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ABSTRACT

Prepared by elementary teachers during a summer workshop, this curriculum guide is designed to aid teachers in integrating career development experiences into the elementary curriculum. The learning activities for Grades K-5 and special education students are intended to help students develop an understanding of themselves and the world of work and begin to plan and make decisions regarding a career. The instructional units are built around 14 career development concepts, and learning activities, resources, and evaluation techniques for each major concept are suggested for integration into various curriculum areas. (SB)

UT 021 171

A GUIDE TO THE INTEGRATION OF CAREER DEVELOPMENT  
INTO CURRICULUM OF JOINT SCHOOL DISTRICT 8  
SHAWANO, WISCONSIN

GRADES K-5

Funds provided through ESEA Title III; Dr. Richard Roth,  
Director, Bureau for Pupil Services,  
Wisconsin Department of Public Instruction

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Joint School District 8  
Shawano, Wisconsin  
June, 1972

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U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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### RATIONALE

An overview of curriculum offerings in the district showed that Career Development concepts and objectives were either not included or they were not adequately represented in grades K-5. Because of the priority and image this aspect of education has and will continue to receive, it was apparent that steps must be taken at the local level to improve this condition.

The outcomes of a quality career development program are intended to provide the means through which teachers and counselors view and understand their students. Instead of focusing on students as objects, trying to bring them all up to grade level in basic content areas at the end of a specific time and stressing content-oriented curricular materials and techniques, Career Development puts a premium on the students as persons. This end, subsequently, makes education more meaningful to students by relating the school and its curriculum to them and stressing the components of the outside world.

In order to construct a program of this nature, the following outcomes have been identified as essential to attain this goal.

1. To upgrade the present Career Education curriculum in light of the Wisconsin Department of Public Instruction Career Development Guidelines.
2. To introduce career concepts into subject areas where they are not now evident.
3. To develop an interdisciplinary curriculum using the Wisconsin Career Development concepts as a vehicle.
4. To identify the changing role of the counseling staff relating to the K-12 Career Development Guidelines by bringing them into the mainstream of the educational program.
5. To promote total teacher involvement through key administrative and staff personnel.

The initial writing program contained here is an attempt by teachers and specialists in subject areas to meet these five goals.

### MESSAGE TO TEACHERS

Career Development has been a priority item in educational needs for some time. It has recently been placed in the number one position by the United States Office of Education. William Kahl, State Superintendent of Schools, echoed this position of priority. District 8 has recognized this need area and has made previous attempts to include aspects of it in its educational offerings.

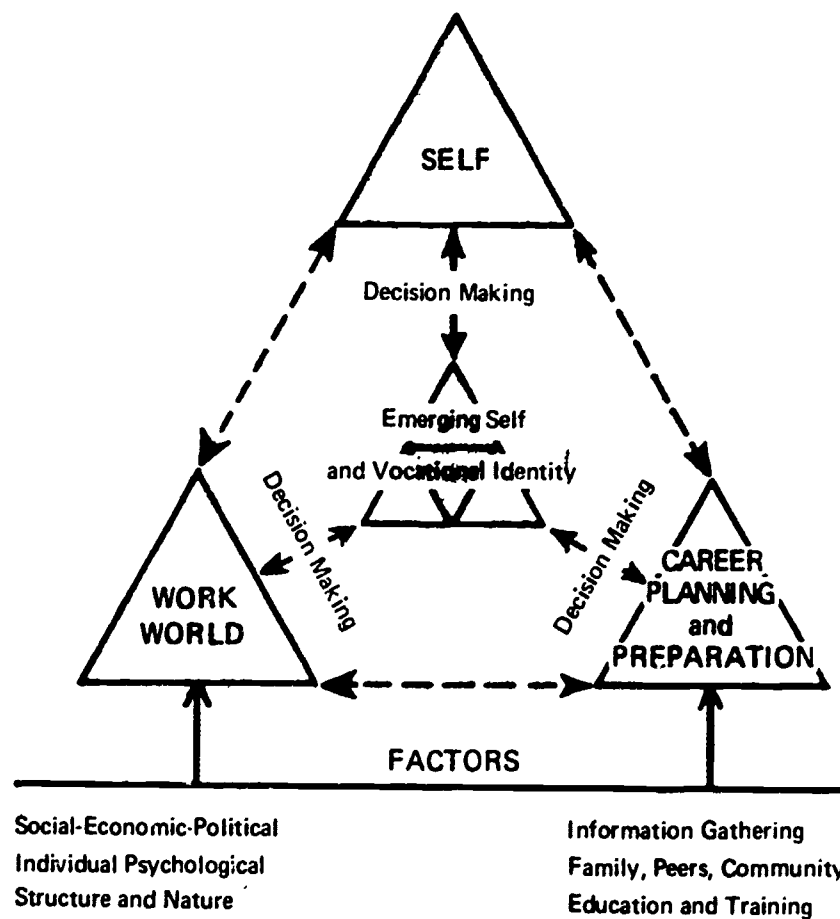
Prior to this summer, what had previously been identified as a Career Development program has proved to be inadequate. However, Dr. Gysbers, consultant to the local program from the University of Missouri and one of the foremost leaders in the nation directing Career Development emphasis in education, feels that the "inadequate" status of Career Development at the local level nevertheless places the District at least one year ahead of other school systems who are attempting to include this aspect of education into their curriculums.

The District has recently strengthened its approach by adopting the new Department of Public Instruction K-12 Guide For Intergrating Career Development Into Local Curriculum. As a result of past involvements and commitments with Career Development, the District has been selected as a model and pilot school by the Department of Public Instruction. The District has and will continue to receive federal funding for the planning and operation of its program. Subsequent summers will be devoted to developing a program for grades 6-8 and 9-12.

At a workshop during this past summer, phase one produced a K-5 Career Development program that was built into existing curriculum. As a result, the interdisciplinary curriculum including counseling services was formulated with Career Development concepts as the vehicle.

The local program is unique in several respects: it was developed by local K-5 teachers; the role of a counselor was included; the approach will provide guidelines for many schools who are looking for direction.

# CAREER DEVELOPMENT MODEL



### CAREER DEVELOPMENT SCOPE AND SEQUENCE MODEL

	CAREER DEVELOPMENT SCOPE AND SEQUENCE MODEL	
	PRIMARY Middle Childhood K-3	ELEMENTARY Late Childhood 4-5
Concepts		
1		
2		
3		
4		
5		
6		
7		
	CODE	8
		9
		10
		11
		12
		13
		14

10. 11. 12.

introduce

### CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of occupations which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.
8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career development.
11. Occupations and life styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.

## SELF

The Career Development Model views SELF or SELF-UNDERSTANDING as a process in which an individual internalizes personal perceptions of his characteristics - how others perceive him in the surrounding environment. This component of the model deals with how what and how an individual thinks about himself is a function of others' perceptions and evaluation of him. SELF is then the individual's own image of himself. When he looks at himself, he is seeing others he is using the social feedback process. What and how the individual views himself is determined by his relationship with others and the social interaction which he experiences. perceptions of his attitudes, feelings and capabilities. In fact the Career Development Model encourages the student will receive sufficient social feedback to encourage his knowledge acceptance and affirmation of what and how he thinks about himself.

One of the major purposes of programs emerging from this model rests on the ability to help students and parents prepare to continue a successful student's efforts to know, accept, attain, understand of themselves and the world they work. Students will learn in their ability to structure their self-concept in a positive way. This only makes our job that much more complex but not impossible. No matter what level the education is perceived, placing him increasingly in touch with SELF is important and represents a sound concept of Public Education.<sup>1</sup>

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<sup>1</sup> Wisconsin Department of Public Instruction, K-12 GUIDE FOR INTEGRATING CAREER DEVELOPMENT INTO LOCAL CURRICULUM (1971), p. 16.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self-appraisal in diversified society.

GRADE

CURR.  
AREA(S)

### SELF

### RESOURCES

### ACTIVITIES

Home  
School  
Films:  
(G-28 Neopit, Keshena  
(G-24 Neopit, Keshena  
(G-27 Neopit, Keshena  
(#7879-"Why Exercise"  
BAVI)

#### Good Health Habits

The student should exchange patterns of their morning activities before they come to school ("I got up, washed, brushed my teeth, etc.")

Collect pictures from magazines of people utilizing good health habits. Each child finds five or more pictures and makes a collage.

View films on:

Brushing teeth  
Keep clean and neat  
Proper rest - health helpers  
Keeping fit

#### Physical Education

Demonstrate basic movement - clapping, hopping, jumping, skipping, creeping, running, walking. The student, hopefully, will be able to succeed and improve.

The teacher student a health, at to others.

The teacher collages, reinforcement

Teacher can refer as to

Teacher will of student improvement

- 1 - An understanding and acceptance of self is important throughout life.
- 1 - begin to recognize the need for continuous self-appraisal in diversified society,

GRADE K

CURR. Health - P.E.  
AREA(S) Art

### SELF

### ACTIVITIES

### EVALUATION

#### Good Health Habits

The student should exchange patterns of their morning activities before they come to school ("I got up, washed, brushed my teeth, etc.")

The teacher will observe student attitude towards health, ability to relate to others.

Collect pictures from magazines of people utilizing good health habits. Each child finds five or more pictures and makes a collage.

The teacher will observe collages, giving positive reinforcement very often.

#### View films on:

Brushing teeth  
Keep clean and neat  
Proper rest - health helpers  
Keeping fit

Teacher can question children as to content of films.

#### Physical Education

Demonstrate basic movement - clapping, hopping, jumping, skipping, creeping, running, walking. The student, hopefully, will be able to succeed and improve.

Teacher will observe rate of student ability and improvement.

CONCEPT 1 - An understanding and a plan of self in the world throughout life.

GRADE

GEN. OBJ. 1 - Begin to recognize the need for self-appraisal in a diversified society.

CURR.  
AREA(S)

# SELF

School  
(DUSO Kit)  
School  
Public Library

Pantomime the role playing activity  
1-A: The Tree House

The ch  
pantom  
which e  
situat  
apprais

School  
(Kindergarten  
Social Science  
Unit-"Self-De-  
velopment")

Play Identification game- Three or four  
children stand in front of the class.  
Blindfold them to see which one can  
identify himself from spoken description  
of his clothing or other characteristics.

The ch  
others  
other

Read story - 1 Like to be Me by Barbara Bel  
Geddes

Student  
and des  
that le  
their

Puppet Activity 1-A: Ginny and Jerry

1 - An understanding and a plan of self is important throughout life.

GRADE

K

1 - Begin to recognize the need for self-appraisal in a diversified world.

CORE  
AREA(S)

Social Science (Self-  
Development)  
Language Arts-Reading

### SELF

Pantomime the role playing activity  
1-A: The Tree House

The child will be able to  
pantomime simple action  
which enact roles of story  
situation about self-  
appraisal.

en  
ence  
-De-  
)  
Play identification game- Three or four  
children stand in front of the class.  
Blindfold them to see which one can  
identify himself from spoken description  
of his clothing or other characteristics.

The child can identify  
others by characteristics  
other than a given name.

Read story - I Like to be Me by Barbara Bel  
Geddes

Students can recognize  
and describe situations  
that led to neglect of  
their own interests.

Puppet Activity 1-A: Ginny and Jerry

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School

Make a "picture book." Have children begin "A Book About Me," drawing pictures to show such things as my home, my best friend, my favorite story, what I like to do best, a picture of me, etc.

The child  
tell some  
own preferences  
which may

ET 1 - An understanding and acceptance of self is important throughout life.

GRADE K

3.

OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style

CURR. AREA(S) Art

#### SELF

ES

#### ACTIVITIES

Make a "picture book." Have children begin "A Book About Me," drawing pictures to show such things as my home, my best friend, my favorite story, what I like to do best, a picture of me, etc.

#### EVALUATION

The child will be able to tell some things about his own preferences and opinions which make him unique.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life styles.

CURR.  
AREA(S)

#### SELF

#### RESOURCES

#### ACTIVITIES

School  
(Kindergarten Book-  
Ginn and Co.)  
Teacher

Tone Matching - Play "Sing Me Your Name." Teacher sings simple phrase:  
"Sing me, sing me, sing me your name."  
Point to one child and he answers back in some tones:  
"My name, my name, my name is John."  
This could be used for roll call on some days. Start with most out-going children and soon all will participate. Sing with the child at first, if necessary.

The stud  
to match  
patterns  
those he

- 1 - An understanding and acceptance of self is important throughout life.
- 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life styles.

GRADE

K

4.

CURR.  
AREA(S)

Music

# SELF

## ACTIVITIES

## EVALUATION

Tone Matching - Play "Sing Me Your Name." Teacher sings simple phrase:  
 "Sing me, sing me, sing me your name."  
 Point to one child and he answers back in some tones:  
 "My name, my name, my name is John."  
 This could be used for roll call on some days. Start with most out-going children and soon all will participate. Sing with the child at first, if necessary.

The student will be able to match notes and patterns of music with those he hears.

en Book-  
(.)

CONCEPT . - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

GRADE

CURR.  
AREA(S)

# SELF

## RESOURCES

School  
(DUSO Kit,  
Social Science  
Unit-"Self-  
Development")

## ACTIVITIES

Teacher Unit Song 1: "I'm Glad That I Am Me"

Use the Story and Record:  
The Red and White Bluebird (Story 1-A) Record 1  
Side B

The child  
describe u  
istics at

Discuss Poster 1-A: I am the only me in the world. Have the children cut and paste a "ME" button or badge to wear. Supply a variety of material so that finished products will denote how each child has different ideas.

Discuss how each child is different. Provide a mirror in the room. Choose a child to go to the mirror and describe himself to others.

- An understanding and acceptance of self is important throughout life.
- begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.



GRADE

K

5.

CURR.  
AREA(S)

Social Science (Self-  
Development)  
Art  
Language Arts-Reading

### SELF

#### ACTIVITIES

Teacher Unit Song 1: "I'm Glad That I Am Me"

Use the Story and Record:

The Red and White Bluebird (Story 1-A) Record 1  
Side B

Discuss Poster 1-A: I am the only me in the world. Have the children cut and paste a "ME" button or badge to wear. Supply a variety of material so that finished products will denote how each child has different ideas.

Discuss how each child is different. Provide a mirror in the room. Choose a child to go to the mirror and describe himself to others.

#### EVALUATION

The child will be able to describe unique characteristics about himself.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

GRADE

CURR.  
AREA(S)

SELF

#### RESOURCES

Community  
School

#### ACTIVITIES

Walk around the school block. Notice as many types of working people as possible. After arriving back at the school, the students help the teacher list the occupations they saw people involved in. The teacher should have pictures of the people in occupations observed to place on a bulletin board. Discuss different types of uniforms worn. (policeman, mailman, fireman, milkman, soldier, custodian, waitress, cook). Does their appearance make any difference in your opinion of them? What things about their appearance do you like (clothing, grooming, posture, manners)? Discuss each of these with the children.

The children  
note the  
and grow  
worth to

Have children:

1. walk like soldiers
2. walk with a book on their head
3. answer the telephone correctly

Teacher  
whether  
lates go  
manners  
in a job

2 - Persons need to be recognized as having dignity and worth.

3 - discover that people bring dignity and worth to their job.

GRADE

K

6.

CURR.  
AREA(S)

Health - P.E.

SELF

#### ACTIVITIES

Walk around the school block. Notice as many types of working people as possible. After arriving back at the school, the students help the teacher list the occupations they saw people involved in. The teacher should have pictures of the people in occupations observed to place on a bulletin board. Discuss different types of uniforms worn. (police-man, mailman, fireman, milkman, soldier, custodian, waitress, cook). Does their appearance make any difference in your opinion of them? What things about their appearance do you like (clothing, grooming, posture, manners)? Discuss each of these with the children.

Have children:

1. walk like soldiers
2. walk with a book on their head
3. answer the telephone correctly

#### EVALUATION

The child should be able to note that manners, posture, and grooming add dignity and worth to a job.

Teacher will observe whether the student relates good posture and manners to dignity in a job.

CONCEPT	2 - Persons need to be recognized as having dignity and worth.	GRADE
GEN. OBJ.	3 - discover that people bring dignity and worth to their job.	CURR. AREA(S)

# SELF

## RESOURCES

Teacher  
School  
(Kindergarten  
Science Unit-  
"Animals")

## ACTIVITIES

Relate to the students that courtest and kindness to animals should also be practiced toward the people. Demonstrate and orally express comparative examples. Have students demonstrate and orally express themselves. Students may be evaluated by responses, identification, actions, etc.

The stu  
state  
courtes

PT 2 - Persons need to be recognized as having dignity and worth.

GRADE K

7.

OBJ. 3 - discover that people bring dignity and worth to their job.

CURP. Science (Animals)  
AREA(S)

SELF

ACES

ACTIVITIES

EVALUATION

ten  
Unit-  
s")

Relate to the students that courtest and kindness to animals should also be practiced toward the people. Demonstrate and orally express comparative examples. Have students demonstrate and orally express themselves. Students may be evaluated by responses, identification, actions, etc.

The student will be able to state orally what acts of courtesy and kindness are.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ. 3 - discover that people bring dignity and worth to their jobs.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Combs, brushes, mirrors  
Teacher  
School  
(Kindergarten  
Science Unit-  
"Health")

Compile pictures of children that depict healthy children and those that are well groomed. Explain how good grooming practices foster a good self image. Cite examples of why this is important (e.g. social aspects, maintaining jobs, etc.).

The student  
to comb his  
hands and  
as good grooming

Have students identify good grooming by picture selection. Let the student comb his hair and wash his hands. Evaluate student grooming practices by inspection.

2 - Persons need to be recognized as having dignity and worth.

GRADE K

8.

3 - discover that people bring dignity and worth to their jobs.

CURR. Science (Health)  
AREA(S) -

#### SELF

#### ACTIVITIES

Compile pictures of children that depict healthy children and those that are well groomed. Explain how good grooming practices foster a good self image. Cite examples of why this is important (e.g. social aspects, maintaining jobs, etc.).

Have students identify good grooming by picture selection. Let the student comb his hair and wash his hands. Evaluate student grooming practices by inspection.

#### EVALUATION

The student will be able to to comb his hair, wash his hands and identify these as good grooming practices.

CONCEPT      2 - Persons need to be recognized as having dignity and worth

GEN. OBJ.      3 - discover that people bring dignity and worth to their job.

GRADE

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School

(You and Your Friends  
Student activity book,  
Investigating Man's  
World, "Rules"  
pp. 1-4)

(Social Science Unit-  
"School")

Discuss with the students their job at school.  
Emphasize that each person must do his part.

Use Experimental Development Book (B)  
You and Your Friends:

Taking turns (p.12)

Sharing (p.13)

Honesty (p.14)

Making and following rules (p.15)

Care of toys and equipment (p.16)

Everyone is a helper (p.17)

Color corresponding papers from student  
independent activity book.

Discuss Investigating Man's World section  
on "Rules."

The child is  
reasons that  
make school  
to work.

2 - Persons need to be recognized as having dignity and worth

GRADE

K

9.

3 - discover that people bring dignity and worth to their job.

CURR.  
AREA(S)

Social Science (School)

SELF

ACTIVITIES

EVALUATION

Discuss with the students their job at school.  
Emphasize that each person must do his part.

The child is able to tell the reasons that we need rules to make school a pleasant place to work.

Use Experimental Development Book (E)

You and Your Friends:

Taking turns (p.12)

Sharing (p.13)

Honesty (p.14)

Making and following rules (p.15)

Care of toys and equipment (p.16)

Everyone is a helper (p.17)

Color corresponding papers from student independent activity book.

Discuss Investigating Man's World section on "Rules."

Friends  
ty book,  
Man's

e Unit-

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ. 4 - discover that work provides the opportunity for one to enhance his dignity and worth.

GRADE

CURR.  
AREA(S)

SELF

#### RESOURCES

School  
(Paint, brushes,  
roll paper)

#### ACTIVITIES

Paint a mural (any appropriate subject ).  
Divide into groups and make each group  
responsible for a part of it. Emphasize  
how each group is important. Observe how  
the finished project beautifies the room.

#### EVALUATION

The child will  
tell his part  
the total mural

- 2 - Persons need to be recognized as having dignity and worth.
- 4 - discover that work provides the opportunity for one to enhance his dignity and worth.

GRADE K 10.

CURR. AREA(S) Art

SELF

ACTIVITIES

Paint a mural (any appropriate subject ).  
 Divide into groups and make each group responsible for a part of it. Emphasize how each group is important. Observe how the finished project beautifies the room.

EVALUATION

The child will be able to tell his part of creating the total mural.

CONCEPT      2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ.      4 - discover that work provides the opportunity for one to enhance his dignity and worth.

GRADE      K

CURR. AREA(S)      Mus

# SELF

## RESOURCES

School  
(Kindergarten Book,  
First Grade Book,  
Singing Fun, Our  
First music)

## ACTIVITIES

After a certain repertoire of songs is developed so that all are familiar with them, ask for volunteers to come up and sing a "solo." For those who are unwilling, try duets, trios, or quartets using at least one child in the group who has a strong voice.

## EVALU

The child will appreciate the and worth of c by listening q their performa

- Persons need to be recognized as having dignity and worth.
- discover that work provides the opportunity for one to enhance his dignity and worth.

GRADE K

CURR. Music  
AREA(S)

#### SELF

#### ACTIVITIES

After a certain repertoire of songs is developed so that all are familiar with them, ask for volunteers to come up and sing a "solo." For those who are unwilling, try duets, trios, or quartets using at least one child in the group who has a strong voice.

#### EVALUATION

The child will be able to appreciate the dignity and worth of classmates by listening quietly to their performance.

CONCEPT	2 - Persons need to be recognized as having dignity and worth.	GRADE
GEN. OBJ.	4 - discover that work provides the opportunity for one to enhance his dignity and worth.	CURR. AREA(S)

SELF

#### RESOURCES

#### ACTIVITIES

School

Teacher suggests that after activities where materials (paste, paper, crayons, etc.) are used, each student accept responsibility of "policing" his own area. The students are praised when their responsibilities are accepted and completed. (This can also hold true for "policing" at dismissal.)

The child should become aware of responsibilities

2 - Persons need to be recognized as having dignity and worth.

GRADE

K

12.

4 - discover that work provides the opportunity for one to enhance his dignity and worth.

CURR.  
AREA(S)

Health - P.E.

SELF

#### ACTIVITIES

Teacher suggests that after activities where materials (paste, paper, crayons, etc.) are used, each student accept responsibility of "policing" his own area. The students are praised when their responsibilities are accepted and completed. (This can also hold true for "policing" at dismissal.)

#### EVALUATION

The child should be able to become aware of these responsibilities.

CONCEPT	2 - Persons need to be recognized as having dignity and worth.	GRADE
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GEN. OBJ.	4 - discover that work provides the opportunities for one to enhance his dignity and worth.	CURR. AREA(S)
-----------	---	------------------

# SELF

## RESOURCES

## ACTIVITIES

School  
(Art supplies,  
popsicle sticks,  
paper plates)

(Kindergarten  
Social Science  
Unit-"School")

### Use a Helper Chart

Each day a different child is a "helper."  
He performs necessary tasks for that day  
such as:  
bringing in milk;  
leader for going outdoors, lunch, etc.;  
reading the calendar;  
taking attendance card to office, etc.;

The child s  
tell how he  
completes a

Have each child draw a picture of himself doing his favorite job (at home or school). The teacher could write a sentence on each picture to explain what task each child like to do.

### "How Do You Feel?" Game

Have each child make a happy-sad face from two small paper plates or circles. Paste them back to back on a pencil or popsicle stick. Ask questions and have children respond by showing the face that expresses how they feel. The questions to be used are:

1. How do you feel when someone says you did good work?
2. How do you feel when you get up in the morning?
3. How do you feel if someone pushes you?
4. How do you feel when someone scolds you?
5. How do you feel when everyone talks at once?
6. How do you feel when you finish picking up toys?
7. How do you feel when you button your coat?
8. How do you feel when someone says you look nice?
9. How do you feel when you hang up your coat?
10. How do you feel when mother lets you set the table?

2 - Persons need to be recognized as having dignity and worth.

GRADE K

4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CURR. AREA(S) Social Science (School)

### SELF

### ACTIVITIES

### EVALUATION

#### Use a Helper Chart

Each day a different child is a "helper."  
He performs necessary tasks for that day  
such as:

- bringing in milk;
- leader for going outdoors, lunch, etc.;
- reading the calendar;
- taking attendance card to office, etc.;

The child should be able to  
tell how he feels when he  
completes a task.

Have each child draw a picture of himself doing his favorite job (at home or school). The teacher could write a sentence on each picture to explain what task each child like to do.

#### "How Do You Feel?" Game

Have each child make a happy-sad face from two small paper plates or circles. Paste them back to back on a pencil or popsicle stick. Ask questions and have children respond by showing the face that expresses how they feel. The questions to be used are:

1. How do you feel when someone says you did good work?
2. How do you feel when you get up in the morning?
3. How do you feel if someone pushes you?
4. How do you feel when someone scolds you?
5. How do you feel when everyone talks at once?
6. How do you feel when you finish picking up toys?
7. How do you feel when you button your coat?
8. How do you feel when someone says you look nice?
9. How do you feel when you hang up your coat?
10. How do you feel when mother lets you set the table?

CONCEPT      5 - Work means different things to different people.

GRADE

GEN. OBJ.      5 - become aware that there are different types of work.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

EVA

School

Teacher displays pictures of people involved in the health and welfare of people. Let student name the person and each specific service (policeman, fireman, doctor, nurse, garbage man, parents, dentist, teacher).

