer natural settings for work simulations.

Having progressed through the awareness stage and three years of exploration, the tenth grade student may select a career cluster that he wishes to explore in depth. Guidance efforts are intensified to add more assurance of a wise selection. Teachers of English, mathematics, science, and social studies add new relevance to their subject by relating them to careers; thus, students are motivated to better performance in these classes.

#### Preparation Stage

The preparation stage is focused in grades eleven and twelve and has as its aim preparing students for the world of work. Preparation is accomplished in various ways utilizing ongoing programs. For the student whose career choice requires a baccalaureate degree, assistance is provided in the selection of proper courses of study that will lead to entrance into college. Guidance counselors also provide information concerning colleges and universities in order to facilitate the student's selection of an institution that best meets his particular needs.

Students who desire to begin work after high school graduation can enroll in one of the vocational education programs to receive training. These programs differ somewhat from one school system to another, but usually selections can be made from agriculture, auto mechanics, building trades, consumer economics, metal trades, industrial drafting, industrial

electricity, and office occupations.

Cooperative vocational education, a vocational education program employing on-the-job training correlated with classroom instruction, can be utilized to expand training opportunities. The operational base of the cooperative program is broad enough to offer students career training in most occupational areas found within the community.

### Continuing Education

The program for continuing education exists for those no longer enrolled in regular school programs who desire to learn new skills or update their existing skills. Training programs are essentially the same in the continuing education stage as they are in the preparation stage. Structurally, programs are open-ended in order to allow trainees to enter at any time and exit upon achievement of a certain level of competency.

### Summary

The career-centered curriculum is designed to assist students in selecting and preparing for careers. While emphasis is placed upon occupational skills, they are considered only one facet of the total program. The sociological and psychological skills necessary for effective living are deemed equally important.

The curriculum is developmental in nature encompassing four stages ranging from a broad survey approach to specialization in particular careers. Provisions are made for re-entering the system for learning or improving skills.

In its implementation, the concept of the career-centered curriculum does not advocate the abrogation of existing curriculums. Its intention is to revitalize existing curriculums around a career development theme utilizing

the expertise of counselors and teachers in the creation of a total school experience that meets the needs of students and society.

As you, the educator, read the following by Dr. Stephen Cory, read intently, for the next two pages point out better than many voluminous works the need for changes in our attitudes about education and teaching.

## THE POOR SCHOLAR'S SOLILOQUY

by

Stephen M. Corey, Professor of Education  
University of Chicago

No, I'm not very good in school. This is my second year in the seventh grade and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the school room, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless you can name the book it comes out of. I've got a lot of books in my own room at home .... books like Popular Science, Mechanical Encyclopedia, and the Sear's and Ward's catalogues, but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything second hand I look it up in Sear's and Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the books and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the presidents. Of course, I know some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight. I'm not too sorry though because the kids who learned the Presidents had to turn right around and learn all the Vice-Presidents. I'm taking seventh grade over but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great inventors. The kids seem interested.

I guess I just can't remember names in history. Anyway, this year, I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horse power and number of forward and backward speeds of twenty-six American trucks, some of the Diesel's and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air pressure, so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big Diesel truck down. Boy, does he know his stuff.

I'm not very good in Geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterdayer because my uncle took me and his big trailer truck downstate about two hundred miles and we brought almost ten tons of stock to the Chicago Market.

He had told me where we were going and I had to figure out the mileage...He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. He made seven stops and drove over five hundred miles round trip. I'm figuring now.

what his oil cost and also the wear and tear on the truck -- he calls it depreciation so we'll know how we made out.

I can even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyard. I only made three mistakes in seventeen letters last time, my aunt said -- all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on, "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

If a 57 foot telephone pole falls across the cement highway so that 17  $\frac{1}{6}$  feet extend from one side and 14  $\frac{9}{17}$  feet from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I don't get very good grades. All of us kids make a broom holder and a book end this term, and mine was sloppy. I just couldn't get interested. Mom doesn't use a broom any more with her new vacuum cleaner, and all our books are in a book case with a glass door in the parlor. Anyway, I wanted to make an end gate for Uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first. I didn't see why but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him \$10.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week because the teacher said we couldn't be good citizens unless we did. I really tried, because I do want to be a good citizen. I did hate to stay after school, though, because a bunch of boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist Home. I made the jungle gym from old pipe and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence around the lot.

Dad says I can quit school when I'm fifteen and I'm sort of anxious to because there are a lot of things I want to learn how to do and, as my uncle says, I'm not getting any younger.



**RESPONSIBILITIES OF PERSONNEL**

by

**Dalton Anthony**

**Betty Bagwell**

**Mary Childers**

## RESPONSIBILITIES OF THE ADMINISTRATOR IN THE CAREER EDUCATION PROGRAM

### (The Leadership Function)

1. Sponsoring a preliminary survey of existing school services, facilities, and resources to determine the school's readiness for a career education program.
2. Getting assistance from specialists regarding techniques of initiating a career education program.
3. Discussing budgetary requirements of the career education program with the board of education.
4. Planning preliminary meetings of the school staff to discuss approaches to establishing a career program.
5. Selecting an advisory committee which is acceptable to the faculty and community.
6. Cooperating with this committee in determining a plan of action.
7. Providing sufficient time so that the plan of action can be carried out.
8. Selecting staff members who are interested, capable, and qualified.

### (The Support Function)

1. Providing suitable space and facilities for housing the staff and materials.
2. Arranging in-service education activities for staff members.
3. Encouraging staff members to secure additional knowledge about career education through college courses, on-site visits to programs already in existence, and reading professional publications.
4. Encouraging constant evaluation of the program and supporting changes that seem to be necessary as a result of such evaluation.
5. Encouraging members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes.
6. Continuously interpreting the career education program to the community.

## RESPONSIBILITIES OF THE CAREER EDUCATOR

1. Assume the leadership for implementing career education concepts into the curriculum.
2. Informing the administration how the concepts and objectives of the career-centered curriculum are being carried out.
3. Maintaining good public relations.
4. Submitting progress reports to the state project director.
5. Assisting occupational orientation teachers in implementing the program in their respective segments of the program.
6. Arrange and coordinate career education in-service training.
7. Supervising the budget.
8. Supervising the ordering of materials.
9. Assume responsibility for on-the-scene in-service training of faculty and staff.

## RESPONSIBILITIES OF THE OCCUPATIONAL ORIENTATION TEACHERS

1. Cooperating with teachers in an effort to provide worthwhile activities of a career-centered nature which would add relevance to the academic program of study.
2. Coordinating career activities to prevent duplication.
3. Developing a time schedule in cooperation with each teacher whereby a planning session can be held on some regular basis.
4. Acting as a consultant upon whom the teachers may call for suggested career related activities.
5. Providing a prolific source of career materials through a well organized career resource center.
6. Surveying local career resources and arranging for utilization of these.
7. Acting as a source of referral for teachers who determine a definite area of career interest which needs to be explored by any one student or a group of students.
8. Maintaining a personal file on all career-centered curriculum students.
9. Working closely with the guidance counselor in administering tests for the purpose of self-analysis.
10. Keeping written records of career related instructional procedures being used in the classroom.
11. Assisting in conducting career education in-service training.
12. Communicating to the career educator how the concepts and objectives of the career-centered curriculum are being carried out in their respective segments of the program.

## RESPONSIBILITIES OF THE COUNSELOR

1. Gathering data on students through a variety of tools and techniques such as interviewing, testing, case conferences, etc., which would serve as a future reference in the career development process.
2. Coordinating this data and supervising its maintenance through cumulative records.
3. Counseling with pupils concerning education and career plans.
4. Collecting, organizing, and maintaining information of an educational, vocational, or environmental nature.
5. Presenting this information to pupils through assemblies, homeroom programs, career conferences, college days, and other group procedures.
6. Assisting in career in-service education of all staff members.
7. Serving in a public-relations capacity by maintaining close work relationships with various community agencies.

## RESPONSIBILITIES OF THE TEACHER

1. Making every effort to understand the values and purposes of the program.
2. Cooperating with the administration and career staff in carrying out policies considered essential to the development of career education.
3. Exchanging information with colleagues that would be helpful in meeting the objectives of the program, and which would help students make a better personal, social, or education adjustment.
4. Observing pupils in various activities in and out of the classroom, noting their patterns of behavior in group situations and becoming aware of their interests, attitudes, values, work habits, etc.
5. Recording behavior which they feel is a significant indication of career choice to be filed for future reference during career counseling.
6. Instilling proper attitudes toward work and study.
7. Giving pupils individual assistance in making desirable social adjustments.
8. Becoming aware of careers related to the subject areas taught.
9. Creating methods of relating to and incorporating career information into subjects taught.
10. Creating in the students an awareness of possible careers in which they will be involved in the future.
11. Cooperating with occupational orientation teachers in planning career related activities to be implemented in the classroom.
12. Providing information that will help students to make appropriate educational and vocational choices.
13. Communicating to the occupational orientation teacher how the concepts and objectives of the career-centered curriculum are being carried out.
14. Referring students who show definite interests in specific career areas to the occupational orientation teacher and/or counselor for additional information.

## RESPONSIBILITIES OF THE TEACHER AIDES

1. Type tests, handout materials, class records, correspondence, etc.
2. Duplicate materials as requested by teachers (spirit duplicating machine, mimeograph, etc.)
3. Record test marks and homework.
4. Monitor study activity based on standards established by the teachers.
5. Maintain inventory check on teaching materials and supplies.
6. Under direction of teachers organize and maintain files.
7. Accept telephone calls, take and deliver telephone messages for teachers.
8. Maintain orderly arrangement of classroom storage equipment and instructional material.
9. Be alert to and attend needs for tidiness and readiness of classroom for desirable learning environment.
10. Transfer appropriate anecdotal information from office records to student cards.
11. Keep attendance records.
12. Monitor groups on field trips, assembly programs, etc.
13. Monitor make-up tests.
14. Distribute and collect student materials (health cards, etc.)
15. Handle routine interruptions, i.e., notes from other teachers, messages, etc.
16. Assist students in preparation of bulletin board displays.
17. Fill in appropriate information on report cards, failure notices, letters to parents, etc.
18. Handle make-up work and tests for absentees.
19. Operate audio-visual equipment and materials.
20. Prepare visual materials for instruction as determined by teachers.
21. Carry out other assignments of a similar nature as requested by teachers.

**CAREER-CENTERED CURRICULUM CONCEPT CHART**

- (The concepts found on the following chart are those suggested for implementation in a Career-Centered Curriculum)

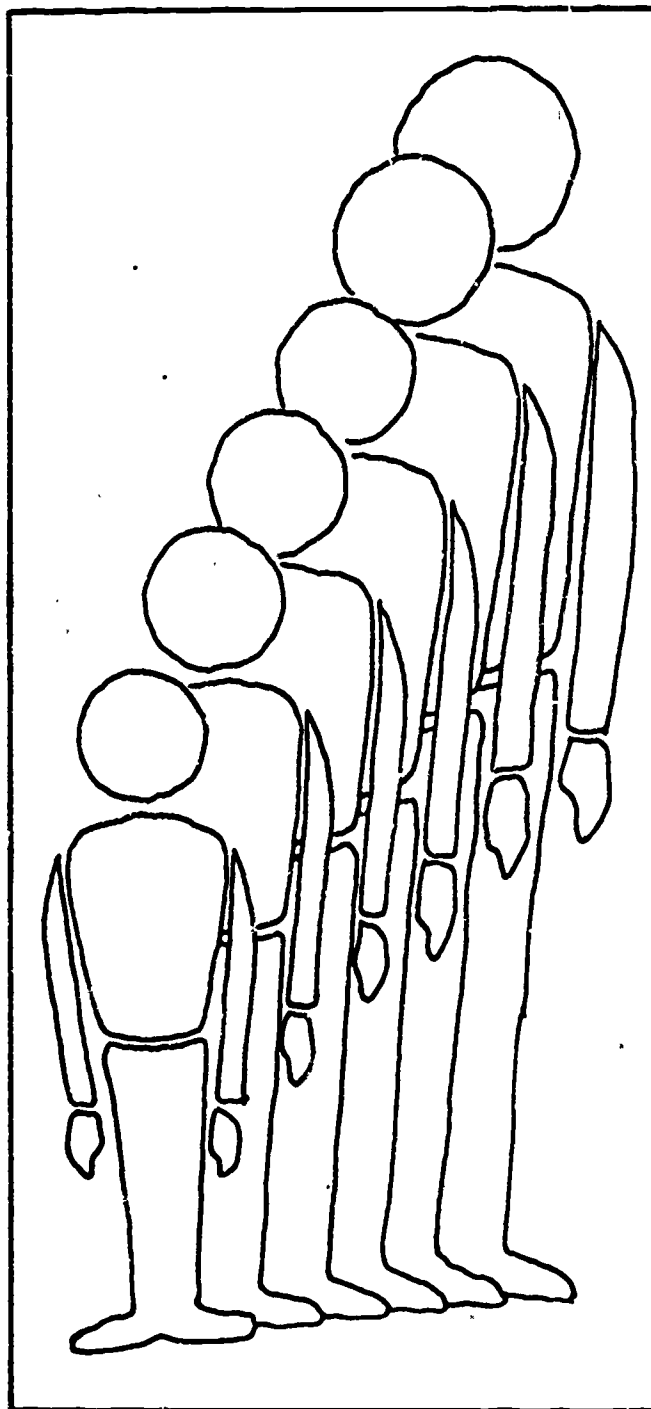


CAREER DEVELOPMENT CONCEPTS

	PRIMARY (Awareness)	INTERMEDIATE (Cont. Awareness)	JR. HIGH (Exploration)	HIGH SCHOOL (Preparation)
Understanding and acceptance of self is important throughout life.	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
All persons have dignity and worth.	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Respect for the dignity and honor associated with all socially useful work is important.	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Work has different meanings for different people.	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Education and work are interrelated.	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Geographical location influences career opportunities.	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Individuals are responsible for their own career choice.	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Economic systems affect career planning.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Advances in knowledge affects careers.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Job specialization creates interdependency.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Environment and individual potential interact to influence career development.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Occupations and life styles are interrelated.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Individual differences influence career planning.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Individuals can learn to perform adequately in a variety of occupations.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Individuals must be flexible and receptive to change.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Information and experiences for career planning should be obtained from many sources.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Career development is a continuous and sequential series of choices.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
Occupations may be classified according to responsibilities required.			XXXXXXXXXX	XXXXXXXXXX
Knowledge of techniques used in applying for, securing, and maintaining a job is essential.			XXXXXXXXXX	XXXXXXXXXX
Various groups and institutions influence work.			XXXXXXXXXX	XXXXXXXXXX

A  
Guide  
To  
The  
**Nature  
of  
Career  
Activities**

By  
Ken Morris



In planning career activities to be utilized in the career-centered curriculum programs, teachers need to give special attention to the appropriateness of these activities.

A good activity implemented to the wrong group at an improper level can prove futile; therefore, it is necessary to know something of the nature of the students who will be involved in the activity before the nature of the activity can be identified.

I have attempted to analyze the developmental tasks and characteristic reactions of certain stages of development and from this analysis determine the nature of the career activities that would best suit students at various developmental stages.

This guide is brief and certainly is not all inclusive concerning what a teacher needs to know about pupils in a class. It does, however, emphasize the importance of knowing the pupils to whom career activities will be addressed, and it can be used as an aid in developing activities to be utilized in the career-centered curriculum.

Ken Morris, Program Officer  
Career-Centered Curriculum

CHILDHOOD	DEVELOPMENTAL TASK	CHARACTERISTIC REACTIONS	NATURE OF CAREER ACTIVITIES
<p>Pre-School and Primary Grades (K-2)</p>	<ol style="list-style-type: none"> <li>1. Increasing ability for self-help (self-directions and self-discipline.)</li> <li>2. Increasing responsibilities for one's acts.</li> <li>3. Identifying with the likes of parent.</li> <li>4. Awareness of physical and social world (which include individual and cultural differences.)</li> <li>5. Performing chores around the house.</li> <li>6. Developing fundamental skills in reading, writing, and calculations.</li> </ol>	<p>Age 5: Beginning to be capable of self-criticism, eager and able to carry some responsibility. Loves dramatic play. Interested in group activity.</p> <p>Age 6: Learns best through active participation. Brief periods of interest. Had difficulty making decisions. Group activity continues to be popular.</p> <p>Age 7: Learns best in concrete terms while participating actively. Enjoys working with hands. Enjoys songs, rhythms, fairy tales, stories, comics, radio, and television. Can assume limited responsibility.</p>	<ol style="list-style-type: none"> <li>1. Career activities should be brief and employ concrete realities.</li> <li>2. "Learning by doing" might be the byword for this period of development. Pupils need to be physically engaged in activities prepared for this period.</li> <li>3. Pupils can assume limited responsibility in planning or carrying out activities.</li> <li>4. Activities need to be well structured minimizing pupil decisions or choices.</li> <li>5. Precision activities should not be employed at this level.</li> <li>6. Gaming situations and dramatic play can be utilized effectively.</li> </ol>

CHILDHOOD	DEVELOPMENTAL TASK	CHARACTERISTIC REACTIONS	NATURE OF CAREER ACTIVITIES
Middle Grades (3-4)	<ol style="list-style-type: none"> <li>1. Extension of skills in the fundamentals.</li> <li>2. Assumption of responsibilities for one's acts.</li> <li>3. Increasing identification with like-sexed peers.</li> <li>4. Increasing ability to undertake cooperative enterprises.</li> <li>5. Increasing personal development through choice of physical activities, intellectual pursuits, recreational interests, and social behavior.</li> </ol>	<p>Age 8: New awareness of individual differences. Ready for simple classroom dramatics. Capacity for self-evaluation. Responsive to group activities. Enjoys team games, comics, radio, television, stories, and collections of all kinds.</p> <p>Age 9: Capable of prolonged interests. Easily discouraged. Interested in community and country. Much time spent in talk and discussion.</p>	<ol style="list-style-type: none"> <li>1. Career activities can be longer in duration than they were in the pre-school and primary grades.</li> <li>2. Group activities should be stressed.</li> <li>3. Activities should place emphasis on pupil responsibility.</li> <li>4. All activities should be designed for pupil success in accomplishments of the assigned tasks involved.</li> <li>5. Verbalization should be incorporated into activities at this level.</li> <li>6. Resource people representative of various occupations can be used effectively.</li> </ol>