Student will  
of each occup  
some of the s  
formed.

5 - Work means different things to different people.

GRADE

K

14.

5 - become aware that there are different types of work.

CURR.  
AREA(S)

Health - P.E.

#### SELF

#### ACTIVITIES

Teacher displays pictures of people involved in the health and welfare of people. Let student name the person and each specific service (policeman, fireman, doctor, nurse, garbage man, parents, dentist, teacher).

#### EVALUATION

Student will learn name of each occupation and some of the services performed.

CONCEPT 5 - Work means different things to different people.

GRADE

K

GEN. OBJ. 5 - become aware that there are different kinds of work.

CURR.  
AREA(S)

So

SELF

#### RESOURCES

School  
(Magazines,  
Kindergarten  
Science Unit-  
"Water")

#### ACTIVITIES

With the students prepare a bulletin board of how water gets from the ground to their homes. Discuss the well, laying the pipe, city water tower, more pipes and city crews. Plumber and others in the process (reading the meter, collecting the money) should be included in the display.

#### EVA

The student  
to identify  
kinds of job  
necessary to  
water from t  
to their hom

15.

5 - Work means different things to different people.

GRADE K

5 - become aware that there are different kinds of work.

CURR. Science (Water)  
AREA(S)

SELF

#### ACTIVITIES

With the students prepare a bulletin board of how water gets from the ground to their homes. Discuss the well, laying the pipe, city water tower, more pipes and city crews. Plumber and others in the process (reading the meter, collecting the money) should be included in the display.

#### EVALUATION

The student will be able to identify the different kinds of jobs that are necessary to get the water from the ground to their homes.

CONCEPT      5 - Work means different things to different people.

GRADE      K

GEN. OBJ.      5 - become aware that there are different kinds of work.

CURR.      S  
AREA(S)      a

SELF

RESOURCES

ACTIVITIES

School  
(Investigating Man's  
World, You and Your  
Family)

Filmstrip  
("Working Together  
in the Family")

School  
(Kindergarten  
Social Science Unit-  
"Home and Family")

Discuss pictures in I. M. W. section on "Wants"  
with study prints.

Discuss pictures in book, You and Your Family,  
emphasizing how mother, father, and children  
work to help whole family. (pp. 3, 4, 16, 17)

Show filmstrip "Working Together in the Family."

Child will  
the sequence  
worked to ge  
item by stat

The child w  
create a gro  
chart by li  
in the home  
members.

16.

5 - Work means different things to different people.

GRADE K

5 - become aware that there are different kinds of work.

CURR. Social Science (Home  
AREA(S) and Family)

### SELF

### ACTIVITIES

Discuss pictures in I. M. W. section on "Wants" with study prints.

Discuss pictures in book, You and Your Family, emphasizing how mother, father, and children work to help whole family. (pp. 3, 4, 16, 17)

Show filmstrip "Working Together in the Family."

### EVALUATION

Child will be able to relate the sequence of how the boy worked to get a desired item by stating this orally.

The child will be able to create a group experience chart by listing jobs done in the home by family members.

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 6 - become aware of the different meaning work may have for individuals.

CURR.  
AREA(S)

#### SELF

#### RESOURCES

School  
(Art supplies)

#### ACTIVITIES

Use water base clay to let each child mold a dish or vase using pinch-pot or coil method. These may be glazed and fired; or simply allowed to dry and then painted with tempera.

Discuss how an artist would have to produce many items in a day and would have to have a quality which other people would admire. This could require many hours of work. Other persons choose to create things simply for hobbies (fun).

#### EVALUATION

The child will compare art as a occupation with a hobby.

5 - Work means different things to different people.

GRADE

K

- become aware of the different meanings work may have for individuals.

CURR.  
AREA(S)

Art

## SELF

## ACTIVITIES

Use water base clay to let each child mold a dish or vase using pinch-pot or coil method. These may be glazed and fired; or simply allowed to dry and then painted with tempera.

Discuss how an artist would have to produce many items in a day and would have to have a quality which other people would admire. This could require many hours of work. Other persons choose to create things simply for hobbies (fun).

## EVALUATION

The child will be able to compare art as an occupation with art as a hobby.

CONCEPT 5 - Work means different things to different people.

GRADE

K

GEN. OBJ. 6 - become aware of the different meaning work may have for individuals.

CURR.  
AREA(S)

Mu

#### SELF

#### RESOURCES

#### ACTIVITIES

EV

School  
(Picture of T.V.  
personalities)

After listening to some children sing solos, ask children to name their favorite singers and/or entertainers on television. Point out that this is an occupation for these entertainers rather than singing for fun. Bring in pictures of performers if children seem quite interested.

The child will identify some with some musical occupations.

5 - Work means different things to different people.

GRADE K

19.

6 - become aware of the different meaning work may have for individuals.

CURR. Music  
AREA(S)

### SELF

#### ACTIVITIES

After listening to some children sing songs, ask children to name their favorite singers and/or entertainers on television. Point out that this is an occupation for these entertainers rather than singing for fun. Bring in pictures of performers if children seem quite interested.

#### EVALUATION

The child will be able to identify some personalities with some music oriented occupations.

CONCEPT      5 - Work means different things to different people

GRADE      K

GEN. OBJ.      6 - become aware of the different meanings work may  
                    have for individuals.

CURR.      Soc  
AREA(S)      Fam

SELF

RESOURCES

ACTIVITIES

EVAL

School  
(Peabody Language  
Kit Level #1;  
Kindergarten  
Social Science  
Unit-"Home and  
Family")

Discuss fathers' occupations.

Show activity cards and have students class-  
ify according to work or play. Discuss in  
occupations such as: artist, fisherman, race  
driver, football player, gardener, tour guide,  
zoo keeper, etc. Relate child's activities at  
school and classify according to work or play.

The student w  
to name some  
are work for  
play for other

5 - Work means different things to different people

GRADE

K

19.

6 - become aware of the different meanings work may have for individuals.

CURR.  
AREA(S)

Social Science (Home-Family)

#### SELF

#### ACTIVITIES

Discuss fathers' occupations.

Show activity cards and have students classify according to work or play. Discuss in occupations such as: artist, fisherman, race driver, football player, gardener, tour guide, zoo keeper, etc. Relate child's activities at school and classify according to work or play.

#### EVALUATION

The student will be able to name some jobs that are work for some and play for others.

CONCEPT      7 - Individuals differ in their interests, abilities,  
                         attitudes and values.

GRADE.      K

GEN. OBJ.      7 - begin to differentiate oneself from others

CURR.      Art  
AREA(S)

SELF

RESOURCES

ACTIVITIES

EVAL

School

Construct a large collage. Divide the class into four groups. Offer a variety of media (tempera, magic markers, crayons, cut and paste from construction paper, wallpaper, magazine). Explain that each person should do what he wants. Discuss all the different ideas when it is completed. One group a day could work on this during Free Activity Period.

The student will be able to see a variety of activities which differentiate individual abilities within the class.

- 7 - Individuals differ in their interests, abilities, attitudes and values.
- 7 - begin to differentiate oneself from others

GRADE	K	20.
CURR. AREA(S)	Art	

#### SELF

#### ACTIVITIES

Construct a large collage. Divide the class into four groups. Offer a variety of media (tempera, magic markers, crayons, cut and paste from construction paper, wallpaper, magazine). Explain that each person should do what he wants. Discuss all the different ideas when it is completed. One group a day could work on this during Free Activity Period.

#### EVALUATION

The student will be able to see a variety of art activities which differentiate interest and abilities within the class.



7 - Individuals differ in their interests, abilities and values.

GRADE

K

21.

7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

Health - P.E.  
Science

### SELF

All students sit in the center of the room. The teacher says, "All boys go to right; all girls go to the left". Then return to large group again. Students can be divided by:

- a- height
- b- hair color
- c- eye color
- d- color of clothing (or type of clothing, i. e. pants, dress)

Students would be able to realize that we are alike in some ways and different in other ways.

CONCEPT      7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

GEN. OBJ.      7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

EV

Teacher and Student  
(Smelling party)  
School  
(Kindergarten  
Science Unit-  
"Senses")

Explain to the students that many workers use their sense of smell to detect dangers, to prepare food, etc. Cite the people work for the gas and oil companies, food service workers, etc. Indicate how workers are protected from undesirable odors.

The student determine the of smell as our work and that difference pleasant to and not to o

7 - Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

GRADE

K

22.

CURR.  
AREA(S)

Science (Senses)

#### SELF

#### ACTIVITIES

Explain to the students that many workers use their sense of smell to detect dangers, to prepare food, etc. Cite the people work for the gas and oil companies, food service workers, etc. Indicate how workers are protected from undesirable odors.

#### EVALUATION

The student will be able to determine the importance of smell as it relates to our work and determine that different smells are pleasant to some people and not to others.

CONCEPT 7 - Individuals differ in their interests, abilities, abilities, attitudes and values.

GRADE K

GEN. OBJ. 7 - begin. to differentiate oneself from others.

CURR. So  
AREA(S) an

# SELF

## RESOURCE

## ACTIVITIES

## EVA

Home  
(Parent Participa-  
tion)

Construct a Child of the Week bulletin board:  
Each week one child (one from a.m. group and  
one from p.m. group) is the "Child of the Week".  
With help of parents he selects pictures, etc.  
to display. He has an opportunity to tell about  
himself and family interests through pictures.  
This activity can be continued throughout the  
year. An explanatory note could be sent to all  
parents early in the year.

The child will  
some unique c  
of his own fa

School  
(Bulletin Board;  
Kindergarten  
Social Science  
Unit-"Home and  
Family")

7 - Individuals differ in their interests, abilities, abilities, attitudes and values.

GRADE K

7 - begin to differentiate oneself from others.

CURR. Social Science (Home  
AREA(S) and Family)

### SELF

### ACTIVITIES

Construct a Child of the Week bulletin board:  
Each week one child (one from a.m. group and one from p.m. group) is the "Child of the Week". With help of parents he selects pictures, etc. to display. He has an opportunity to tell about himself and family interests through pictures. This activity can be continued throughout the year. An explanatory note could be sent to all parents early in the year.

### EVALUATION

The child will be able to tell some unique characteristics of his own family and himself.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE K

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR. AREA(S) Soc Ori

#### SELF

#### RESOURCES

#### ACTIVITIES

#### EVAL

School  
(Pocket chart with spots for individual manuscript names; Kindergarten Social Science Unit-"School Orientation")

Introduce children to Name Tags. Discussion of why name helps to differentiate one from another and printed names help us to identify our belongings. Child is directed to go to pocket chart, select his name tag and copy letters on his papers. Teacher assistance may be required for awhile.

Inform students that they should be concerned self-appearance. Discussion will lead to evaluation.

Teacher observe child's paper activity will be repeated in other disciplines at the end of the year.

Children can name and identify themselves with self-analysis (show how tall, color of eyes, hair, age).

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

K

7 - begin to differentiate oneself from others.

CURR.  
AREA(S)Social Science (School  
Orientation)

## SELF

## ACTIVITIES

with  
divid-  
names;  
Social  
School

Introduce children to Name Tags. Discussion of why name helps to differentiate one from another and printed names help us to identify our belongings. Child is directed to go to pocket chart, select his name tag and copy letters on his papers. Teacher assistance may be required for awhile.

Inform students that they should be concerned self-appearance. Discussion will lead to evaluation.

## EVALUATION

Teacher observation of child's paper. This activity will be repeated in other disciplines at other times of the year.

Children can come forward and identify themselves with self-analysis (e.g. show how tall with hand, color of eyes, color of hair, age).

CONCEPT	7 - Individuals differ in their interests, abilities, attitudes and values.
GEN. OBJ.	8 - become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

GRADES K

CURR. AREA(S) Art

# SELF

## RESOURCES

## ACTIVITIES

## EVA

School

Have each child draw a picture of the most beautiful thing he has ever seen, or the funniest, or the most frightening. Have everyone draw on the same theme. Let each child tell about his picture. Point out that we are often different in what each of us considers as beautiful, funny or frightening.

The children to tell some ideas and val child has fro

- 7 - Individuals differ in their interests, abilities, attitudes and values.
- 8 - become aware of the various ways individuals differ.  
(Interests, abilities, attitudes, values, aptitudes)

GRADES K

CURR. AREA(S) Art

#### SELF

#### ACTIVITIES

Have each child draw a picture of the most beautiful thing he has ever seen, or the funniest, or the most frightening. Have everyone draw on the same theme. Let each child tell about his picture. Point out that we are often different in what each of us considers as beautiful, funny or frightening.

#### EVALUATION

The children will be able to tell some different ideas and values each child has from the other.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE K

GEN. OBJ. 8 - become aware of various ways individuals differ. (Interests, abilities, attitudes, values, attitudes.)

CURR. AREA(S) Soc Dev Sci Mat

# SELF

## RESOURCE

## ACTIVITIES

## EVA

School  
(DUSO Kit,  
Kindergarten  
Social Science  
Unit-"Self-De-  
velopment")

Read story 1-B: "The Fairfield Five Dept."  
with record 2, side A.

Teach or review song, "I'm Glad That I Am  
Me."

Relate how some classroom activities are  
improved by different characteristics of  
class members.

Role playing activity 1-B "The Boy Who  
Was Perfect."

The child will  
identify indi  
ferences and  
dividuality  
contributes to  
effort of a g

School and Home  
(Various examples  
of sweet-sugar cubes,  
sour-lemon slices,  
salty-popcorn,  
bitter-green olives)

Following a "Tasting Party," make a chart  
on the chalk board or poster board with pictures  
of items tasted. Take a count to see how tastes  
differ for different foods (lemon, olives, sugar,  
popcorn). Have the children determine which items  
received more votes.

- 7 - Individuals differ in their interests, abilities, attitudes and values.
- 8 - become aware of various ways individuals differ. (Interests, abilities, attitudes, values, attitudes.)

GRADE K 26.

CURR. AREA(S) Social Science (Self Development)  
Science (Senses)  
Math (Comparing Sets)

SELF

ACTIVITIES

Read story 1-B: "The Fairfield Five Dept." with record 2, side A.

Teach or review song, "I'm Glad That I Am Me."

Relate how some classroom activities are improved by different characteristics of class members.

Role playing activity 1-B "The Boy Who Was Perfect."

Following a "Tasting Party," make a chart on the chalk board or poster board with pictures of items tasted. Take a count to see how tastes differ for different foods (lemon, olives, sugar, popcorn). Have the children determine which items received more votes.

EVALUATION

The child will be able to identify individual differences and tell how individuality of each person contributes to the total effort of a given situation.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBJ. 1 - begin to recognize the need for continuous self appraisal in diversified society.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Plastic modeling  
clay)

Have students construct a clay model (a self  
portrait) of entire body.

Students  
to construct  
including all

1 - An understanding and acceptance of self is important throughout life.

GRADE

1.

1 - begin to recognize the need for continuous self appraisal in diversified society.

CURR.  
AREA(S)

Art

### SELF

#### ACTIVITIES

Have students construct a clay model (a self portrait) of entire body.

#### EVALUATION

Students will be expected to construct a figure including all limbs and digits.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self-appraisal in diversified society.

GRADE

CURR.  
AREA(S)

# SELF

## RESOURCES

## ACTIVITIES

Film  
(At Olga Brenner  
School  
"Health-Learning  
about Health"  
Encyclopedia  
Britannica  
Films)  
School  
(First Grade  
Science Unit-  
"A Healthy Body")

### Body Parts (Health)

Student identifies body part on himself as  
teacher shows their location on a model.

Teacher will  
demonstrate knowl

### Body Parts (P. E.)

Students dance the "Hokey Pokey" (put your  
right foot in, put your right foot out, etc.)

Teacher will  
demonstrate knowl  
and "left"  
rhythm, an

### Play games of "I have no..."

- a. bones
- b. voice
- c. legs, hands
- d. eyes

### View films on:

Skin  
Eyes  
Ears  
Teeth  
Bones

Teacher will  
about film

- 1 - An understanding and acceptance of self is important throughout life.
- 1 - begin to recognize the need for continuous self-appraisal in diversified society.

GRADE

1

2.

CURR.  
AREA(S)

Health- P. E.  
Science (A Healthy  
Body)  
Art

## SELF

### ACTIVITIES

#### Body Parts (Health)

Student identifies body part on himself as teacher shows their location on a model.

#### Body Parts (P. E.)

Students dance the "Hokey Pokey" (put your right foot in, put your right foot out, etc.)

#### Play games of "I have no..."

- a. bones
- b. voice
- c. legs, hands
- d. eyes

#### View films on:

Skin  
Eyes  
Ears  
Teeth  
Fingers

### EVALUATION

Teacher will observe student knowledge of body parts.

Teacher will observe student knowledge of "right" and "left" body parts, rhythm, and creativity.

Teacher will ask questions about film.

CONCEPT      1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ.      1 - begin to recognize the need for continuous self appraisal in a diversified society.

GRADE

CURR.  
AREA(S)

# SELF

## RESOURCES

## ACTIVITIES

School  
(Teacher, children's  
voices)

Begin by making an incorrect singing sound and then lead child to tell how it could be better. For young children obvious examples used could be:

1. voice too loud... screaming.
2. voice has breathy sound in it.
3. sound isn't clear because mouth and throat aren't open.

The student identify a self-app made.

- 1 - An understanding and acceptance of self is important throughout life.
- 1 - begin to recognize the need for continuous self appraisal in a diversified society.

GRADE 1

3.

CURR. Music  
AREA(S)

### SELF

#### ACTIVITIES

#### EVALUATION

Begin by making an incorrect singing sound and then lead child to tell how it could be better. For young children obvious examples used could be:

1. voice too loud.. screaming.
2. voice has breathy sound in it.
3. sound isn't clear because mouth and throat aren't open.

The student will be able to identify a means by which a self-appraisal can be made.

CONCEPT	1 - An understanding and acceptance of self is important throughout life.	GRADE
GEN. OBJ.	1 - begin to recognize the need for continuous self appraisal in a diversified society.	CURR. AREA(S)

# SELF

RESOURCES	ACTIVITIES
Filmstrip ("Neatness")	Discuss with the students how proper body grooming fosters a good self image.
School (Magazines, First Grade Science Unit-"A Healthy Body")	Collect pictures of well groomed children in magazines. Make a booklet or bulletin board display.  Use individual hand mirrors for the children to experiment with. If there are good grooming deficiencies ask the students to make the necessary adjustments. Tell the students to ask their parents to help them with these tasks. Children who continue to have good grooming deficiencies which are effecting their self-concept should be identified for further help.

Given two p  
having a we  
child and o  
a child not  
the child w  
to choose t  
child and c  
ing deficie  
lesser groo

Teacher  
Counselor  
Parent

Contact the parents of those children identified by the teacher. Discuss the problem as it affects their child in school.

Child will  
feel more co  
in the schoo

Plan ways in which parents can help their child come to school looking and feeling ready for school.

1 - An understanding and acceptance of self is important throughout life.

GRADE

1

4.

1 - begin to recognize the need for continuous self appraisal in a diversified society.

CURR.  
AREA(S)

Science (A Healthy  
Body)  
Health-P. E.

### SELF

#### ACTIVITIES

Discuss with the students how proper body grooming fosters a good self image.

Collect pictures of well groomed children in magazines. Make a booklet or bulletin board display.

Use individual hand mirrors for children to experiment with. If there are good grooming deficiencies ask the students to make the necessary adjustments. Tell the students to ask their parents to help them with these tasks. Children who continue to have good grooming deficiencies which are affecting their self-concept should be identified for further help.

#### EVALUATION

Given two pictures, one having a well groomed child and one other of a child not well groomed, the child will be able to choose the well groomed child and orally list grooming deficiencies of the lesser groomed child.

Contact the parents of those children identified by the teacher. Discuss the problem as it affects their child in school.

Child will be able to feel more comfortable in the school setting.

Plan ways in which parents can help their child come to school looking and feeling ready for school.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBJ. 1 - begin to recognize the need for continuous self appraisal in a diversified society.

CURR.  
AREA(S)

### SELF

#### RESOURCES

#### ACTIVITIES

Self  
School  
(First Grade Science  
Unit-"Self")

My Own Story Book: Help children staple together seven sheets of drawing paper. On the cover print the title: My Own Story Book or A Book About Me. Then, give the following directions:

The child  
identify e  
relate the

On page 2 draw a self-portrait. Draw what you think you look like. Write your name under your picture.

On page 3 draw a picture of your family. Write their names, if you can.

On page 4 draw a picture of your house.

On page 5 draw a picture of your friends.

On page 6 draw a picture of your school.

On page 7 draw a picture of what you like to do best.

On the back cover paste a snapshot or photograph of child, if available.

Children can take turns "reading" their biographies to their classmates. Peer group can ask questions of each child as he is telling his story.

Comparison can be made of the child's self-portrait and the snapshot. (This is what I really look like.)

1 - An understanding and acceptance of self is important throughout life.

GRADE 1

5.

1 - begin to recognize the need for continuous self appraisal in a diversified society.

CURR. Social Science (Self)  
AREA(S)

### SELF

#### ACTIVITIES

#### EVALUATION

My Own Story Book: Help children staple together seven sheets of drawing paper. On the cover print the title: My Own Story Book or A Book About Me. Then, give the following directions:

The child will be able to identify each picture and relate them to self (my).

On page 2 draw a self-portrait. Draw what you think you look like. Write your name under your picture.

On page 3 draw a picture of your family. Write their names, if you can.

On page 4 draw a picture of your house.

On page 5 draw a picture of your friends.

On page 6 draw a picture of your school.

On page 7 draw a picture of what you like to do best.

On the back cover paste a snapshot or photograph of child, if available.

Children can take turns "reading" their biographies to their classmates. Peer group can ask questions of each child as he is telling his story.

Comparison can be made of the child's self-portrait and the snapshot. (This is what I really look like.)

- CONCEPT      1 - An understanding and acceptance of self is important throughout life.
- GEN. OBJ.      2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

GRADE

CURR.  
AREA(S)

# SELF

## RESOURCE

## ACTIVITIES

Home  
Film  
    (At Olga Brener-  
    "Health Learning  
    About Health"  
    Encyclopedia  
    Britannica Films)  
School  
    (In P.E. class)  
  
    (P.E. Curriculum  
    Guide and Handbook  
    1-5; Dist. #8  
    Shawano)

Bring a baby picture to school and display it on the bulletin board. Place a current snapshot next to it, and compare the two. (Baby teeth, hair, physical ability to walk, run, etc; What were your most important concerns as a baby? Have they changed? What made you cry then? Would that make you cry today?)

Teacher will  
of different  
observes.

Learn basic movements, trying to improve skill, balance, speed, etc. (Running, rolling balls, catching balls, bouncing ball with two and then one hand, or throwing ball.)

Learn and use very basic exercises: pull-ups, sit-ups, arm circles, running in place, blast off (up on toes, down to squat slowly while counting down (10, 9, 8...) when 0 is reached, jump high in the air.)

Show and discuss film on growth and exercise.

- 1 - An understanding and acceptance of self is important throughout life.
- 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

GRADE

1

6.

CURR.  
AREA(S)

Health- P. E.

### SELF

#### ACTIVITIES

Bring a baby picture to school and display it on the bulletin board. Place a current snapshot next to it, and compare the two. (Baby teeth, hair, physical ability to walk, run, etc.; What were your most important concerns as a baby? Have they changed? What made you cry then? Would that make you cry today?)

Learn basic movements, trying to improve skill, balance, speed, etc. (Running, rolling balls, catching balls, bouncing ball with two and then one hand, or throwing ball.)

Learn and use very basic exercises: pull-ups, sit-ups, arm circles, running in place, blast off (up on toes, down to squat slowly while counting down (10, 9, 8...) when 0 is reached, jump high in the air.)

Show and discuss film on growth and exercise.

#### EVALUATION

Teacher will note the number of difference the student observes.

1

CONCEPT	1 - An understanding and acceptance of self is important throughout life.	GRADE
GEN. OBJ.	2 - begin to develop an awareness that there is an continuous interaction between one's knowledge and acceptance of self and his emerging life style.	CURR. AREA(S)

# SELF

RESOURCES	ACTIVITIES	
Magazines	Collect pictures from magazines showing families of long ago (pioneer type) for bulletin board.	The child give reasons rules.
Books	and;	
(Our Working World SRA;	Family rules use chalkboard to list various family and how different types of rules apply to different family members... (baby...sister...older brother... mother, etc.). Attempt to connect rules, reasons, and ages of people.	
(The Life I Live Scott Foresman)		
Filmstrip:		
(Multimedia Readiness-"Family Around the World")		
School		
(First Grade Social Science Unit-"Home and Family")		

1 - An understanding and acceptance of self is important throughout life.

GRADE

1

7.

2 - begin to develop an awareness that there is an continuous interaction between one's knowledge and acceptance of self and his emerging life style.

CURR.  
AREA(S)

Language Arts-Reading  
Social Science (Home  
and Family)

# SELF

## ACTIVITIES

## EVALUATION

Collect pictures from magazines showing families of long ago (pioneer type) for bulletin board.

The child will be able to give reasons for specific rules.

and;

Family rules use chalkboard to list various family and how different types of rules apply to different family members... (baby...sister,,,older brother,,, mother, etc.). Attempt to connect rules, reasons, and ages of people.

World

live  
man)

Readi..

y  
World")

e Social  
it-"Home  
)

CONCEPT      2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ.      3 - discover that people bring dignity and worth to their job.