PREADOLESCENCE	DEVELOPMENTAL TASK	CHARACTERISTIC REACTIONS	NATURE OF CAREER ACTIVITIES
<p>Grades 5 and 6 Ages approximately 10-13</p>	<ol style="list-style-type: none"> <li>1. Identification with liked-sex peers.</li> <li>2. Ability to undertake cooperative enterprises.</li> <li>3. Development of a scale of values (social and cultural).</li> <li>4. Exploration of abilities and interests through activities.</li> <li>5. Exploration of personal independence through intellectual, social, and physical factors.</li> <li>6. Increasing identification of the self.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interested in activities to earn money.</li> <li>2. Interest in team games, pets, radio, comics.</li> <li>3. Often overcritical, rebellious, and uncooperative.</li> <li>4. Awkwardness, restlessness, and laziness common as a result of rapid and uneven growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Career activities can be aimed at self-identify (abilities, interests, and values.)</li> <li>2. Activities should not be too prolonged.</li> <li>3. Allowances for student innovations and creativity should be made in activity planning.</li> <li>4. Group activities should continue to prove effective.</li> <li>5. Activities should utilize some discussion.</li> <li>6. Activities should not be overly strenuous.</li> </ol>

ADOLESCENCE	DEVELOPMENTAL TASK	CHARACTERISTIC REACTIONS	NATURE OF CAREER ACTIVITIES
<p>Grades 7 through 12 Age 14+</p>	<ol style="list-style-type: none"> <li>1. Achieving new and more mature relations with age-mates of both sexes.</li> <li>2. Achieving a masculine or feminine social role.</li> <li>3. Accepting one's physique and using the body effectively.</li> <li>4. Achieving emotional independence of parents and other adults.</li> <li>5. Achieving assurance of economics independence.</li> <li>6. Selecting and preparing for an occupation.</li> <li>7. Preparing for marriage and family life.</li> <li>8. Developing intellectual skills and concepts necessary for civic competence.</li> <li>9. Desiring and achieving socially responsible behavior.</li> <li>10. Acquiring a set of values and an ethical system as a guide to behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. High interest in philosophical, ethical, and religious problems; search for ideals.</li> <li>2. Strong identification with an admired adult.</li> <li>3. Preoccupation with acceptance by the social group; fear of ridicule and of being unpopular; oversensitiveness; self-pity.</li> <li>4. Assertion of independence from family as a step toward adulthood.</li> <li>5. Going to extremes; emotional instability with "know-it-all" attitudes.</li> <li>6. High interest in physical attractiveness.</li> <li>7. Girls usually more interested in boys than boys in girls, resulting from earlier maturing of the girls.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activities should allow for team work with a limited amount of supervision.</li> <li>2. Group discussion and individual expression can be effectively incorporated into activities.</li> <li>3. Activities should be so constructed as to develop a student's confidence in his ability to work.</li> <li>4. Activities should allow for exploration and experience in many career fields.</li> <li>5. Activities should simulate real work situations as closely as possible.</li> <li>6. Community members and resources should be utilized.</li> <li>7. Activities should be designed to elicit student evaluations.</li> </ol>

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#### SAMPLE OF CAREER ACTIVITIES

The following are samples of the activities prepared by the teachers of the New Albany City Schools during the school year, 1971-1972, in order to carry out career related activities within the framework of their regular classroom settings. It is not the intent of this material to serve as a specific guide but as a reference for ideas in carrying out future activities.

Activities are divided into three groups: elementary school, middle school, and high school. Most material is presented according to subject area rather than grade level because many activities are flexible enough to be used at different levels.

**Sample Activities  
for the  
ELEMENTARY SCHOOL  
Grade Levels 1-5**

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Constructive Use of Leisure Time -</p> <p>self concept</p> <p>cooperation</p> <p>responsibility</p> <p>cooperation</p> <p>Crafts of other People</p>	<p>Use clay to make "pinch pots".</p> <p>Talk about the use of pottery making throughout history.</p> <p>Self portraits: Acceptance of self and others.</p> <p>Workers in the community: make and dress puppets of community workers.</p> <p>Workers in a family - pottery makers, as family unit in Japan.</p> <p>Care for nature and the world. Childrens' responsibility in ecology. Draw pictures (crayons)</p> <p>Make three shapes out of sculpture material (wheat paste and vermiculite) showing cooperative work experience.</p> <p>Indians - sand painting colored sand glued to design.</p> <p>Eskimos - soap carving to represent ivory-tusks.</p>	<p><u>How to Make Pottery by Hand</u></p> <p>Art Education colored reproductions - portraits, crayons, and paper</p> <p>Film and clay</p> <p>Paintings: "<u>Toilers of the Sea</u>" "<u>View of Toledo</u>"</p> <p>Wheat paste vermiculite</p> <p><u>Art Today</u></p> <p><u>Indian Crafts and Lore</u></p> <p>Sand, food coloring</p> <p>Bar of Ivory soap</p>

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Masks, African</p> <p>Mexico - basket weaving, paper weaving.</p> <p>Persian - rug designs - design made of yarn glued to paper.</p> <p>Hunting, fishing - for boys. Make pictures (Montage) from sportmen's magazine.</p> <p>Quilting - for girls. Cut and glue paper designs for quilts.</p> <p>Creative stitchery for boys and girls.</p> <p>Discuss and perhaps provide or encourage experience with some art hobbies that have become careers, such as painting, photography, sewing, interior design, etc.</p> <p>Study American artists. Discover different types of work represented in paintings.</p> <p>Have children portray the kind of career they would like to enter - (drawing), (painting).</p>	<p><u>Fundamentals of Art</u></p> <p><u>Art of the Eskimo</u>, Glubok.</p> <p>Boxes, string, construction paper</p> <p><u>Masks and Masks Makers</u>, Carlson.</p> <p>sportmen's magazine</p> <p>Burlap and yarn, string, rope, etc.</p> <p><u>Famous Artists of the Past</u></p> <p><u>American History in Art</u></p>	

SUBJECT Art GRADE OR LEVEL 1-5

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>History of American Architecture</p> <p>Nougouche, Sculptor, Artist</p>	<p>3-D pictures, sticks, sand, found objects to depict homes in the wilderness - log cabins, sod huts, teepees.</p> <p>Study Victorian homes. Tour town and pick out remains of Victorian influence. Identify other influences.</p> <p>Use of boxes, paper, cardboard scraps, old stockings to design homes for the 21st Century.</p> <p>Study architecture as a career.</p> <p>Study life of Nougouche, Japanese-American Sculptor.</p> <p>Show how Nougouche related sculpture to stage sets, architecture, landscapes, playgrounds.</p> <p>Have children design the ideal playground. Use cardboard, modeling clay, etc.</p>	<p>found objects, glue</p> <p><u>Art Today</u></p> <p><u>Nougouche</u></p>

SUBJECT ART GRADE OR LEVEL 1-5



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>4. Finding specific ideas (who, what, why, where, when, how).</p> <p>Oral Communication</p> <p>A child will discover a need for standards as he participates in Oral experience.</p> <p>Oral Communication can be improved through -</p> <p>1. Conversation</p>	<p>Read "The Fisherman's Wife". Talk about men who make their living by fishing. Compare the way this occupation was long ago with the way it is today.</p> <p>Choose a story such as "Little Foot" and tell the children you will ask questions after the story.</p> <p>Ask such questions as:</p> <p>Where did Little Foot go one day?  <u>What</u> did Little Foot like to do best?  <u>Why</u> did the other boats laugh at him?  <u>When</u> did he decide to be more helpful?</p> <p>Then, discuss boats, barges, and ships and what types of work are done with them.</p> <p>Material for conversation may include trips, holidays, movies, radio and T.V. programs, birthdays, books, etc.</p>	<p>Treat Shop          Jacobs, Johnson, Turner,          pp. 87-93.</p>

SUBJECT Speech

GRADE OR LEVEL Primary and Intermediate

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Speaking	<p>Discuss filmstrips --- emphasize necessity for work.</p> <p>Make up stories about being useful.</p> <p>Discuss:</p> <ol style="list-style-type: none"> <li>1. Basic needs of families.</li> <li>2. How and from where we get the things we need.</li> <li>3. The nature of parent's work-hours - environment - tools.</li> </ol> <p>Children dictate stories and charts to be recorded by teacher. (Possible subjects)</p> <ol style="list-style-type: none"> <li>1. "Helping at Home"</li> <li>2. "Helping at School"</li> <li>3. "My Family Works Together"</li> <li>4. "How I Get My Food"</li> <li>5. "How I Get My Clothing"</li> </ol> <p>Role playing activities:</p> <ol style="list-style-type: none"> <li>1. What my parents do.</li> <li>2. What I want to be when I grow up.</li> <li>3. Use flannel board figures to stimulate discussions about various community workers.</li> </ol> <p>Children dictate rules for living together at school to be recorded in manuscript by teachers.</p> <p>Make drawings to illustrate desired behavior in various areas of school.</p>	<p>Flannel board cut-outs.  Elementary Career Materials</p> <ol style="list-style-type: none"> <li>1. <u>Members of the Family</u></li> <li>2. <u>Community Helpers</u></li> <li>3. <u>Community Workers</u></li> </ol>
Writing		

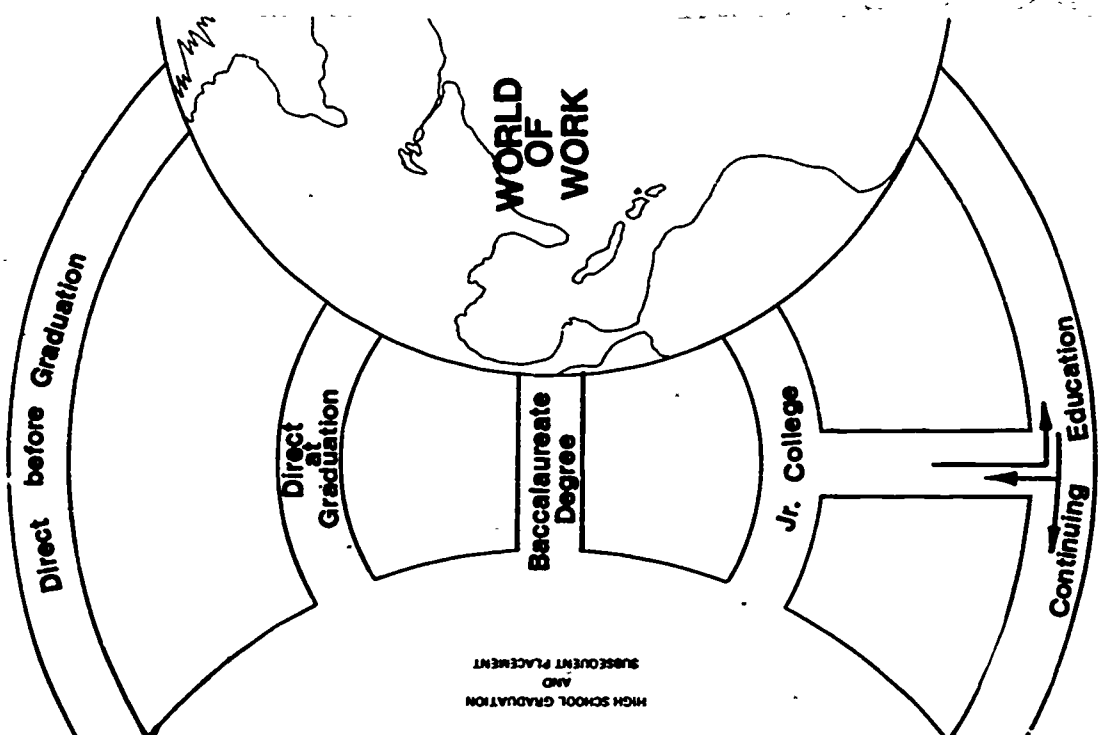
SUBJECT Language Arts GRADE OR LEVEL \_\_\_\_\_

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Writing	<p>Children observe as teachers and older children make captions for drawings illustrating desired behavior in various areas of school.</p> <p>Draw pictures of people who work in our school.</p> <p>Observe as teacher or older children write captions on drawings.</p> <p>Draw pictures of family members at work.</p> <p>Draw "When I Grow Up."</p> <p>Children observe as dictated charts and stories are recorded by teacher.</p>	
Listening	<p>(Level 1)</p> <p>Read stories to children about different occupations.</p> <p>Take listening walks for occupational sounds.</p> <p>Listen to riddles about occupations and let children guess what they are.</p> <p>Read to class the story "Gone is Gone" to show what happens when people do not do what they are best fitted to do.</p>	<p><u>I Want to Be Books</u> Material, Career Center</p>
Writing	<p>Copy experience chart stories about workers seen on field trips to plants, etc.</p>	<p>"Gone is Gone" story</p> <p>Pencil and paper</p>

SUBJECT Language Arts GRADE OR LEVEL \_\_\_\_\_



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Speaking	<p>Write simple sentences about pictures of baseball men, spacemen, doctors, cowboys which the teacher has given them.</p> <p>Have children dress as their parents do when they work and have them tell about the kind of work their parents do.</p> <p>Have children act out situations such as:</p> <ol style="list-style-type: none"> <li>1. An emergency</li> <li>2. A football game</li> <li>3. Eating in the lunchroom, etc.</li> </ol> <p>Discuss what each "worker" does. These would include doctors, nurses, telephone operator, referee, coach, lunchroom workers, farmers, etc.</p> <p>The children could be a room librarian, water the plants empty wastebaskets, etc. and discuss his job with the class.</p>	<p>Pictures of career people</p>
Listening	<p>Use Flannel Board on The Farm and have children discuss the work and workers on the farm.</p> <p>Listen to the record which goes along with the filmstrip "Fun on Wheels."</p> <p>Also listen to the reading of other filmstrips which are about machines and related careers.</p> <p>Listen to stories about inventors.</p>	<p>Furniture and materials in the classroom</p> <p>Flannel Board on The Farm</p> <p>Fs 12 "Fun on Wheels" "Energy at Work"</p> <p>"Machines" "Electricity" - 110</p> <p>R 6 "Casey Jones and Other Railroad Songs"</p>



GRADE	POTENTIAL											
	1	2	3	4	5	6	7-8	9	10	11	12	
OBJECTIVES	CONTINUOUS IN SERVICE TRAINING TO MEET STUDENT NEEDS AT ALL LEVELS.											
	TEACHER			CAREER AWARENESS			CAREER EXPLORATION			CAREER PREP.		
EMPHASIS	STUDENT			EXPANDING COMMUNITY			OTHER COMMUNITIES			NATIONAL		
	HOME & SCHOOL			NEIGHBORHOOD			FOREIGN SERVICE			INDIVIDUAL CAREER CHOICE		
METHODS & TECHNIQUES	CLASSROOM TEACHERS FURNISH INSTRUCTION BY MERELY FUSING CAREER EDUCATION ACTIVITIES WITH THE ON GOING CURRICULUM. FIELD TRIPS, ROLE PLAYING, SINGING, GAMES, ETC. ARE USED. MATH, LANGUAGE ARTS, AND SOCIAL STUDIES ARE USED AS VEHICLES FOR CONVEYING THE CAREER EDUCATION CONCEPT.											
	GUIDANCE AND COUNSELING BECOMES MORE INTENSE. SPECIFIC TIME BLOCK IS SET ASIDE FOR CAREER EXPLORATION. TEAM TEACHING IS UTILIZED.											
GRADE	ON-GOING V.O.E.D. PROGRAMS ARE UTILIZED. CO-OP PROGRAMS ARE MAXIMIZED. MATH, SOCIAL STUDIES, LANGUAGE ARTS, ETC. ARE INDIVIDUALIZED TO FOCUS ON CAREERS FOR WHICH STUDENTS ARE PREPARING.											
	1	2	3	4	5	6	7-8	9	10	11	12	

# A CAREER EDUCATION MODEL K-12

J.H. McMINN, Coordinator  
CAREER EDUCATION PROGRAMS  
STATE OF MISSISSIPPI

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Dividing the Work</p> <p>Everyone does not do all the jobs, but each person undertakes a certain job. This gets jobs done faster and better. When a person specializes, he depends on other people for the other goods and services he needs.</p>	<p>Read "Pete's New Clothes" or listen to the recording.</p> <p>Read "Gone is Gone".</p> <p>Discuss how confusing it would be if everyone did all his own work at home.</p> <p>Discuss various jobs children do at home. Bring out these points: Why is it important that children help at home? Why is it better that father and mother assign the jobs? Why do you obey your parents rather than other parents? Why do you have to mind older brothers or sisters when parents are gone?</p>	
<p>Leisure Time</p> <p>People can choose to use their free time to do more work or play or have a hobby.</p> <p>Because time is limited one has to make choices as to how to use free time.</p> <p>Some people may not have time or money for recreation or hobbies.</p>	<p>Make drawings showing your hobbies or what you would like to do for a hobby.</p> <p>Invite parents to come and discuss interesting hobbies. (Librarian, artist, musician, boy or girl scout leader, science consultant to tell about studying nature, member of a garden club)</p> <p>Make a display of things made at home, as models, doll clothes, bead work, etc.</p> <p>Read "Barnaby Jonathan Jaws".</p>	

SUBJECT Language Arts GRADE OR LEVEL \_\_\_\_\_

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>People want more and more. Since we cannot have everything, we must make choices.</p>	<p>Make drawings of things you would like to have. Call the exhibition, "I Wish, I Wish, I Wish".</p> <p>Write a short account of what you would buy with \$5.00.</p> <p>Read, "A Week of Sundays".</p>	
<p>Stories About National Parks</p> <p>Today in History, Oct. 4, 1957--Sputnik was launched by the Russians</p> <p>Creative Thinking</p> <p>Creative Writing</p>	<p>Discuss the careers of caretaker, forest ranger, and fire watcher.</p> <p>Discussion of careers in space.</p> <p>Booklet on "What I'd Like to Be".</p> <p>Story on "Why People Work".</p>	
<p>Spelling</p>	<p>Select career books from the library and choose spelling words from these books.</p>	<p>Mrs. McCafferty, media center specialist, should visit the class and discuss the book.</p>

SUBJECT Language Arts GRADE OR LEVEL \_\_\_\_\_



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Library Study</p>	<p>The words should describe a career the child picked.</p>	<p>Career Books</p>
<p><u>Spelling</u></p>	<p>Go to library and write titles of career books. Compile for each student a book list. Spelling from the titles.</p>	<p>Library</p>
<p>Dictionary</p>	<p>Use the dictionary when studying careers and look up specific terms involved in careers.</p>	<p>Dictionary</p>
<p>Poems</p>	<p>Write a poem about a particular career and then use the words for a spelling list.</p>	
<p>Rhyme</p>	<p>Think up words that rhyme with describing words that match a career. Do not use any aides for spelling. Then check the spelling of the describing words.</p>	
<p><u>Speaking</u></p>		
<p>Giving Oral Report</p>	<p>Using an overhead projector show a paragraph describing a specific career. Let different children read paragraph out loud and the class discuss the job.</p>	

SUBJECT Language Arts

GRADE OR LEVEL \_\_\_\_\_

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Problem solving</p> <p>Measurement:</p> <p>Inches</p> <p>Liquid measure: cup, pint, quart</p> <p>Money</p> <p>Adding and subtracting</p> <p>Adding tens</p> <p>Subtracting tens</p>	<p>Use Visiting the Farm and Bendable White and Black Family and write a number sentence to illustrate each.</p> <p>Talk about different kinds of work on each page of the text.</p> <p>Use ruler in tool set and measure strips of wood and cut with saw.</p> <p>Talk about the milkman.</p> <p>Talk about the grocery store.</p> <p>Play game "Grocery Store."</p> <p>Play game "Shopping."</p> <p>Show: buses, boats, airplanes, helicopters.</p> <p>Discuss the careers of:            Bus drivers            Skippers            Pilots</p> <p>Show: sets of tens</p>	<p>AK 21 Visiting the Farm</p> <p>AK 8 Bendable White and</p> <p>AK 9 Black Family</p> <p><u>Modern Mathematics</u>, pages 90, 91, 92, 111, 149.</p> <p>AK 16 Senior Carpenter's Tool Kit</p> <p><u>Modern Mathematics</u>, pages 117-119, 131-134, 138-140.</p> <p><u>Plus</u>, page 59.</p> <p><u>Plus</u>, page 58.</p> <p><u>Modern Mathematics Through Discovery</u>, page 106.</p> <p><u>Modern Mathematics Through Discovery</u>, pages 107-110.</p>

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Problem solving</p>	<p>Discuss the careers of:  Banker  Storekeeper</p> <p>Number stories showing pictures of:  A band  Motorcycle riders  Window washers  A store  A subway car  A lunch counter</p>	<p><u>Modern Mathematics Through Discovery</u>, page 111.</p>
<p>Problem solving</p> <p>Open sentences</p> <p>Pints, half pints, quarts, liquid measures</p> <p>Addition and subtraction sentences</p> <p>Extra practice</p>	<p>Relate addition and subtraction sentences to toy and animal stories.</p> <p>Relate pictures of milk to dairy and store where milk is bought.</p> <p>Write addition and subtraction sentences which relate to objects bought in a bakery.</p> <p>Connect dots of same color - makes airplane with pilot.</p> <p>Relate to pilots.</p> <p>Use pictures of people in different careers.</p>	<p><u>Modern Mathematics Through Discovery</u>, pages 112-116.</p> <p><u>Modern Mathematics Through Discovery</u>, pages 117-118.</p> <p><u>Modern Mathematics Through Discovery</u>, pages 118-121.</p> <p><u>Modern Mathematics Through Discovery</u>, page 122.</p> <p>Picture cards</p> <p>Plus, page 21.</p>
<p>Meaning of 10</p>		

SUBJECT Mathematics GRADE OR LEVEL \_\_\_\_\_

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Subtraction</p>	<p>Talk about the different animals on page 67: beavers, prairie dogs, deer, raccoons, alligators, opossums, muskrats, sea gulls.</p> <p>Ask where the animals are found.</p> <p>Read <u>I Want to Be a Zookeeper</u></p>	<p>Textbook (workbook)</p> <p>B 13 - <u>I Want to Be a Zookeeper</u></p> <p>B 13 - <u>I Want to Be an Animal Doctor</u></p>
<p>Signs in Number Sentences Page 75</p>	<p>The Number stories bring in a band in a parade, some hobos and cowboys.</p> <p>Dramatize these people at work.</p>	<p>B 13 - <u>I Want to Be a Cowboy</u></p>
<p>Number Stories Pages 77 &amp; 78</p> <p>Number Stories Subtraction Pages 91 - 92</p>	<p>Talk about the careers and tell what each does shown on these 2 pages. 1. The policeman 2. The painter 3. Soldiers 4. Mailman 5. Truck Driver 6. Airplane Pilot</p> <p>1. Eskimos 2. The Airport</p>	<p>B 13 - <u>I Want to Be a Policeman</u></p> <p>B 13 - <u>I Want to Be a Postman</u></p> <p>B 13 - <u>I Want to Be a Truck Driver</u></p> <p>B 13 - <u>I Want to Be a Pilot</u></p> <p>B 13 - <u>I Want to Be an Airplane Hostess</u></p> <p>Book: B 22 - <u>A Trip on A Jet</u></p> <p>BB 4 - Bulletin Board--Transportation</p>

SUBJECT Math GRADE OR. LEVEL Primary



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Counting by 2's to 100, 5's to 100, and by 10's to 100</p> <p>Structure and Properties</p> <p>Identify element for addition</p> <p>Commutative property of addition</p>	<p>Use "Community Helpers at Work" for children to count.</p> <p>Make number stories using different careers.</p> <p>Use community helpers or workers to demonstrate addition of various numbers of objects to an empty set.</p>	<p>"Community Helpers at Work"</p> <p>flannel board</p> <p>FB Community Helpers</p> <p>FB Community Workers</p> <p>Number stories</p> <p><u>Plus</u>, page 71.</p> <p>Postman</p> <p><u>Plus</u>, page 74.</p> <p>Number Train</p> <p><u>Plus</u>, page 74.</p>
<p>Associative property of addition</p> <p>Numeration</p> <p>Numerals as names for numbers associated with sets</p>	<p>Use community helpers or workers, and numerals to show number, numeral association.</p>	<p>FB Community Helpers</p>

SUBJECT Mathematics GRADE OR LEVEL \_\_\_\_\_



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Friction and Energy</p> <p>Greater amounts of work require greater amounts of energy.</p> <p>More work can be done in less time when machines are used.</p> <p><b>MAKING THINGS MOVE</b></p> <p>Sources of Energy in things-</p> <ul style="list-style-type: none"> <li>-battery</li> <li>-electricity</li> <li>-wind up</li> <li>-wind</li> <li>-gasoline</li> </ul> <p>Sources of energy in people-</p> <p><b>UP AND DOWN</b></p> <p>Force and Energy-</p>	<p>Collect toys, models, and pictures of tractors, bulldozers, power shovels, road scrapers, etc. Let children demonstrate machine operation and work they do.</p> <p>Discuss different ways of making paper deliveries.</p> <p>Discover source of energy in clocks . Discuss importance of clocks to workers.</p> <p>Invite an electrician to come and explain how electricity gets into buildings.</p> <p>Find pictures of people who produce various foods that give us energy.</p> <p>Discuss jobs that require much strength and jobs in which a machine does the work for man.</p>	<p>Toy work machines</p> <p>Clocks Record player Battery operated toy Wind-up toy Sail boat</p> <p>Magazines</p> <p>Fs 2 - Workers for the Public Welfare Fs 3 - Some Neighborhood Workers Fs 4 - Where Our Daddies Work Fs 5 - Our Neighborhood Workers Fs 7 - Fathers Work Fs 8 - Mothers Work, Too Fs 9 - True Book Community Helpers</p>



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Plants	Study occupations connected with plants--farmers, food producers, florists, forestry workers, paper mill workers, clothing manufacturers, medicines.	<p><u>Concepts in Science</u>, I, pp. 61-74.</p> <p><u>Science for Work and Play</u>, pp. 87-106.</p> <p><u>Probe</u>, pp. 212-213.</p> <p>"Plants - How They Live and Grow" P. 104.</p> <p>"Food", 062</p> <p>"Johnny Applesed" 005</p> <p>"Plants and Flowers" 001</p> <p>"Finding Out About Green Plants" 018</p> <p>"Plants" 836</p> <p>Getting Ready, Gr. I., pp. 12-33</p> <p>SCIS - Organism</p> <p><u>Concepts in Science I</u>, pp. 75-94</p> <p><u>Science for Work and Play</u>, I, pp. 57-79</p> <p><u>Probe</u>, p. 258</p> <p>"Different Kinds of Animals" 034</p> <p>"Animals of the World" 011</p> <p>"Animals and Birds" 001</p> <p>"Finding Out About Animals" 019</p> <p>"The African Lion" 036</p> <p>"Forests of Tropical America" 039</p> <p>"The Living Desert" 040</p> <p>"Bambi" 042</p>
Animals	List careers involved with man's relationship with animals. Ex. veterinarian, game warden, farmer, dairyman, research scientist, zoo keeper, rangers that protect wildlife, fisherman, pet shops, show animal trainer, mink farmer, trapper.	

SUBJECT Science

GRADE OR LEVEL 1



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>The Very Small</p> <p>Heat energy causes air to expand</p> <p>Some individual particles of substances can be detected by taste and smell.</p> <p>Molecules</p> <p>Fuels at Work</p> <p>Sounds</p> <p>Darkness and Light</p> <p>Plants</p> <p>Animals</p>	<p>How you can tell what is cooking on the stove without looking.</p> <p>Mother's work in preparing meals.</p> <p>Molecules of water change.</p> <p>Molecules at work. Motion of molecules.</p> <p>Make a collection of things children can smell such as perfume, soap, flowers.</p> <p>Careers associated: Housewives, commercial bakers, cosmetic manufacturers, farmers, ecologists, construction workers.</p> <p>Oil related careers: Scientists, pipe line workers, transportation workers.</p> <p>Musicians, television industry workers, telephone workers, doctors, teachers.</p> <p>Electricians, engineers, radiation experts, men who study the sun, doctors.</p> <p>Farmers, food producers, florists, forestry workers, paper mill workers, clothing manufacturers, pharmaceutical workers.</p> <p>Food associated careers.</p>	<p>BOOKS</p> <p><u>What Does a Scientist Do?</u></p> <p><u>I Want to Be a Scientist</u></p> <p><u>I Want to Be a Storekeeper</u></p> <p><u>Concepts of Science</u></p>

SUBJECT Science

GRADE OR LEVEL 2



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Solar System</p> <p>The Earth is one of the nine planets that travel around the Sun.</p> <p>The Moon is the Earth's Satellite</p>	<p>Study the work of Galileo. Then study the work of a modern scientist. (Astronomer)</p> <p>Discuss the difference between Galileo's workshop and a modern laboratory.</p> <p>Trace the progress scientists have made from the crude telescope to the present day observatory.</p> <p>Use role playing to show an astronomer at work.</p> <p>Plan a field trip to the nearest observatory.</p> <p>Scientists have studied the planets for centuries. These people have taken pictures of Mars.</p> <p>Scientists work requires observation communication, and measurement.</p> <p>Discuss each phase of his work. Have class draw pictures of scientists at work in the different aspects.</p> <p>Astronauts have increased the knowledge of our moon.</p> <p>Talk about the training that is required of an astronaut.</p> <p>End the unit with a discussion on future colonization of our moon. Ask the children what community helpers would be needed for successful colonization.</p>	<p>16mm film, "Our Mister Sun", Southern Bell</p> <p><u>Concepts In Science</u>, Gr. 2, pp. 140-143</p> <p><u>Science Through Discovery</u>, Gr. 2, P. 91</p> <p>Filmstrip, "Our Moon", Filmstrip House, Inc.</p>

SUBJECT Science      GRADE OR LEVEL Primary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p><u>Basic Understandings</u> Health and character is important for every worker.</p> <p>Cleanliness in handling food; pleasure in providing food</p>	<p>Strengthen and emphasize certain health and character concepts which our democratic way of life demands of today's workers through a presentation of various careers.</p> <p>Courage, safety, and caring for own health. (airplane pilot)</p> <p>Baker</p> <p>Field trip to Hardin's Bakery</p> <p>Study other food service related careers.</p> <p>Ask a professional cook to come talk with the children about his work and training required for it.</p>	<p>B 27 - <u>What Will I Be From A to Z?</u> P. 1</p> <p>B 27 - <u>What Will I Be . . .</u> P. 2</p> <p>B 13 - <u>I Want to Be a Pilot</u></p> <p>B 13 - <u>I Want to Be An Airplane Hostess</u></p> <p>B 22 - <u>A Trip on a Jet</u></p> <p>BB 4 - <u>Transportation (Airplane)</u></p> <p>Fs 9 - <u>True Book Community Helpers (Airports and Airplanes.</u></p> <p>ALL AVAILABLE FROM CAREER CENTER</p> <p>B 27 - <u>What I Want to Be...</u>, p. 3</p> <p>B 13 - <u>I Want to Be a Baker</u></p> <p>Fs 5 - <u>Our Neighborhood Workers (The Baker)</u></p> <p>Pi 10- <u>Neighborhood Friends and Helpers (Delicatessen Helpers)</u></p>

SUBJECT Science GRADE OR LEVEL Primary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>It is important to eat food from each of the basic food groups daily.</p>	<p>Invite the school dietician to introduce a study of the basic food groups and explain how she plans the school menus around these groups. Also, ask her to discuss her job and the training required for it.</p> <p>Write a story which extends the concept and children's interpretation of it, for example "My Food and My Looks"</p>	<p>P1 9 - School Friends and Helpers (Cafeteria Helpers)</p>
<p>Appreciation of nature and outdoor activity</p>	<p>Cowboy</p>	<p>B 27 - <u>What Will I Be...</u>, p. 4</p>
<p>Importance of health care and a doctor's services.</p>	<p>Doctor</p> <p>Study other medical careers.</p>	<p>B 13 - <u>I Want to Be a Cowboy</u></p> <p>B 27 - <u>What Will I Be...</u>, p. 5</p> <p>AK 1 - Community Helpers at Work (doctor)</p>
<p>Our eyes are very important.</p>	<p>Show a model of the eye and relate the optometrist's role in eye care.</p> <p>Ask Dr. Shannon to visit the team and discuss his career and preparation for it.</p>	<p>B 13 - <u>I Want to Be a Doctor</u></p> <p>B 14 - <u>A Visit to a Doctor</u></p> <p>FB 3 - Community Helpers (doctor)</p> <p>P1 1 - People We Know (doctor/nurse)</p> <p>Fs 3 - Some Neighborhood Workers (The Neighborhood Optometrist)</p>

SUBJECT Science

GRADE OR LEVEL Primary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Our ears tell us many things</p> <p>Our teeth are important to good health.</p>	<p>Have group discussions to extend understandings of the concepts and related occupations.</p> <p>Discuss different kinds of teeth and their function.</p> <p>Invite a dentist and dental hygienist to class to explain their job and proper care of teeth.</p>	<p>P1 9 - School Friends and Helpers (Hearing Tester)</p> <p>B 13 - <u>I Want to Be a Dentist</u></p> <p>Fs 8 - Mothers Work, Too, (My Mother, The Dental Assistant)</p> <p>P1 10- Neighborhood Friends and Helpers (Dentist and Dental Assistant)</p> <p>Pu 1 - Community Worker Inlay Puzzle (Dentist)</p>
<p>Importance of promptness and reliability on a job.</p>	<p>Engineer</p> <p>Create verse to add to the understanding of an occupation, for example:</p> <p>"Another kind of engineer Can build a house, a bridge, a pier. ."</p>	<p>B 27 - <u>What Will I Be.</u>, p. 6</p> <p>B 13 - <u>I Want to Be a Train Engineer</u></p> <p>BB 4 - Transportation (print of train)</p> <p>Fs 2 - Workers for the Public Welfare (Transportation and Transportation Workers)</p> <p>Fs 12- Fun on Wheels (Choo Choo, The Little Switch Engine)</p>

SUBJECT Science GRADE OR LEVEL Primary





TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Communicable Diseases (those that can't be controlled by inoculations)</p>	<p>Have health nurse visit and tell children about communicable disease control in Union Co. and discuss her career.</p> <p>Make bacteria cultures.</p> <p>Obtain laboratory specimens of internal parasites to show children.</p> <p>Have laboratory technician come and speak. Show us how to make blood tests. (Also internal parasite test)</p> <p>Show how you test for ringworm, also.</p>	<p><u>I Want to Be a Scientist</u></p>
<p>Vaccinations and innoculations</p>	<p>Review history of various diseases in Union County. Display pictures.</p> <p>Follow Teacher's Manual of Red Cross on procedures such as bandaging cuts, etc. (Basic First Aid)</p> <p>Film on "Bicycle Rules of the Road" "Step With Safety"</p>	<p><u>Childcraft</u>---Immunizations</p>
<p><u>The Earth</u></p> <p>Three layers of earth</p> <p>Earthquakes</p>	<p>What is a geologist?</p> <p>Draw map of earth showing crust, mantle, and core.</p> <p>Discuss work of cartographer.</p> <p>What is a seismologist?</p>	<p>Dr. McLaughlin, University of Mississippi</p> <p>Visit University of Miss. Dept. of Geology</p>

SUBJECT Science GRADE OR LEVEL Intermediate



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Weathering and Erosion</p> <p>Archaeology (fossils &amp; rocks)</p> <p>Minerals and Ores</p>	<p>Discuss work of Soil Conservationist and how he aids in preventing erosion.</p> <p>What is an archaeologist?</p> <p>Teacher read entire books or portions of books orally to entire class or just have books available for students.</p> <p>Discuss coal mining and life of coal miners.</p>	<p>Resource Speaker: Tom Norton</p> <p>Film "The Meaning of Conservation", 11 min. Coronet</p> <p>Film "Archaeologists at Work", 13 min., Film Associates</p> <p><u>Castle, Abbey and Town: How People Lived in the Middle Ages</u>, New York. Holiday House, 1963.</p> <p><u>The Golden Adventure Book of Archaeology</u>, New York, Capitol, 1962.</p> <p>Film: "Life in a Coal Mining Town", 11 min. Coronet</p> <p>Filmstrip: "Coal Mining--The Story of Buried Sunlight", Eyegate House</p> <p>Film: "Treasures of the Earth", 11 min., Churchill Films</p>

SUBJECT Science GRADE OR LEVEL Intermediate

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Families are Different</p>	<p>Make booklets of different types of families, including some families of other countries</p> <p>Let children find pictures in magazines of various types of Indian clothing.</p> <p>Draw and collect pictures of the way other families dress.</p> <p>Study the Indian family.</p> <p>Show film on Indian houses, food and clothing.</p>	<p><u>Our Working World -- Families at Work</u></p> <p><u>We Look Around Us</u>, pp. 97-102.</p> <p>Drawing paper</p> <p>058 <u>Families Around the World</u></p> <p>059 <u>Families of Other Lands</u></p> <p>155 <u>Indian Houses</u></p> <p>156 <u>Indian Food</u></p> <p>157 <u>Indian Clothing</u></p> <p>Drawing paper</p>
<p>All Families Have An Older Person for Guidance</p>	<p>Draw pictures of the adults in their families.</p> <p>Discuss the work the adults in the family do at home.</p> <p>Do role playing of the adults in the family.</p> <p>Invite parents to talk to the children about their work.</p> <p>Write a report on the type of work the adults in the family do at home.</p>	<p><u>What I Want to Be From A to Z</u></p> <p><u>Your School and Neighborhood</u>, pp. 21-22</p> <p><u>Your School and Home</u>, pp. 32-35.</p> <p><u>Families and Social Needs</u>, pp. 25-29.</p>