CURR.  
AREA(S)

#### SELF

#### RESOURCES

#### ACTIVITIES

Self  
School  
(P.E. Curriculum  
Guide and Handbook  
1-5 Dist. #8  
Shawano)

Teacher and students discuss manners. Why are they important? Who should use them? List on the board situations where manners are important to your image.

1. answer phone
2. being introduced to someone
3. meal time
4. open door for someone
5. in church or school while someone is talking.

The students at this point can, in groups of three, introduce one another, shake hands, etc.

The teacher  
icipation  
his awarene

Film  
(#6663-"Courtest for  
Beginners" EAVI

View film on courtesy.

Allow students to volunteer to explain rules of game and to be "it." (Duck, Duck, Grey Duck and other low skill ability game-refer to curriculum guide (pp.16-25). Being "it" will give the child a feeling of worth.

The child  
explain the  
and accept  
being "it."

2 - Persons need to be recognized as having dignity and worth.

GRADE 1

8.

3 - discover that people bring dignity and worth to their job.

CURR. AREA(S) Health- P. E.

#### SELF

#### ACTIVITIES

Teacher and students discuss manners. Why are they important? Who should use them? List on the board situations where manners are important to your image.

1. answer phone
2. being introduced to someone
3. meal time
4. open door for someone
5. in church or school while someone is talking.

The students at this point can, in groups of three, introduce one another, shake hands, etc.

View film on courtesy.

Allow students to volunteer to explain rules of game and to be "it." (Duck, Duck, Grey Duck and other low skill ability game-refer to curriculum guide (pp.16-25). Being "it" will give the child a feeling of worth.

#### EVALUATION

The teacher will notice participation in the discussion his awareness of manners.

The child should be able to explain the rules correctly and accept the idea of him being "it."

CONCEPT	2 - Persons need to be recognized as having dignity and worth.	GRADE
GEN. OBJ.	3 - discover that people bring dignity and worth to their job.	CURR. AREA(S)

# SELF

## RESOURCES

## ACTIVITIES

Poem  
("Of Quarrels")  
School  
(First Grade Social  
Science Unit-"Self")

Ask children for their ideas on how fights and quarrels are started; how they are ended.

The child  
select beh  
appropriat  
him in his

Read the poem, "Of Quarrels," by Arthur Guiterman from First Book of Short Verse select by Coralie Howard. Ask children: What does this poem say to you?

Explore with the children their ideas on fighting. Ask: When is it necessary to fight? (Answers might include such occasions as, for instance, when the class bully is picking on my little sister.)

Make a story chart of "What is a Smile?" incorporating the ideas expressed by the children.

Follow-up: Ask children such questions as:  
How do smiles do for other people? What do smiles do for you? When does your mother smile? When does your father smile? When do you smile? When does your teacher smile? (Don't miss the answer to this one!)

Counselor  
Teacher

Teacher and counselor role play a fight started over another child. e.g. "He was picking on my little sister." "\_\_\_\_\_ doesn't want to be my friend."

Students  
how fight  
affect ot

Children are asked to tell how the fight made them feel and to suggest ways to prevent fighting and quarreling.

2 - Persons need to be recognized as having dignity and worth.

GRADE 1

3 - discover that people bring dignity and worth to their job.

CURR.  
AREA(S)

Social Science (Self)

### SELF

#### ACTIVITIES

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Read the poem, "Of Quarrels," by Arthur Guiterman from First Book of Short Verse select by Coralie Howard. Ask children: What does this poem say to you?

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Make a story chart of "What is a Smile?" incorporating the ideas expressed by the children.

Follow-up: Ask children such questions as:  
How do smiles do for other people? What do smiles do for you? When does your mother smile? When does your father smile? When do you smile? When does your teacher smile? (Don't miss the answer to this one!)

#### EVALUATION

The child will be able to select behavior that is appropriate and will help him in his job. (School)

Teacher and counselor role play a fight started over another child. e.g. "He was picking on my little sister." "\_\_\_\_\_ doesn't want to be my friend."

Children are asked to tell how the fight made them feel and to suggest ways to prevent fighting and quarreling.

Students become aware of how fighting and quarreling affect other people.

CONCEPT      2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ.      3 - discover that people bring dignity and worth to their job.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Self  
School  
(First Grade Social  
Science Unit- "Self")

What are some of the things we share with other people (time, friends, family, toys, candy, turns, etc.)?

The child  
select beh  
appropria  
help him

Ask the children the question: Why is sharing important?

Make a chart story of children's answers to this question. Include ALL suggestions offered by the class. DO NOT "turn off" any youngster by failing to include what, to you, as an adult, may seem insignificant or trite.

Guide a group-writing experience exploring values in relation to honesty. Suggested titles:

We should be honest when \_\_\_\_\_  
Times when I feel like lying \_\_\_\_\_  
Why should I be honest? \_\_\_\_\_  
I feel like stealing \_\_\_\_\_  
I don't steal because \_\_\_\_\_

2 - Persons need to be recognized as having dignity and worth.

3 - discover that people bring dignity and worth to their job.

GRADE

1

10.

CURR.  
AREA(S)

Social Science (Self)  
Language Arts-Reading

SELF

#### ACTIVITIES

#### EVALUATION

What are some of the things we share with other people (time, friends, family, toys, candy, turns, etc.)?

The child will be able to select behavior that is appropriate and that will help him in his job (school).

Ask the children the question: Why is sharing important?

Make a chart story of children's answers to this question. Include ALL suggestions offered by the class. DO NOT "turn off" any youngster by failing to include what, to you, as an adult, may seem insignificant or trite.

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Times when I feel like lying \_\_\_\_\_  
Why should I be honest? \_\_\_\_\_  
I feel like stealing \_\_\_\_\_  
I don't steal because \_\_\_\_\_

Social  
t- "Self")

CONCEPT      2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ.      4 - discover that work provides the opportunity for one to enhance his dignity and worth.

CURR.  
AREA(S)

SELF :

#### RESOURCES

#### ACTIVITIES

School  
(School safety patrol)

Have one of the school safety patrol talk to the class about his responsibilities. (He could also at this time explain various safety factors.) He could relate how he feels when other people show respect to him for his services and how he feels when they do not respect him.

After the talk, ques  
as to how  
for his job

or

School custodian and cook could discuss their responsibilities.

2 - Persons need to be recognized as having dignity and worth.

GRADE 1

11.

4 - discover that work provides the opportunity for one to enhance his dignity and worth.

CURR. Health- P.E.  
AREA(S)

#### SELF

#### ACTIVITIES

ety patrol)

Have one of the school safety patrol talk to the class about his responsibilities. (He could also at this time explain various safety factors.) He could relate how he feels when other people show respect to him for his services and how he feels when they do not respect him.

or

School custodian and cook could discuss their responsibilities.

#### EVALUATION

After the patrol member's talk, question the students as to how he gains respect for his job.

CONCEPT	2 - Persons need to be recognized as having dignity and worth.	GRADE
GEN. OBJ.	4 - discover that work provides the opportunities for one to enhance his dignity and worth.	CURR. AREA(S)

# SELF

## RESOURCES

## ACTIVITIES

School  
(First Grade Science  
Unit-"A Healthy  
Body")

Discuss with the students how proper body grooming fosters a good self image. Collect pictures of well groomed children from magazines. Make a booklet or bulletin board display of well groomed boys and girls. Have the students comb their hair and wash their hands; then ask the students to view themselves in a mirror. If deficiencies are noted, ask the students to make the necessary adjustments. Tell the students to ask their parents to help them with these tasks.

The student  
to identify  
habits and  
deficiencies

2 - Persons need to be recognized as having dignity and worth.

GRADE 1

12.

4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CURR. AREA(S) Science (A Healthy Body)

#### SELF

#### ACTIVITIES

#### EVALUATION

Discuss with the students how proper body grooming fosters a good self image. Collect pictures of well groomed children from magazines. Make a booklet or bulletin board display of well groomed boys and girls. Have the students comb their hair and wash their hands; then ask the students to view themselves in a mirror. If deficiencies are noted, ask the students to make the necessary adjustments. Tell the students to ask their parents to help them with these tasks.

The student will be able to identify good grooming habits and detect grooming deficiencies.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ. 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CORE.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Helper Chart,  
First Grade  
Social Science  
Unit-"School")

Designate a helper for specific classroom tasks (water plants, clean boards, pass out paper, leader for lines, etc.) in which all children have the opportunity to be responsible. This activity can be continued throughout the year.

The child  
completes  
being re

or

(School personnel)

Arrange for school helpers to talk to the children. Each child may then select one helper he would like to make a picture of or write a riddle about.

The child  
draw or  
helper a

2 - Persons need to be recognized as having dignity and worth.

GRADE

4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CORE.  
AREA(S)

Social Science (School)  
Language Arts-Reading

### SELF

#### ACTIVITIES

Designate a helper for specific classroom tasks (water plants, clean boards, pass out paper, leader for lines, etc.) in which all children have the opportunity to be responsible. This activity can be continued throughout the year.

or

Arrange for school helpers to talk to the children. Each child may then select one helper he would like to make a picture of or write a riddle about.

#### EVALUATION

The child will be able to complete each task without being reminded to do so.

The child will be able to draw or write about a school helper and his work.

CONCEPT      5 - Work means different things to different people.

GRADE

GEN. OBJ.      5 - become aware that there are different kind of work.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Home  
    (Newspaper, magazine  
      pictures)  
School  
    (Drawing paper, paste)

Have students bring from home several pictures depicting people at work. Instruct the students to look for as many different types of work and recreation they can find.

Students  
that their  
work.

Assemble a class scrapbook (one picture per page). Allow students, individually, to page through the scrapbook and identify the activities they are interested in by having them print their names on that page.

5 -- Work means different things to different people.

GRADE

1

14.

5 -- become aware that there are different kinds of work.

CUPR.  
AREA(S)

Art  
Language Arts-Reading

#### SELF

#### ACTIVITIES

Have students bring from home several pictures depicting people at work. Instruct the students to look for as many different types of work and recreation they can find.

Assemble a class scrapbook (one picture per page). Allow students, individually, to page through the scrapbook and identify the activities they are interested in by having them print their names on that page.

#### EVALUATION

Students will become aware that there are many kinds of work.

CONCEPT      5 - Work means different things to different people.

GRADE

GEN. OBJ.      5 - become aware that there are different kinds of  
work.

CURR.  
AREA(S)

SELF

RESOURCE

ACTIVITIES

School

Play "On My Way To School Today, I Saw." Students are seated in circle with one in the middle. This student pantomimes a type of work he saw this morning. Other children attempt to guess the work.

Observe if  
an underst  
task he id  
also has t  
late it to

5 - Work means different things to different people.

GRADE

1

15.

5 - become aware that there are different kinds of work.

CURR.  
AREA(S)

Health - P.E.  
Language Arts-Reading

#### SELF

#### ACTIVITIES

Play "On My Way To School Today, I Saw." Students are seated in circle with one in the middle. This student pantomimes a type of work he saw this morning. Other children attempt to guess the work.

#### EVALUATION

Observe if the student has an understanding of the task he is performing and also has the ability to relate it to others.

CONCEPT      5 - Work means different things to different people.

GRADE

GEN. OBJ.      5 - become aware that there are different kinds of work.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(First Grade Science  
Unit-"Animals")

Make a list of jobs that are performed around the school and home to care for living things. Relate these jobs to commercial operations (e. g. forestry, conservation, agriculture). Show pictures for comparisons. Ask the students to list business, industry, and people in the area that are involved in these occupations. Have the student differentiate between domestic and commercial situations by picture selection.

Teacher and students cite examples where man has not cared for living things. Compare with examples of similar situations where man has taken care of living things. Have the students respond to a list of statements concerning this subject to check their interpretations.

The student compare domestic and commercial im-  
related to commercial im-  
things.

The student name people in industry and relate to things.

The student itemize things for living

5 - Work means different things to different people.

GRADE 1

16.

5 - become aware that there are different kinds of work.

CURR.  
AREA(S)

Science (Animals)

#### SELF

#### ACTIVITIES

Make a list of jobs that are performed around the school and home to care for living things. Relate these jobs to commercial operations (e. g. forestry, conservation, agriculture). Show pictures for comparisons. Ask the students to list business, industry, and people in the area that are involved in these occupations. Have the student differentiate between domestic and commercial situations by picture selection.

Teacher and students cite examples where man has not cared for living things. Compare with examples of similar situations where man has taken care of living things. Have the students respond to a list of statements concerning this subject to check their interpretations.

#### EVALUATION

The student will be able to compare domestic and commercial implications as related to caring for living things.

The student will be able to name people, business, and industry in the area that relate to caring for living things.

The student will be able to itemize the results of caring for living things.

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 5 - become aware that there are different kinds of work.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Filmstrip  
("World of Work"-  
10 in series, Dist.  
#8, Shawano)

Films  
(#5717-"Everyone  
Helps In a Com-  
munity," #0708-  
"Fire Engines,"  
#1321-"Mailman"

BAVI

School

(First Grade Socail  
Science Unit-  
"Neighborhood  
Living")

Show the filmstrip "Wally the Work Watcher"  
(introductory). Each child will create a pic-  
ture of the most important part of the filmstrip  
to them, or create a three or four picture car-  
toon series based on the filmstrip, or write a  
story and make a picture.

These can be used in a series and individual book-  
lets completed.

or

3 Make a mural. Each child must choose a different  
job and paint the worker dressed appropriately with  
some of the specific tools of his work.

The child  
creat a pi  
a story bas

- 5 - Work means different things to different people.
- 5 - become aware that there are different kinds of work.

GRADE

1

17.

CURR.  
AREA(S)

Social Science  
(Neighborhood Living)  
Art

### SELF

### ACTIVITIES

Show the filmstrip "Wally the Work Watcher" (introductory). Each child will create a picture of the most important part of the filmstrip to them, or create a three or four picture cartoon series based on the filmstrip, or write a story and make a picture.

These can be used in a series and individual booklets completed.

or

Make a mural. Each child must choose a different job and paint the worker dressed appropriately with some of the specific tools of his work.

### EVALUATION

The child will be able to create a picture or write a story based on the film-

CONCEPT      5 - Work means different things to different people.

GRADE

GEN. OBJ.      6 - become aware of the different meanings work may  
have for different people.

CURR.  
AREA(S)

SELF

RESOURCE

ACTIVITIES

School  
(Flannel board and  
flannel coins,  
magnetic blackboard  
and magnetic coins;  
First Grade Social  
Science Unit-  
"Neighborhood  
Living")

Set up a toy store in the classroom. Choose one  
child to serve as a storekeeper. Choose a second  
child to come to the store and select a toy he  
would like to purchase. The second child must  
give the storekeeper the exact amount of money  
that is needed to buy the toy in order to purchase  
it. This amount is placed on the flannel board  
or magnetic blackboard. At a later time the  
storekeeper could give the buyer the exact amount  
of change.

The child w  
see that so  
work, but o  
play.

5 - Work means different things to different people.

GRADE

1

18.

6 - become aware of the different meanings work may have for different people.

CURR.  
AREA(S)

Math (Unit 12-Money)  
Social Science  
(Neighborhood Living)

#### SELF

#### ACTIVITIES

Set up a toy store in the classroom. Choose one child to serve as a storekeeper. Choose a second child to come to the store and select a toy he would like to purchase. The second child must give the storekeeper the exact amount of money that is needed to buy the toy in order to purchase it. This amount is placed on the flannel board or magnetic blackboard. At a later time the storekeeper could give the buyer the exact amount of change.

#### EVALUATION

The child will be able to see that school tasks are work, but can seem to be play.

CONCEPT      5 - Work means different things to different people.

GRADE

GEN. OBJ.      6 - become aware of the different meanings work may  
                         have for individuals.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School and Home  
(Magazines)

Collect pictures of people at work and people at play. Compare the pictures, then contrast those that are both work and play (mother-girl playing house; football-professional athlete). Let the children discover that work and play are related, and mean different things to different people. Post the pictures on a bulletin board. Title display "Work and Play."

Ask the children if they sometimes play school at home or at a friend's house. Let them discover that school tasks can be played at home, but they are their work at school.

The child w  
name differ  
work and ex  
can mean di  
to differen

5 - Work means different things to different people.

GRADE

1

19.

6 - become aware of the different meanings work may have for individuals.

CURR.  
AREA(S)

Social Science

#### SELF

#### ACTIVITIES

Collect pictures of people at work and people at play. Compare the pictures, then contrast those that are both work and play (mother-girl playing house; football-professional athlete). Let the children discover that work and play are related, and mean different things to different people. Post the pictures on a bulletin board. Title display "Work and Play."

Ask the children if they sometimes play school at home or at a friend's house. Let them discover that school tasks can be played at home, but they are their work at school.

#### EVALUATION

The child will be able to name different types of work and explain why it can mean different things to different people.

CONCEPT      7 - Individual differ in their interest, abilities,  
attitudes and values.

GRADE      1

GEN. OBJ.      7 - begin to differentiate oneself from others.

CURR. AREA(S)      Ar

SELF

RESOURCES

ACTIVITIES

School  
(Reproductions  
are available at  
the Franklin  
School and High  
School art rooms.)

Have students observe a non-objective (abstract)  
painting or reproduction (colored slide, film-  
strip, print) selected by the teacher with the  
expectation that it will cause varied response.

Discuss with the class the various reaction to  
leading questions:

- Is this a happy or sad picture?
- Is this a restful or active picture?
- Does this picture make you feel cold?
- Does this picture make you feel warm?
- Do you like the painting?
- What do the colors and shapes suggest to you?

Students will  
there are re  
ent from the  
same stimuli

20.

7 - Individual differ in their interest, abilities, attitudes and values.

GRADE 1

7 - begin to differentiate oneself from others.

CURR. - Art  
AREA(S)

### SELF

### ACTIVITIES

Have students observe a non-objective (abstract) painting or reproduction (colored slide, film-strip, print) selected by the teacher with the expectation that it will cause varied response.

Discuss with the class the various reaction to leading questions:

Is this a happy or sad picture?

Is this a restful or active picture?

Does this picture make you feel cold?

Does this picture make you feel warm?

Do you like the painting?

What do the colors and shapes suggest to you?

### EVALUATION

Students will recognize that there are reactions different from their own to the same stimulus.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 1

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR. AREA(S) He La

#### SELF

#### RESOURCES

#### ACTIVITIES

Self

Students can act out:

- a. giant opening huge door,  
mouse opening huge door,  
you opening huge door,
- b. squeezing between two walls
- c. lightning
- d. bacon frying
- e. popcorn popping
- f. bread toasting
- g. climbing a steep hill
- h. sneaking into the kitchen for a snack

The student  
to observe  
each action  
it is done  
way by each

Watch one another in small groups. "Does every-  
one use the same actions and expressions?"

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 1

7 - begin to differentiate oneself from others.

CURR. Health- P.E.  
AREA(S) Language Arts-Reading

### SELF

### ACTIVITIES

Students can act out:

- a. giant opening huge door,
- mouse opening huge door,
- you opening huge door,
- b. squeezing between two walls
- c. lightning
- d. bacon frying
- e. popcorn popping
- f. bread toasting
- g. climbing a steep hill
- h. sneaking into the kitchen for a snack

Watch one another in small groups. "Does every-  
one use the same actions and expressions?"

### EVALUATION

The student should be able to observe that, although each action is accomplished, it is done in a different way by each student.

CONCEPT	7 - Individuals differ in their interests, abilities, attitudes and values,	GRADE
GEN. OBJ.	8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).	CURR. AREA(S)

# SELF

## RESOURCES

## ACTIVITIES

Self  
School  
(First Grade  
Science Unit-  
"A Healthy Body")

The student makes a picture booklet of "Me and My Favorites":

1. favorite food
2. favorite sport
3. favorite color
4. favorite thing in nature
5. favorite animal
6. favorite health helper
7. favorite hobby

Students w  
comprehend  
have diffe

- 7 - Individuals differ in their interests, abilities, attitudes and values.
- 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

GRADE 1

CURR. Health- P. E.  
AREA(S) Science (Healthy Body)

## SELF

## ACTIVITIES

The student makes a picture booklet of "Me and My Favorites":

1. favorite food
2. favorite sport
3. favorite color
4. favorite thing in nature
5. favorite animal
6. favorite health helper
7. favorite hobby

## EVALUATION

Students will be able to comprehend that they have different interests.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

#### SELF

#### RESOURCES

#### ACTIVITIES

School  
(Blackboard, rhythm  
instruments)

Clap in rhythm. The teacher then says a name and children clap it. Show how this clapping pattern may look in a series of short and long lines. These lines may in turn become notes of varying values if children are knowledgeable in their use.

Each child's name is shown in a series of lines or notes. Now teacher names a child and any student may show this name by clapping the way it sounds or by putting the sound on the board.

The teacher gives the child two names and claps the pattern of one. The child tell which name fits that pattern. Children discover how many names have the same pattern. Rhythm instruments can be used in showing name patterns also.

The student  
compare se  
physical a  
rhythmical  
student na

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

MUSIC

### SELF

#### ACTIVITIES

#### EVALUATION

Clap in rhythm. The teacher then says a name and children clap it. Show how this clapping pattern may look in a series of short and long lines. These lines may in turn become notes of varying values if children are knowledgeable in their use.

The student will be able to compare self to others by physical and visual rhythmical patterns with student names as a vehicle.

Each child's name is shown in a series of lines or notes. Now teacher names a child and any student may show this name by clapping the way it sounds or by putting the sound on the board.

The teacher gives the child two names and claps the pattern of one. The child tell which name fits that pattern. Children discover how many names have the same pattern. Rhythm instruments can be used in showing name patterns also.

CONCEPT 7 - Individuals differ in their interest, abilities, attitudes and values.

GRADE

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

SELF

#### RESOURCES

#### ACTIVITIES

Teacher and Students  
School  
(First Grade Science  
Unit-"Classifying  
and Measuring")

After the students have classified the leaves into the different categories, classify the students of the class according to boy or girls, color of hair, eyes, bigger than, smaller than, etc.

The student  
associate  
different  
to the  
initial

7 - individuals differ in their interest, abilities, attitudes and values.

GRADE

24.

7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

Science (Classifying and Measuring)

#### SELF

#### ACTIVITIES

#### EVALUATION

Students  
Science  
Classifying  
(g")

After the students have classified the leaves into the different categories, classify the students of the class according to boy or girls, color of hair, eyes, bigger than, smaller than, etc.

The student will be able to associate himself with the different classes according to the criteria used in the initial classification.

CONCEPT 7 - Individuals differ in their interests, ability, attitudes and values.

GRADE

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Self  
School

(Lamp, paper, scissors; First Grade Social Science Unit-"Self"; First Grade Science Unit-"Day and Night and the Universe")

Trace children's silhouettes using suitable light such as from a filmstrip projector. Project the light on the child while he is standing close to a wall. Trace the child's shadow on drawing paper or other available paper. The outline may be cut and pasted on contrasting paper. The silhouettes may be arranged on a bulletin board without names to allow the child to first find himself. Then each child should be allowed to find his classmates. Later name tags should be placed beneath each silhouette. The use of beginning sounds and name reading can be encouraged.

The child point to a silhouette classmate

7 - Individuals differ in their interests, ability, attitudes and values.

7 - begin to differentiate oneself from others.

GRADE

1

25.

CURR.  
AREA(S)

Social Science (Self)  
Science (Day and  
Night and the Uni-  
verse)  
Language Arts-Reading

### SELF

### ACTIVITIES

Trace children's silhouettes using suitable light such as from a filmstrip projector. Project the light on the child while he is standing close to a wall. Trace the child's shadow on drawing paper or other available paper. The outline may be cut and pasted on contrasting paper. The silhouettes may be arranged on a bulletin board without names to allow the child to first find himself. Then each child should be allowed to find his classmates. Later name tags should be placed beneath each silhouette. The use of beginning sounds and name reading can be encouraged.

### EVALUATION

The child will be able to point to and name his silhouette and some of his classmates' silhouettes.

CONCEPT 7 - Individuals differ in their interests, ability, attitudes and values.

GRADE

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

### SELF

#### RESOURCES

#### ACTIVITIES

Self  
School  
(Lamp, paper, scissors; First Grade  
Social Science  
Unit-"Self."; First  
Grade Science Unit-  
"Day and Night and  
the Universe")

Trace children's silhouettes using suitable light such as from a filmstrip projector. Project the light on the child while he is standing close to a wall. Trace the child's shadow on drawing paper or other available paper. The outline may be cut and pasted on contrasting paper. The silhouettes may be arranged on a bulletin board without names to allow the child to first find himself. Then each child should be allowed to find his classmates. Later name tags should be placed beneath each silhouette. The use of beginning sounds and name reading can be encouraged.

The child  
point to a  
silhouette  
classmate

7 - Individuals differ in their interests, ability, attitudes and values.

GRADE

1

7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

Social Science (Self)  
Science (Day and  
Night and the Uni-  
verse)  
Language Arts-Reading

### SELF

### ACTIVITIES

Trace children's silhouettes using suitable light such as from a filmstrip projector. Project the light on the child while he is standing close to a wall. Trace the child's shadow on drawing paper or other available paper. The outline may be cut and pasted on contrasting paper. The silhouettes may be arranged on a bulletin board without names to allow the child to first find himself. Then each child should be allowed to find his classmates. Later name tags should be placed beneath each silhouette. The use of beginning sounds and name reading can be encouraged.

### EVALUATION

The child will be able to point to and name his silhouette and some of his classmates' silhouettes.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 1

GEN. OBJ. 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, and aptitudes).