SUBJECT Social Studies GRADE OR LEVEL Primary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Cities at Work</p> <p>To show jobs done by every family member whether in or out of the home.</p> <p>To stimulate children to think of ways in which they can help at home.</p> <p>To stimulate children to think of ways in which they can help at school.</p>	<p>"The City and Transportation"</p> <p>Hollerville factory workers, office workers, traffic police.</p> <p>Story - "The Day the Wheels Stopped". Discuss careers in story: mayor, bus drivers, policemen.</p> <p>Show Filmstrip "Family Members Work"</p> <p>Let children make up their own verses and actions as they play the singing game "Mulberry Bush"</p> <p>Let children draw a picture of themselves doing some kind of work at home.</p> <p>Play singing game "Mulberry Bush", substituting ways children can help in school.</p>	<p>Filmstrips:  <u>Families Around The World</u>  <u>Families of Other Lands</u>  <u>Where Our Daddies Work</u></p> <p><u>Our Working World</u>, page 200</p> <p>Filmstrip: "Family Members Work"</p> <p><u>Social Studies Games and Activities</u></p> <p>Drawing paper  Crayons</p>

SUBJECT Social Studies

GRADE OR LEVEL Primary

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>To foster understanding of the types of work mother and father do at home.</p> <p>To foster understanding of the type of work that mothers and fathers do.</p>	<p>Let students, one or two at a time, come to the front of the room and pantomime one type of work that mothers and fathers do at home. The class guesses the type of work being pantomimed.</p> <ol style="list-style-type: none"> <li>1. The types of work that fathers do away from home might be pantomimed.</li> <li>2. The types of work children do might be included.</li> </ol> <p>Let students draw a picture of one parent doing some work at home.</p> <p>Have each child find out all he can about the careers of his parents and report orally to his classmates. The reports may be taped, so that the students may have the experience of hearing their own voices.</p> <p>Read stories about work and different community careers to the children.</p> <p>Let students draw pictures of their parents at work.</p> <p>Prepare a series of cards showing the names of different occupations. Place the cards in a box and have each of the pupils draw a card. As he acts out the occupation written on his card, the other class members try to identify the occupation.</p>	<p><u>Social Studies Games and Activities</u></p> <p>Drawing paper</p> <p>Tape recorder</p> <p>I Want to Be . . . Books</p> <p>Drawing paper - crayons</p> <p>Index cards</p>

SUBJECT Social Studies GRADE OR LEVEL Primary



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Means of Travel</p> <p>Map Makers</p> <p>Map Symbols for Community</p> <p>Regions of U. S.</p> <p>Great Bodies of Water</p>	<p>Discuss train, airplane, bus, car, ships. Relate workers to each type of transportation.</p> <p>Read "How Do I Go?"</p> <p>Discuss Columbus and the early map making methods.</p> <p>Discuss modern methods.</p> <p style="padding-left: 40px;">Surveyors Cartographers Photographers</p> <p>Relate Symbols (school, church, park, etc.) to the community helpers.</p> <p>Make a map of our community.</p> <p>Visit sites representing symbols.</p> <p>Study regional products such as, oil, apples, cotton, corn, beef, fruit, coal. Make symbols to glue on a map of U. S.</p> <p>Discuss oceanographer, squanauts, sailors, fishermen. Display pictures of each.</p> <p>Name and locate continents on globe. Discuss most important industry in each area.</p>	<p><u>Your Neighborhood and the World</u></p> <p><u>Our Working World</u></p> <p>Film: "Transportation in the Moslem World"</p> <p><u>Communities and Social Needs</u>, Laidlaw</p> <p>Maps by Norman and Carlise</p> <p><u>We Look Around Us</u>, Singer</p>

SUBJECT Social Studies GRADE OR LEVEL Intermediate

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>The Great Plains</p>	<ol style="list-style-type: none"> <li>2. Discuss the invention of the cotton gin and how this changed the economy of the South. Visit a local cotton gin.</li> <li>3. Do research on careers of outstanding Negroes who were former slaves. Example: Frederick Douglass, Robert Small, Harriet Tubman, Booker T. Washington.</li> <li>4. Show painting of battle scenes (Artists often were present for recording history since the camera was a new invention)</li> <li>5. Bring in the various works of some authors and songwriters whose works inflames passions over the issue.</li> </ol> <p>Discuss the first Cow Towns in the West. Make a list of different kinds of workers whose work would be needed in these new towns.</p> <p>Discuss the importance of the railroads in the building of the West. Bring out different nationalities of people who built the first intercontinental railroad.</p> <p>Discuss the decline in the importance of the railroad.</p> <p>Plan trip to Mid-South Packers in Tupelo. Inquire about tanneries in this area.</p>	

SUBJECT Social Studies GRADE OR LEVEL Intermediate



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	<p>List as many types of jobs connected with railroading as you can.</p> <p>List jobs connected with ranching.</p> <p>Do research on Colt and Winchester and the importance of their work in winning the West. Also, research the work of Glidden and Haish in inventing barbed wire.</p>	

SUBJECT Social Studies GRADE OR LEVEL Intermediate



**Sample Activities  
for the  
MIDDLE SCHOOL  
Grade Levels 6-8**

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>General Overview</p>	<p>In Industrial Arts the students work in the various areas including woodworking, electricity, leather, ceramics, and plastics. In most of these areas they work on individual projects or experimenting in electricity. In working on their projects they work with drawings that they have made. These drawings are similar to those used by all types of industry. The skills that they learn in constructing projects can be related to almost any occupation or career from a shoe cobbler to a doctor.</p> <p>The Industrial Arts laboratory itself is arranged similar to most industry. It has travel lanes or safety lanes and danger zones around machines much like industry. In addition, at the end of each period there is a clean-up period where each person has a particular job. These jobs have varying degrees of responsibility. One of the jobs is that of <u>Foreman</u>. He's responsible for clean-up at the proper time and then seeing that all jobs are done correctly. The jobs a person does changes each week so that by the end of the year he has done all jobs at one time or another.</p>	<p>Mechanical Drawing (I.A. No. 4) Transparencies</p> <p><u>American Occupations Series</u></p> <p>#4535 Draftsman #4536 Architect #4538 Landscape Architect</p> <p>J.O.B. Draftsman, Architect</p>
<p>Working Drawings</p>	<p>Make simple drawings to show the relationship to blue prints in architecture.</p> <p>Visit Drafting Department at manufacturing concerns</p> <p>Visit drafting class at Vocational School</p> <p>Field trip to Futorian where various careers in the upholstered furniture industry were observed.</p>	

SUBJECT INDUSTRIAL ARTS GRADE OR LEVEL 8 th

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Electricity	<p>Experiments concerning Basic Electrical &amp; Electronic Fundamentals.</p> <p>A. Electrician A.O.S. #4562            B. Electronics technician J.O.B. Electronics Technicians            C. Appliance Repairman O.E.K. #333 &amp; 154            D. Automotive Electrical Repairman            E. Telephone Repairman O.E.K. #359            F. Electrical Cars            G. Radio &amp; TV Repairman J.O.B. Radio &amp; TV Serviceman            H. Maintenance Electrician            I. Electrical Transmission            J. Radio &amp; TV Technician            K. Industrial Electrician</p> <p>Field trip to Master-Bilt</p>	<p><u>The Wonderful World of Work</u></p> <p>The Electrician</p> <p><u>O.E.K. Electrical Engineers</u></p> <p><u>J.O.B. Electronic Engineers</u></p> <p><u>Industrial Careers Kit</u>            Electrical Careers            Electrical Engineering Technician            Electrical Household            Appliance Serviceman            Electrical Transmission Occupations            Electricians            Construction Electrician            Electric Power Plant Occupations</p> <p><u>American Occupations Series</u></p> <p>#4562 Electricians</p> <p><u>Industrial Careers Kit</u></p> <p>Woodworking Careers            Construction Carpenter            Cabinetmaker</p>
Woodworking	<p>Construct projects from wood using basic hand tools and machines.</p> <p>Visit cabinet maker</p> <p>Visit building trades class at Vocational School</p>	

SUBJECT INDUSTRIAL ARTS GRADE OR LEVEL 8<sup>th</sup>

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	<p><u>Careers</u>            Woodworking Teacher            Carpenters            Cabinet Maker            Careers in Furniture Manufacturing</p>	<p><u>American Occupations Series</u>            #4560 Carpenter            #4561 Construction Laborers  <u>Job Family Series Booklets</u>            Jobs in Building Constructio            Trades</p>

SUBJECT INDUSTRIAL ARTS GRADE OR LEVEL 8 th

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p><b>Book Reports</b></p> <p><b>Grammar</b></p>	<p>Read one biography. Trace the career development process of the person. Contrast personal characteristics of the person in the story with your own.</p> <p>Nouns and verbs - Write two word sentences using only one noun and one verb. Use sentences which relate to careers, such as:</p> <p style="padding-left: 40px;">Surgeons operate. Carpenters build.</p> <p>Have students write paragraphs about "What I Would Like to Be When I Grow Up." Pick out subjects and verbs using paragraphs above. List occupations on board and talk about them.</p> <p>Prepositions and Prepositional Phrases - make sentences using prepositional phrases about jobs -</p> <p>Examples:</p> <p style="padding-left: 40px;">with his employer in the bank by a waitress in a supermarket from the gas station attendant in a laundry at the hospital without agriculture into a coal mine about the newspaper</p>	<p>Biographies and Autobiographers from the Library.</p> <p>English text.</p> <p>Career Briefs - (WORK or OEK) English Text</p>

SUBJECT Language Arts GRADE OR LEVEL Middle School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Outlining</p> <p>Vocabulary Building and Spelling</p>	<p>Basic Sentence Structure - Stress the importance of recognition of basic sentence structure in the business community. Invite a local businessman, secretary, or business teacher to talk to the class.</p> <p>Watch for incorrect usage of grammar in newspapers, magazines, on radio and television, and speakers you hear.</p> <p>Alphabetizing - keep an alphabetical card file of careers discussed as the year progresses.</p> <p>Verb tenses - emphasis on correct usage in oral and written communications in all careers.</p> <p>Outlining emphasizing different types of jobs. This lends itself easily to topics, sub-topics, i. e., salary, training, etc. Follow-up study with in depth study of an occupation that the students are unfamiliar.</p> <p>Define and learn to spell words relating to careers, such as: optician, therapist, interpreters, hygienists, veterinarians, podiatrists, chiropractors, pediatricians, pharmacists.</p>	<p><u>Business Careers Kit</u></p> <p><u>American Occupations Series #4549 Stenographer Secretary Typists</u></p> <p><u>Are You Looking Ahead? (Filmstrips)</u></p> <p><u>"How About Office Work?"</u></p> <p><u>Daily Office Procedures (Slides)</u></p> <p>Index Cards</p> <p>Card File Box</p> <p>Occupational briefs for classroom use as needed.</p> <p>Career briefs as reference in defining.</p>

SUBJECT Language Arts GRADE OR LEVEL Middle School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Letter Writing -</p>	<p>Read stories and notice jargon peculiar to different fields of work. Begin keeping a list of words fitting all areas, i.e., surname, vocations, avocation, interview, application, etc.</p> <p>Stress importance of correct spelling for better communication in all careers.</p> <p>Students make and keep in their folders cumulative lists of words and terms used in their various areas of interest. (Meaning and spelling)</p> <p>Use of suffixes such as, <u>-ant</u>, <u>-ist</u>, <u>-eer</u>, <u>-er</u>, <u>-or</u> usually indicate one who does something.</p> <p>Write letters to government officials, for instance, the Governor, and ask for a letter of greeting to all our sixth grade English classes. In their jobs, this is one big responsibility, that of responding to their constituents. Girls will enjoy writing to newly elected Marthas Carole White, lawmaker from Baldwin and Jean Denman Muirhead, Raymond State Senator.</p> <p>Write "thank you" letters to guest speakers</p> <p>See section on "Orientation to This World" for additional letter writing projects.</p> <p>Write business letters to personnel managers of local businesses. Stress correct form and neatness. Inquire about types of jobs they have available and personal qualifications for these.</p>	<p>Reading and Literature Texts</p> <p>Contact with persons involved in careers mentioned</p> <p>Newspaper Articles on Personalities Text used as reference for letter writing styles.</p> <p>The Turner-Livingston Series (Workbook)</p> <p>"The Letters You Write"</p> <p><u>Building Better English</u>, Chap. 15</p>

SUBJECT Language Arts GRADE OR LEVEL Middle School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Addition, Subtraction, Multiplication &amp; Division</p>	<p>Children often do not think of the many jobs in life which need math to operate. Even the housewife or farmer needs math in this world of buying and selling. The addition of grocery items is necessary for the everyday wife and mother. The farmer must be able to determine his profit by addition and subtraction.</p> <p>Have parents of some students who work in factories to talk to class if possible or let students tell about their parents' work and how they use simple addition and subtraction in their careers.</p> <p>Bring labels and empty packages of food to form "super-market." This can be used as follows: (1) Each student can go "shopping" allowing him \$10.00. (2) Have the students "stock" shelves in the room with items. (3) Find the price of one item and multiply by the number of items of its kind.</p>	<p>Magazine articles on the education and everyday life of the housewife and laborer.</p> <p>Occupational Exploration Kit #41 Farm Laborer.</p> <p>Magazine article on the day of a factory worker.</p> <p>Simi - Skilled Careers Kit (Entire Set)</p> <p>Labels from canned foods Play money <u>Widening Occupational Roles Kit</u> Stock Clerks Shipping Clerks</p> <p><u>American Occupations Series #4547 Cashiers #4548 Shipping-Receiving Clerks</u></p> <p><u>Job Opportunities New Series "Job Opportunities in the Supermarket"</u> "Job Opportunities in a Department Store"</p>

SUBJECT Mathematics GRADE OR LEVEL Middle School





TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Estimating Answers</p> <p>Basic Geometry</p>	<p>Factory Worker - Multiplication and division are necessary for the factory worker. If a man receives \$20.00 for one day's work, what will his five day pay check be?</p> <p>If 1/6 of this pay is taken for taxes, what will the worker receive?</p> <p>The point production program is a good example of multiplication</p> <p>Division - let students figure grade averages. Give a weeks salary and number of hours worked. Let students figure hourly wages.</p> <p>Students should be introduced to machines that can do these duties. At least, and adding machine can be demonstrated and used by the students under supervision.</p> <p>Why Learn to Estimate? Point out jobs that would require estimation, i.e., carpenter, purchasing agent, dietitian.</p> <p>Carpenter - Cutting angles (Visit Building Trades class in Vocational Center to observe or possible measure and cut a piece of lumber to desired angle.)</p> <p>Telephone Engineer - Observe distance of poles, sag, depth, etc. Actually measure distances and figure amount of line, amount of sag, etc.</p>	<p><u>Business Careers Kit</u> <u>Comparison Shopper</u></p> <p>Adding machine</p> <p><u>American Occupations Series</u> #4560 Bricklayer Carpenter #4561 Cement Mason Construction Laborer (others)</p> <p><u>American Occupations Series</u> #4595 "Lineman - Cable Splicer"</p>

SUBJECT Mathematics GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Circuit Training</p> <p>Team Sports</p> <p>Football</p> <p>Basketball</p> <p>Softball</p> <p>Soccer</p> <p>Volleyball</p> <p>Tennis</p> <p>Baseball</p> <p>Individual Sports</p>	<p>Good Sportsmanship</p> <p>Team Work</p> <p>Sound Body</p> <p>Mental Alertness</p> <p>General Fitness and Wellbeing</p> <p>Dependability</p> <p>THESE QUALITIES ARE NEEDED FOR ALL CAREERS</p> <p>Professional Football Player</p> <p>Coaches O. E. K. #242</p> <p>Radio Announcer O. E. K. #280</p> <p>Official</p> <p>Record Keeper</p> <p>Sports Scout</p> <p>Supply Salesman</p> <p>Sport Shop Manager</p> <p>Athletic Director</p> <p>Playground Director</p> <p>Y.M.C.A. or Y.W.C.A. Director</p> <p>Physical Therapists O. E. K. #76</p> <p>Camp Counselor O. E. K. #283</p> <p>Physical Education Teacher</p>	<p><u>Junior Occupational Briefs</u></p> <p>Fisherman</p> <p>Sightseeing Guides</p> <p>Athletic Coaches</p> <p>Professional Football Player</p> <p>Recreation Workers</p> <p>Veterinarians</p> <p>Wildlife Managers</p> <p><u>Job Family Series Booklets</u></p> <p>Jobs in Outdoor Work</p> <p><u>Exploring the World of Work</u></p> <p>Reel 3 Outdoor Interest Occupations</p> <p><u>Health Careers Kit</u></p> <p>Y.M.C.A. Director</p> <p>Y.W.C.A. Professional Worker</p>

SUBJECT Physical Education GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Changing Times and How It Affects Career Choices</p>	<p>Have the students write brief autobiographical sketches in which they discuss their past and current career interests and the reasons for their tentative choices or plans.</p> <p>Invite a representative of the U. S. Employment Service to speak to the class on the changes in the world of work during the last twenty-five years or on current employment trends and outlook.</p> <p>Have the students collect two sets of pictures: one showing men at work in occupations where employment opportunities are practically nonexistent, and another showing new fields of work where employment opportunities are increasing.</p> <p>Show how new inventions have simultaneously created new occupations and destroyed old ones.</p> <p>Discuss the kinds of work done in each of the Dictionary of Occupational Titles job classification areas.</p> <p>Show films and filmstrips on various career fields.</p> <p>Use the occupational file to provide students with current materials on careers. If possible, the occupational file should be placed in the classroom for the duration of the unit.</p>	<p><u>Underlining Occupational Roles Kit</u></p> <p><u>Occupational Exploration Kit</u></p>

SUBJECT Social Studies GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Occupational Implications of Social Studies	<p>Organize a career shelf in one corner of the room for the display of occupational information materials related to the social studies.</p> <p>Organize student committees on careers in history and government, geography, economics, and sociology and anthropology. Such committees could be responsible for developing bulletin boards and preparing articles for the school newspaper on careers in the social studies.</p> <p>Tape interviews with workers on the job in various social studies careers for presentation in class.</p> <p>Organize an "Occupations in the Social Studies" file for use with students in the social studies classes. Students can help develop and maintain the file. Some of the references for teachers will suggest sources of occupational information for the file.</p> <p>Invite guests to speak on various careers in the social studies. Use speakers from local historical societies, museums, businesses, and industries, some of whom might be parents of students in your class.</p> <p>Ask the students to collect pictures of workers engaged in various occupations emphasizing the social studies.</p> <p>Organize field trips to government agencies, banks, businesses, and industries.</p>	