CURR. AREA(S) M

SELF

RESOURCES

ACTIVITIES

School  
(Picture of man, woman, child; tape recording of different voices)

Display pictures of a man, woman, and child on the board. Play a tape recording of the voice of each singing a simple song.

Children are then asked how the voices sound different, which ones sound most alike - and then identify the type of voice heard.

E  
The student  
cite how in  
by voice id

- 7 - Individuals differ in their interests, abilities, attitudes and values.
- 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, and aptitudes).

GRADE 1

CURR. AREA(S) Music

#### SELF

#### ACTIVITIES

Display pictures of a man, woman, and child on the board. Play a tape recording of the voice of each singing a simple song.

Children are then asked how the voices sound different, which ones sound most alike - and then identify the type of voice heard.

#### EVALUATION

The student will be able to cite how individuals differ by voice identification.

CONCEPT      1 - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBJ.    1 - begin to recognize the need for continuous self-appraisal in a diversified society.

CURR.  
AREA(S)

#### SELF

#### RESOURCES

#### ACTIVITIES

School  
(12 x 18 drawing paper,  
crayons)

Have students draw themselves doing something helpful for another person. Students should select something that they actually did.

Student will  
their help  
are.

- 1 - An understanding and acceptance of self is important throughout life.
- 1 - begin to recognize the need for continuous self-appraisal in a diversified society.

GRADE 2

CURR. AREA(S) Art  
Social Science

#### SELF

#### ACTIVITIES

Have students draw themselves doing something helpful for another person. Students should select something that they actually did.

#### EVALUATION

Student will synthesize what their helpful characteristics are.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 1 - begin to recognize the need for continuous self-appraisal in a diversified society.

GRADE

CURR.  
AREA(S)

# RESOURCES

School  
(P.E. Curriculum  
Guide and Hand-  
book 1-5 Dist. #8,  
Shawano)

Films  
Elementary P.E.  
(#1220-"Elementary  
P.E. Skills: Ball  
Skills"; #2090  
"Stanley Takes a  
Trip" BAVI)

## SELF

## ACTIVITIES

Roll ball in forward direction, run after it and stop.  
Roll ball to partner  
Roll ball along painted line.  
Roll ball between legs to partner.  
Roll ball, attempting to knock pins over.

Teacher will  
ting strong  
faster? C  
bounce, ki

Teacher will  
dent can d  
of rules,  
strength i  
rhythm dev

Bounce  
Bounce ball with either hand.  
Bounce ball while running or walking.

Throw  
Two-hand underhand toss to partner (Utility ball).  
Two-hand side toss to partner.  
Toss toward basket.

Catch  
Under-hand toss from partner.  
Bounce and catch.

Kick  
Skill games (Curriculum guide and handbook page 16-84)  
Rhythms  
Exercises (pages 6-7)

List foods eaten at breakfast. After learning basic food groups by way of posters, films, or bulletin boards, decide if breakfast was nutritional. Is this what I should be eating? If not, what am I going to do about it?

Teacher will  
the student  
food groups

1 - An understanding and acceptance of self is important throughout life.

1 - begin to recognize the need for continuous self-appraisal in a diversified society.

GRADE 2

2.

CURR. Health - P. E.  
AREA(S)

### SELF

### ACTIVITIES

### EVALUATION

Roll ball in forward direction, run after it and stop.

Roll ball to partner

Roll ball along painted line.

Roll ball between legs to partner.

Roll ball, attempting to knock pins over.

Teacher will ask-Am I getting stronger? Can I run faster? Can I throw, catch, bounce, kick better?

#### Bounce

Bounce ball with either hand.

Bounce ball while running or walking.

Teacher will note if student can acquire knowledge of rules, skills and strength improvement, rhythm development.

#### Throw

Two-hand underhand toss to partner (Utility ball).

Two-hand side toss to partner.

Toss toward basket.

#### Catch

Under-hand toss from partner.

Bounce and catch.

#### Kick

Skill games (Curriculum guide and handbook page 16-84)

Rhythms

Exercises (pages 6-7)

List foods eaten at breakfast. After learning basic food groups by way of posters, films, or bulletin boards, decide if breakfast was nutritional. Is this what I should be eating? If not, what am I going to do about it?

Teacher will observe whether the student knows the basic food groups.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBJ. 1 - begin to recognize the need for continued self-appraisal in a diversified society.

CURR.  
AREA(S)

### SELF

### RESOURCES

### ACTIVITIES

School  
(Teacher, Children's  
voices, mirrors,  
tape recorders,  
songbooks)

The children can make a game in which one child produces a correct or incorrect sound and the others tell which it was and why it was incorrect.

The student  
demonstrate  
self appraisal

Discussion can be held on the physical production of sound-what actually happens in your mouth and throat when you produce both types of sound. Mirrors may be helpful in noticing position of tongue and lips.

Vocal exercises on syllables with the different types of vowel sounds are helpful if done correctly  
- open throat, unified shape of lips, focused sound.

1 - An understanding and acceptance of self is important throughout life.

GRADE - 2

3.

1 - begin to recognize the need for continued self-appraisal in a diversified society.

CURP. Music  
AREA(S)

#### SELF

#### ACTIVITIES

The children can make a game in which one child produces a correct or incorrect sound and the others tell which it was and why it was incorrect.

Discussion can be held on the physical production of sound-what actually happens in your mouth and throat when you produce both types of sound. Mirrors may be helpful in noticing position of tongue and lips.

Vocal exercises on syllables with the different types of vowel sounds are helpful if done correctly - open throat, unified shape of lips, focused sound.

#### EVALUATION

The student will be able to demonstrate personalized self appraisals.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE 2

GEN. OBJ. 1 - begin to recognize the need for continuous self appraisal in a diversified society.

CURR. AREA(S) 1

### SELF

### RESOURCES

### ACTIVITIES

Self  
School  
(Second Grade  
Social Science  
Unit-"Self")

Have the children look at themselves in a mirror to see their outside selves. "Now look at your inner self by completing these sentences."

The child will compare self feelings of

"I feel sad about..."  
"I am happy when..."  
"I get angry..."  
"I like to play..."  
"I like to eat..."  
"I love..."  
"I dislike..."  
"I hate..."  
"Most of the time, I feel..."

File results. Have the children do the activity again after a period of time (about three or four weeks). Then discuss the following questions: Do we ever stop learning about ourselves? Why is it important to learn about yourself?

Teacher  
Counselor

Go through these results together after the children repeat this activity. Identify those students who may be developing a poor self-concept.

Teacher-Counselor to determine of children

1 - An understanding and acceptance of self is important throughout life.

GRADE 2

4.

1 - begin to recognize the need for continuous self appraisal in a diversified society.

CURR. Social Science (Self)  
AREA(S) Language Arts-Reading

### SELF

#### ACTIVITIES

Have the children look at themselves in a mirror to see their outside selves. "Now look at your inner self by completing these sentences."

"I feel sad about..."  
"I am happy when..."  
"I get angry..."  
"I like to play..."  
"I like to eat..."  
"I love..."  
"I dislike..."  
"I hate..."  
"Most of the time, I feel..."

File results. Have the children do the activity again after a period of time (about three or four weeks). Then discuss the following questions: Do we ever stop learning about ourselves? Why is it important to learn about yourself?

#### EVALUATION

The child will be able to compare self by listing feelings of inner self.

Go through these results together after the children repeat this activity. Identify those students who may be developing a poor self-concept.

Teacher-Counselor evaluation to determine individual needs of children.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN..OBJ. 2 - begin to develop an awareness that there is continuous interaction between one's knowledge and acceptance of self and his emerging life style.

GRADE 2

CURR. AREA(S) He

# SELF

## RESOURCES

## ACTIVITIES

Self

Draw a picture of you as a baby. Draw a picture of you today. What can you do today that you couldn't do then? How have you changed?

Notice whether draws a body two arms, two legs. Is there a head in the two pictures?

School  
(P.E. Curriculum Guide and Handbook -5 Dist. #8, Shawano)

How did I move as a baby?  
How do I move if I want to:  
be quiet  
be fast  
be slow  
be like a soldier  
be like a rabbit  
be like a snake

Record on growth chart-  
height  
weight  
and keep track once a month throughout the year.

The teacher if the student how much he

- 1 - An understanding and acceptance of self is important throughout life.
- 2 - begin to develop an awareness that there is continuous interaction between one's knowledge and acceptance of self and his emerging life style.

GRADE

2

5.

CURR.  
AREA(S)

Health- P. E.

### SELF

#### ACTIVITIES

Draw a picture of you as a baby. Draw a picture of you today. What can you do today that you couldn't do then? How have you changed?

How did I move as a baby?  
How do I move if I want to:

be quiet  
be fast  
be slow  
be like a soldier  
be like a rabbit  
be like a snake

Record on growth chart-  
height  
weight  
and keep track once a month throughout the year.

#### EVALUATION

Notice whether the student draws a body with a head, two arms, two legs, etc. Is there a difference in the two pictures?

The teacher will notice if the student can tell how much he has grown.

- CONCEPT 1 - An understanding and acceptance of self is important throughout life.
- GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

GRADE

CURR.  
AREA(S)

#### SELF

#### RESOURCES

Library (school)  
School  
Our Working World-  
SRA textbook and  
recordings, Second  
Grade Social  
Science Unit-"Com-  
munity")  
Filmstrips  
(Eye Gate-"Little  
Towns-USA" "Big  
City USA")

#### ACTIVITIES

How do you think people in a farming town might be different from the city?

As the children make their contributions, write them on the board, making two lists. Your lists might look like this:

COUNTRY  
roads, paths  
fields  
houses

CITY  
sidewalks  
streets  
apartment buildings

and

Discuss: What would happen if everyone lived in the country on a farm. What would happen if everyone lived in the city in apartment buildings?

or

Write a paragraph on either of these two subjects?

How People in the Country Help Us,  
How people in the City Help Us.

The child  
describe  
actions b  
a farm co  
city thro  
and lists

1 - An understanding and acceptance of self is important throughout life.

GRADE 2

6.

2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

CURR.  
AREA(S)

Social Science (Community)  
Language Arts-Reading

### SELF

### ACTIVITIES

How do you think people in a farming town might be different from the city?

As the children make their contributions, write them on the board, making two lists. Your lists might look like this:

COUNTRY  
roads, paths  
fields  
houses

CITY  
sidewalks  
streets  
apartment buildings

and

Discuss: What would happen if everyone lived in the country on a farm. What would happen if everyone lived in the city in apartment buildings?

or

Write a paragraph on either of these two subjects?

How People in the Country Help Us,  
How people in the City Help Us.

### EVALUATION

The child will be able to describe and explain interactions between people in a farm community and in a city through discussion and listing.

CONCEPT      2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ.      3 - discover that people bring dignity and worth to their job.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Community  
School  
Home

Have the school nurse or the county nurse speak to the class on the importance of good grooming. After the talk, students should list as many good grooming habits as they can think of.

The teacher  
dents match  
items used  
ing with t

or

Make a display of items we use for good grooming (brush, comb, toothbrush, nail clipper, etc.).

or

Role-play various good grooming habits (brushing teeth correctly, washing and combing hair, washing before meals).

Allow a student to lead the class in one or two exercises each morning. Permit him to explain the exercise program and decide how many repetitions to complete.

The student  
he is capa  
and demons  
activity.

2 - Persons need to be recognized as having dignity and worth.

GRADE

2

7.

3 - discover that people bring dignity and worth to their job.

CURR.  
AREA(S)

Health - P.E.

#### SELF

#### ACTIVITIES

Have the school nurse or the county nurse speak to the class on the importance of good grooming. After the talk, students should list as many good grooming habits as they can think of.

or

Make a display of items we use for good grooming (brush, comb, toothbrush, nail clipper, etc.).

or

Role-play various good grooming habits (brushing teeth correctly, washing and combing hair, washing before meals).

Allow a student to lead the class in one or two exercises each morning. Permit him to explain the exercise program and decide how many repetitions to complete.

#### EVALUATION

The teacher can have students match pictures of items used in good grooming with the activity.

The student will show that he is capable of leading and demonstrating on activity.

CONCEPT	2 - Persons need to be recognized as having dignity and worth.	GRADE
GEN. OBJ.	3 - discover that people bring dignity and worth to their job.	CURR. AREA(S)

# RESOURCES

Filmstrip-Records  
 ("Little Things That  
 Count," Eye Gate)  
 School  
 (Second Grade Social  
 Science Unit-"Self")

# ACTIVITIES

View filmstrips on "Little Things That Count."  
 Each filmstrip includes a quality such as honesty,  
 manners, listening, etc. After viewing a film-  
 strip, discuss the quality and how the child  
 should use it in the role of a school worker.

The child  
 identify t  
 a good sch

The child  
 apply thes  
 their dail

- 2 - Persons need to be recognized as having dignity and worth.
- 3 - discover that people bring dignity and worth to their job.

GRADE 2

8.

CURR. AREA(S) Social Science (Self)

#### SELF

#### ACTIVITIES

View filmstrips on "Little Things That Count."  
Each filmstrip includes a quality such as honesty, manners, listening, etc. After viewing a filmstrip, discuss the quality and how the child should use it in the role of a school worker.

#### EVALUATION

The child will be able to identify the qualities of a good school worker.

The child will be able to apply these qualities to their daily work.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE 2

GEN. OBJ. 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Large drawing  
paper or roll  
craft paper,  
colored chalk,  
paste.)

Discuss with the students all jobs related to their transportation to home from school (bus manufacturing, repair, bus driver, parents, police, safety patrol, bicycle manufacture, road construction, etc.).

Have the students construct a mural or bulletin board (teacher choice) showing the importance of the jobs discussed. This activity might include situations which would arise if these jobs were not carried out.

Student will  
appraise the  
jobs which s

- 2 - Persons need to be recognized as having dignity and worth.
- 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

GRADE 2

CURR. AREA(S) Art

# SELF

## ACTIVITIES

## EVALUATION

Discuss with the students all jobs related to their transportation to home from school (bus manufacturing, repair, bus driver, parents, police, safety patrol, bicycle manufacture, road construction, etc.).

Student will be able to appraise the value of jobs which serve them.

Have the students construct a mural or bulletin board (teacher choice) showing the importance of the jobs discussed. This activity might include situations which would arise if these jobs were not carried out.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE 2

GEN. OBJ. 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Home  
School

Have students draw pictures of responsibilities they have at home. Share pictures and explanation of them with the other students. Teacher can ask questions such as--

Teacher show  
the student  
importance

"Do you enjoy doing your work?"

"What happens if you don't do it or if you do a poor job?"

"How do you feel if you do a good job or do it before someone asks you to?"

"Do your younger brothers or sisters have the same responsibilities as you?" "Why?"

"What is your reward for doing a good job?"

- 2 - Persons need to be recognized as having dignity and worth.
- 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

GRADE 2

10.

CURR. Health- P. E.  
AREA(S)

### SELF

### ACTIVITIES

Have students draw pictures of responsibilities they have at home. Share pictures and explanation of them with the other students. Teacher can ask questions such as--

- "Do you enjoy doing your work?"
- "What happens if you don't do it or if you fo a poor job?"
- "How do you feel if you do a good jcb or do it before someone asks you to?"
- "Do your younger brothers or sisters have the same responsibilities as you?" "Why?"
- "What is your reward for doing a good job?"

### EVALUATION

Teacher should determine if the student realizes the importance of responsibilities.

CONCEPT      2 -- Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ.      4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CURR.  
AREA(S)

#### SELF

#### RESOURCES

#### ACTIVITIES

School  
(Our Working World:  
"Cities at Work,"  
p. 27; Second Grade  
Social Science Unit-  
"Community")

Use the song, "What Is A City?" found on p. 27 of the teacher's manual in SRA Our Working World: "Cities At Work."

Correlate the learning of the above song with discussion on the topic of people working together make up a city.

The child w  
sing a song

The child w  
discuss how  
gether enha  
concept.

2 - Persons need to be recognized as having dignity and worth.

GRADE 2

11.

4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CURR.  
AREA(S)

Music  
Social Science (Community)

#### SELF

#### ACTIVITIES

#### EVALUATION

Use the song, "What Is A City?" found on p. 27 of the teacher's manual in SRA Our Working World: "Cities At Work."

The child will be able to sing a song.

Correlate the learning of the above song with discussion on the topic of people working together make up a city.

The child will be able to discuss how working together enhances his self concept.

CONCEPT      2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ.      4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Home  
School  
(Second Grade Social  
Science Unit-"Self")

Role-play family situations such as: (1)around the dinner table, (2)a family birthday, (3)time to go to bed, (4)when mother's best dish breaks, etc.

The child will  
perform the  
for family

2 - Persons need to be recognized as having dignity and worth.

GRADE 2

12.

4 - discover that work provides the opportunities for one to enhance his dignity and worth.

RR. Social Science (Self)  
AREA(S)

#### SELF

#### ACTIVITIES

Role-play family situations such as: (1) around the dinner table, (2) a family birthday, (3) time to go to bed, (4) when mother's best dish breaks, etc.

#### EVALUATION

The child will be able to perform the work required for family responsibilities.

Social  
Self")

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 5 - become aware that there are different kinds of work.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

EV

Self  
Magazines  
Community  
Telephone Book  
Film  
(#0487-"Health: You  
and Your Helpers"  
BAVI)

View film on "health helpers."

Have students make a bulletin board of various services. Then find the name (or names) of these people in the town or area and add to the bulletin board.

The student  
list various  
shown in th

The student  
determine o  
relate to h

5 - Work means different things to different people.

GRADE

2

13.

5 - become aware that there are different kinds of work.

CURR.  
AREA(S)

Health- P.E.

#### SELF

#### ACTIVITIES

View film on "health helpers."

Have students make a bulletin board of various services. Then find the name (or names) of these people in the town or area and add to the bulletin board.

#### EVALUATION

The student will be able to list various "health helpers" shown in the film.

The student will be able to determine occupations that relate to health.

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 5 - become aware that there are different kinds of work.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

- Local Newspaper  
School  
(Second Grade  
Social Science  
Unit-"Community")

Collect pictures of people working in their community from the local newspaper. Do this throughout the unit. Near the end of the unit construct a bulletin board entitled "Workers of Our Community." Discuss the different types of work found in our community.

Given a collection of pictures, the student is able to identify the community.

✓

14.

5 - Work means different things to different people.

GRADE 2

5 - become aware that there are different kinds of work.

CURR.  
AREA(S)

Social Science (Com-  
munity)

#### SELF

#### ACTIVITIES

Collect pictures of people working in their community from the local newspaper. Do this throughout the unit. Near the end of the unit construct a bulletin board entitled "Workers of Our Community." Discuss the different types of work found in our community.

#### EVALUATION

Given a collection of pictures, the student will be able to identify workers in the community.

CONCEPT     5 - Work means different things to different people.

GRADE

GEN. OBJ.     6 - become aware of the different meanings work may  
                  have for individuals.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Teacher  
Self

Teacher holds up a picture of a group of boys playing football. Then she holds up a picture of some professional football players. Which is work and which is play? (Girls playing house-mother ironing; students taking a test-mother writing a letter; man hunting for recreation-Indian hunting for food; baseball, golf, basketball, etc. may also be used.)

Discussion can follow on work, play, hobby, recreation.

Students s  
differenti  
play, and

5 - Work means different things to different people.

GRADE 2

15.

6 - become aware of the different meanings work may have for individuals.

CURR.  
AREA(S)

Health- P.E.  
Language Arts-Reading

#### SELF

#### ACTIVITIES

Teacher holds up a picture of a group of boys playing football. Then she holds up a picture of some professional football players. Which is work and which is play? (Girls playing house-mother ironing; students taking a test-mother writing a letter; man hunting for recreation-Indian hunting for food; baseball, golf, basketball, etc. may also be used.)

Discussion can follow on work, play, hobby, recreation.

#### EVALUATION

Students should be able to differentiate between work, play, and hobby.

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 6 - become aware of the different meanings work may have for individuals.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Clock, chart)

Develop a chart of work done during a particular day. Be conscious of the clock when work activities change. Write the time an activity starts next to the activity on the list.

The child  
name the r  
and the h  
the hands

Summarize the concept of a particular time span by discussing whether it seemed long or short. Point out the idea that it will seem short if the work is enjoyable or easy and long if it is difficult.

5 - Work means different things to different people.

GRADE

2

16.

6 - become aware of the different meanings work may have for individuals.

CURR.  
AREA(S)

Math (Ordinals and  
Time-Unit 19)

#### SELF

#### ACTIVITIES

Develop a chart of work done during a particular day. Be conscious of the clock when work activities change. Write the time an activity starts next to the activity on the list.

Summarize the concept of a particular time span by discussing whether it seemed long or short. Point out the idea that it will seem short if the work is enjoyable or easy and long if it is difficult.

#### EVALUATION

The child will be able to name the number of minutes and the hour by looking at the hands of a clock.

CONCEPT	5 - Work means different things to different people.
GEN. OBJ.	6 - become aware of the different meanings work may have for individuals.

GRADE 2

CURR. AREA(S) S

# SELF

## RESOURCES

## ACTIVITIES

Teacher  
School  
(Second Grade Science  
Unit-"Machines")

Cite specific examples of work done by people.  
Select several of these examples and have the students prepare a list of reasons why people work (e.g., basic need, satisfaction (happy) competition, money, wants, help each other recognition, life process, etc.)

The student  
compare work  
standing of

- 5 - Work means different things to different people.
- 6 - become aware of the different meanings work may have for individuals.

GRADE	2	17.
CURR. AREA(S)	Science (Machines)	

#### SELF

#### ACTIVITIES

Cite specific examples of work done by people. Select several of these examples and have the students prepare a list of reasons why people work (e.g., basic need, satisfaction (happy) competition, money, wants, help each other recognition, life process, etc.)

#### EVALUATION

The student will be able to compare work to the understanding of why people work.

Science  
nes")

CONCEPT    5 - Work means different things to different people.

GRADE

GEN. OBJ.    6 - become aware of the different meanings work may  
                 have for individuals.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Magazines, Second  
Grade Social  
Science Unit-"Self";  
worksheet)

Collect pictures of people doing some activity.  
Classify pictures according to work and play.  
Assemble pictures in booklet form. Discuss  
reasons for the choices made, stressing a cer-  
tain activity might be fun for you and work  
for another.

The child  
assemble p  
jobs in bo

or

Make up a list of activities the child does  
during the day. From the dittoed list decide  
whether an activity is work or play and check  
the appropriate box.

The child  
differenti  
and play.

ACTIVITY            WORK    PLAY

Get up  
Go to school  
Free time  
Reading Class  
Etc.

Tabulate results. Discuss the reasons for  
choices.

The child  
catagorize  
work and

5 - Work means different things to different people.

GRADE

2

18.

6 - become aware of the different meanings work may have for individuals.

CURR.  
AREA(S)

Social Science (Self)

### SELF

#### ACTIVITIES

Collect pictures of people doing some activity.  
Classify pictures according to work and play.  
Assemble pictures in booklet form. Discuss reasons for the choices made, stressing a certain activity might be fun for you and work for another.

or

Make up a list of activities the child does during the day. From the dittoed list decide whether an activity is work or play and check the appropriate box.

ACTIVITY

WORK

PLAY

Get up  
Go to school  
Free time  
Reading Class  
Etc.

Tabulate results. Discuss the reasons for choices.

#### EVALUATION

The child will be able to assemble people and their jobs in booklet form.

The child will be able to differentiate between work and play.

The child will be able to categorize pictures between work and play.

CONCEPT 7 - Individuals differ in their interests, abilities, and values.

GRADE

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

# SELF

## RESOURCES

## ACTIVITIES

## EV

School  
(Collection of various shaped and sized leaves, drawing paper, crayons, Second Grade Science Unit-"Classifying and Measuring")

Have students observe individual leaves at their desks and draw them arranged into a symmetric or geometric pattern.

After completion of activity, have students discuss the physical similarities and visual differences and relate to the diversified appearances of people.

Students will generalize differences with natural

7 - Individuals differ in their interests, abilities, and values.

7 - begin to differentiate oneself from others.

#### SELF

#### ACTIVITIES

Have students observe individual leaves at their desks and draw them arranged into a symmetric or geometric pattern.

After completion of activity, have students discuss the physical similarities and visual differences and relate to the diversified appearances of people.

GRADE

2

19.

CURR.  
AREA(S)

Art  
Science (Classifying and Measuring)

#### EVALUATION

Students will be able to generalize about visual differences by analogy with natural structure.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 7 - begin to differentiate oneself from others.

SELF

## RESOURCES

## ACTIVITIES

Self

Write individual poems on a specific ability or a recognized limitation: (e.g.

I can read.  
I can write.  
But how I wish,  
I could type.)

The child  
write a po  
specific a  
limitation  
punctuatio  
zation.

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 2

20.

7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

Language Art-Reading

#### SELF

#### ACTIVITIES

Write individual poems on a specific ability or a recognized limitation: (e.g.

I can read.  
I can write.  
But how I wish,  
I could type.)

#### EVALUATION

The child will be able to write a poem about specific ability or limitation using correct punctuation and capitalization.



- |   |                  |                      |     |
|---|------------------|----------------------|-----|
|   |                  |                      | 21. |
| 7 - Individuals differ in their interests, abilities, attitudes and values. | GRADE            | 2                    |     |
| 7 - begin to differentiate oneself from others.                             | CURR.<br>AREA(S) | Social Science(Self) |     |

# SELF

## ACTIVITIES

Role-play the story scene of two children walking together down the street. The children participating must create dialogue around their own special abilities or things they like to do.

Social  
"Self")

## EVALUATION

The child will be able to perform a situation to become aware of differences in abilities.

CONCEPT	7 - Individuals differ in thier interests, abilities, attitudes and values.	GRADE
GEN. OBJ.	8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).	CURR. AREA(S)

# SELF

## RESOURCES

Self  
Magazines

## ACTIVITIES

Each child makes a "wish." Each student is given a magazine and find two pictures to apply to either:

As the pic  
students s  
pare the v  
values of

"I wish I has..."

"I wish I would not have to worry about..."

- 7 - Individuals differ in thier interests, abilities, attitudes and values.
- 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

GRADE 2

CURR. Health- P.E.  
AREA(S)

## SELF

## ACTIVITIES

Each child makes a "wish." Each student is given a magazine and find two pictures to apply to either:

"I wish I has..."

## EVALUATION

As the pictures are displayed, students should be able to compare the various interests and values of one another.

"I wish I would not have to worry about..."



- 7 - Individuals differ in their interests, abilities, attitudes and values.
- 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

GRADE 2 23.

CURR. Science (Light)  
AREA(S) Language Arts-Reading

#### SELF

#### ACTIVITIES

Develop a shadow play by having the child pantomime special ability or proficiency.

#### EVALUATION

The child will be able to block out light to form a shadow.

or  
screen,  
e Social  
t-"Light")

CONCEPT	7 - Individuals differ in their interests, abilities, attitudes and values.	GRADE
GEN. OBJ.	8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).	CURR. AREA(S)

# SELF

## RESOURCES

Self  
Classmates  
School  
(Second Grade Social  
Science Unit-"Self")

## ACTIVITIES

Make a comparative chart:

Our boys	Our girls
Jim can...	Lois can...
Terry can...	Jeanne can...

Use the chart to point out differences and similarities. Guide children to a positive acceptance of their potential and limitation as future men and women in society.

or

Do you feel you are different in any way from other boys or girls in your class: Write down on a piece of paper the way you think you are different.

Complete the following sentences: "If everyone were the same...." "It is good to be different bacuase...."

Given a cha  
be able to  
people dif

- 7 - Individuals differ in their interests, abilities, attitudes and values.
- 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

GRADE 2

24.

CURR. AREA(S) Social Science (Self)  
Language Arts-Reading

### SELF

#### ACTIVITIES

Make a comparative chart:

Our boys	Our girls
Jim can...	Lois can...
Terry can...	Jeanne can...

Use the chart to point out differences and similarities. Guide children to a positive acceptance of their potential and limitation as future men and women in society.

or

Do you feel you are different in any way from other boys or girls in your class: Write down on a piece of paper the way you think you are different.

Complete the following sentences: "If everyone were the same...." "It is good to be different bacuase...."

#### EVALUATION

Given a chart the child will be able to analyze how people differ.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE 3

GEN. OBJ. 1 - begin to recognize the need for continuous self-appraisal in a diversified society.

CURR. He  
AREA(S) La

# SELF

## RESOURCES

Self  
School  
(P.E. Curriculum  
Guide and Handbook  
1-5 Dist. #8.  
Shawano)  
Teacher

## ACTIVITIES

Physical Improvement  
Bouncing - around obstacles  
change direction  
Throwing - one hand toss for distance, accuracy  
Catching - catch softball thrown into air by self  
catch softball thrown into air by partner  
Kicking - for direction, distance, control from a  
run  
Hitting - with bat  
two hand underhand volleyball hit  
two hand overhand volleyball hit  
serve volleyball 15 ft. from net.  
Exercises - pp. 7-8  
Basic games - pp. 16-52  
Balance and Tumbling activities - pp. 53-58

The teacher  
the student  
physically

Write a paragraph on "What I like about me."  
Write another one on "What I don't like about  
me." Discuss reasons why we can be angry, fear-  
ful, happy, sad, impatient, kind, etc. Definition  
of emotion. Relate how things used to affect me  
and how they do now (loud noises, school, little  
brother, striking out, responsibilities, going  
to bed).

The student  
see himself

1 - An understanding and acceptance of self is important throughout life.

GRADE 3

1 - begin to recognize the need for continuous self-appraisal in a diversified society.

CURR. Health- P.E.  
AREA(S) Language Arts-Reading

### SELF

#### ACTIVITIES

#### EVALUATION

##### Physical Improvement

Bouncing - around obstacles  
change direction

Throwing - one hand toss for distance, accuracy

Catching - catch softball thrown into air by self  
catch softball thrown into air by partner

Kicking - for direction, distance, control from a run

Hitting - with bat  
two hand underhand volleyball hit  
two hand overhand volleyball hit  
serve volleyball 15 ft. from net.

Exercises - pp. 7-8

Basic games - pp. 16-52

Balance and Tumbling activities - pp. 53-

The teacher will notice if the student has improved physically in the areas.

Write a paragraph on "What I like about me."  
Write another one on "What I don't like about me." Discuss reasons why we can be angry, fearful, happy, sad, impatient, kind, etc. Definition of emotion. Relate how things used to affect me and how they do now (loud noises, school, little brother, striking out, responsibilities, going to bed).

The student should be able to see himself as "growing up."

CONCEPT - 1 - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBJ. 1 - begin to recognize the need for continuous self-appraisal in a diversified society.

CURR.  
AREA(S)

### SELF

#### RESOURCES

#### ACTIVITIES

Self  
School  
(Third Grade Social  
Science Unit-"Self")

Discuss how children could write a story about themselves. Give them the title "Why Am I Special Person?"

The child  
write a st  
the unique

Their stories may include such things as what makes them happy or sad, what they like to do, what they don't like to do, what they'd like to be, their friends their family, and their pets.

Instruct the children to put their names on the back of their papers in very small letters. After a period of two or three weeks read the papers written by the children. Play "guess who" game as the papers are read.

Follow up activity would be to rewrite a paper on self and include any changes they see in self.

Teacher  
Counselor

Review these stories together. Identify those children who may be developing poor or unrealistic self-concepts.

Teacher an  
aware of i  
of childre

1 - An understanding and acceptance of self is important throughout life.

GRADE 3

2.

1 - begin to recognize the need for continuous self-appraisal in a diversified society.

CURR.  
AREA(S)

Social Science (Self)  
Language Arts-Reading

### SELF

#### ACTIVITIES

#### EVALUATION

Discuss how children could write a story about themselves. Give them the title "Why Am I Special Person?"

The child will be able to write a story to illustrate the uniqueness of self.

Their stories may include such things as what makes them happy or sad, what they like to do, what they don't like to do, what they'd like to be, their friends, their family, and their pets.

Instruct the children to put their names on the back of their papers in very small letters. After a period of two or three weeks read the papers written by the children. Play "guess who" game as the papers are read.

Follow up activity would be to rewrite a paper on self and include any changes they see in self.

Review these stories together. Identify those children who may be developing poor or unrealistic self-concepts.

Teacher and counselor are aware of individual needs of children.

CONCEPT	1 - An understanding and acceptance of self is important throughout life.	GRADE
GEN. OBJ.	2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.	CURR. AREA(S)

# SELF

## RESOURCES

## ACTIVITIES

School  
 (Old magazines,  
 old newspapers,  
 scissors, paste  
 12 x 18 drawing  
 paper)

Have students cut from magazines and newspapers the outline of people engaged in work or play with interests the students. The cut figures should be arranged and pasted on drawing paper with emphasis on the negative area (empty space).

Students will  
 synthesize  
 and  
 show evidence  
 skill.

- 1 - An understanding and acceptance of self as important throughout life.
- 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

GRADE 3

CURR. AREA(S) Art

#### SELF

#### ACTIVITIES

Have students cut from magazines and newspapers the outline of people engaged in work or play, with interests the students. The cut figures should be arranged and pasted on drawing paper with emphasis on the negative area (empty space).

#### EVALUATION

Students will be able to synthesize their interests and show evidence of cutting skill.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE 5

GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

CURR. AREA(S)

# SELF

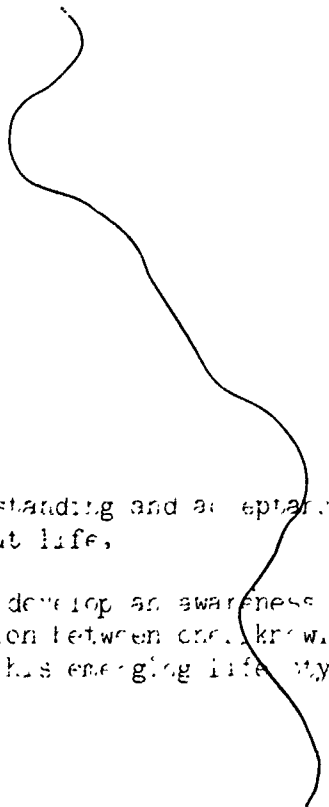
## RESOURCES

## ACTIVITIES

Library (school)  
School  
(Text-Communities  
and Social Needs;  
Third Grade Social  
Science Unit-"Com-  
munities in Other  
Lands")  
Filmstrips  
(in school libraries)

Discuss life style of native groups of people in  
warm and cold communities. Divide children into  
two groups - one to deal with warm lands, the  
other to deal with cold lands. Each child will  
write a report pretending that he is a native  
of his land covering such topics as food, shelter,  
clothing, mores or behavior which would affect  
his life style. Optional activity would be to  
make a drawing to illustrate a part of his  
report.

The child will  
describe his  
life style if  
he were a native  
of warm or cold  
lands.



1

- 1 - An understanding and acceptance of self is important throughout life.
- 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

SELF

ACTIVITIES

Discuss life style of native groups of people in warm and cold communities. Divide children into two groups - one to deal with warm lands, the other to deal with cold lands. Each child will write a report pretending that he is a native of his land covering such topics as food, shelter, clothing, mores or behavior which would affect his life style. Optional activity would be to make a drawing to illustrate a part of his report.

GRADE 3

CURR. AREA(S) Social Science (Communities in Other Lands)  
Language Arts-Reading

EVALUATION

The child would be able to describe his life style if he were a member of a given warm or cold land.

CONCEPT      2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ.      3 - discover that people bring dignity and worth to their job.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Large white paper,  
tempra paint, No. 7  
brushes)

Have students make a painting of their mothers or fathers doing what the student considers to be their most important jobs. Teacher should stress largeness of figures and fitting picture parts together. The class should view the completed paintings and discuss the importance of the work illustrated in the paintings.

Students will  
their judgment  
the worth of  
efforts to

- 2 - Persons need to be recognized as having dignity and worth.
- 3 - discover that people bring dignity and worth to their job.

GRADE

3

5.

CURR.  
AREA(S)

Art

#### SELF

#### ACTIVITIES

#### EVALUATION

Have students make a painting of their mothers or fathers doing what the student considers to be their most important jobs. Teacher should stress largeness of figures and fitting picture parts together. The class should view the completed paintings and discuss the importance of the work illustrated in the paintings.

Students will have expressed their judgments concerning the worth of their parents' efforts to provide for them.

CONCEPT      2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ.      3 - discover that people bring dignity and worth to their jobs.

CURR.  
AREA(S)

#### SELF

#### RESOURCES

#### ACTIVITIES

Teacher --  
Self

Discuss the words "worth," "value."  
What makes a person of "value" or "worth?" (Talk about doctors, nurses, garbage men, policemen, firemen, mothers, fathers.)

Write paragraphs on (1) "Why I am Valuable" and (2) "Everyone is Worthy of Respect."

Discuss reasons why older people, people our own age, and younger people all deserve respect.

Student show  
the idea of  
respect.

- 2 - Persons need to be recognized as having dignity and worth.
- 3 - discover that people bring dignity and worth to their jobs.

GRADE 3

6.

CURR.  
AREA(S)

Health- P.E.  
Language Arts-Reading

#### SELF

#### ACTIVITIES

#### EVALUATION

Discuss the words "worth," "value."  
What makes a person of "value" or "worth?" (Talk about doctors, nurses, garbage men, policemen, firemen, mothers, fathers.)

Student should be able to grasp the idea of value, worth and respect.

Write paragraphs on (1) "Why I am Valuable" and (2) "Everyone is Worthy of Respect."

Discuss reasons why older people, people our own age, and younger people all deserve respect.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

CURR.  
AREA(S)

### SELF

### RESOURCES

School  
(Library reference  
book, Third Grade  
Social Science Unit-  
"Self")

### ACTIVITIES

#### Introductory Activity

Write the following code on the board.

A. 1	J. 10	S. 19
B. 2	K. 11	T. 20
C. 3	L. 12	U. 21
D. 4	M. 13	V. 22
E. 5	N. 14	W. 23
F. 6	O. 15	X. 24
G. 7	P. 16	Y. 25
H. 8	Q. 17	Z. 26
I. 9	R. 18	

The child  
decode give

Then say to the children: In code on the board each letter of the alphabet has been given a number. When you find and match the letters to the numbers given below, you will have the names of some famous people. Such as:

10-1-3-11-9-5 18-15-2-9-14-19-15-14  
J-A-C-K-I-E R- O-B-I- N- S- O- N

Code the following names and then let the children research to find out at least one thing for which each of the following is famous:

Neil Armstrong (first man to set foot on the moon)  
Dr. Martin Luther King, Jr. (believed in using peace to fight for freedom)  
Ernie Banks (first baseman for the Chicago Cubs)  
Orlando Cepeda (first baseman for the St. Louis Cardinals)  
Alexander Graham Bell (invented the telephone)  
Marian Anderson (outstanding contralto of her times)

The child  
identify a  
made each

Discussion should follow on how these famous people brought dignity and worth to their jobs.

The child  
cuss how a  
dignity

2 - Persons need to be recognized as having dignity and worth.

GRADE 3

3 - discover that people bring dignity and worth to their job.

CURR. Social Science (Self)  
AREA(S) Language Arts-Reading

### SELF

#### ACTIVITIES

#### EVALUATION

##### Introductory Activity

Write the following code on the board.

A. 1	J. 10	S. 19
B. 2	K. 11	T. 20
C. 3	L. 12	U. 21
D. 4	M. 13	V. 22
E. 5	N. 14	W. 23
F. 6	O. 15	X. 24
G. 7	P. 16	Y. 25
H. 8	Q. 17	Z. 26
I. 9	R. 18	

The child will be able to decode given names.

Then say to the children: In code on the board each letter of the alphabet has been given a number. When you find and match the letters to the numbers given below, you will have the names of some famous people. Such as:

10-1-3-11-9-5 18-15-2-9-14-19-15-14  
J-A-C-K-I-E R- O-B-I- N- S- O- N

Code the following names and then let the children research to find out at least one thing for which each of the following is famous:

Neil Armstrong (first man to set foot on the moon)  
Dr. Martin Luther King, Jr. (believed in using peace to fight for freedom)  
Ernie Banks (first baseman for the Chicago Cubs)  
Orlando Cepeda (first baseman for the St. Louis Cardinals)  
Alexander Graham Bell (invented the telephone)  
Marian Anderson (outstanding contralto of her times)

The child will be able to identify a characteristic that made each famous.

Discussion should follow on how these famous people brought dignity and worth to their jobs.

The child will be able to discuss how a famous person brings dignity and worth to his job.

CONCEPT      2 - Persons need to be recognized as having dignity and worth.

GEN. OBJ.      4 - discover that work provides the opportunity for one to enhance his dignity and worth.

GRADE      3

CURR. AREA(S)      S

# SELF

## RESOURCES

## ACTIVITIES

School  
(Third Grade Social  
Science Unit-"Self")

Define terms "dignity" and "worth" in words of child. Make a chart listing together how each child brings dignity and worth to his job of helper and worker in school. Keep the chart up so that ideas may be added as the school year progresses.

The child will define term "worth."

The child will relate how work in school and worth.

- 3 - Persons need to be recognized as having dignity and worth.
- 4 - discover that work provides the opportunity for one to enhance his dignity and worth.

GRADE 3

8.

CURR. Social Science (Self)  
AREA(S)

#### SELF

#### ACTIVITIES

Define terms "dignity" and "worth" in words of child. Make a chart listing together how each child brings dignity and worth to his job of helper and worker in school. Keep the chart up so that ideas may be added as the school year progresses.

#### EVALUATION

The child will be able to define terms "dignity" and "worth."

The child will be able to relate how his duties or work in school have dignity and worth.

CONCEPT      5 - Work near different things, different people.  
 GEN. OBJ.      5 - become aware that there are different kinds of work.

GRADE  
 CURR.  
 AREA(S)

# SELF

## RESOURCES

Self  
 Library  
 (School and  
 Community)

## ACTIVITIES

List as many occupations related to the field of  
 health as possible.

or

The student can trace the path penicillin takes  
 from production to his receiving it as medicine.

The student  
 realize the  
 tions relat

Work with different kinds of different people.

1 - become aware that there are different kinds of work.

GRADE

CURR.  
AREA(S)

Health - P.E.  
Science

#### SELF

#### ACTIVITIES

List as many occupations related to the field of health as possible.

or

The student can trace the path penicillin takes from production to his receiving it as medicine.

#### EVALUATION

The student should be able to realize the variety of occupations related to health.

CONCEPT: Work with different types of electrical work.  
 GENERAL: Become aware of the different types of electrical work.

GRADE  
 YEAR  
 AREA(S)

# SELF

## RESOURCES

School  
 Magazine, Third  
 Grade Science Unit -  
 "Electricity")

## ACTIVITIES

To help the students understand the fact that the  
 convenience of electricity is the result of the co-  
 operation of a large number of people working on specific  
 jobs, have the students make a list of as many dif-  
 ferent jobs as they can think of that people do  
 to get electricity to the home. Start at the gener-  
 ating plant - building it, maintaining power, line  
 men, city power, electrical businesses, etc. Have  
 the students find as many pictures of different  
 people performing jobs in the electrical field  
 as they can and then develop these pictures into  
 a bulletin board.

The student  
 to explain  
 the concept  
 applied in  
 city power  
 plant to the

Work near electrical wires. Do not touch people.

GRADE

— become aware that they are different kinds of work.

CURR.  
AREA(S)

Science (Electricity)

### SELF

### ACTIVITIES

### EVALUATION

To help the students understand the fact that the convenience of electricity in the home is the result of a large number of people working at specific jobs, have the students make a list of as many different jobs that they can think of that people do to get electricity to the home. Start at the generating plant—building it, maintaining plant, line men, city crews, electrical businesses, etc. Have the students find as many pictures of different people performing jobs in the electrical field as they can and then develop these pictures into a bulletin board.

The student will be able to explain in simple terms the sequence of jobs required to get the electricity from the generating plant to the home.

CONCEPT 5 - Work means different things to different people.  
 GEN. OB. 5 - become aware that there are different kinds of work.

GRADE  
 CURR.  
 AREA(S)

# RESOURCES

Home  
 School  
 (Third Grade Social  
 Science Unit-"Self")

# ACTIVITIES

Play a "guess who" day when each child comes to school dressed in a costume of a worker of his choice. Have the class figure out the workers and the major duties and responsibilities of their occupations.

ETA  
 The child  
 portray a  
 ing it a  
 The child  
 name the  
 sponsibili  
 cular work

- 4 - Work means different things to different people.
- 5 - become aware that there are different kinds of work.

GRADE 3  
 CURR. AREA(S) Social Science (Self)

SELF  
 ACTIVITIES

Plan a "guess who" day when each child comes to school dressed in a costume of a worker of his choice. Have the class figure out the workers and the major duties and responsibilities of their occupations.

EVALUATION

The child will be able to portray a worker by dressing in a costume.

The child will be able to name the duties and responsibilities of a particular worker.

Social  
 ("Self")

CONCEPT - Work means different things to different people.

GRADE

GEN. OBJ. 6 - become aware of the different meanings work may have for individuals.

CURR.  
AREA(S)

SELF

#### RESOURCES

#### ACTIVITIES

School  
(Plastic clay, an  
exhibit area)

Have students model a clay figure depicting a human form activity engaged in a specific type of work or recreation.

Then have students set up an exhibit of the clay figures for the student body. The exhibit should be grouped and labeled:

Things we do for income.

Things we do for pleasure.

Things we do for income and/or pleasure.

Student will  
associate  
pleasure  
in the exhibit

- Work means different things to different people.
- 6 - become aware of the different meanings work may have for individuals.

GRADE 3  
CURE. Art  
AREA(S)

SELF

ES

ACTIVITIES

EVALUATION

Have students model a clay figure depicting a human form activity engaged in a specific type of work or recreation.

Student will formulate the association of work and pleasure by grouping figures in the exhibit.

Then have students set up an exhibit of the clay figures for the student body. The exhibit should be grouped and labeled:

- Things we do for income.
- Things we do for pleasure.
- Things we do for income and/or pleasure.

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 6 - become aware of the different meanings work may have for individuals.

CURR.  
AREA(S)

SELF

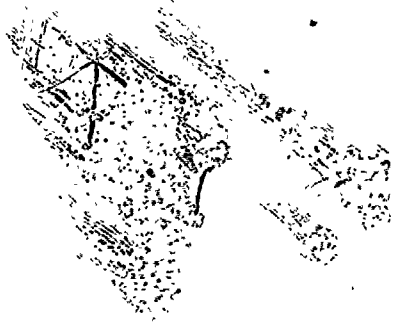
RESOURCES

ACTIVITIES

School  
("Idea Boxes")

Divide the class into two groups. One group will deal with activities as play; the other will deal with activities as work. Have a play idea and work idea box. Each box will contain the same ideas. A child from the play group may select an idea such as fishing from the play box. Another child in the work group will also have fishing but as a work activity. After each child chooses one idea, he writes a riddle about his activity as work or as play. Some suggested ideas to use are fishing, hunting, driving cars or trucks, building things, collecting rocks, growing plants.

The child  
write a riddle  
his activity  
idea box as



- 5 - Work means different things to different people.
- 6 - become aware of the different meanings work may have for individuals.

GRADE 3

CURR. Language Arts-Reading  
AREA(S)

#### SELF

#### ACTIVITIES

Divide the class into two groups. One group will deal with activities as play; the other will deal with activities as work. Have a play idea and work idea box. Each box will contain the same ideas. A child from the play group may select an idea such as fishing from the play box. Another child in the work group will also have fishing but as a work activity. After each child chooses one idea, he writes a riddle about his activity as work or as play. Some suggested ideas to use are fishing, hunting, driving cars or trucks, building things, collecting rocks, growing plants.

#### EVALUATION

The child will be able to write a riddle portraying his activity from the idea box as work or play.

CONCEPT 5 - Work means different things to different people.  
 GEN. OBJ. 6 - become aware of the different meanings work may have for individuals.

GRADE  
 CURR.  
 AREA(S)

SELF

# RESOURCES

School  
 (SRA Math Text,  
 Grade 3; One  
 second pendulum  
 or stop watch.)

# ACTIVITIES

Make a pendulum as described on page 25 of teacher's guide or use a stop watch to show children the length of one second. Have the class investigate the number of seconds it takes to carry out some activities or jobs which children do in school at a normal rate of speed. Construct a chart similar to the following:

The child will name the number it takes to perform activity.

Activity	Number of Seconds
1. comb hair	
2. sharpen pencil	
3. take off boots	
4. put on coat and button it	
5. get recess milk	
6. put a heading on paper	

- Pick a child to do each activity and time the activity.
- Stress this is not a race, but is to be done as a normal activity. Have children count the swings of the pendulum or the number of seconds. Record the results. Stress that these and similar activities are a part of the child's work at school and the time each activity requires is important.

- 5 - Work means different things to different people.
- 6 - become aware of the different meanings work may have for individual:

GRADE 3

CYRR.  
AREA(S)

Math (Time-Unit 3)

SELF

### ACTIVITIES

### EVALUATION

Make a pendulum as described on page 25 of teacher's guide, or use a stop watch to show children the length of one second. Have the class investigate the number of seconds it takes to carry out some activities or jobs which children do in school at a normal rate of speed. Construct a chart similar to the following:

The child will be able to name the number of seconds it takes to perform an activity.

- | Activity                     | Number of Seconds |
|------------------------------|-------------------|
| 1. comb hair                 |                   |
| 2. sharpen pencil            |                   |
| 3. take off boots            |                   |
| 4. put on coat and button it |                   |
| 5. get recess milk           |                   |
| 6. put a heading on paper    |                   |

Number of Seconds

Pick a child to do each activity and time the activity. Stress this is not a race, but is to be done as a normal activity. Have children count the swings of the pendulum or the number of seconds. Record the results. Stress that these and similar activities are a part of the child's work at school and the time each activity requires is important.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

SELF

#### RESOURCES

School  
(12 x 18 drawing  
paper, colored  
chalk.)

#### ACTIVITIES

Have students draw themselves with three other students in class standing in a group. Teacher will introduce the idea of overlapping (foreground figures covering background figures) of the group, and student identification through clothing color and type.

Teacher and  
will be able  
between stu  
in the group  
observe evi  
lapping.

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 3

7 - begin to differentiate oneself from others.

CURR. AREA(S) Art

SELF

ACTIVITIES

Have students draw themselves with three other students in class standing in a group. Teacher will introduce the idea of overlapping (foreground figures covering background figures) of the group, and student identification through clothing color and type.

EVALUATION

Teacher and some students will be able to differentiate between students included in the group and be able to observe evidence of overlapping.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 3

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR. AREA(S) Ma Pr

SELF

RESOURCES

ACTIVITIES

EV

Worksheet  
(Teacher made)

Prepare a worksheet of simple word problems similar to the following type:

During recess some the third grade boys had a ball game. Four boys on Tim's team each hit five homeruns. How many homeruns were hit by Tim's team?