SUBJECT Social Studies GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	<p>Inform students about the school schedule and suggest ways to use their time between classes, in study hall, and in the homeroom.</p> <p>Discuss the course offerings in high school. Tell students about grading practices and report cards.</p> <p>Ask representatives of the various high school clubs and organizations to speak to the class about their activities.</p> <p>Invite representatives of the administrative, instructional, and pupil personnel staff and representatives from the cafeteria, office, custodial, and transportation staffs to discuss their functions and services. If possible, teachers should arrange to introduce all the staff members by having them visit the class. When this is not possible, taped presentations can be used.</p> <p>Arrange for students to practice filling out library cards and arranging for conferences with the guidance counselor.</p> <p>Get pictures of various staff members for bulletin-board displays or for use in conjunction with tape-recorded talks to the class.</p>	

SUBJECT Social Studies GRADE OR LEVEL Middle School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Values, Goals and Personal Philosophy</p>	<p>Discuss various historical personalities and the effect on their lives of (1) their home and family life; (2) their friends and neighbors; (3) their jobs; (4) their cultural interests; (5) their country and its politics; (6) the social problems of their time; (7) their education.</p> <p>Ask the students to write about the effect on their lives of (1) school and friends; (2) home and family life; (3) their country and its politics; (4) social and economic problems; (5) educational and career plans; (6) cultural interests; (7) school and community activities.</p> <p>Discuss varying historical characters and events for the purpose of developing (1) an awareness of values, attitudes, character traits, and behavior; (2) an awareness of self and of attitudes toward self and others; (3) an awareness of the importance of values in planning for the future.</p> <p>Have each student list ten people he considers successful and why he believes they are.</p> <p>Show how the values and goals of various historical personalities differed, and discuss the ways in which their lives exemplified these differences.</p> <p>Discuss the choices or decisions of various historical personalities that affected their immediate and long-range plans.</p>	<p><u>Popularity Problem of Young Teens</u>  Entire Set  ( 4 Filmstrips, 2 Records )</p>

SUBJECT Social Studies GRADE OR LEVEL Middle School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Microbiologists - after growing bread mold or bacteria culture, student will observe these organisms under the microscope.</p> <p>Topographic Maps</p> <p>Bring topographic maps to class of areas that the student is familiar with, and study the markings. Let students make their own maps of the school grounds, a farm, or any area of their choice.</p> <p>Talk about people who would use topographic maps: soil conservation personnel, surveyors, civil engineer, military personnel, aviators, etc.</p> <p>Simple Machines</p> <p>Visit facilities in the Vocational School to observe the use of the wedge, pulley, etc., and actually perform some activity using these.</p> <p>Discuss and let students demonstrate how the following people would use simple machines:</p> <ul style="list-style-type: none"> <li>Mechanic</li> <li>Construction Worker</li> <li>Farmer</li> <li>Furniture Mover</li> </ul>	<p>Microbiologists - after growing bread mold or bacteria culture, student will observe these organisms under the microscope.</p> <p>Bring topographic maps to class of areas that the student is familiar with, and study the markings. Let students make their own maps of the school grounds, a farm, or any area of their choice.</p> <p>Talk about people who would use topographic maps: soil conservation personnel, surveyors, civil engineer, military personnel, aviators, etc.</p> <p>Visit facilities in the Vocational School to observe the use of the wedge, pulley, etc., and actually perform some activity using these.</p> <p>Discuss and let students demonstrate how the following people would use simple machines:</p> <ul style="list-style-type: none"> <li>Mechanic</li> <li>Construction Worker</li> <li>Farmer</li> <li>Furniture Mover</li> </ul>	<p>Scientists, Soil Zoologists</p> <p><u>American Occupations Series</u> #4525 Chemist, Physicist #4520 Sanitarian</p> <p><u>Health Heroes Series</u> "Walter Reed and Yellow Fever"</p> <p><u>Occupational Explorations Kit</u> #181 Cartographers</p> <p><u>Widening Occupational Roles Kit</u> Surveyors Civil Engineers</p> <p>Information from Soil Conservation Service</p> <p><u>Exploring the World of Work</u> (Cassette) Reel 4</p> <p>Mechanical Interest Occupations</p> <p><u>The Wonderful World of Work: Vocational Opportunities</u> (Filmstrip &amp; Cassette)</p> <p>(C) The Automobile Mechanic (E) The Tool and Die Maker (H) The Sheet Metal Worker (L) The Sheet Metal Worker-Building Trades</p>

SUBJECT Science GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p><b>Chemistry</b></p>	<p>Have veterinarian speak</p> <p>Invite Soil Conservation representative to speak on wildlife in Union County.</p> <p>Emphasize the relation this has to these careers -</p> <p style="padding-left: 40px;">Chemist Physicist Scientist Engineer</p>	<p><u>Science and Engineering Careers Kit</u> (entire kit)</p> <p><u>American Occupations Series # 4525</u> Chemists Physicists</p>
<p><b>Micro-organisms</b></p>	<p>Learn the parts of a microscope</p> <p>Discuss careers in which a microscope is used</p> <p>Actual use of microscope by students</p> <p>Show filmstrips on scientists who made contributions to the cure of diseases. Trace the career development of these people.</p> <p>Investigate how to keep bacteria from growing by use of an antiseptic.</p> <p>Have nurse come from the Health Department and talk about immunizations. Have each student find out and make a record of his own immunizations. Inform the students that this record is necessary when changing school, applying for a job, entering college, etc.</p>	<p>Microscope Dittoed copies showing parts of microscope Slides</p> <p><u>Health Heroes Series</u> "Louis Pasteur and the Germ Theory of Disease"</p> <p><u>Science Careers Kit (Briefs)</u> Biochemists Botanists Chemists Laboratory Technician Medical Technologist Microbiologist Pathologists Physicists</p>

SUBJECT Science GRADE OR LEVEL Middle School





TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p><b>Animals</b></p>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. medic</li> <li>2. student</li> <li>3. housewife</li> <li>4. construction worker</li> <li>5. factory worker</li> <li>6. policeman</li> <li>7. fireman</li> <li>8. school teacher</li> <li>9. life guard</li> <li>10. bus driver</li> <li>11. ambulance driver</li> <li>12. scout leader</li> <li>13. school nurse</li> <li>14. coach</li> </ol> <p>Visit from Health Department personnel to demonstrate first aid methods.</p> <p>Discussion of Florence Nightengale</p> <p>Discussion of Clara Barton and her contribution to the American Red Cross.</p> <p>Arrange on 6 X 8 cards secured with rubber band, ten animal-related occupations. These may be notes or sketches on one side of the card. Examples are: (1) zoo keeper (2) veterinarian, etc.</p> <p>Order material from the Humane Society to distribute on animal-related occupations.</p>	<p><u>Science Career Kit</u> Nurse Physician</p> <p><u>Health Careers Kit</u> School Nurse Medical Records Librarian Orderly Safety Engineer What It's Like to be a Nurse</p> <p><u>Occupational Education</u> (Filmstrip) "The Nurses Aid"</p> <p><u>Health Heroes Series:</u> Florence Nightengale</p> <p><u>SRA Job Family Series</u> "Unusual Occupations"</p> <p>Humane Society Pamphlets</p>
<p>SUBJECT <u>Science</u></p>	<p>GRADE OR LEVEL <u>Middle School</u></p>	

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>First Aid</p>	<p>Boys: Tools and weapons - try to reproduce the earliest forms of weapons using stones and sticks. (Tool and die maker)</p> <p>Group: Make models of different kind of shelter that early man used. Materials may be branches, dried grasses, milk containers or clay. Construct a village using these models.</p> <p>The farmer changes the earth. Have students report on ways agriculture has developed and how it changes the face of the earth.</p> <p>Guest speaker - anthropologist Slide presentation of "dig" he had been on in England.</p> <p>Discuss careers related to the use of first aid. Practice practical application of standard first aid skills.</p> <p>Have students volunteer to role play people in different careers who would use first aid. They should come with own "props" or "garbs" and demonstrate how first aid would be used by these people.</p>	<p><u>American Occupations Series #4573 Tool and Die Maker Instrument Maker</u></p> <p>Slide Sets on Architecture</p> <p><u>Occupational Exploration Kit # 209 "City Planners"</u></p> <p><u>Occupational Exploration Kit # 48 Farmer</u></p> <p><u># 202 Agricultural Engineer</u></p> <p><u>America At Work - Our National Industries (Filmstrip) "Agriculture"</u></p> <p>Resource person - Rubert L. Chapman, Recent graduate of Ole Miss in Anthropology</p> <p><u>Occupational Exploration Kit # 242 Athletic Coach</u></p> <p><u># 230 Bus Driver</u></p> <p><u># 283 Camp Counselor</u></p> <p><u># 306 Drivers</u></p> <p><u># 236 Hospital Attendant</u></p> <p><u># 54 Police</u></p> <p><u># 78 Recreational Worker</u></p>

SUBJECT Science GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>The Changing Earth</p>	<p>Observe erosion due to alternate heat and cold and by chemical action. (Geologists and Chemists)</p> <p>Erosion by water - flooding. Report on flood of 1927 stressing importance of Red Cross workers and construction workers on dykes.</p> <p>Paleontologist - from a few fragmen : bone, we can often reconstruct the appearance of all extinct animal Activity - make a fossil</p> <p>Have students bring examples of fossils to class.</p> <p>Work in groups to make a mural showing the Archeozoic, Paleozoic, Mesozoic, and Cenozoic eras. (Archeology - Anthropology - Art)</p> <p>Early Man and the Earth - Girls: Weaving looms can be made of cardboard, notched at each end and threaded with string. (Weaving - Sewing Machine Operator)</p>	<p><u>Trouble at Work</u> (Filmstrips &amp; Cassettes) "Failure to Communicate" "Absenteeism" "Lack of Ambition"</p> <p><u>Occupational Exploration Kit</u> # 184 "Geologists" # 66 "Chemist"</p> <p>Bunsen burner or hot plate Small pieces of rock Jar of cold water Tongs Hydrochloric acid and any substance that contains lime</p> <p>Plaster of Paris Vaseline or oil Small bowl Empty milk carton Sea shells</p> <p><u>American Occupations Series</u> # 4530 Anthropologists</p> <p><u>Industry In Twentieth Century America (Filmstrips &amp; Cassettes)</u> Complete Set</p>

SUBJECT Science GRADE OR LEVEL Middle School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p><b>Orientation</b></p>	<p>Diagram school and practice "moving" (on paper) from one area to another. This will help new students become familiar with and comfortable in this environment where they will spend time. Talk about school related occupations, i.e., principal, secretary, aides, resource person, maintenance staff. Learn their names and have as many as possible visit class and tell about their duties.</p> <p>Using handbook, emphasize the importance of such things as:</p> <ul style="list-style-type: none"> <li>attendance</li> <li>being on time</li> <li>attitudes toward authority</li> <li>dress</li> <li>good work habits</li> </ul> <p>As these are discussed in relation to schoolwork, stress how these characteristics will carry over into their working lives.</p> <p>Begin early in year to observe some person in his job to see what he does different days of the week, seasons of the year, etc. Keep a year long record of this person's activities.</p> <p>List five science related careers you now know about and five you do not know about. Research those you are unfamiliar with. Repeat this activity at intervals throughout the year.</p>	<p><u>Widening Occupational Roles Kit</u></p> <p><u>World of Work: Readings in Interpersonal Relationships</u></p> <p>#20 Green Pants to Match (Dressing for Work -- Young Man)</p> <p>#21 Miss Kelly (Dressing for Work -- Young Woman)</p> <p>#22 <u>Just in Time</u> (Being on Time)</p> <p>#26 How to Survive on a Job (Unwritten Rules)</p> <p>#27 The Trouble With Paul (Poor Work Habits)</p> <p>#28 Carlos Fights His Boss (Relationship with the Supervisor)</p> <p>#34 Kid Stuff (Completing a Task)</p> <p>#35 Sweating It Out (Learning From Failure)</p>

SUBJECT Science GRADE OR LEVEL Middle School



**Sample Activities  
for the  
HIGH SCHOOL  
Grade Levels 9-12**

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Art Exhibitions and How the "Fine Art" artist gets his work before the public-- by competition.</p>	<p>Field trip to Memphis to see Scholastic awards exhibit at Southland Mall. Nine pieces of work from our school were entered and accepted for display.</p> <p>Students could compare their work with that of other students; feel disappointment at having their rejected for awards; realize that it takes stiff competition to win.</p>	<p>Instigating the trip was the Scholastic Awards contest offered to Jr. High and High School students.</p>
<p>Commercial Art-- Window Decoration</p>	<p>Students were asked to observe especially the clothing store displays. They were told that artists (interior decorators and display designers) are hired for this purpose.</p>	
<p>Art instructors as Career Personality</p>	<p>Students also toured the galleries of the academy of arts in Memphis. Work of professors there were on display.</p>	
<p>Framing of Pictures</p>	<p>Mr. Hugh Fitzgerald was invited to speak to club members and talked into art class time. He brought a display of frames and mats showing how they change the effect of a picture. Related careers: frame maker, maker of frame materials, arrangements of groupings on wall, and information on making and choosing mats.</p>	
<p>Design in the Art Field</p>	<p>Mr. Charles M. Clark, who majored in design at Auburn University, presented some of his works, talked about design for magazine covers, and package designs, and advertising for products and fashion. He pointed out that the more sophisticated the magazine, the more design conscious they are. He also gave information concerning Auburn University and The University of Mississippi, which he now attends.</p>	

SUBJECT Art GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p><b>Fields of Art Careers</b></p> <p><b>Fine Arts</b></p> <p><b>Commercial Art</b></p> <p><b>Applied Art</b></p> <p><b>Fine Art: Awareness and Appreciation of Mississippi artists</b></p>	<p>Film strips and records were presented to high school students. Discussion on the many areas of art was held.</p> <p>Posters were used in display and discussion.</p> <p>Trip to vocational complex to hear a lecture by Mr. Childreth Jones, from the Mississippi Art Association. His lecture concerned a display of about 50 paintings &amp; graphics from Mississippi and European artists. Among these were works by Marie Hull, Karl Wolf, Picasso, Renoir, and many others. Students were impressed.</p>	<p>Filmstrips w/records</p> <p>"Careers in Fine Arts"</p> <p>Careers in Commercial Art-- Advertising Careers in Fashion Illustration</p> <p>Tape: On Careers in Art</p> <p>Mississippi Art Association traveling exhibit</p>

SUBJECT Art GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Bases Other Than Base 10</p> <p>Formulas</p> <p>Similar Polygons</p> <p>"Ratio and Proportion"</p> <p>"Pythagorean Theorem"</p> <p>Trigonometry</p>	<p>Discussed how base 2 was used in high speed computing.</p> <p>In our study of the volume of a cylinder, we discussed the importance of a housewife knowing this in shopping for groceries. We discussed how a plumber needed to know formulas such as the area of a circle; a geologist use of formulas; chemist use of formulas, painters use of formulas in determining how much paint to buy, etc. A forester use of them; a cost estimator; a civil engineer.</p> <p>Our book begins the chapter by pointing out how the concept of similar polygons is used in industries to make models and scale drawings, etc. We read and discussed this.</p> <p>Ratio and proportion are terms used very often in reference to similar figures. We had two posters specifically illustrating how two theorems on proportionality apply to <u>navigation and printing</u>.</p> <p>In our study of the Pythagorean Theorem, we looked at a poster involving <u>carpentry</u> which made use of the theorem.</p> <p>Our book pointed out ways trigonometry is used by <u>scientists, surveyors, and astronomers</u>. We discussed this and then looked at some posters on brick masonry. Using trigonometry, a poster about a surveyor and how trigonometry applies to this profession.</p>	<p>Poster</p> <p>Made a bulletin board showing how geometry was used in these occupations.</p> <p>Geometry Book Classroom discussion Posters</p> <p>Geometry Book Posters</p>

SUBJECT Mathematics GRADE OR LEVEL High School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Fractions and Decimals	Had students make a list of at least ten occupations that a knowledge of fractions is necessary. Have each student report to the class his list and give an example of how fractions are used in a particular occupation.	Interviewing carpenters, electricians, etc. Library Books <u>Encyclopedia of Careers</u>
Addition and Subtraction	Give students word problems that are related to various kinds of careers.	Making of problems that relate to different occupations and use adding machine and cash register
Percent and Decimals	Give students word problems, tax schedules, and exemption tables that relates to the job of payroll clerks and bookkeepers.	Tax tables and charts
Scale Drawings and Maps	Have students make scale drawings of their house which relates to the occupation of draftsman and architects. Also have students make maps giving directions to their homes which relates to the occupation of mapmaker.	Transparencies, architect scales and road maps
Measurement of Time and Distance	Have students work-up a time table or schedule for an airline, train or bus-line which relates to dispatchers.	Makes up word problems relating to time schedules and distances
Rounding Off Numbers	Discussion involving rounding off numbers by mechanics and engineers.	
Addition, Multiplication and Subtraction	Do problems illustrating its use in computing payrolls, in accounting, bookkeeping.	Textbooks, bring to class a payroll
Place Value and our Money System	Show how it's used in payrolls and banking.	