The child will compare the word problem various methods

The children can find answers by any method - drawing, counting, adding, or multiplication. The computations should be shown on the paper. upon completion, go through the worksheet together and check answers. Discuss the different methods used in finding the answers.

7 - Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

GRADE

3

16.

CURR.  
AREA(S)

Math (Computation of  
Products-Unit 5)

SELF

ACTIVITIES

Prepare a worksheet of simple word problems similar to the following type:

During recess some the third grade boys had a ball game. Four boys on Tim's team each hit five homeruns. How many homeruns were hit by Tim's team?

The children can find answers by any method - drawing, counting, adding, or multiplication. The computations should be shown on the paper. upon completion, go through the worksheet together and check answers. Discuss the different methods used in finding the answers.

EVALUATION

The child will be able to compare the answers of word problems by using various methods.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Self  
Classmates  
School  
(Third Grade Social  
Science Unit-"Self")

Give each child a list of the names of the class members. Have him write the most positive special ability or interest for each name on the list including his own. Then compare different abilities and/or interests listed. Tabulate the interests and/or abilities listed for each child. Find the most prevalent ability for each. Discuss why each person might have that specific ability.

The child w  
name at lea  
or ability  
mate.

The child w  
name possib  
characteris  
child's int

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 3

17.

7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

Social Science (Self)

SELF

ES

ACTIVITIES

EVALUATION

e Social  
it-"Self")

Give each child a list of the names of the class members. Have him write the most positive special ability or interest for each name on the list including his own. Then compare different abilities and/or interests listed. Tabulate the interests and/or abilities listed for each child. Find the most prevalent ability for each. Discuss why each person might have that specific ability.

The child will be able to name at least one interest or ability of each classmate.

The child will be able to name possible reasons or characteristics for each child's interest or ability.

CONCEPT 7 - Individuals differ in their interests, attitudes and values. GRADE

GEN. OBJ. 8.- become aware of the various ways individuals differ  
(interests, abilities, attitudes, values and aptitudes). CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Self  
Teacher

Allow students to choose their favorite game or  
activity for a class period. Vote on them, with  
the three or five most popular being played.

Students s  
they have  
terests.

or

Run a miniature Olympics with the class (including  
dasher, long distance, softball and basketball throws,  
running long jump, high jump, shuttle run, shot,  
jump rope). After results are completed, list  
the winners in each event under the title "I'm  
Number 1!"

Students s  
that they  
abilities.

7 - Individuals differ in their interests, attitudes and values.

GRADE 3

18.

8 - become aware of the various ways individuals differ  
(interests, abilities, attitudes, values and aptitudes).

CURR.  
AREA(S)

Health- P.E.

#### SELF

#### ACTIVITIES

Allow students to choose their favorite game or activity for a class period. Vote on them, with the three or five most popular being played.

or

Run a miniature Olympics with the class (including dasher, long distance, softball and basketball throws, running long jump, high jump, shuttle run, shot, jump rope). After results are completed, list the winners in each event under the title "I'm Number 1!"

#### EVALUATION

Students should realize they have different interests.

Students should realize that they have varying abilities.

CONCEPT	7 - Individuals differ in their interests, abilities attitudes and values.	GRADE
GEN. OBJ.	8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, and aptitudes).	CURR. AREA(S)

# SELF

## RESOURCES

Library-School and  
Public  
(Biographies,  
encyclopedias)  
School  
(Third Grade  
Social Science  
Unit-"Self";  
Our Language  
Today-3)

## ACTIVITIES

Research biographies of selected famous people such as Benjamin Franklin, George Washington Carver, Thomas Edison, Booker T. Washington, and George Washington, to see how their individual interests and abilities may have influenced their lives.  
Present an oral or written report on one figure.

The child  
use the li  
materials  
famous pe

The child  
write a re  
given perso  
in written

- 7 - Individuals differ in their interests, abilities attitudes and values.
- 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, and aptitudes).

GRADE

3

19.

CURR.  
AREA(S)

Language Art-Reading  
(Use of Library)  
Social Science (Self)

#### SELF

#### ACTIVITIES

Research biographies of selected famous people such as Benjamin Franklin, George Washington Carver, Thomas Edison, Booker T. Washington, and George Washington, to see how their individual interests and abilities may have influenced their lives. Present an oral or written report on one figure.

#### EVALUATION

The child will be able to use the library to find materials on selected famous person.

The child will be able to write a report about a given person to be given in written or oral form.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 3

GEN. OBJ. 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

CURR. AREA(S) L (S) S m L

#### SELF

#### RESOURCES

#### ACTIVITIES

School  
(Atlas; Third  
Grade Social  
Science Unit-  
"Communities  
in Other Lands";  
Our Language To-  
day-3

Select a place studied in warm and cold lands unit. Write a friendly letter in correct form to a school in that community. Tell about your special interests or hobbies, your community, etc. and for a similar response. As responses are received, discuss how these children have different interests from those of the class.

The child write a fr  
telling ab  
community.

The child  
compare an  
children t

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 3

8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

CURR.  
AREA(S)

Language Arts-Reading  
(Friendly Letters)  
Social Science (Com-  
munities in Other  
Lands)

### SELF

#### ACTIVITIES

Select a place studied in warm and cold lands unit. Write a friendly letter in correct form to a school in that community. Tell about your special interests or hobbies, your community, etc. and for a similar response. As responses are received, discuss how these children have different interests from those of the class.

#### EVALUATION

The child will be able to write a friendly letter telling about his school, community and interests.

The child will be able to compare and contrast other children to himself.

CONCEPT 7 - Individuals differ in their interests, abilities attitudes and values.

GRADE 3

GEN. OBJ. 7 - begin to differentiate oneself from others.  
8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

CURR. AREA(S) MA  
So  
-M  
L

SELF

RESOURCES

2. ACTIVITIES

School.  
(Rhythm instruments;  
melody bells, use in  
pentatonic scale;  
music book with  
songs from various  
countries; Third  
Grade Social Science  
Unit-"Communities in  
Other Lands")

Teacher will select key songs from any of the warm or cold lands studied that have peculiar characteristics. Children will listen to, sing, and analyze the music.

Students will  
associate th  
of songs fro  
a means of  
ences between

- 7 - Individuals differ in their interests, abilities attitudes and values.
- 7 - begin to differentiate oneself from others.
- 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values, aptitudes).

GRADE 3

CURR. AREA(S) Music Social Science (Communities in Other Lands)

SELF

ACTIVITIES

Teacher will select key songs from any of the warm or cold lands studied that have peculiar characteristics. Children will listen to, sing, and analyze the music.

EVALUATION

Students will be able to associate the characteristics of songs from other lands as a means of discovering differences between self and others.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes)

GRADE 3

CURR. AREA(S) Science

# SELF

## RESOURCES

## ACTIVITIES

## EVALUATION

School  
(Teacher, activity for concept 5, objective 5; school library; Third Grade Science Unit- "Electricity")

Have the students pick any three jobs shown on the bulletin board that they would like. Have the student list two reasons why he would like each job. Make a list of the choices that the class has made. Discussion that follows should deal with the different interests, abilities, attitudes, values, and aptitudes that different individuals have.

The student explain oral everyone like thing and people like

- 7 - Individuals differ in their interests, abilities, attitudes and values.
- 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes)

GRADE 3

CURR. AREA(S) Science (Electricity) Language Arts-Reading

22.

SELF

ACTIVITIES

Have the students pick any three jobs shown on the bulletin board that they would like. Have the student list two reasons why he would like each job. Make a list of the choices that the class has made. Discussion that follows should deal with the different interests, abilities, attitudes, values, and aptitudes that different individuals have.

EVALUATION

The student will be able to explain orally that not everyone like the same things and why different people like different things.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE 4

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

CURR. AREA(S) Heal

# SELF

## RESOURCES

## ACTIVITIES

## EVAL

School  
(P.E. Curriculum  
Guide and Hand-  
book 1-5 Dist. #8,  
Shawano)

Film  
(#7423-"Physical  
Fitness and Good  
Health,: BAVI)

Self

### Physical fitness-

Student has a series of exercises to do. Each day he attempts to decrease the time it takes to do a specific exercise or to increase distance of throws and jumps (sit-ups, jumping jacks, dash, softball or playground ball throw, pull-ups, running long jumps, laps around the gym).

Teacher record distances acco When the stude the better mar previous one.

### Basic skills

Kicking for distance or accuracy  
shooting baskets  
dribbling  
hitting

balance and tumble (pp. 53-58 in Dist. #8 P.E. Curriculum Guide and Handbook 1-5)

View film on fitness and health.

Write a paragraph on why it is important to be physically fit.

Teacher notices attitude toward physical health ing.

Make a list of as many as the emotions you can remember experiencing today. Check whether the emotion was sign of the "young" you or the "grown-up" you.

- An understanding and acceptance of self is important throughout life.
- understand the importance of examining one's strengths and limitations.

GRADE

4

1.

CURR.  
AREA(S)

Health- P.E.

### SELF

### ACTIVITIES

### EVALUATION

#### Physical fitness-

Student has a series of exercises to do. Each day he attempts to decrease the time it takes to do a specific exercise or to increase distance of throws and jumps (sit-ups, jumping jacks, dash, softball or playground ball throw, pull-ups, running long jumps, laps around the gym).

Teacher records times and distances accomplished. When the student improves, the better mark replaces previous one.

#### Basic skills

Kicking for distance or accuracy  
shooting baskets  
dribbling  
hitting  
balance and tumble (pp. 53-58 in Dist. #8 P.E. Curriculum Guide and Handbook 1-5)

View film on fitness and health.

Write a paragraph on why it is important to be physically fit.

Make a list of as many as the emotions you can remember experiencing today. Check whether the emotion was sign of the "young" you or the "grown-up" you.

Teacher notices if proper attitude toward mental and physical health are developing.

CONCEPT

- 1 - An understanding and acceptance of self is important throughout life.

GRADE 4

GEN. OBJ.

- 25 - understand the importance of examining one's strengths and limitations.

CURR. AREA(S) Lang ing

RESOURCES

Teacher  
Counselor

SELF

ACTIVITIES

Complete a prepared checklist of individual strengths and weaknesses related to physical activities, school subjects, free time activities, and job performance, etc. Discuss answers with teacher or counselor individually as to the possible affects on career development and improvement of self.

EVALU

The child will tell some of his and weaknesses at possible reasons why and how each affect his later

- An understanding and acceptance of self is important throughout life.
- understand the importance of examining one's strengths and limitations.

GRADE

4

2.

CURR.  
AREA(S)

Language Arts-Reading

#### SELF

#### ACTIVITIES

Complete a prepared checklist of individual strengths and weaknesses related to physical activities, school subjects, free time activities, and job performance, etc. Discuss answers with teacher or counselor individually as to the possible affects on career development and improvement of self.

#### EVALUATION

The child will be able to tell some of his strengths and weaknesses and arrive at possible reasons as to why and how each might affect his later life.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE 4

GEN. OB'. 25 - understand the importance of examining one's strengths and limitations.

CURR. AREA(S) Language Social

# SELF

## RESOURCES

## ACTIVITIES

## EVALUATION

School  
(Tape recorder,  
reading textbook-  
student's level,  
math worksheet-  
student's level)  
Counselor  
Reading Consultant

Record on tape a selection read aloud by each student at the beginning of the year. (Use his present reading level.)

Record the same selection read aloud by the same student on a quarterly basis.

Discuss with the student or have him fill out a prepared questionnaire relating to such responses as: "Did I improve?" "Did I do poorer?" "Why did I change?" and "Did doing this help me or how did this help me?" Ask student if doing more of this (listening to self read), could help him do better in school\*

The student will explain that he can or will change and explain why his abilities are to himself.

and

Have the students complete (at the beginning of the year) a prepared math page (problems at students' present level) checking time and accuracy. Have students complete the same page, checking time and accuracy, on a quarterly basis.

Discuss with the student weaknesses and strengths and how of doing this activity. Comparing self's progress could help him in school.\*

\*(Teacher could use counselor or reading consultant to discuss this with the individual students.)

- An understanding and acceptance of self is important throughout life.
- understand the importance of examining one's strengths and limitations.

GRADE

4

3.

CURR.  
AREA(S)

Language Arts-Reading  
Social Science

### SELF

#### ACTIVITIES

Record on tape a selection read aloud by each student at the beginning of the year. (Use his present reading level.)

Record the same selection read aloud by the same student on a quarterly basis.

Discuss with the student or have him fill out a prepared questionnaire relating to such responses as: "Did I improve?" "Did I do poorer?" "Why did I change?" and "Did doing this help me or how did this help me?" Ask student if doing more of this (listening to self read), could help him do better in school.\*

and

Have the students complete (at the beginning of the year) a prepared math page (problems at students' present level) checking time and accuracy. Have students complete the same page, checking time and accuracy, on a quarterly basis.

Discuss with the student weaknesses and strengths and how of doing this activity. Comparing self's progress could help him in school.\*

#### EVALUATION

The student will be able to explain that his abilities can or will change and why; and explain why examining his abilities are important to himself.

\*(Teacher could use counselor or reading consultant to discuss this with the individual students.)

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE 4

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

CURR. AREA(S) Social consi

SELF

RESOURCES

ACTIVITIES

EVALU

Film  
(#8009-"Indian Boy in  
Today's World" BAVI)  
School  
(Fourth Grade Social  
Science Unit-"Wis-  
consin Today")

Show the film "Indian Boy in Today's World." Dis-  
cussion after the film should center on problems  
presented in the film.

The student is  
to examine or  
own values.

1 - An understanding and acceptance of self is important throughout life.

GRADE

4

4.

5 - understand the importance of examining one's strengths and limitations.

CURR.  
AREA(S)

Social Science (Wis-  
consin Today)

#### SELF

#### ACTIVITIES

Boy in  
RAVI)  
ocial  
Wis-  
Show the film "Indian Boy in Today's World." Dis-  
cussion after the film should center on problems  
presented in the film.

#### EVALUATION

The student is better able  
to examine or look at his  
own values.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE 4

GEN. OBJ. 26 - understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

CURR. AREA(S) Health

SELF

RESOURCES

ACTIVITIES

EVALUATION

Self and classmates  
Film

(#7184-"Understanding  
Stresses and Strains";  
#4673-"Growing Up  
Day By Day " BAVI)

Students in small groups discuss what might happen if:

"Bill tries to ride a bike before learning to ride a tricycle."

"Sue jumps into the deep water even though she cannot swim."

"First grader Tom plays tackle football with the sixth graders."

Do these people have proper attitudes about themselves?

How will they feel?

How can they improve their attitudes?

View film on growing up.

Student will identify emotions

List activities from movie which deal with growing-up."

- 1 - An understanding and acceptance of self is important throughout life.
- 6 - understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

GRADE 4

CURR. Health- P.E.  
AREA(S)

# SELF

## ACTIVITIES

## EVALUATION

tes

anding  
trains";  
Up  
AVI)

Students in small groups discuss what might happen if:

"Bill tries to ride a bike before learning to ride a tricycle."

"Sue jumps into the deep water even though she cannot swim."

"First grader Tom plays tackle football with the sixth graders."

Do these people have proper attitudes about themselves?

How will they feel?

How can they improve their attitudes?

View film on growing up.

Student will understand and identify emotions.

List activities shown in the movie which displayed "growing-up."

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE 4

GEN. OBJ. 26 - understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

CURR. AREA(S) Language

#### SELF

#### RESOURCES

Home-family  
Student knowledge  
Student photograph

#### ACTIVITIES

In the center of a 12 x 18 (or larger) piece of tagboard print "Me: When I Grow Up" and place a sketch or photograph, (put the title on two lines.) On both sides of the title, attach three 3 x 5 index cards. These six cards are to be labeled as follows: family recreation, family occupation, school interests, my future recreation, my future occupation, and my future interests. Write a short paragraph on each of the appropriate cards.

When student has finished his chart, have him discuss or write on how each of the areas relate to him in the middle and to each other.

(This activity can be extended over several days.)

#### EVAL

The student is plain that his past may influence future in vari

- An understanding and acceptance of self is important throughout life.

- understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

GRADE 4

6.

CURR. Language Arts-Reading  
AREA(S)

### SELF

### ACTIVITIES

In the center of a 12 x 18 (or larger) piece of tagboard print "Me: When I Grow Up" and place a sketch or photograph, (put the title on two lines.) On both sides of the title, attach three 3 x 5 index cards. These six cards are to be labeled as follows: family recreation, family occupation, school interests, my future recreation, my future occupation, and my future interests. Write a short paragraph on each of the appropriate cards.

When student has finished his chart, have him discuss or write on how each of the areas relate to him in the middle and to each other.

(This activity can be extended over several days.)

### EVALUATION

The student is able to explain that his present and past may influence his future in various areas.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE 4

GEN. OBJ. 26 - understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

CURR. AREA(S) Language

### SELF

#### RESOURCES

School  
(Magazines, newspapers)  
Teacher-Pupil knowledge

#### ACTIVITIES

Make a scrapbook of articles and pictures from newspapers and magazines. This should reflect his interests and abilities. Discuss periodically his selections as to what and why. Have students compare with each other.

Write anagrams using letter of his name. Think of action words.

Example: (T)hrow  
(O)rder  
(M)anage

Then the student should use the words in a sentence to himself.

The student should keep a daily diary; put in good and bad things about himself. At the end of a given time period, he should write a paper entitled, "Me-The Good Guy," or "Me-The Bad Guy," using descriptions from his diary.

#### EVAL

The student is stand that the ship between w of himself and

- An understanding and acceptance of self is important throughout life.

GRADE 4

7.

- understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

CURR. Language Arts-Reading  
AREA(S)

### SELF

#### ACTIVITIES

Make a scrapbook of articles and pictures from newspapers and magazines. This should reflect his interests and abilities. Discuss periodically his selections as to what and why. Have students compare with each other.

Write anagrams using letter of his name. Think of action words.

Example: (T)hrow  
(O)rder  
(M)anage

Then the student should use the words in a sentence to himself.

The student should keep a daily diary; put in good and bad things about himself. At the end of a given time period, he should write a paper entitled, "Me-The Good Guy," or "Me-The Bad Guy," using descriptions from his diary.

#### EVALUATION

The student is able to understand that there is a relationship between what he thinks of himself and what he does.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.  
 GEN. OBJ. 27 - accept that people bring dignity and worth to their job.

GRADE 4  
 CURR. AREA(S) Art

# SELF

## RESOURCES

School  
 (Drawing paper,  
 ink, pens)

## ACTIVITIES

Take the class to the school heating plant. Have the custodian explain the basic parts of equipment there. The teacher should then explain the visual design caused by the geometric shapes of the equipment.

Have the students select a portion of the equipment to use as the subject of their design and draw it using just "line."

When the students have returned to the classroom, Students should explain the importance of what they have drawn.

## EVALUATION

Students will understand the importance of the related to heating

8.

- Persons need to be recognized as having dignity, and worth.
- accept that people bring dignity and worth to their job.

GRADE 4  
CURR. AREA(S) Art

#### SELF

#### ACTIVITIES

Take the class to the school heating plant. Have the custodian explain the basic parts of equipment there. The teacher should then explain the visual design caused by the geometric shapes of the equipment.

Have the students select a portion of the equipment to use as the subject of their design and draw it using just "line."

When the students have returned to the classroom, Students should explain the importance of what they have drawn.

#### EVALUATION

Students will recognize the importance of the work related to heating the school.

CONCEPT 2 - Persons need to be recognized as having dignity and worth

GRADE 4

GEN. OBJ. 27 - accept that people bring dignity and worth to their job.

CURR. Heal  
AREA(S)

SELF

RESOURCES

ACTIVITIES

EVAL

Films

(#7422-"Social Side of  
Health"; #3912-"Every  
Day of Our Lives "  
BAVI)

Teacher  
Self

View film "Social Side of Health."

Discuss how and why people are accepted and  
recognized by others.

View film on job responsibility.

Choose students to be captains of their teams  
for a P.E. class. Allow them to decide who  
plays which position, in what order they bat,  
etc.

The teacher ma  
to write what  
from the film.

Student should  
comprehend the  
of job respons

The student sh  
the responsibi  
ing other peop  
and using the  
accordingly.

- Persons need to be recognized as having dignity and worth
- accept that people bring dignity and worth to their job.

GRADE 4 9.  
CURR. Health- P.E. .  
AREA(S)

#### SELF

#### ACTIVITIES

View film "Social Side of Health."

Discuss how and why people are accepted and recognized by others.

View film on job responsibility.

Choose students to be captains of their teams for a P.E. class. Allow them to decide who plays which position, in what order they bat, etc.

#### EVALUATION

The teacher may ask students to write what they learned from the film.

Student should be able to comprehend the importance of job responsibility.

The student should recognize the responsibility in evaluating other people's abilities and using these abilities accordingly.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE 4

GEN. OBJ. 27 - accept that people bring dignity and worth to their job.

CURR. Social  
AREA(S)

SELF

RESOURCES

School  
(Class activity)

ACTIVITIES

Throughout the year ask individual students to complete simple tasks involving self-discipline (i.e. deliver a verbal message to the principal promptly with responses).

Try to involve as many different students in a variety of activities, each appropriate to the student involved. Another example might be trusting the class or individuals to work independently or to work in the absence of the teacher.

Correction or praise should be given as each situation warrants. At this time, stress the ideas of dignity and worth in completing a simple task.

EVAL

The teacher will  
how well or how  
the students  
the values of  
worth.

- Persons need to be recognized as having dignity and worth.
- accept that people bring dignity and worth to their job.

GRADE

4

10.

CURR  
AREA(S)

Social Science

### SELF

#### ACTIVITIES

Throughout the year ask individual students to complete simple tasks involving self-discipline (i.e. deliver a verbal message to the principal promptly with responses).

Try to involve as many different students in a variety of activities, each appropriate to the student involved. Another example might be trusting the class or individuals to work independently or to work in the absence of the teacher.

Correction or praise should be given as each situation warrants. At this time, stress the ideas of dignity and worth in completing a simple task.

#### EVALUATION

The teacher will evaluate how well or how poorly the students underscored the values of dignity and worth.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE 4.

GEN. OBJ. 28. - appreciate the manner<sup>s</sup> in which work may provide the opportunity for individual to enhance his dignity and worth.

CURR. AREA(S) Heal

SELF

RESOURCES

ACTIVITIES

EVAL

Home

The student will search for newspaper articles that demonstrate how a person's actions or work, in fields of health or P.E., enhances his dignity and worth. (Breaking records, Olympics, discovering vaccines)

Teacher should least three and will found and will appropriateness

- Persons need to be recognized as having dignity and worth.
- appreciate the manner in which work may provide the opportunity for individual to enhance his dignity and worth.

GRADE

4

11.

CURR.  
AREA(S)

Health- P.E.

#### SELF

#### ACTIVITIES

The student will search for newspaper articles that demonstrate how a person's actions or work, in fields of health or P.E., enhances his dignity and worth.  
(Breaking records, Olympics, discovering vaccines)

#### EVALUATION

Teacher should require at least three articles to be found and will evaluate appropriateness.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE 4

GEN. OBJ. 28 - appreciate the manners in which work may provide the opportunity for individuals to enhance his dignity and worth.

CURR. Social  
AREA(S)

RESOURCES

School staff  
(Custodian, nurse,  
cook, teachers,  
principal, secre-  
tary, counselor,  
etc.)

Home-Parents

SELF

ACTIVITIES

The custodian (or nurse, cook, etc.) will come in and speak of the unpleasant features of his job and how he treats them during his work.

EVAL

The teacher will  
student's value  
people and the

- 2 - Persons need to be recognized as having dignity and worth.  
8 - appreciate the manners in which work may provide the opportunity for individuals to enhance his dignity and worth.

GRADE

4

12.

CURR.  
AREA(S)

Social Science

SELF

ACTIVITIES

The custodian (or nurse, cook, etc.) will come in and speak of the unpleasant features of his job and how he treats them during his work.

EVALUATION

The teacher will observe student's value of other people and their occupations.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE 4

GEN. OBJ. 28 - appreciate the manner in which work may provide the opportunity for individuals to enhance his dignity and worth.

CURR. AREA(S) Social Language

#### RESOURCES

School  
(Class activity)

#### SELF

#### ACTIVITIES

After student has completed various tasks by the teacher (working independently, being left alone in a room, delivering messages or materials, etc.), discuss with the student or the class how he brought "dignity" and "worth" to his task, how those qualities could be brought to other tasks or situations, and the value of having "dignity" and "worth", etc.

#### EVAL

The student will appreciate the having dignity in any task by how they affect others.

2 - Persons need to be recognized as having dignity and worth.

GRADE

13.

28 - appreciate the manner in which work may provide the opportunity for individuals to enhance his dignity and worth.

CURR.  
AREA(S)

Social Science  
Language Arts

### SELF

### ACTIVITIES

y) After student has completed various tasks by the teacher (working independently, being left alone in a room, delivering messages or materials, etc.), discuss with the student or the class how he brought "dignity" and "worth" to his task, how those qualities could be brought to other tasks or situations, and the value of having "dignity" and "worth", etc.

### EVALUATION

The student will be able appreciate the value of, having dignity and worth in any task by explaining how they affect him and others.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 4

GEN. OBJ. 29 - become aware of some critical environmental elements which have an affect upon one's career development.

CURR. AREA(S) Health

SELF

RESOURCES

ACTIVITIES

EVAL

Teacher  
Student  
Films  
(#2X042-"First  
Cigarette";  
#2X48- "The  
First Decision"  
U of W. LaCrosse.)

Study the problems to tobacco and drugs. List some disadvantages of using these. Could one's career be damaged or hindered? How? Is your entire life affected? How? (Use health and/or sports related occupations.)