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Fractions</p> <p>Decimals</p> <p>Number facts - Reading and Writing Numbers</p>	<p>Illustrate how fractions are used by: typists, secretaries, auto mechanics, welders, clerks, salesmen, sewing machine operators, designers, contractors, brick masons, plumber, painters, electricians.</p> <p>Show to measure the length and thickness of objects.</p> <p>Have students use a cash register and calculator</p>	<p>Bulletin boards Transparencies Machine Charts</p> <p>Micrometer</p> <p>Cash register, calculator paper money</p>
<p>Per Cents</p> <p>Bar Graphs Fine Graphs</p>	<p>Have students make projects using per cents involving insurance companies. Let them check with various businesses about the percentage of interest rates on such items as buying homes, cars, household equipments.</p> <p>Have students make graphs relating to budgets, events in various businesses, insurance companies, weather, advertising.</p>	<p>Pamphlets, booklets Call or visit loan companies, banks</p> <p>Pamphlets, Books</p>
<p>Statistics</p> <p>Sets</p>	<p>Work problems illustrating the use of statistics in businesses for compiling data on costs, sales, ways, production, profits.</p> <p>Discuss its use in biological and psychological studies. Television programs Medicine</p> <p>Show the relationship between various professions by making Venn Diagrams. Have them file certain related objects, such as bills.</p>	<p>Posters, Textbooks</p> <p>Transparencies and pamphlets, projects</p>



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Points, Lines, Planes, Circles, Polygons, Angles</p>	<p>Visit and watch the construction of a building. Visit the art department or have an art student speak to the class illustrating geometrical designs. Posters on architecture, oceanography.</p>	<p>Visit to a building under construction. Posters Have a civil engineer speak to the group</p>
<p>Trigonometry</p>	<p>Use a transit to determine distances between places and objects. Have reports by students on aerospace engineering.</p>	<p>Transit, Science and Engineering Careers Kit</p>
<p>Logical Reasoning (If-then relationships)</p>	<p>Have a period where students can make-up if-then sentences relating to various professions.</p>	<p>Textbooks, Science and Engineering Careers Kit</p>
<p>Formulas and Equations</p>	<p>Have students take a list of formulas and have them fit the formula with an occupation. Example:  <math display="block">\frac{1}{R_1} + \frac{1}{R_2} = \frac{1}{R_3}</math>                     Rt R1 R2 R3</p>	<p>Library; <u>Encyclopedia of Careers</u></p>
<p>Word Problems Involving Formulas</p>	<p>Occupations where this formula is used is electricians, TV. repairman, electrical engineers, etc.</p> <p>Solve word problems relating to various professions or jobs. Reports, Posters.</p>	<p>Textbooks "Algebra in Occupations" Posters by Walch Publishers Bookkeepers Appliance Salesmen Contractor Machinist Well Driller Welder Sheet Metal Worker Rancher - Farmer</p>

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Exponents</p>	<p>Problems Posters Bulletin Board Reports</p> <p>on</p> <p>Automotive Mechanic Plumber Electrician Landscape Gardener</p>	<p>Textbook - Surveyor Machinistry Electrical Engineering Psychometry County Agents</p> <p>Welch Publishers: Posters Textbooks SRA: <u>Handbook of Job Facts</u> <u>Occupational Careers</u> SRA: Job Family Series Textbook: Pages 235, 320, 332, 367 Interviews Cassette Tapes</p>
<p>Equations</p>	<p>Problems Posters Bulletin Board Reports</p> <p>on</p> <p>Merchandiser Mason Home Economist</p>	
<p>Graphs</p>	<p>Problems Posters Bulletin Board Reports</p> <p>on</p> <p>Doctor (heart specialist) Statistician</p>	
<p>Ratio and Proportion</p>	<p>Problems</p> <p>Printer Home Economist</p>	
<p>Real Numbers</p>	<p>Problems</p> <p>Police Officer Carpenter</p>	

SUBJECT Algebra GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Logarithmic Solution of Triangles</p>	<p>Word problems to solve relating to the following occupations:</p> <ul style="list-style-type: none"> <li>Map Making</li> <li>Geology</li> <li>Navigation at Sea</li> <li>Highway Construction</li> <li>Civil Engineering</li> <li>Ballistics</li> <li>Railroad Construction</li> <li>Air Navigation</li> <li>Lighting and Illumination</li> <li>Astronomy</li> <li>Nuclear Research</li> <li>Surveying</li> <li>Oceanography</li> <li>Biology</li> <li>Space Science</li> <li>Automotive Engineering</li> </ul> <p>Posters:</p> <ul style="list-style-type: none"> <li>Bulletin Boards</li> <li>Reports</li> <li>Use of transit to determine weight</li> <li>Trip to a building site</li> </ul>	<p>Textbook</p> <p>Stories of picture posters by Walch Publishers</p> <p>Science and Careers Kit - in the mobile unit - Career Center</p> <p>SRA - Job Family Series</p> <p>SRA Books:</p> <p><u>Handbook of Job Facts</u></p> <p><u>Occupations and Careers</u></p> <p>Interviews</p> <p>Transit</p> <p>Talk and demonstration by carpenter on solution of triangles and use of trigonometric ratios, finding rise, run and span of a roof, laying out angles with a 2-foot rule and a 6-foot rule</p>

SUBJECT Trigonometry GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Scientific Method</p> <p>Famous Scientists</p> <p>Inventor</p> <p>Scientific Careers</p> <p>Technology</p> <p>Report</p> <p>The Universs: A Matter Energy System</p>	<p>Show how the scientific method might be used in making a particular career choice.</p> <p>Find the names of some great scientists who worked in fields of physics and chemistry. Provide the following information:</p> <ol style="list-style-type: none"> <li>(1) dates of birth and death</li> <li>(2) special field of work</li> <li>(3) one important achievement that helped to make the person great</li> <li>(4) one modern day practical application of his achievement</li> </ol> <p>Make a list of new and as yet undiscovered products people can use.</p> <p>Show posters, film strips, and cassettes</p> <p>Show posters, film strips, and cassettes</p> <p>Explain what you think you would like to do for a life-work. Tell why you made your choice.</p> <p>Astronaut. Discussion of space capsules and systems and related careers.</p>	<p>Reference Books</p> <p>Exploring the World of Work Reel 6 - Scientific Interest Occupations Posters - Atomic Field Job Family Series: Engineering Science Exploring the World of Work Reel 6 Use Science Career Kits</p> <p>Semi-professional medical work</p> <p>Posters: Space Exploration</p>

SUBJECT Science GRADE OR LEVEL High School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Man-Made Elements</p>	<p>Learn names and numbers of created elements. How did you think they got their names? Read to discover how elements got their names.</p>	<p>Astronomer: Paper on Science and Engineering Careers Kit</p>
<p>Matter &amp; Energy in Use</p>	<p>Plan the meals. Pretend that you are going to the moon and that you are to plan the meals that you will have while in flight. How many meals will you have? What foods will you eat? Check your plans with the information in a reference book on space travel?</p>	<p>Reference Book on Space Travel</p>
<p>Food Flavor Specialist</p>	<p>Food flavors may change in space</p>	
<p>Organic Chemists</p>	<p>Name a few examples of advances made by organic chemists.</p>	<p>Plastics                      Filmstrip: A Class Studies                      Rubber - The Firestone Tire and Rubber Co.                      Polyvinyl                      Orlon                      Nylon</p>
<p>Accurate Measurement</p>	<p>Importance scientists: Various standards</p>	
<p>Cook</p>	<p>Changes in state</p>	<p>American Occupational Series #4556                      The Wonderful World of Work (Filmstrip) The Cook (Cassette)</p>
<p>Meteorologist?</p>	<p>What does he do?</p>	

SUBJECT Science GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Steel</p> <p>Lab Equipment</p> <p>Automation</p> <p>Chemical Analyst</p>	<p>Do experiments</p> <p>Have someone give weather report everyday</p> <p>Workers in field. Make list of various jobs and wages</p> <p>Show and demonstrate how it is used in lab</p> <p>Telephone operators. Change in Job.</p> <p>Spectrophotometer flame test, etc.</p>	<p>Occupation Series #4568</p> <p>OEK Brief #84</p> <p>Steel and Iron Workers</p> <p>OEK Brief #304</p> <p>Structural Iron Workers</p> <p>OEK Brief #359</p> <p>Telephone Installers</p> <p>OEK Brief #Telephone Operators</p> <p>OEK Brief #318</p> <p>Chemical Technicians</p>
<p>Farmers</p> <p>Ecology Insect Control</p> <p>House Builder or Designer</p>	<p>Make a list of all the "active ingredients" on the labels of containers of fertilizers. List the elements that you think are the ones needed by the plants.</p> <p>Nitrogen Cycle</p> <p>Diesel Tractors</p> <p>List twenty-five kinds of animal pests that directly or indirectly destroy food. Rats eat food only after it is harvested, usually.</p> <p>Look at new houses being built nearby, or read about them in a magazine. List all materials that are not wood. Write a story on "The House of the Future", telling some ways in which modern technology has used new materials for the building of houses.</p>	<p>OEK Brief #202</p> <p>Agricultural Engineers</p> <p>OEK Brief #362</p> <p>Pest Control Operators</p> <p>OEK Briefs 64 &amp; 187</p> <p>Architects and Landscap Architects</p> <p>Occupational Series #4538 #4560 #4536 #4561</p>

SUBJECT Science GRADE OR LEVEL High School





TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Sugar Refining	Write to a sugar refining company and ask for information or sugar refining.	
Computer	Many students in the U.S. make computers. The students make different kinds of computers, such as "cops and robbers" computers, "tick-tack-toe" computers.	OEK Brief #281 Programmers OEK Briefs #322 & 323 Data-Processing Machine Operators & Servicemen
Radio Work	Find out about these automatic devices and then make one.	OEK Briefs #280, 346, 347 Radio & TV Announcers Radio & TV Service Technicians Occupational Series -#4580 4591
Telephone Work	Write a letter to your local telephone company. They will send you stories and pictures to help you understand the telephone better and may send a person to your school to bring demonstration materials. Telephone companies have fine movies about telephone service, too.	OEK Brief #155 Electronic Technicians (If I can help in contacting the telephone company let me know.)
Navigator	Use of sextant and chronometer and radar  Start a file. You can read about many of the following thing which aid navigation: 1. radar 2. networks called loran 3. GCA 4. radar-type instruments on satellites. Start and keep a file of clippings from magazines and newspapers on the place of communications in your lives. If you begin now you will have a real "History of Communications, Late 20th Century of your own."	

SUBJECT Science GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Scientist and Engineers</p> <p>Teamwork of scientist and technologists has made possible the exploration of space.</p> <p>Research Investigation and Discovery.</p> <p>Research Scientist</p>	<p>Read Job Family Series Booklets</p> <p>Read Sec. on page 145, concerning college preparation</p> <p>Read research scientists at work</p>	<p>Jobs in Engineering and Science</p> <p>Science and Engineering Careers Kit</p> <p>American Occupational Series Chemist #4525</p>
<p>Plant pathology</p> <p>Mycologist</p>	<p>Study plant diseases. List some diseases, tell why they are important and how they are controlled. Some key words are rusts, smuts, fungi, molds, mycology.</p> <p>Bacteria and fungi sometimes assist other living things to digest cellulose. Read about termites, etc. Report to class.</p> <p>Occupations</p>	<p>OEK Briefs, #208, 195, 370</p> <p>Petroleum Engineers</p> <p>Petroleum Exp. &amp; Prod. Workers</p> <p>Petroleum Refinery Workers</p> <p>OEK Brief #200 Jewelers</p>
<p>Petroleum Industry</p> <p>Diamond Cutter</p>	<p>Read about how artificial or synthetic diamonds are made. Report the temperatures, pressures, and catalyst needed to make both small industrial diamonds and large gem diamonds.</p>	<p>OEK Brief #370</p>
<p>Science Writer</p> <p>Ornithologist</p>	<p>Report on a science fiction story and pick out the predictions that are made or inferred.</p> <p>Examples: Birds, Eggs</p>	

SUBJECT Science GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p><b>Librarian</b></p>	<p>Throughout the years, many scientific discoveries have come about accidentally through research directed at achieving other results. In some cases, materials and products developed specifically for one purpose may serve new purposes equally as well. Use your reference books to learn about more of these coincidental discoveries. Take notes as you read and report your findings to the class.</p>	<p>OEK Briefs #218, 145, 10. 189, 358</p>
<p><b>Cryogenics</b></p>	<p>Research in cryogenics will continue to contribute to new findings in other areas of science, such as medicine and space travel. Continue to search in newspapers and magazines for stories of new developments. Share your findings with your class.</p>	<p>Need Computer Punch Cards Exploring the World of Work Reel 5 Computational Interest Occ.</p>
<p><b>Computer</b></p>	<p>Curl your ears Do computer arithmetic Write numbers to several bases Do exercises in the Binary System Demonstrate punch cards</p>	

SUBJECT Science GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Foods: Proper setting and table service</p> <p>How to prepare and serve well balanced and attractive meals.</p>	<p>The girls learned how to set tables correctly and the correct way to place foods on the table and also how to remove used dishes.</p> <p>They were taught how to read menus - the different types of menus such as Table de' hote, a la carte, and specials for the day.</p> <p>We also discussed how they could use things learned in obtaining part time or full time employment as waitresses.</p>	<p>Demonstrations were given by teachers and students on proper table setting and service.</p> <p>Food labs were prepared with girls taking turns in the different activities.</p> <p>Material in different food books was studied and discussed.</p> <p>Personal experiences of the girls were discussed.</p> <p>Articles from papers were discussed.</p>
<p>Home Nursing: Responsibilities that one might have as a member of a family in nursing procedures.</p> <p>Importance of knowing how to recognize symptoms of illness and how to care for the ill.</p> <p>Housing: Decorating the home</p>	<p>We discussed why it is important for us to know how to take care of ourselves and others. The importance of obtaining help, the importance of physicals, etc.</p> <p>We discuss the nursing school at Northeast and how we can use our training learned there.</p> <p>We have not yet, but will before the unit is over learn how to take temperature and read thermometer, pulse, respiration, and many other nursing procedures.</p> <p>Discussion on how one might be able to help in stores and other places in selecting accessories and other items to go into homes. Interior decoration was also discussed and how we might become involved in this.</p>	<p>Red Cross Home Nursing</p> <p>Books in department relating to the subject.</p> <p>Magazines, pictures of furniture from one of local stores.</p> <p>Books: <u>Homes with Character</u></p>

SUBJECT Home Economics GRADE OR LEVEL High School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Grooming requirements for employment:</p> <ol style="list-style-type: none"> <li>a. Local firms (factories)</li> <li>b. Beauty shops</li> <li>c. Cafes</li> <li>d. Doctors' offices</li> <li>e. Dentists' offices</li> <li>f. Stores</li> </ol> <p>Learn technique - necessary for being a well groomed person</p> <p>Recognize the importance of good health and its effect upon grooming.</p>	<p>We will also cover selection of china, silver, and crystal.</p> <ol style="list-style-type: none"> <li>1. Make check of what is required as to dress and other personal grooming at different places.</li> <li>2. Discuss points essential to being well groomed any time.</li> <li>3. Arrange a display of simply good grooming aids for individual needs.</li> <li>4. Make a check of myself (student) and see where I measure up to in grooming standards. Plan for improvement or points which need correcting.</li> </ol> <p>Observe demonstration on proper techniques involved in walking, sitting, and standing.</p> <p>Participate in role playing in which Sue shows Sally how posture can make her more attractive.</p> <p>Have resource person demonstrate how to properly care for complexion and apply make-up.</p> <p>Do research on good health practices and how they affect ones general appearance and feelings. Report findings to class.</p>	<p><u>Housing and Home Management</u> <u>The Home Its Furnishing and Equipment</u></p> <p>Books:</p> <p><u>Tomorrow's Homemaker</u> <u>Experiences in Homemaking</u> <u>Today's Home Living</u> <u>Teen Guide to Homemaking</u> <u>Junior Homemaking</u> <u>Guide to Modern Clothing</u> <u>Clothing Construction and Wardrobe Planning</u> <u>Clothes for Teens</u> <u>Experiences with Clothing Fashions and Fabrics</u> <u>Dress</u> <u>How You Look and Dress</u></p>
<p>SUBJECT <u>Home Economics</u></p>		<p>GRADE OR LEVEL <u>High School</u></p>

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Grammar (Parts of Speech)</p>	<p>Students choose one topic from selected lists: (Others should be chosen)</p> <ol style="list-style-type: none"> <li>a. Mississippi news</li> <li>b. World news</li> <li>c. Recreation</li> <li>d. Candidates</li> <li>e. News from Australia</li> <li>f. News from Germany, etc.</li> <li>g. Medicine</li> <li>h. Entertainment</li> <li>i. Sports</li> <li>j. Fashions</li> </ol> <p>These articles were cut out and pasted in a notebook. Using these notebooks, then, as workbooks, the students completed the following tasks:</p> <ol style="list-style-type: none"> <li>a. From the selected topic find examples of people in the topic.</li> <li>b. Prepare a written and oral report (for our scrapbook and for class presentation) of the occupations involved. Research to find the answers to:             <ol style="list-style-type: none"> <li>1. What are the qualifications for this job (personal and educational)</li> <li>2. What are the possible implications for this class.</li> </ol> </li> <li>c. Be responsible for class discussion following presentation.</li> </ol>	<p><u>Commercial Appeal</u> <u>English on the Job (Globe)</u> <u>Voices (Ginn)</u> <u>Enjoying English (Singer)</u></p>
<p>Speech and Writing</p>	<p>Open the unit with a class discussion on the abilities in oral expression that high school juniors and seniors should have. Have students make a list.</p>	<p>Film: "Using Your Voice"</p>

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	<p>Choose those skills most needed to master in the coming weeks.</p> <p>Discuss ways men make a living and the importance of the ability to express ideas well in each of these occupations. Show the importance of knowing what to say and how to say it.</p> <p>Show a film on acquiring bodily ease and controlling stage fright. Have students list important points for discussion.</p> <p>Attempt to acquire bodily ease by doing group pantomimes - the expression of ideas without words.</p> <p>Discuss information on factors concerning the voice:</p> <ol style="list-style-type: none"> <li>1. pitch</li> <li>2. volume</li> <li>3. inflection</li> <li>4. rate</li> <li>5. quality</li> </ol> <p>Do learning activities on pp. 49-50 of <u>Building Better English</u>.</p> <p>Show a film on the speech apparatus. Afterward, discuss the organs of the body used in speech.</p>	<p>Have guest speakers to come in to talk about the importance of speech in their occupations, as a teacher, a nurse, a lawyer, a businessman, a salesman, a secretary, a telephone operator, a newspaper reporter, etc.</p> <p>Film: "Stage Fright and What to Do About It"</p> <p>Film: "The Alphabet Conspiracy"</p>

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	<p>Select a person whose voice pleases you. Analyze what qualities about this voice please you. Bring your observations to class in the form of a well-organized one-minute talk.</p> <p>Do exercises on using books of quotations. Look for quotations on voice</p> <p>Do all learning activities in improving enunciation and pronunciation habits.</p> <p>Show film on proper telephone techniques.</p> <p>Get Bell Telephone pamphlets for students, as <u>Let's Make Friends for Our Business</u>, <u>Some Telephone Suggestions</u>, <u>The Voice with a Smile</u>, and <u>Your Voice and You</u>.</p> <p>Write out good telephone conversations for the following incidents. Work in groups of two. Give the conversations in class.</p> <ol style="list-style-type: none"> <li>a. Making a plane reservation</li> <li>b. Making an appointment with a doctor or dentist</li> <li>c. Ordering by phone</li> <li>d. Making a complaint to a newspaper office because you did not get your evening paper</li> <li>e. Placing an ad in the paper by phone.</li> <li>f. Planning a surprise party for someone</li> <li>g. Working out a program for your next club meeting</li> <li>h. Calling in the results of the ballgame to a newspaper</li> <li>i. Calling the drug store for the refilling of a prescription and asking that it be delivered.</li> </ol>	<p>Use exercises on p. 156 of <u>Building Better English</u>.</p> <p><u>Building Better English</u> pp. 50-53</p> <p>Two Telephones</p> <p>Film: "If An Elephant Answers"</p>