Discuss the physical, psychological, and economic problems which can evolve from these "hang-ups."

View films "First Cigarette," and "Drugs: the First Decision."

Written test  
acquired and

- Environment and individual potential interact to influence career development.
- become aware of some critical environmental elements which have an affect upon one's career development.

GRADE 4

CURR. AREA(S) Health- P.E.

SELF

ACTIVITIES

EVALUATION

Study the problems to tobacco and drugs. List some disadvantages of using these. Could one's career be damaged or hindered? How? Is your entire life affected? How? (Use health and/or sports related occupations.)

Written test on information acquired and presented.

e.) Discuss the physical, psychological, and economic problems which can evolve from these "hang-ups."

View films "First Cigarette," and "Drugs: the First Decision."

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE

4

GEN. OBJ. 29 - become aware of some critical environmental elements which have an affect upon one's career development.

CURR.  
AREA(S)

Lar  
Soc

SELF

RESOURCES

ACTIVITIES

EVAL

School  
(Class activity)

Make a list of five or six room rules which you feel are the most important to help students learn in the classroom. Read all the rules and vote on those felt to be most essential. Tell the "why's" and "why not's" of each selection. Make a chart for the room of the rules which were selected. (May need to revise as school year progresses.)

The student be of some environmental elements which by being able list limitations himself and/or his immediate

- Environment and individual potential interact to influence career development.
- become aware of some critical environmental elements which have an affect upon one's career development.

GRADE

4

15.

CURR.  
AREA(S)

Language Art-Reading  
Social Science

SELF

#### ACTIVITIES

Make a list of five or six room rules which you feel are the most important to help students learn in the classroom. Read all the rules and vote on those felt to be most essential. Tell the "why's" and "why not's" of each selection. Make a chart for the room of the rules which were selected. (May need to revise as school year progresses.)

#### EVALUATION

The student becomes aware of some environmental elements which affect him by being able to state or list limitations set by himself and/or others in his immediate environment.

CONCEPT 10 - Environmental and individual potential interact to influence career development.

GRADE 4

GEN. OBJ. 29 - become aware of some critical environmental element which have an effect upon one's career development.

CURR. AREA(S) Science Prediction

#### SELF

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Teacher  
School  
(Fourth Grade Science  
Unit-"Graphing and  
Predicting")

Have the students predict what they will be doing at a given time two days from now. Have them write this on a piece of paper to be opened two days later. Have them predict on Thursday what they will be doing at 2:00 on Sunday. On Monday, pass back the slips and have the student write what he actually was doing. Then have him give reasons why his prediction was or was not correct. Discussion should center around the factors that were the greatest influence on what he had done. (Weather, T.V., parents, etc.)

The student will identify several things in his environment that influence his choices.

- Environmental and individual potential interact to influence career development.

GRADE

4

- become aware of some critical environmental element which have an effect upon one's career development.

CURR.  
AREA(S)

Science (Graphing and Predicting)

## SELF

## ACTIVITIES

Have the students predict what they will be doing at a given time two days from now. Have them write this on a piece of paper to be opened two days later. Have them predict on Thursday what they will be doing at 2:00 on Sunday. On Monday, pass back the slips and have the student write what he actually was doing. Then have him give reasons why his prediction was or was not correct. Discussion should center around the factors that were the greatest influence on what he had done. (Weather, T.V., parents, etc.)

## EVALUATION

The student will be able to identify several major things in his environment that influence his career choices.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 4

GEN. OBJ. 30 - begin to realize that individual and environmental factors affect one's career potential.

CURR. AREA(S) Health

RESOURCES

SELF

ACTIVITIES

EVALUATION

Self

List in a column your family's leisure time activities. Across from this list indicate your own leisure time activities.

Now look at the list and determine whether or not your family activities influenced your interests.

Teacher should if the student his activities his family.

- Environment and individual potential interact to influence career development.

GRADE

4

17.

- begin to realize that individual and environmental factors affect one's career potential.

CURR.  
AREA(S)

Health- P.E.

### SELF

#### ACTIVITIES

List in a column your family's leisure time activities. Across from this list indicate your own leisure time activities.

Now look at the list and determine whether or not your family activities influenced your interests.

#### EVALUATION

Teacher should observe if the student can relate his activities to that of his family.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 4

GEN. OBJ. 30 - begin to realize that individual and environmental factors affect one's career development.

CURR. AREA(S) Lang

SELF

RESOURCES

ACTIVITIES

EVAL

School  
(Room Rules as developed by class and teacher)

Write responses, room rules or building rules, as to what might happen or how it would affect the student and others around them if a rule was deleted or a rule was added. Do this using several different changes. Discuss responses. (May exhibit papers to other by displaying them on corridor wall with the room rules.)

Student will be how rules or environmental factors affect

- Environment and individual potential interact to influence career development.
- begin to realize that individual and environmental factors affect one's career development.

GRADE 4 18.

CURR. AREA(S) Language Arts-Reading

SELF

ACTIVITIES

EVALUATION

Write responses, room rules or building rules, as to what might happen or how it would affect the student and others around them if a rule was deleted or a rule was added. Do this using several different changes. Discuss responses. (May exhibit papers to other by displaying them on corridor wall with the room rules.)

Student will be able to list how rules or environmental factors affect his life.

CONCEPT 5 - Work means different things to different people.

GRADE 4

GEN. OBJ. 33 - understand the various ways of describing meanings of work.

CURR. Social  
AREA(S)

SELF

RESOURCES

ACTIVITIES

EVAL

Home  
(Picture, model,  
toys)

Have students bring from home a model or picture of how two or three occupations would appear to them (farmer-model tractor, housewife-toy vacuum cleaner, clerk-toy cash register, etc.). Label and display.

The student is  
explain that w  
occupations ca  
symbolic repre

Work means different things to different people.

GRADE 4

understand the various ways of describing meanings of work.

CURR.  
AREA(S)

Social Science

#### SELF

#### ACTIVITIES

Have students bring from home a model or picture of how two or three occupations would appear to them (farmer-model tractor, housewife-toy vacuum cleaner, clerk-toy cash register, etc.). Label and display.

#### EVALUATION

The student is able to explain that work or occupations can have symbolic representation.

CONCEPT 5 - Work means different things to different people.

GRADE 4

GEN. OBJ. 34 - begin to assess the meanings work may have to individuals.

CURR. AREA(S) Social

SELF

RESOURCES

ACTIVITIES

EVALUATION

Home  
(Pictures, toys,  
models)  
School  
(Class discussion)

After students have brought in models or pictures of various occupation (farmer-model combine, housewife-dishwasher, etc.), label and display these.

Discuss with the students why come occupations have different symbols (farmer-tractor, -combine, -silo, -cows, -fields, etc.). Note that they may view work from different point of view because of their experiences with it.

The student is plain through work means different because of experience it.

- Work means different things to different people.
- begin to assess the meanings work may have to individuals.

GRADE

4

CURR.  
AREA(S)

Social Science

## SELF

## ACTIVITIES

After students have brought in models or pictures of various occupation (farmer-model combine, housewife-dishwasher, etc.), label and display these.

Discuss with the students why come occupations have different symbols (farmer-tractor, -combine, -silo, -cows, -fields, etc.). Note that they may view work from different point of view because of their experiences with it.

## EVALUATION

The student is able to explain through symbols that work means different things because of experiences with it.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values. GRADE 4

GEN. OBJ. 35 - differentiate himself from others by describing how he resembles and differs from others. CURR. AREA(S) Health

RESOURCES

SELF  
ACTIVITIES

EVAL

Film  
(#2E086-"Values:  
Understanding  
Ourselves" WSO-  
LaCrosse)

View the film "Values: Understanding Ourselves" and discuss.

The teacher will  
on the film pro

- Individuals differ in their interests, abilities, attitudes and values.
- differentiate himself from others by describing how he resembles and differs from others.

21.

GRADE 4

CURR. AREA(S) Health- P.E.

SELF

ACTIVITIES

View the film "Values: Understanding Ourselves" and discuss.

EVALUATION

The teacher will give a quiz on the film presented.

CONCEPT	7 - Individuals differ in their interests, abilities, attitudes, and values.	GRADE	4
GEN. OBJ.	35 - differentiate himself from others by describing how he resembles and differs from others.	CURR. AREA(S)	Lang Math

# SELF

## RESOURCES

Self  
School  
(Math worksheets)

## ACTIVITIES

Set up a class chart on math pages completed with grade received or on extra credit work done (naming kind of paper and amount done) with each student's name on it. At various time throughout the unit or year, discuss with each student how his work resembles or differs from his classmates' and why.

(This comparison chart could be done with several class subjects: spelling tests or assignments, reading book reports, etc.)

## EVAL

The student is describe how h to or differer mates in a sub possible reaso ference or sir

- Individuals differ in their interests, abilities, attitudes, and values.

GRADE 4

- differentiate himself from others by describing how he resembles and differs from others.

CURR.  
AREA(S)

Language Arts-Reading  
Math

#### SELF

#### ACTIVITIES

Set up a class chart on math pages completed with grade received or on extra credit work done (naming kind of paper and amount done) with each student's name on it. At various time throughout the unit or year, discuss with each student how his work resembles or differs from his classmates' and why.

(This comparison chart could be done with several class subjects: spelling tests or assignments, reading book reports, etc.)

#### EVALUATION

The student is able to describe how he is similar to or different from his classmates in a subject and give possible reasons why the difference or similarity exists.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes, and values.

GRADE 4

GEN. OBJ. 35 - differentiate himself from others by describing how he resembles and differ from others.

CURR. AREA(S) Mat

SELF

RESOURCES

ACTIVITIES

EVA

Scale  
(for height and  
weight measure-  
ment)

Measure and weigh each other, learning how to use the scale. Compare two students (which weighs more? which is taller? how does the weight of one compare to the weight of another? etc.)

The student w  
explain that  
different (or  
others by hei

- Individuals differ in their interests, abilities, attitudes, and values.

GRADE

4

- differentiate himself from others by describing how he resembles and differ from others.

CURR.  
AREA(S)

Math. (Measurement)

## SELF

## ACTIVITIES

Measure and weigh each other, learning how to use the scale. Compare two students (which weighs more? which is taller? how does the weight of one compare to the weight of another? etc.)

## EVALUATION

The student will be able to explain that he is physically different (or alike) from others by height and weight.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 4

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

CURR. AREA(S) Art

SELF

RESOURCES

ACTIVITIES

EVALUATION

School  
(Drawing paper, ink and pens, ballpoint pen; colored slides available at SHS are slides 358, 384, 441, 444, 450, 472, 479, 492, 493, 494, 495, 500-Wyeth Set)

Have the students view a colored slide presentation (possibly given by a high school student) showing a variety of methods and styles of portraiture.

Students will make group drawings to styles caused by individual differences.

Have the students draw a self-portrait in class if mirrors are available.

or

Have the students draw a self-portrait at home and bring to school.

Have students group drawings according to style of students work.

- Individuals differ in their interests, abilities, attitudes and values.
- understand the various ways of identifying and describing individual differences.

GRADE

4

24.

CURR.  
AREA(S)

Art

SELF

ACTIVITIES

EVALUATION

Have the students view a colored slide presentation (possibly given by a high school student) showing a variety of methods and styles of portraiture.

Students will recognize and group drawings according to styles caused by individual differences.

Have the students draw a self-portrait in class if mirrors are available.

or

Have the students draw a self-portrait at home and bring to school.

Have students group drawings according to style of students work.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 4

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

CURR. AREA(S) Health Art

SELF

RESOURCES

ACTIVITIES

EVALUATION

Student  
Teacher  
Light source

Make silhouettes of everyone in the class. Then above their silhouettes list their "favorites" (food, T.V. program, sport, hobby, color, class).

The student should be able to notice the differences in individuals.

- Individuals differ in their interests, abilities, attitudes and values.
- understand the various ways of identifying and describing individual differences.

GRADE 4

25.

CURR.  
AREA(S)

Health- P.E.  
Art

### SELF ACTIVITIES

Make silhouettes of everyone in the class. Then above their silhouettes list their "favorites" (food, T.V. program, sport, hobby, color, class).

### EVALUATION

The student should be able to notice the differences in individuals.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes, and values.

GRADE 4

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

CURR. AREA(S) Musi

SELF

#### RESOURCES

School  
(Resource people-  
band director,  
band)  
Teacher-pupil know-  
ledge

#### ACTIVITIES

Set up a class music program, with to be per-  
formed within the classroom or for the school.  
With the help of the students, arrange the  
group according to their heights, voice char-  
acteristics, singing ability, etc. (Example:  
tall students in back, altos together, etc.)

or

Invite a band to play for the students. Have  
the band director explain how a band is set up  
(grouped by instruments, within each group ar-  
range according to ability, instruments are  
chosen by individual interest and/or ability  
etc.).

#### EVAL

The student is  
plain that ind  
fer according  
and interests.

- 7 - Individuals differ in their interests, abilities, attitudes, and values.
- 6 - understand the various ways of identifying and describing individual differences.

GRADE

4

26.

CURR.  
AREA(S)

Music

#### SELF

#### ACTIVITIES

Set up a class music program, with to be performed within the classroom or for the school. With the help of the students, arrange the group according to their heights, voice characteristics, singing ability, etc. (Example: tall students in back, altos together, etc.)

or

Invite a band to play for the students. Have the band director explain how a band is set up (grouped by instruments, within each group arrange according to ability, instruments are chosen by individual interest and/or ability etc.).

#### EVALUATION

The student is able to explain that individuals differ according to abilities and interests.

CONCEPT	7 - Individuals differ in their interests, abilities, attitudes, and values.	GRADE	4
GEN. OBJ.	36 - understand the various ways of identifying and describing individual differences.	CURR. AREA(S)	Mus

SELF

#### RESOURCES

Home  
(Parents, older  
sisters, and  
brothers; re-  
cords)

#### ACTIVITIES

Interview parents, brothers, and sisters, on the type of music they heard and liked, danced to when they were young or ten years ago and compare to taste in music now. Ask if they still like it now.

or

Play a record that was a hit ten or twenty years ago and play a hit of today. Have students compare and discuss.

#### EVA

The student i  
plain that in  
fer in their  
that interest

- Individuals differ in their interests, abilities, attitudes, and values.
- understand the various ways of identifying and describing individual differences.

GRADE 4

CURR. AREA(S) Music

## SELF

## ACTIVITIES

Interview parents, brothers, and sisters, on the type of music they heard and liked, danced to when they were young or ten years ago and compare to taste in music now. Ask if they still like it now.

or

Play a record that was a hit ten or twenty years ago and play a hit of today. Have students compare and discuss.

## EVALUATION

The student is able to explain that individuals differ in their interests and that interests can change.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes, and values.

GRADE 4

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

CURR. AREA(S) Science  
Predicting  
Math

SELF

RESOURCES

ACTIVITIES

EVALUATION

Teacher  
School  
(Fourth Grade Science  
Unit-"Graphing and  
Predicting")

The teacher could structure four graphs for the class - two for the boys and two for the girls. One graph should deal with weight and the other with height. During the day have the students measure one another and weigh themselves. This information should then be transferred to the class graph (bar graph). Comparisons can then be drawn as to numbers in each class, averages among boys and girls, etc. This activity should be expanded by having the fifth grade teacher furnish data for a graph of his class and then compare the two groups. This graph idea could be expanded to involve, color of hair, color of eyes, chest and waist measurement, etc.

The student will state ways in which he is similar to and different from his class

28.

Individuals differ in their interests, abilities, attitudes, and values.

GRADE

4

understand the various ways of identifying and describing individual differences.

CURR.  
AREA(S)

Science (Graphing and Predicting)  
Math

SELF

#### ACTIVITIES

#### EVALUATION

The teacher could structure four graphs for the class - two for the boys and two for the girls. One graph should deal with weight and the other with height. During the day have the students measure one another and weigh themselves. This information should then be transferred to the class graph (bar graph). Comparisons can then be drawn as to numbers in each class, averages among boys and girls, etc. This activity should be expanded by having the fifth grade teacher furnish data for a graph of his class and then compare the two groups. This graph idea could be expanded to involve, color of hair, color of eyes, chest and waist measurement, etc.

The student will be able to state ways in which he is similar to and different from his classmates.

CONCEPT 11 - Occupations and life styles are interrelated.

GRADE 4

GEN. OBJ. 31 - begin to understand that an individual's occupation can influence his life style.

CURR. AREA(S) Health

RESOURCES

SELF

ACTIVITIES

EVALUATION

Student  
Family

Have student list as many ways as possible that his father's occupation influences him and his family's life style.

The student will to see that occ affect life sty

- Occupations and life styles are interrelated.

GRADE

4

29.

- begin to understand that an individual's occupation can influence his life style.

CURR.  
AREA(S)

Health- P.E.

#### SELF

#### ACTIVITIES

Have student list as many ways as possible that his father's occupation influences him and his family's life style.

#### EVALUATION

The student will be able to see that occupations affect life style.

CONCEPT 11 - Occupations and life style are interrelated.

GRADE 4

GEN. OBJ. 31- begin to understand that an individual's occupation can influence his life style.

CURR. AREA(S) Social Lang

SELF

RESOURCES

ACTIVITIES

EVALU

Home-Family

Write a paragraph on what your father's or mother's occupation is and how they or the rest of the family are affected by it (hours spent together, home surroundings, recreation or leisure time, etc.). When students are finished, on the following day, have them reread what they have written and add another paragraph on whether they would like to do the same type of work. What would they change if they could and how might it affect them?

The student will relate the occupation of family members of the life style.

- Occupations and life style are interrelated.

GRADE      4      30.

- begin to understand that an individual's occupation can influence his life style.

CURR.      Social Science  
AREA(S)      Language Arts-Reading

SELF

ACTIVITIES

Write a paragraph on what your father's or mother's occupation is and how they or the rest of the family are affected by it (hours spent together, home surroundings, recreation or leisure time, etc.). When students are finished, on the following day, have them reread what they have written and add another paragraph on whether they would like to do the same type of work. What would they change if they could and how might it affect them?

EVALUATION

The student will be able to relate the occupation(s) of members of the family to his life style.

CONCEPT 11 - Occupations and life styles are interrelated.

GRADE L

GEN. OBJ. 32 - begin to understand that preferred life style may influence one's occupational choice.

CURR. Soc.  
AREA(S) Art  
Lar

#### SELF

#### RESOURCES

#### ACTIVITIES

#### EVA

Self

Draw a picture showing where you would like to live and some of the things you would like to have and do when you grow up (home, hobbies, pets, transportation, etc.). When the picture is finished, write a brief paragraph on what type of occupation you might have to fit that picture and why that occupation is necessary.

The student will explain that wants to live influence on he will need

- Occupations and life styles are interrelated.
- begin to understand that preferred life style may influence one's occupational choice.

GRADE	L
CUR. AREA(S)	Social Science Art Language Arts-Reading

SELF

ACTIVITIES

Draw a picture showing where you would like to live and some of the things you would like to have and do when you grow up (home, hobbies, pets, transportation, etc.). When the picture is finished, write a brief paragraph on what type of occupation you might have to fit that picture and why that occupation is necessary.

EVALUATION

The student will be able to explain that the way he wants to live might be an influence on the occupation he will need to choose.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

GRADE

CURR.  
AREA(S)

# SELF

## RESOURCES

## ACTIVITIES

Teacher  
Student

Sentence completion  
I am happiest when...  
I am sad when...  
I am kind because...  
I am afraid...  
I am angry when...

The student  
discuss the  
and emotion

List your strengths and weaknesses.

The student  
locate the  
on each

Make a collage showing the three major emotions - anger, fear, and love.

Students will learn and practice skill activities through organized games. They should be aware of the rules and skills involved.

Students  
it was to

Let each student take a turn at leading the rest of the students in exercises (pp. 79-80 Dist. 8 Curriculum Guide).

Observe  
remember  
act in a

1 - An understanding and acceptance of self is important throughout life.

25 - understand the importance of examining one's strengths and limitations.

GRADE 5

CURR. AREA(S) Health- P.E.  
Language Arts-Reading  
Art

### SELF

### ACTIVITIES

Sentence completion

I am happiest when....

I am sad when...

I am kind because...

I am afraid...

I am angry when...

List your strengths and weaknesses.

Make a collage showing the three major emotions-  
anger, fear, and love.

Students will learn and practice skill activities  
through organized games. They should be aware of  
the rules and skills involved.

Let each student take a turn at leading the rest  
of the students in exercises (pp. 79-80 Dist. 8  
Curriculum Guide).

### EVALUATION

The student will be able to  
discuss the situations listed  
and emotions involved.

The students will be able to  
locate three basic emotions  
on each collage.

Students can discuss how hard  
it was to do skill activities.

Observe student's ability to  
remember exercises and to  
act in a leadership role.

CONCEPT - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - understand the importance of examining one's strengths and weaknesses.

CRAI

CURR.  
AREA(S)

# SELF

## RESOURCES

## ACTIVITIES

School  
Filmstrips  
(At Olga Bremer-  
#152, #153, #154,  
#155, #156, #157;  
At Graham- E-16,  
G-7,  
At Keshena- A-24;  
At Lincoln- Set of  
6 filmstrips #613.  
Set of 6 filmstrips  
#800)

Film  
(#L289-"Story of Our  
New Baby" BAVI)

School  
(Fifth Grade Science  
Unit-"Body System")

### Human Body Systems

- digestive system (including teeth)
- respiratory system
- circulatory system
- skeletal system
- muscular system (and more)
- reproductive system

Each child will make a booklet of "My Body".  
Divided sheets of each system will be given to  
each student. As the units are studied.

- Follow path of food through digestive system. label teeth and parts, esophagus, windpipe, stomach, small intestine, large intestine, liver, gall bladder.
- label lungs, nostrils, epiglottis, larynx, tongue, vocal cords, trachea, diaphragm, bronchial tubes.
- label heart. color artery in red, color veins in blue. Also find pulse and count heart beat before and after exercise. Trace round trip of blood on handout sheet.
- label skull, pelvis, ribs, joints. List reasons why we need bones. Skeleton model may be used.
- List some voluntary and involuntary muscles. Draw a picture of a relaxed and a tensed muscle. List some functions of the skin.
- List differences of boys and girls (physical, emotional, and social).

The teacher  
the complete  
determine  
knows and  
body.

- 25 - An understanding and acceptance of self is important throughout life.
- 25 - understand the importance of examining one's strengths and weaknesses.

GRADE 5

CURR. Health- P.E.  
AREA(S) Science (Body System)

# SELF

## ACTIVITIES

## EVALUATION

### Human Body Systems

- digestive system (including teeth)
- respiratory system
- circulatory system
- skeletal system
- muscular system (and tendons)
- reproductive system

Each child will make a booklet of "My Body".

Distorted sheets of each system will be given to each student. As the units are studied.

- Follow path of food through digestive system. Label teeth and parts, esophagus, windpipe, stomach, small intestine, large intestine, liver, gall bladder.
- Label lungs, nostrils, epiglottis, larynx, tongue, vocal cords, trachea, diaphragm, bronchial tubes.
- Label heart. Color artery in red, color veins in blue. Also find pulse and count heart beat before and after exercise. Trace round trip of blood on handout sheet.
- Label skull, pelvis, ribs, joints. List reasons why we need bones. Skeleton model may be used.
- List some voluntary and involuntary muscles. Draw a picture of a relaxed and a tensed muscle. List some functions of the skin.
- List differences of boys and girls (physical, emotional, and social).

The teacher will analyze the completed project to determine if the student knows and understands his body.

CONCEPT. 1 - An understanding and acceptance of self is important throughout life.

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

GRADE

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Reproduction of  
report card of  
each pupil)

Reproduce the social assessment section of the report card. Discuss together the meaning of each item. Direct the individual pupils to assign themselves a grade for each item. Save the papers to be compared with the teacher's actual grades on the same items.

The pupil  
make a self  
his own co  
attitudes  
assessment  
teacher's.

1 - An understanding and acceptance of self is important throughout life.

GRADE 5

25 - understand the importance of examining one's strengths and limitations.

CURR. Language Arts-Reading  
AREA(S)

### SELF

ES

### ACTIVITIES

### EVALUATION

on of  
d of  
)

Reproduce the social assessment section of the report card. Discuss together the meaning of each item. Direct the individual pupils to assign themselves a grade for each item. Save the papers to be compared with the teacher's actual grades on the same items.

The pupil will be able to make a self evaluation of his own conduct and attitudes and can compare assessment with his teacher's.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Language text- Our English Language-2)  
Home  
(Newspaper-ad section)

Write a classified ad offering yourself for hire.  
List all your attributes. Use models from  
language text and/or newspaper.

The pupil  
describe  
abilities  
to compose  
newspaper

1. An understanding and acceptance of self is important throughout life.

GRADE 5

4.

25 - understand the importance of examining one's strengths and limitations.

CURR.  
AREA(S)

Language Arts-Reading

### SELF

PROCES

### ACTIVITIES

### EVALUATION

Text- Our  
Language-5)

ad section)

Write a classified ad offering yourself for hire.  
List all your attributes. Use models from  
language text and/or newspaper.

The pupil will be able to  
describe himself and his  
abilities and will be able  
to compose a classified  
newspaper ad.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE 5

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

CURR. Ma  
AREA(S)

#### SELF

#### RESOURCES

#### ACTIVITIES

School  
(Class activity,  
prepared graphs)

Assign a one or two minute drill using the one hundred facts sheets. Have the results charted on individual bar graphs. Repeat each week.