SUBJECT English

GRADE OR LEVEL High School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Writing, Reading, and Speaking with emphasis on Mississippi</p>	<p>j. Making a call to the principal to explain your absence from school</p> <p>Do activities on meeting and introducing others</p> <p>Do activities on taking part in interviews</p> <p>Fill out application blanks for jobs</p> <p>Do library reading on Mississippi in order to choose a Mississippi related topic for a term paper. Several students are doing research on career-related topics, as "The Oil Industry in Mississippi" or "Shipbuilding in Mississippi" or "Game Conservation".</p> <p>Have group discussions and informative speeches on the topics used in research. Many of these are career-related, as one topic for a symposium is "Career opportunities in Mississippi".</p> <p>Write letters to various places in Mississippi to secure information for the paper, as a letter of request to the Mississippi Employment Security Commission for information about occupations that are found in most sections of Mississippi. Of course, the study of business letter writing is needed for entrance into most all careers or for general living.</p> <p>Write a research paper. (Proper research techniques are required for many occupations.)</p>	<p>pp. 71-73 of <u>Building Better English</u></p> <p>pp. 76-72</p> <p>The Library</p> <p>Blair, Farmer, Hornberger, and Wasson, <u>The United States in Literature</u> (Atlanta: Scott, Foresman and Co.) pp. 514-529; pp. 720-759</p> <p>Lolian, Ryan, and Squire, <u>Teaching Language and Literature</u> (New York: Harcourt, Brace, and World, Inc., 1961) pp. 323-350</p>

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Research Paper (Required for all Senior English classes)</p>	<p>Read from and about Mississippi writers - as William Faulkner, Eudora Welty, and Tennessee Williams - emphasizing writing as a possible career.</p> <p>Emphasize dramatic form. One activity involves evaluation of television drama, a leisure-time activity.</p> <p>As a basis for research, investigate a job through research giving, salary, hours, availability of the job, advancement education required, or special requirements, and other information.</p>	<p>EAV Filmstrip and Record, "How to Read and Understand Drama"</p> <p>Research Handbook Library Materials</p>
<p>Interview (speech activities)</p>	<p>Assign pairs of students to conduct job interviews after each has studied suggestions for conducting a successful interview, and after the prospective employee has done extensive research on his job. Enlist the help of a local employer to come to the school (Mr. Carter) and interview students. Use tape recorder and tape interviews.</p> <p>Give oral reports covering such topics as proper dress for an interview, the type of questions the interviewer will possibly ask, etc.</p>	<p>Tape Recorder <u>English On the Job</u> (supplementary text)</p> <p>Library Materials</p> <p>SRA-Handbook <u>Planning My Future</u> p. 21</p> <p>World of Work: No. 6, 10, 13 Interviews</p>
<p>Composition</p>	<p>Write a composition on one of these subjects:</p> <ol style="list-style-type: none"> <li>My Life Fifteen Years From Now</li> <li>It's All Right to Dream, but One Should Be Practical</li> </ol> <p>Write an autobiography, giving a brief background of your life, but emphasizing wishes for the future.</p>	<p><u>Why Study English?</u> (General Electric, Schenectady, N.Y., publishes this helpful bulletin on the importance of writing and the value the world places on it.)</p>

SUBJECT English GRADE OR LEVEL High School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Skills on the Job Vocabulary Using the Dictionary Using the Library</p> <p>Biography and Autobiography</p>	<p>List 12 handicaps to personal success, rating them, first, as deterrents to success in school life, and second, as deterrents to success after school. (Motivation for writing) Use list as a springboard for future writing.</p> <p>Invite personnel director from local firms to come to school and talk to students on the writing skills they seek in new employees.</p> <p>Students interview adults on the values and uses of writing and report these interviews to the class.</p> <p>Alphabetize a selected list of jobs</p> <p>In the library, using the card catalog, list five books about people in different occupations.</p> <p>Write a one-page theme on "The Dictionary and the Man On the Job"</p> <p>Read selected biographies</p> <p>Play "What's My Line?"</p> <p>Present skits from lives of people in various activities</p> <p>Visit people in various activities in New Albany</p> <p>Interview one person. Write one page about his occupation.</p> <p>In newspaper cut-out pictures of various occupations</p>	<p><u>Building Better English</u> (Use their grammar book as a handbook for correcting and proof-reading writing assignments.)</p> <p><u>English On the Job</u>, Unit 8, Part I <u>Voices I</u></p> <p>SRA - <u>Job Family Series</u></p> <p>Selected biographies</p> <p><u>Voices</u>, Level I, pp. 65-70</p> <p><u>English on the Job</u>, Book I <u>Sears</u></p> <p><u>Commercial Appeal</u> "Biography &amp; Autobiography"</p>

SUBJECT English

GRADE OR LEVEL High School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	<p>Cut out employment want-ads</p> <p>Cross-word puzzle</p> <p>Prepare bulletin boards on various occupations</p> <p>Read <u>Scope</u>, "Biography and Autobiography"</p> <p>Read <u>Voices I</u>, pp. 65-70</p> <p>Choose a story from the <u>Commercial Appeal</u> about a certain occupation. Underline all present tense verbs in red, past tense in blue, and part participles in green.</p> <p>Unscramble the following words:</p> <ul style="list-style-type: none"> <li>a. LAMIMAN</li> <li>b. SUREN</li> <li>c. RELCK</li> <li>d. TEREACH</li> <li>e. POOKEBIRE</li> <li>f. TEDIOR</li> <li>g. RETASERCY</li> <li>h. YALWER</li> <li>i. CHICAMEN</li> <li>j. GENERINE</li> </ul> <p>List as many action verbs as you can from the selected pictures.</p> <p>Find 50 verbs in the newspaper in articles relating to an occupation. Underline the verb.</p> <p>Select a job family you are interested in. List from the booklet 20 past tense verbs and 20 past participle verbs plus their helpers.</p>	<p>Magic Markers</p> <p>SRA Job Family Series</p> <p>My Educational Plans</p> <p>Commercial Appeal</p> <p>Magic Markers</p> <p>English on the Job</p> <p>OEK Briefs</p> <p>Newspaper</p> <p>Job Family Series Booklets</p>

Verbs

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Spelling	Sentences p. 259 - All words have to do with vocations. These sentences will be discussed and explained.	<u>English on the Job</u>
Biography and Autobiography	Select a project to perform. Carry it out. (May be cooking sewing, carpentering, etc.) Tell the class what you did and how. Illustrate a biography. Show on your poster the person's outstanding achievement. Make a list of all occupations suggested in the short stories, pp. 3-36.	<u>Exploring Life through Literature</u> <u>English on the Job</u> - p. 260
Writing - Spelling	Make an 8" X 10" poster illustrating each spelling word. (These words are all career-oriented.) Use the work in a sentence. Write the sentence; illustrate.	SRA - Handbooks - - <u>Discovering Yourself</u>
Correlation Unit: Verbs - Biography - Writing	Report orally to the class on proper etiquette in the school cafeteria. Write a composition on one of the following topics: A. An Honest Look at Me B. Plus and Minus in My Personality C. How the Average Student Can Improve Myself	<u>My Educational Plans</u> <u>Work - Kit</u> Filmstrip- Who Are You? What do You Like Today? What Good is School?
Newspaper	Do research and write a report on a newspaper occupation or a job relating to the printing of a newspaper.	American Occupation Series - Cassettes

SUBJECT English

GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Business Letter</p>	<p>Read help wanted ads daily to discover what jobs are available, the type of education required, etc. Use as a basis for class discussion to familiarize students with proper job attitudes and skills necessary.</p> <p>Take a field trip to a newspaper office.</p> <p>Learn proper format for business letter, students study the models in the textbook.</p> <p>Select a help-wanted ad and write a business letter applying for the job.</p>	<p>4547- Electronic Computer Operators            4536- Technical Writers            4535- Newspaper Reporter            4584- Printing Pressmen            Lithographics            4583- Photoengravers            Electro-Stereotypers            4582- Composing Room Occupation</p> <p>Occupational Exploration Kit - Briefs            90- Compositors and Printing Pressmen            69- Newspaper Editors            369- Newsstand Vendors            287- Offset Lithographers            264- Press Photographers</p> <p>Transparency on writing a business letter</p> <p>Textbook - English on the Job            World of Work Readings- #18 Pink Paper</p>

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Vocabulary and Spelling</p> <p>The Personal Job Interview</p> <p>Resume and Job Application Form</p>	<p>Study a list of good trait names such as poise, honesty, reverence, punctuality, etc. Discuss which of these qualities are necessary in getting a job.</p> <p>Study a list of common questions used by the interviewer.</p> <p>View filmstrip on the job interview.</p> <p>Arrange interviews between students, each assuming the role of either interviewee or interviewer.</p> <p>Discuss proper dress, attitude, and other pointers.</p> <p>Study correct form of resume or personal data sheet from models and write a resume or personal information.</p> <p>Fill out an application form (supplied by teacher). Teacher emphasizes why neatness, spelling, and correct information are important.</p>	<p>World of Work Readings - #2 Liar #22 Just in Time</p> <p>Booklet: You and Your Job</p> <p>Filmstrip and Cassette - The Job Interview</p> <p>Booklet: How to Find and Apply for a Job</p> <p>World of Work Readings - #6 Call Them and Tell Them #10 The Stranger #11 Big Day #12 All These Little Boxes #13 Handling the Interview #20 Green Pants to Match #21 Miss Kelly #22 Just in Time</p> <p>Transparencies - The Interview</p> <p>World of Work Readings - #6 Guts (Writing a Resume)</p> <p>Transparencies - Personal Data Record Needed Family Record Card The Job Application</p>

SUBJECT English

GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	<p>Write a letter of application applying for a summer job in your locality.</p>	<p>Mimeographed Application Form</p> <p><u>Finding Part Time Jobs</u> p. 15 Resume</p> <p>pp. 7-9 Rating Chart</p> <p>What Employers Want pp. 18-20 Rating Chart</p> <p><u>How To Get the Job</u> pp. 8-10 Resume</p> <p>pp. 24-25 Writing Letters of Applications</p>
<p><u>How to Read</u></p>	<p>Since reading is a basic tool for any career, we are using every means available to teach our slow readers this basic skill. Our materials are slanted toward the work-a-day world. (Example selected at random: Reader's Digest contains stories concerning training animals, dogsled racing in Alaska, science, electricity, exploration, music, research, biology, the military, the olympic games, teaching, etc.)</p> <p>Some students have very limited vocabularies. We endeavor to enrich all reading with discussion of unfamiliar words. Recently "medic" was in a selection. This led to a good explanation of opportunities present in this field. (Someone has just come to me to ask, "What is a physicist?" See how reading relates to the working world!)</p>	<p>SRA</p> <p>"Reading for Meaning Workbooks"</p> <p>"Guidebook to Better Reading", a phonics program</p> <p>Controlled Reader and Filmstrips</p> <p>Acoustiphone Series</p> <p>Reader's Digest Books</p> <p>Reader's Digest Records</p> <p>Checkered Flag Series</p> <p>The Morgan Bay Mysteries</p>
<p><u>Silas Marner</u></p>	<p>The story was introduced to the class with an explanation and discussion of the theme.</p>	<p><u>Exploring Life through Literature</u></p>



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	<p>Projects offered for students to choose from:</p> <ol style="list-style-type: none"> <li>1. Make a map of places mentioned in <u>Silas Marner</u>.</li> <li>2. Have a panel discussion on superstitions then and now.</li> <li>3. Illustrate the fashions of this era.</li> <li>4. Invite speakers to tell how their occupations affect their lives, emphasizing the social.</li> <li>5. Give a report on the differences in religious practices as shown in the story.</li> <li>6. Make a list of occupations in this story. Work up a "first person" illustration of each. (I am a veterinarian. I _____)</li> <li>7. Give an enlarged account of each of the allusions.</li> </ol>	<p>Silas Marner, a filmstrip</p>
Grammar	<p>We've also done a great deal of work on character study. Students have been asked to take a close look at a character of their choice. A concluding exercise will be a two-page written paper on "What Kind of Person Am I?"</p> <p>Where (in what field's) one needs good grammar.</p>	<p>Texts and Pamphlets</p>
Writing	<p>Excellent discussion on fields using good grammar importantly.</p> <p>Ask to write about their parents jobs and the problems they faced. Whether or not they would choose this field and why.</p>	<p>Paper and Pen</p>

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>The Development of the English Language</p> <p>American Dialects</p>	<p>Discuss how family names are formed from the names of occupations - Smith, Mason, Brewer, Fisher. Have students list other examples.</p> <p>Discuss which occupations require the use of a standard mid-American dialect.</p> <p>Discuss situations which would require strictly formal or standard English:</p> <ol style="list-style-type: none"> <li>A conversation between a boss and an employee being interviewed for promotion</li> <li>A legal contract for purchasing a new car</li> <li>A conversation with a friend at a drugstore</li> <li>A sportswriter telling about a football game</li> <li>A person giving a speech</li> </ol> <p>List some disadvantages of speaking nonstandard English.</p> <p>Using a tape recorder, tape conversations or readings of people from various areas of the U.S.</p> <p>Listen to record "American Dialects"</p> <p>Discuss uses of slang and jargon. Have students give examples of the jargon peculiar to a certain trade or occupation.</p> <p>Students read "A Colloquy on the Occupations" to discuss the contrasts and comparisons between the changes in social structure between Anglo-Saxon times and the present. For example, typical occupations discussed in this piece of literature were cowherd, hunter, fowler, fisher,</p>	
<p>Early British Literature</p>		

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Short story and biographical sketches (from Voices 4)            "The Bush Pilot's Deadly, Daily Game"</p> <p>"My Shadow Ran Fast" (excerpt from an autobiography of a famous convict, Bill Sands)</p>	<p>farmer. Discuss how one's social class and occupation remained somewhat fixed according to the class distinction of the times.</p> <p>Discuss how free we are today to choose our own occupation as compared to those people of a thousand years ago.</p> <p>Discuss the councilor's advice concerning which occupation was the most important. (He advised that each should do his own job, go about his business with pleasure and be himself - no one profession is greater than the other.) Use as a basis for discussing modern-day occupations and the honor and self-satisfaction of doing a job well, regardless of the prestige of the job.</p> <p>Students read of a famous Alaskan bush pilot and his dangerous occupation of airplane taxi driver, supply line to trappers, miners, mountain climbers. Discuss his personality traits and how his self-confidence and courage help him in his job.</p> <p>Discuss how his work might be affected if he weren't self-assured and courageous.</p> <p>Discuss what occupations require similar traits and how our knowledge of our capabilities and limitations can help in choosing an occupation.</p> <p>Students listen to recording of an actual interview with Mr. Sands, who discusses crime and punishment, the generation gap, prison reform, hypocrisy in American life. Another recording deals with a discussion of a convict's</p>	

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>This lesson offers a good opportunity to discuss facing life's realities, settling down in a job, learning to be considerate of others rights, time, and property.</p>	<p>loss of personal identity.</p> <p>As they read the story, students are introduced to one man who makes good after his release from prison mainly because of his job experiences. Sands discusses how he reads an organization to help ex-convicts adjust to the outside world and orient them to the outside world.</p>	

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Computer</p>	<p>Bulletin board depicting careers</p> <p>List of areas which use computers</p> <p>Look up in the library, an article about computer uses - Report to class.</p> <p>Show films about computer uses in a variety of areas 1999 A.D. (in the home).</p> <p>Computer revolution (in industry, medicine, research, education, etc.)</p> <p>Take a field trip to a computer complex, an industry which uses computers, or a business or bank which has a computer system.</p> <p>Play and show sound filmstrip the data processing clerk show how about being a key punch operator.</p> <p>Arrange for individual students to spend a day to experience on-the-job observation in a computer firm or a industry which uses computers. Students will report their experiences to their class.</p>	<p>Data Processing Career Poster</p>
<p>United Nations</p>	<p>Display foreign service career poster with U.N. display.</p> <p>Divide students accordingly to interests and have a group leader read one of the following pamphlets to his group.</p> <p>U.S. Foreign Service Careers Foreign Service Secretary Bilingual Secretary</p>	<p>Data Processing Clerk</p> <p>Are you Looking Ahead Series - How About Being a Key Punch Operator</p> <p>Business Careers Briefs - B-93 U.S. Foreign Service B-81 Foreign Service Secretary B-164 Bilingual Secretary</p> <p>OEX - Briefs # 72- Foreign Service Workers</p>

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Wars - Spanish American WW I WW II Korea Vietnam</p> <p>Economics</p> <p>Space</p> <p>observation</p>	<p>Foreign Service Workers Reporters Translators and Interpreters</p> <p>Bulletin board with recruiting and ROTC brochures, and military academy catalogues</p> <p>Show a film about basic training</p> <p>Show sound filmstrip on military academies</p> <p>Show filmstrip</p> <p>Show a NASA film</p> <p>Play Tapes Read OEX Briefs</p> <p>Display space career poster with photos of astronauts and space flights</p> <p>Show other NASA films about today's and future space programs</p> <p>Show slides of man on the moon</p> <p>Prepare two bulletin boards - one with beautiful pictures of our country and then one with unsightly pictures of our country.</p>	<p>#216 Reporters #143 Translators and Interpreters</p> <p>Film: Tell It Like It Is</p> <p>Filmstrip: What is Economics? Film: Astronaut Training</p> <p>AOS Tape # 4587 Co-Pilots OEX Briefs - #31, #310</p>

SUBJECT American History GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Early Colonial American Unit (Subtopics)</p> <ol style="list-style-type: none"> <li>1. Effect of the discovery of America</li> <li>2. Reasons for colonization</li> <li>3. Types of colonial leader Adventure - Capt. John Smith Planter - William Byrd Puritan - Jonathan Edwards</li> <li>4. Colonial Life Colonial Building -</li> </ol>	<p>Do library research about environmental abuses. Report on these in class. Bulletin board of map of national parks, Indian reservations.</p> <p>Show filmstrip of famous national parks</p> <p>Play tapes</p> <p>Invite local soil conservation workers, forest rangers, and other conservation employees.</p> <p>For those students who are interested, place them with a conservation employee for a day.</p> <p>Students report to class about their experiences</p>	<p>AOS Tapes - #4506 Foresters &amp; Forestry Aids</p> <p>Contact local Conservation or Forestry Office</p> <p>1 &amp; 2 Text</p> <p>3 American Literature Text</p> <p>4 Text</p>

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>(Layouts of cities and villages)</p> <p>5. Colonial Architecture</p> <p>a. Basic Architecture Styles</p> <p>b. Changes in American Homes from Colonial to Modern Times</p> <p>6. How a House is Built</p>	<p>The importance of planning a city or town was discussed. The career of city planners was briefly emphasized.</p> <p>Tour the Vocational School</p> <p>Mr. Carter explained how a house is designed and planned, drawn or drafted. Then the classes left the drafting classroom to tour the Building Trades class in which a miniature house was under construction, and other students were learning brick masonry. The class then toured the Industrial Electricity class and saw how home wiring is done.</p> <p>(A tour of a local trailer plant was planned so students might have seen the latest trend in homes-trailer. The trip was cancelled because the factory could not accommodate classes during the regular school and work day.)</p> <p>a. Illustrate the pride and responsibility in one's work as a craftsman in the building trades. Convey their satisfaction in good pay, fellowship, pride in work well done. The following tradesmen were illustrated: Electrician, Carpenter, Plumber, Brick Mason.</p> <p>b. Play a taped interview with an architect (for classes which did not have a speaker).</p> <p>c. Guest Speaker - Mr. B.A. England, architect, Corinth, Mississippi</p>	<p>5 a. CCC - Slides on Ancient, American, and Modern Architecture</p> <p>b. Filmstrip (Library) <u>Old and New Homes In The United States</u></p> <p>Bulletin Board</p> <p>House plans seen during the tour were displayed in class.</p> <p>House styles were named, roof styles were pictured.</p> <p>Career posters (CCC) were displayed -</p> <p>Brick Mason</p> <p>Architect</p> <p>Painter</p> <p>Carpenter</p> <p>Plumber</p> <p>Electrician</p> <p>Draftsman</p> <p>a. Film:</p> <p>Modern Talking Pictures Service, Inc.</p> <p><u>Building A Better Life</u></p> <p>b. (CCC) - Tape - 5" Reel</p> <p><u>An Interview With An Architect</u></p>
<p>7. Who is Responsible for Our Buildings Today?</p>		

SUBJECT American History GRADE OR LEVEL High School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>8. Colonial Antiquities and Antiques</p>	<p>Role of an architect explained: Residential architecture; large units for work, re-creation, education, government, and worship; restoration projects. There are a variety of job opportunities - from private practice to working for cooperations, or firms who deal with building materials. Education - 5 to 6 years; no schools of architecture in Mississippi. School facilities remain the same but applicants increase, therefore, the competition is great. Many young men study drafting in a variety of schools - vocational, junior college, senior college, Technical Institutes, Schools of Architecture. The job opportunities are endless - where ever there is building, a draftsman is needed. (Mr. Ralph Kolb, a residential architect and contractor, could not come at this time, but indicated a need for new blood in the building trades.) Description of a list of colonial tools, foods, toys, furniture, buildings, utensils, etc. Speakers: Purpose - provide visual contact with items of the past and share the collector's enthusiasm of the past. Mrs. <u>Bobbie Ann McCollum</u> and Mrs. <u>Etoy Curtis</u> brought old home products and explored their use and why they are collectors, and how they go about collecting as they do. Mrs. <u>Jo Ann Morris</u> brought replicas of silver and china of the 1700's and described her tours through the homes along the James River in Virginia.</p>	<p>Teacher prepared list Bulletin Board pictures illustrate some items.</p>

SUBJECT American History

GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Teach and develop behaviors and skills needed for the world of work</p> <ul style="list-style-type: none"> <li>A. Dependability</li> <li>B. Responsibility</li> <li>C. Cooperation</li> <li>D. Enjoyment of work &amp; play</li> <li>E. Language skills</li> <li>F. Listening</li> <li>G. Become familiar with other cultures</li> <li>H. Learn basis for many of our English words</li> <li>I. Learn terminology of food and fashion which may be foreign</li> </ul>	<p>Invited two Spanish girls to talk to classes about their countries.</p> <p>Read about Spanish explorers</p> <p>Studied geography of Spanish speaking countries</p> <p>Students wrote to various places requesting career information</p> <p>Ordered food in a foreign language</p> <p>Display foreign currency</p> <p>Planned a trip to Mexico.</p> <p>Read about foreign influences on United States such as cultural and political ideas</p>	
<ul style="list-style-type: none"> <li>A. Areas where foreign languages can be useful             <ul style="list-style-type: none"> <li>1. Airline stewardess</li> <li>2. Bilingual Stenographer</li> <li>3. Buyer</li> <li>4. Civil Service Worker</li> <li>5. Commercial attache</li> <li>6. Consul</li> <li>7. Customs inspector</li> <li>8. Diplomat</li> <li>9. Exporter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1. Display information materials on careers related to study of the foreign language.</li> <li>2. Students investigate and report on a particular career in the foreign language field.</li> <li>3. Keep reports on file</li> <li>4. Identify foreign words which we encounter in food and fashion.</li> <li>5. Contact government agencies which might offer careers which require foreign language.</li> <li>6. Look for articles in newspaper which are written by foreign correspondent.</li> <li>7. List some companies as possible with foreign holdings.</li> </ul>	<p>OEK Briefs -</p> <ul style="list-style-type: none"> <li>#120 Airline Stewardesses</li> <li>#284 Buyers</li> <li>#164 Civil Service Workers</li> <li>#321 Customs Workers</li> <li>#163 Export &amp; Import Workers</li> <li>#390 Inspectors &amp; Examiners</li> <li>#143 Interpreters &amp; Translators</li> <li>#280 Radio &amp; TV Announcers</li> <li>#300 Secretaries</li> <li>#319 Stenographers</li> <li>#374 Teacher</li> </ul>

SUBJECT Foreign Language GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<ul style="list-style-type: none"> <li>10. Foreign Correspondent</li> <li>11. Foreign Exchange Clerk</li> <li>12. Foreign Government Advisor</li> <li>13. Foreign Service Worker</li> <li>14. Government Service Worker</li> <li>15. Immigration Inspector</li> <li>16. Intelligence Officer</li> <li>17. International Publisher</li> <li>18. Interpreter</li> <li>19. Journalist</li> <li>20. Lawyer</li> <li>21. Missionary</li> <li>22. Radio and TV Researcher</li> <li>23. Secretary</li> <li>24. Peace Corps</li> <li>25. Translator</li> <li>26. Teacher</li> <li>27. Travel Bureau Supervisor</li> <li>28. United Nations Worker</li> <li>29. Armed Services</li> <li>30. Business and Industrial Firms with Foreign Connections</li> <li>31. Department of Defense</li> <li>32. Department of State</li> <li>33. American Red Cross</li> </ul>	<ul style="list-style-type: none"> <li>8. Interviews in a foreign language</li> <li>9. Order food in a foreign language</li> <li>10. Investigate currency exchange</li> </ul>	<ul style="list-style-type: none"> <li>#339 Teacher</li> <li>#335 Teacher</li> <li>#100 Travel Agency Workers</li> <li>#161 Armed Forces</li> </ul>

SUBJECT Foreign Language GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p><b>B. Culture of Other Peoples</b></p> <p><b>C. Influence of Foreign Countries on the United States in:</b></p> <ol style="list-style-type: none"> <li>1. Politics and Economics</li> <li>2. Arts and Sciences</li> <li>3. Customs and Traditions</li> </ol> <p><b>D. Famous Men and Women</b></p>	<ol style="list-style-type: none"> <li>1. Reports by students on customs, national holidays, history, geography and politics of other countries.</li> <li>2. Use maps to help students become familiar with location of countries, cities, and geographical features of region.</li> <li>3. Collect pictures and articles from newspapers and magazines which show dress and customs of the inhabitants of other countries.</li> <li>4. Display coins, stamps and post cards from other countries.</li> </ol> <ol style="list-style-type: none"> <li>1. City examples of foreign influences such as place names, cultural and political ideas which originated outside the United States.</li> </ol> <ol style="list-style-type: none"> <li>1. Read biographies of great men and women where the language is spoken and report to the class.</li> <li>2. Dramatize episodes in the lives of famous men and women in the foreign language.</li> </ol> <p>The students are becoming more aware that it <u>is</u> possible for them to speak Spanish and French and comprehend both. In the past, foreign languages have merely been courses which one needs to meet college entrance requirements. Once they accept the functional side of foreign language study, the students will seriously consider this a career field.</p>	

SUBJECT Foreign Language

GRADE OR LEVEL High School

High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Secretaries and Receptionists</p>	<p>Prepare related articles on postures</p> <p>Reports written or oral</p> <p>Let a businessman or woman dictate</p> <p>Visit with a receptionists and/or Secretaries</p>	<p>Textbook</p> <p>Guest Speakers from Business Secretaries Magazine</p> <p>Visit to Offices</p> <p>Pamphlets from Companies such as Pin Co., Autó Co., Soap Co</p> <p>Exploring the World of Work - Reel 11 - Clerical Interest Occupations</p> <p>OEK Brief - #278 Receptionists</p> <p>OEK Brief - #300 Legal Sec.</p> <p>OEK Brief - #19 Secretaries</p> <p>Job Family Series #6</p> <p>The Wonderful World of Work - (Filmstrip &amp; Cassette)</p> <p><u>The Receptionist</u></p>
<p>Record Keeping</p>	<p>Keep simulated records</p> <p>Make a scrapbook collection of various business record forms</p> <p>Reports (oral or written) on visits, interviews, and readings</p>	<p>Textbook</p> <p>Visit bookkeeping dept. of various businesses</p> <p>Materials to work with, display, reports from various business</p> <p>OEK Brief - #61 Accountants</p> <p>OEK Brief - 387 Certified Public Accountants</p> <p>OEK Brief - #16 Bookkeeping Machine Operators</p>

SUBJECT Shorthand & Bookkeeping GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Banking	<p>Write checks</p> <p>Keep Checkbook record</p> <p>Reconcile bank statement</p> <p>Fill out deposit slips</p> <p>Reports on phases of banking - Federal Reserve, Loans, Notes, Interest, Savings, etc. (Duplicate for class members)</p> <p>Visit local banks</p> <p>Postures</p> <p>Collection of various banking forms</p>	<p>Textbook</p> <p>Workbook &amp; materials from publishing co.</p> <p>Materials from bank</p> <p>Reports from library</p> <p>OEK Brief - #46 Bank Officers</p> <p>OEK Brief - #11 Bank Workers</p>

SUBJECT Shorthand & Bookkeeping GRADE OR LEVEL High School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Physical Education and Health Careers	Different physical education and health occupations are discussed with the uses of charts. During these discussions the requirements for special degrees are brought out. It was noted that all physical education related careers did not require college degrees. Some of these are photographer, manager of baseball team, sports writer, broadcaster, and others.	Charts about physical education careers Charts about careers in medicine
Disease	Trip to Mid-South Packers to observe U.S.D.A. meat inspection	Insurance Pamphlets
Home Nursing (Insurance)	Various agents from New Albany area spoke on health and accident insurance	Posters, filmstrips
Home Nursing (Introduction)	Filmstrip on nursing used; posters on health careers, file. Discussions every Friday on a career in the health or physical education area.	Field trip
I. Health: Design for Building	Survey of personal officials in local factories, stores, offices, etc., to determine what they look for in hiring a person as far as appearance, dress, etc.	
A. First Impressions		
B. Your Appearance		
C. Behavior		
D. Emotions		
E. Intelligence		
II. Health: Personality in Trouble	A possible visit to the Tupelo Rehab. Center to observe their work and talk with professionals.	
A. Emotions		
B. Mental		
C. Neurosis		
D. Psychosis		

SUBJECT Health & Physical Ed. GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>E. Mental Illness            F. Alcohol            G. Drug Abuse            H. Tobacco</p>		
<p>III. Health: Your Protection Against Disease</p>	<p>Have a local public health nurse speak and include what is available through Public Health Offices and job opportunities available.</p>	
<p>A. Infections Diseases            B. Body Defense and Medical Reinforcements            C. Chronic and Disabling Diseases</p>		
<p>D. Public Health            E. You and Your Doctor            F. Environmental Pollution</p>		
<p>IV. Health: Safeguarding Your Body</p>		
<p>A. First Aid            B. Safety First            C. Safety on Wheels</p>	<p>Have local Red Cross official speak and give some idea of programs and professional opportunities available.</p>	

SUBJECT Health & Physical Ed. GRADE OR LEVEL High School



TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Study of Trials	<p>The main activity that we have been covering is law and legal procedures. We have discussed in class the careers of lawyers, and court clerks, legal secretaries, etc. As a learning activity, we have had a trial in each of my World History classes.</p> <p>The third period class conducted a trial which could not have been better had it been the real thing. The students wrote about the crime and chose the characters by themselves. Two of the students went to the Mayor's office and got an affidavit to use in their defense. One of the students, whose father is a doctor, brought X-Rays to be used as evidence. Another student brought a golf club to be used as evidence. A student who played the part of a physician went to the library and did research on the area of the back of the neck and used the correct medical terms in the trial. The entire trial was a unique learning process for the entire group. Six members of the class were the jury. They brought in the verdict and sentencing was carried out as in a real trial.</p>	
Part 2 - Egypt	<p>Study drawings of pyramids - structure and equipment. Draw maps of ancient Egypt. Plan an imaginary trip to Egypt.</p>	<p>Order brochures on Egypt and discuss a trip</p>
Part 3 - Fertile Crescent	<p>Discuss the work of Archaeology in relation to the Fertile Crescent.</p>	<p>OEX Brief # 212 Archaeologists</p>
Part 4 - Greece	<p>Bring in military aspects of Athens and Sparta. Discuss military career. Also study sculptors. Types of government may be mentioned. Study Greek architecture - columns and buildings.</p>	<p>Film showing ancient tribes and people. Information relating to military careers. Information relating to field of Architecture.</p>

SUBJECT World History

GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Part 6 - Judaism, Christianity, Islam</p>	<p>Make a chart showing Roman contributions in law, literature, language, government.</p>	<p>Perhaps show film on various religious vocations.</p>
<p>Part 7 - The Middle Ages</p>	<p>Study religions and discuss various beliefs and customs. Discuss Old and New Testament</p> <p>Discuss career of being a merchant under Feudal System. Discuss farming.</p>	<p>OEK Brief #202 Agricultural Engineers Guest speaker from local business also a farmer</p>
<p>Part 8 - Renaissance and Reformation</p>	<p>Study fields of religion, music, art, science and philosophy in relation to ancient and modern times.</p>	<p>Have music teacher come to class and discuss music - same for art, and science.</p>
<p>Part - 9 Great Britain</p>	<p>Discuss the prospects of English law and relate it to America law. Compare and contrast English art, science, and literature. Make comparisons in the industrial and agricultural products and operation between the two countries.</p>	<p>Law books, American Lit. and science references</p>
<p>Part - 10 France</p>	<p>Encourage French paintings in relation to art. Encourage the study of history as a career -- include cultural and economic conditions of countries. Encouragement of government jobs could be made here.</p>	<p>History book, Art book, OEK Brief # 377 Historians</p>
<p>Part - 11 Low Countries</p>	<p>Encourage geography and traveling (if someone were interested, this would be a good place to bring it in)</p>	<p>OEK Brief # 185 Geographers</p>
<p>Part 12 - Spain and Portugal</p>	<p>Architecture, art, literature, foreign correspondent job</p>	<p>OEK Brief # 291 Fine Arts</p>

SUBJECT World History GRADE OR LEVEL High School

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Part 13 - Italy	Because Italians are famous for their foods, encourage a career in foods- restaurant owner, chef, etc. Discuss electrical advances.	Book of Italian Recipes OEK Brief # 115 Cooks & Chefs American Occupational Series Cooks and Chefs Wonderful World of Work - (Filmstrip & Cassette)
Part 14 - Germany	Encourage the study of science, the career of a scientist; also field of education and music.	Science Manuals OEK Briefs # 384 & 133 OEK Briefs # 183 39 5
Part 15 - Scandinavia	Encourage the field of social reform or social work - welfare jobs.	Teachers 384 186 135 38
Part 16 - Eastern Europe	Stress language and especially politics - various types of government - debates	Chart showing differences
Part 17 - Russia	Stress science, politics, industry, geography of Russia. Contrast these with same in U.S.	Text
Part 18 - India and Southeast Asia	Encourage religion or philosophy - art, music, and literature	OEK Brief # 8 - Interior Design
Part 19 - The Far East	Merchandising, interior design	OEK Briefs # 195-196
Part 20 - Africa	Encourage careers in big industry; oil refineries, travel	Petroleum exploration and production workers Petroleum Refinery workers
Part 21 - Latin America	Encourage careers in education and social work	

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Part 22 - Two World Wars Part 23 - A Divided World	Military Careers	

SUBJECT World History GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>College careers in Speech and Theatre</p> <p>Since beginning of semester have had three students inquiring about careers in teaching speech.</p> <p>Students were asked to choose a field of interest and to observe a person in this field.</p> <p>Why study speech?</p> <p>Communication</p> <p>Relaxing before an audience</p> <p>Interpretation</p>	<p>Speaker from two colleges in theatre department</p> <p>Referred them to courses of study taken at most universities.</p> <p>Then asked to portray this person in a scene on the stage other students criticized them for their accuracy.</p> <p>Observe persons in their occupations who use speech</p> <p>Use of bodily gestures only for communication/ example: facial, hand and eye expressions. (Use of newspapers for finding facial expressions and hand gestures)</p> <p>The art of listening/observance of other person's talking: listen for tone, pitch, inflection, etc.</p> <p>Pantomime and charades after observance of others in a certain field/role playing to ask why a person reacts the way they do in a certain situation (how would others react).</p> <p>Listening to speakers on recordings and research on famous speakers to question their interpretations and to suggest other interpretations.</p>	<p>Brought students to perform and exchange ideas with class</p> <p>Catalogues from various colleges</p> <p>OEK Brief # 143 Interpreters and Translators</p> <p>OEK Brief # 280 Television and Radio Announcers</p> <p>Job Family Series # 14 Jobs in the Performing Arts A.O.S. # 4538 A.O.S. # 4526</p>

SUBJECT Speech GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
<p>Radio and Television</p> <p>Public Speaking</p>	<p>Observe T.V. and radio commercials and question how many people are involved in the production and presentation of the commercials - then produce your own commercials.</p> <p>Observe a minister or a politician and his speaking ability and manners. Prepare and present a speech for a political office from high school to federal office.</p>	<p>OEK Brief # 280  OEK Brief # 347  Radio and TV Time Salesmen</p> <p>OEK Brief # 249  Religious Vocations  OEK Brief # 9 Lawyers</p>

SUBJECT Speech GRADE OR LEVEL High School