The pupil  
his progress  
the basic  
arithmetic p

1 - An understanding and acceptance of self is important throughout life.

GRADE 5

25 - understand the importance of examining one's strengths and limitations.

CURR. Math  
AREA(S)

### SELF

### ACTIVITIES

Assign a one or two minute drill using the one hundred facts sheets. Have the results charted on individual bar graphs. Repeat each week.

### EVALUATION

The pupil is able to examine his progress in mastering the basic facts of the four arithmetic processes.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBJ. 25 - understand the importance of examining one's strengths and limitations.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Film  
(#3458-"The Torrent  
of Beethoven" LAVE)

View the 16 mm film, "The Torrent of Beethoven."

The pupil  
relate Bee  
of his han  
own limita

1 - An understanding and acceptance of self is important throughout life.

GRADE 5

6.

25 - understand the importance of examining one's strengths and limitations.

CURR. AREA(S) Music

#### SELF

#### ACTIVITIES

View the 16 mm film, "The Torrent of Beethoven."

#### EVALUATION

The pupil will be able to relate Beethoven's mastery of his handicap to his own limitations.

ES  
Torrent  
on" LAVE)

CONCEPT - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBJ. 26 - understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

CURR. AREA(S)

### SELF

### RESOURCES

### ACTIVITIES

Self

At the beginning of the school year, have the pupils complete a self-interest inventory concerning such things as pets, food, school subjects, friends, sports and heroes. Have the same inventory completed at mid-year and at the end of the year.

Point out at the end of the year that some of the responses have changed.

The pupil recognize interest. may be cha

- An understanding and acceptance of self as important throughout life.

GRADE 5

26 - understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

CURR. Social Science  
AREA(S)

#### SELF

#### ACTIVITIES

At the beginning of the school year, have the pupils complete a self-interest inventory concerning such things as pets, food, school subjects, friends, sports and hobbies. Have the same inventory completed at mid-year and at the end of the year.

Point out at the end of the year that some of the responses have changed.

#### EVALUATION

The pupil will be able to recognize that personal interests and preferences may be changeable.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ. 27 - accept that people bring dignity and worth to their job.

CUR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Film  
(#7544 - "Work  
Around the World"  
EAVL)

Show 16mm film "Work around the World" and discuss.

The pupil  
verbalize  
where in t  
work. ther  
necessity  
cupations.

2 - Persons need to be recognized as having dignity and worth.

27 - accept that people bring dignity and worth to their job.

GRADE 5

8.

CURR. AREA(S) Social Science

#### SELF

#### ACTIVITIES

Show 16mm film "Work around the World" and discuss.

#### EVALUATION

The pupil is able to verbalize that no matter where in the world people work, there is worth and necessity in their occupations.

CON: EPI      Persons need to be recognized as having dignity, and worth.

GRADE

GEN. Obs. 28 - appreciate the manner in which work may provide the opportunity for individuals to enhance his dignity and worth.

CURR.  
AREA(S)

#### SELF

#### RESOURCES

#### ACTIVITIES

Self  
School  
(Magazines)  
Home  
(Magazines)

Construct a collage of people in the area of sports who have become famous because of their abilities.

Teacher should  
variety of  
profession

or

Construct a collage of people in any area of health who have become famous because of their work.

P.E. Instructor

Throughout the year, the students should be tested in physical fitness. They should be encouraged to practice and improve in these abilities. Make a progress chart noting those "most improved" in each area.

President's  
Fitness Program  
will be useful tool.

- 28 - Persons need to be recognized as having dignity and worth.
- 29 - appreciate the manner in which work may provide the opportunity for individuals to enhance his dignity and worth.

GRADE 5

2.

CURR. AREA(S) Health P.E. Art

### SELF

### ACTIVITIES

Construct a collage of people in the area of sports who have become famous because of their abilities.

or

Construct a collage of people in any area of health who have become famous because of their work.

Throughout the year, the students should be tested in physical fitness. They should be encouraged to practice and improve in these abilities. Make a progress chart noting those "most improved" in each area.

### EVALUATION

Teacher should note the variety of sports or health professions student finds.

Presidential Physical Fitness Program Scale will be used as evaluative tool.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.  
GEN. OBJ. 28 - appreciate the manner in which work may provide the opportunity for individuals to enhance his dignity and worth.

GRADE

CJRR.  
AREA(S)

SELF

#### RESOURCES

Music teacher

#### ACTIVITIES

Collect all the songs you can that are about work or workers (e.g. "John Henry," "Casey Jones," "Mike Fink," "Pecos Bill," "Sixteen Tons").

The pupil i  
that work c  
are held in

- 2 - Persons need to be recognized as having dignity and worth.
- 28 - appreciate the manner in which work may provide the opportunity for individuals to enhance his dignity and worth.

GRADE 5

10.

CJRR. Music  
AREA(S)

# SELF

## ACTIVITIES

Collect all the songs you can that are about work or workers (e.g. "John Henry," "Casey Jones," "Mike Fink," "Pecos Bill," "Sixteen Tons").

## EVALUATION

The pupil is able to see that work or workers are held in social esteem.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE 5

GEN. OBJ. 28 - appreciate the manner in which work may provide the opportunity for individuals to enhance his dignity and worth.

CURR. Soc  
AREA(S)

#### RESOURCES

Self  
Community

#### SELF

#### ACTIVITIES

Have the pupils answer several questions like:  
What would happen if:

1. No one cleaned the streets?
2. No one removed the snow?
3. No one collected the garbage?
4. No one emptied our cesspools?
5. No one managed the city or town dump?

The pupil will  
describe the  
might exist  
less desirable  
went unfilled

2 - Persons need to be recognized as having dignity and worth.

GRADE 5

28 - appreciate the manner in which work may provide the opportunity for individuals to enhance his dignity and worth.

CURR. AREA(S) Social Science

SELF

ACTIVITIES

Have the pupils answer several questions like:  
What would happen if:

1. No one cleaned the streets?
2. No one removed the snow?
3. No one collected the garbage?
4. No one emptied our cesspools?
5. No one managed the city or town dump?

EVALUATION

The pupil will be able to describe the situation that might exist if any of several less desirable occupations went unfilled.

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 33 - understand the various ways of describing meanings of work.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Self  
Classmates

Without using a dictionary or glossary, define the word "work." Read or have read the different definitions. Encourage constructive comments and criticisms.

The pupil  
his definition  
"work" and  
press his  
other definitions

5 - Work means different things to different people.

GRADE

5

12.

33 - understand the various ways of describing meanings of work.

CURR.  
AREA(S)

Language Arts-Reading

SELF

ACTIVITIES

Without using a dictionary or glossary, define the word "work." Read or have read the different definitions. Encourage constructive comments and criticisms.

EVALUATION

The pupil is able to write his definition of the word "work" and can orally express his criticisms of other definitions

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 34 - begin to assess the meanings work may have to individuals.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Film  
a (#0087-"Am I Depen-  
dable" BAVI)

View the film "Am I Dependable?" After the film,  
discuss the dependability aspect of work.

The student  
being dependent  
work.

5 - Work means different things to different people.

GRADE 5

13.

34 --begin to assess the meanings work may have to individuals.

CURR.  
AREA(S)

Health- P.E. .

SELF

#### ACTIVITIES

View the film "Am I Dependable?" After the film, discuss the dependability aspect of work.

#### EVALUATION

The student should realize that being dependable is part of work.

Depen-

CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 34 - begin to assess the meanings work may have to individuals.

GRADE

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Film  
(#4344-"Plain  
White Envelope"  
BAVI)

View the film "Plain White Envelope." After the  
film have the students write a paragraph on  
Steve's conception of work as compared with theirs.

The student  
able to evaluate  
concepts of work

5 - Work means different things to different people.

GRADE 5

14.

34 - begin to assess the meanings work may have to individuals.

CURR.  
AREA(S)

Health- P.E.

#### SELF

#### ACTIVITIES

View the film "Plain White Envelope." After the film have the students write a paragraph on Steve's conception of work as compared with theirs.

#### EVALUATION

The student should be able to evaluate his own concepts of work.

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 34 - begin to assess the meanings work may have to individuals.

CURR.  
AREA(S)

SELF

#### RESOURCES

#### ACTIVITIES

Film  
(#2910-"Music:  
Career or Hobby"  
BAVI)

View the 16mm film, "Music Career or Hobby."

Point the post film discussion to other activities that may be either a career or a hobby.

The pupil  
that some  
either a  
tion.

5 - Work means different things to different people.

34 - begin to assess the meanings work may have to individuals.

GRADE 5

15.

CURR. AREA(S) Music

### SELF

### ACTIVITIES

View the 16mm film, "Music Career or Hobby."

Point the post film discussion to other activities that may be either a career or a hobby.

### EVALUATION

The pupil is able to realize that some activities may be either a hobby or an occupation.

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 34 - begin to assess the meanings work may have to individuals.

CURR.  
AREA(S)

SELF

#### RESOURCES

#### ACTIVITIES

School  
(High school music  
students)

Bring in high school students to give a short talk on the meaning of their music experience.

- a. member of H.S. band
- b. member of H.S. chorus
- c. member of rock and roll band
- d. piano player (hobby or accompanist)

Through class discussion bring out different meanings of each student's example.

Students who perform in a group obtain social experience. The piano player probably relies more on self-satisfaction, and may play alone more.

A student in rock and roll band probably obtains financial help through his work.

Try to find similarities and differences between the four students' talks.

The student  
to write a  
graph on the  
meanings of  
experience

- 5 - Work means different things to different people.
- 34 - begin to assess the meanings work may have to individuals.

GRADE 5

16.

CURR. Music  
AREA(S) Language Arts-Reading

#### SELF

#### ACTIVITIES

#### EVALUATION

Bring in high school students to give a short talk on the meaning of their music experience.

- member of H.S. band
- member of H.S. chorus
- member of rock and roll band
- piano player (hobby or accompanist)

Through class discussion bring out different meanings of each student's example.

Students who perform in a group obtain social experience. The piano player probably relies more on self-satisfaction, and may play alone more.

A student in rock and roll band probably obtains financial help through his work.

Try to find similarities and differences between the four students' talks.

The student will be able to write a short paragraph on the various meanings that musical experience can provide.

CONCEPT 5 - Work means different things to different people.  
GEN. OBJ. 34 - begin to assess the meanings work may have to individuals.

GRADE 5

CURR.  
AREA(S) S

SELF

RESOURCES

ACTIVITIES

Self

Say to your class something like: "All careers are a means of making a living but can you think of some other things that some kinds of work may mean to some people." For instance, I'll give you the name of an occupation and you tell me some of the satisfactions you think these people might receive from their jobs. An example might be that an artist might feel that he has created something beautiful and people might receive pleasure from his work."

The pupil will write or verbalize values (other than money) that may be derived from work.

5 - Work means different things to different people.

GRADE

5

17.

34 - begin to assess the meanings work may have to individuals.

CURR.  
AREA(S)

Social Science

#### SELF

#### ACTIVITIES

Say to your class something like: "All careers are a means of making a living but can you think of some other things that some kinds of work may mean to some people.. For instance, I'll give you the name of an occupation and you tell me some of the satisfactions you think these people might receive from their jobs. An example might be that an artist might feel that he has created something beautiful and people might receive pleasure from his work."

#### EVALUATION

The pupil will be able to write or verbalize some values (other than material) that may be derived from work.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

GEN. OBJ. 35 - differentiate himself from others by describing how he resembles and differs from others.

CJRR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Clay)

Have students use clay to model their facial features. Do not allow the students to use mirrors. Have the students try to determine sizes and shapes of their face by touch only.

Emphasize through discussion that identification of shapes and sizes by touch could be an asset for an individual.

Students &  
group face  
similarities

7 - Individuals differ in their interests, abilities, attitudes and values.

35 - differentiate himself from others by describing how he resembles and differs from others.

GRADE 5

CURR. AREA(S) Art

#### SELF

#### ACTIVITIES

Have students use clay to model their facial features. Do not allow the students to use mirrors. Have the students try to determine sizes and shapes of their face by touch only.

Emphasize through discussion that identification of shapes and sizes by touch could be an asset for an individual.

#### EVALUATION

Students will be able to group faces according to similarities and differences.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

GEN. OBJ. 35 - differentiate himself from others by describing how he resembles and differs from others.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Self

Write an autobiography stating similarities and differences between you and your classmates.

Student sh  
recognize  
individual  
anyone els

or

Make a collage of sports or leisure time activities. Each person should contribute one or two pictures to the collage.

Students s  
pictures t

7 - Individuals differ in their interests, abilities, attitudes and values.

35 - differentiate himself from others by describing how he resembles and differs from others.

GRADE 5 19.

CURR. Health- P.E.  
AREA(S) Language Arts-Reading

#### SELF

#### ACTIVITIES

Write an autobiography stating similarities and differences between you and your classmates.

or

Make a collage of sports or leisure time activities. Each person should contribute one or two pictures to the collage.

#### EVALUATION

Student should be able to recognize himself as an individual different from anyone else.

Students should contribute pictures to the collage.

CONCEPT 7 - Individuals differ in their interests, attitudes and values.

GRADE

GEN. OBJ. 35 - differentiate himself from others by describing how he resembles and differs from others.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Class activity)

Write a paragraph entitled "A Perfect Friend." In the paragraph, describe a person that would satisfy all the requirements for being a perfect friend. Read or have read aloud the paragraphs pointing out that the perfect friend is probably a mirror image of the author and that there are many similarities and differences in the paragraphs.

The pupil  
the attribu  
siders desi  
friend and  
himself.

7 - Individuals differ in their interests, attitudes and values.

35 - differentiate himself from others by describing how he resembles and differs from others.

GRADE

5

20.

CURR.  
AREA(S)

Language Arts-Reading

SELF

ACTIVITIES

ty) Write a paragraph entitles "A Perfect Friend." In the paragraph, describe a person that would satisfy all the requirements for being a perfect friend. Read or have read aloud the paragraphs pointing out that the perfect friend is probably a mirror image of the author and that there are many similarities and differences in the paragraphs.

EVALUATION

The pupil is able to write the attributes that he considers desirable in a friend and, therefore, in himself.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 5

GEN. OBJ. 35 - differentiate himself from others by describing how he resembles and differs from others.

CURR. AREA(S) Sci 35

SELF

RESOURCES

ACTIVITIES

Teacher  
School  
(Fifth Grade Science  
Unit-"Body System")

After studying the body systems, the teacher-directed discussion should bring out the understanding that all humans are alike in internal structure (with some exceptions). The brain could then be discussed as being the same in all humans but as not functioning the same in all humans (high, average, low intelligence). The students should gain an appreciation from this discussion of how fortunate they were to be born healthy and that people with low intelligence shouldn't be ridiculed but helped.

The student to identify and differ individuals.

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 5

35 - differentiate himself from others by describing how he resembles and differs from others.

CURR. Science (Body System)  
AREA(S)

#### SELF

#### ACTIVITIES

#### EVALUATION

Science  
System")

After studying the body systems, the teacher-directed discussion should bring out the understanding that all humans are alike in internal structure (with some exceptions). The brain could then be discussed as being the same in all humans but as not functioning the same in all humans (high, average, low intelligence). The students should gain an appreciation from this discussion of how fortunate they were to be born healthy and that people with low intelligence shouldn't be ridiculed but helped.

The student will be able to identify similarities and differences in individuals.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 5 7

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

CURR. AREA(S) He 36

SELF

RESOURCES

ACTIVITIES

EVA

Film  
(#2E084-"Values: Understanding Others" WSJ-LaCrosse)

View film "Values: Understanding Others."

The teacher, quiz on the  
es:  
ers:

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 5

22.

36 - understand the various ways of identifying and describing individual differences.

CURR. Health- P.E.  
AREA(S)

#### SELF

#### ACTIVITIES

View film "Values: Understanding Others."

es: Under-  
ers" WSU-

#### EVALUATION

The teacher will give a quiz on the film presented.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE 5

GEN. OBJ. 36 - understand the various ways of identifying and describing individual differences.

CURR. AREA(S) Mu

SELF

#### RESOURCES

#### ACTIVITIES

School  
(Class activity)

Have all members of the class listened to a piece of music. Select a piece that is not familiar to the students.\* As they listen tell them to draw a picture that represents what the music brings to their minds. Point out in discussion that stimuli evoke different responses in different individuals and that none are necessarily right or wrong, or good or bad.

The pupil is  
cognize that  
stimulus may  
fierent resp  
different pe

\*Try to select music without a descriptive title. A student who drew an elephant while listening to "Swim Loko" or "To a Water Lily" might feel a bit inadequate when he hears the title. This would destroy the whole point of the lesson.

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

5

23.

36 - understand the various ways of identifying and describing individual differences.

CURR.  
AREA(S)

Music

#### SELF

#### ACTIVITIES

#### EVALUATION

Have all members of the class listened to a piece of music. Select a piece that is not familiar to the students.\* As they listen tell them to draw a picture that represents what the music brings to their minds. Point out in discussion that stimuli evoke different responses in different individuals and that none are necessarily right or wrong, or good or bad.

The pupil is able to recognize that the same stimulus may bring different responses from different people.

\*Try to select music without a descriptive title. A student who drew an elephant while listening to "Swim Lane" or "To a Water Lily" might feel a bit inadequate when he hears the title. This would destroy the whole point of the lesson.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 5

GEN. OBJ. 29 - become aware of some critical environmental elements which have an affect upon one's career development.

CURR.  
AREA(S)

SELF

#### RESOURCES

#### ACTIVITIES

Teacher :  
Student

Relate careers in health and recreation to geographical areas and town size.

The student  
to realize  
location in

1. Where could I be a professional scuba diver?
2. Where could I be a forest ranger?
3. Where could I be a hockey player?
4. Where could I be a snow ski professional?
5. Where could I be a professional dancer?
6. Where could I be a resort owner?
7. Where could I be a hunting guide?
8. Where could I be a physical therapist?
9. Where could I be a salt water fisherman?
10. Where could I be a sailor?
11. Where could I be a jockey?
12. Where could I be a golfer?
13. Where could I be a heart or brain surgeon?
14. Where could I be a milk inspector?

10 - Environment and individual potential interact to influence career development.

GRADE 5

24.

29 - become aware of some critical environmental elements which have an affect upon one's career development.

CURR.  
AREA(S)

Health- P.E.

### SELF

### ACTIVITIES

### EVALUATION

Relate careers in health and recreation to geographical areas and town size.

The student will be able to realize that geographical location influences careers.

1. Where could I be a professional scuba diver?
2. Where could I be a forest ranger?
3. Where could I be a hockey player?
4. Where could I be a snow ski professional?
5. Where could I be a professional dancer?
6. Where could I be a resort owner?
7. Where could I be a hunting guide?
8. Where could I be a physical therapist?
9. Where could I be a salt water fisherman?
10. Where could I be a sailor?
11. Where could I be a jockey?
12. Where could I be a golfer?
13. Where could I be a heart or brain surgeon?
14. Where could I be a milk inspector?

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE

GEN. OBJ. 29 - become aware of some critical elements which have an affect upon one's career development.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

Library  
(School and community; records)

This is an activity in which the child will listen to recordings of various songs and identify the geographical area which they represent, such as:  
"Pick a Bale of Cotton," "Blow the Man Down,"  
"Home on the Range."

The pupil will state brief mental facts area affectment.

- 10 - Environment and individual potential interact to influence career development.
- 29 - become aware of some critical elements which have an affect upon one's career development.

GRADE 5  
CURR. AREA(S) Music

SELF

ACTIVITIES

com-  
rds)

This is an activity in which the child will listen to recordings of various songs and identify the geographical area which they represent, such as: "Pick a Bale of Cotton," "Blow the Man Down," "Home on the Range."

EVALUATION

The pupil will be able to state briefly how environmental factors of a geographic area affect career development.

CONCEPT	10 - Environment and individual potential interact to influence career development.	GRADE	5 <sup>6</sup>	10
GEN. OBJ.	29 - become aware of some critical environmental elements which have an affect upon one's career development.	CURR. AREA(S)	So	29

# SELF

## RESOURCES

Community  
Family

## ACTIVITIES

Make a list, either oral or written, either cooperatively or individually, of the things that could happen to your environment (i.e., your town or your family) that would change your plans for making a living.

## EV

The pupil will list or discuss some environmental factors that would affect plans for occupation.

10 - Environment and individual potential interact to influence career development.

GRADE

5

26.

29 - become aware of some critical environmental elements which have an affect upon one's career development.

CURR.  
AREA(S)

Social Science

### SELF

#### ACTIVITIES

Make a list, either oral or written, either cooperatively or individually, of the things that could happen to your environment (i.e., your town or your family) that would change your plans for making a living.

#### EVALUATION

The pupil will be able to list or discuss orally some environmental factors that would affect his plans for occupation.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 5

GEN. OBJ. 29 - become aware of some critical environmental elements which have an affect upon one's career development.

CURR. AREA(S) So 29

RESOURCES

SELF  
ACTIVITIES

School  
(Class Activity)

The child will place on a map of the United States, tags which identify the general occupations of each area.

EV ES  
The pupil will show the relationship between physical environment and occupations.

10 - Environment and individual potential interact to influence career development.

GRADE 5

27.

29 - become aware of some critical environmental elements which have an affect upon one's career development.

CURR. Social Science  
AREA(S)

SELF

ACTIVITIES

The child will place on a map of the United States, tags which identify the general occupations of each area.

EVALUATION

The pupil will be able to show the relationship between physical environment and occupations.

CONCEPT 10 - Environment and individual potential interact to influence career development. GRADE

GEN. OBJ. 30 - begin to realize that individual and environmental factors affect one's career development. CURR. AREA(S)

SELF

RESOURCES

ACTIVITIES

Self

Using the list developed in concept 10, objective 9, Grade 5, put "yes" in front of the activities you would enjoy doing; "no" in front of the undesirable ones. Discuss reasons for your decisions.

Student should relate occupational personal life

10 - Environment and individual potential interact to influence career development.

GRADE 5

28.

30 - begin to realize that individual and environmental factors affect one's career development.

CURR.  
AREA(S)

Health- P.E.

#### SELF

#### ACTIVITIES

Using the list developed in concept 10, objective 9, Grade 5, put "yes" in front of the activities you would enjoy doing; "no" in front of the undesirable ones. Discuss reasons for your decisions.

#### EVALUATION

Student should be able to relate occupations to his personal likes and dislikes.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE

GEN. OBJ. 30 - begin to realize that individual and environmental factors affect one's career development.

CURR.  
AREA(S)

SELF

#### RESOURCES

Film  
(#4909-"Stephen  
Foster and His  
Songs" EAVI)

#### ACTIVITIES

View the 16mm film, "Stephen Foster and His Songs."  
Point the discussion to Foster's surroundings and  
how they influenced his career.

The pupil will  
point out the  
environment  
musical care

10 - Environment and individual potential interact to influence career development.

GRADE 5

9.

30 - begin to realize that individual and environmental factors affect one's career development.

CURR. Music  
AREA(S)

SELF

#### ACTIVITIES

View the 16mm film, "Stephen Foster and His Songs."

Point the discussion to Foster's surroundings and how they influenced his career.

#### EVALUATION

The pupil will be able to point out that Foster's environment influenced his musical career.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 5

GEN. OBJ. 30 - begin to realize that individual and environmental factors affect one's career development.

CURR.  
AREA(S)

#### RESOURCES

School  
(Fifth Grade Science  
Unit-"Scientific  
Study of a Wood Lot")

#### SELF

#### ACTIVITIES

After completing the study of the wood lot, have the students make a summary report of the different skills they used in accumulating the information and presenting it.

The student  
identify di  
he likes and  
and will lea  
affect his

Have them identify the parts of the study they enjoyed the most and the portions they enjoyed the least.

Discussion should be directed at bringing out an understanding within the students that different people like different types of tasks and that these likes should be considered when planning their careers.

These areas should be considered:

1. planning the study
2. gathering the information (outside)
3. sort the information (categorize)
4. organizing the information for presentation
5. making the presentation

30 - Environment and individual potential interact to influence career development.

GRADE 5

30 - begin to realize that individual and environmental factors affect one's career development.

CURR.  
AREA(S)

Science (A Study  
of a Wood Lot)

#### SELF

#### ACTIVITIES

#### EVALUATION

After completing the study of the wood lot, have the students make a summary report of the different skills they used in accumulating the information and presenting it.

The student will be able to identify different tasks that he likes and does not like and will learn how this will affect his future choices.

Have them identify the parts of the study they enjoyed the most and the portions they enjoyed the least.

Discussion should be directed at bringing out an understanding within the students that different people like different types of tasks and that these likes should be considered when planning their careers.

These areas should be considered:

1. planning the study
2. gathering the information (outside)
3. sorting the information (categorize)
4. organizing the information for presentation
5. making the presentation

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 5 10

GEN. CON. 30 - begin to realize that individual and environmental factors affect one's career development.

CURR. AREA(S) Sc 30  
Sys

# SELF

## RESOURCES

## ---ACTIVITIES

## EV

School  
(Fifth Grade Science  
Unit-"Body Systems")

"Considering the digestive, respiratory, circulatory, skeleton, and muscular body systems, have the students identify reasons that would hamper and hinder human development. Considering the same categories, have the students identify individual differences, e.g. short and tall people; length of life; diseases, ability in sports, etc." ("Body Systems," Grade 5 Science Unit)

The student list reasons and foster development...  
("Body Systems" Science Unit)

10 - Environment and individual potential interact to influence career development.

GRADE 5

30 - begin to realize that individual and environmental factors affect their career development.

6 HR.  
AREA(S)

Science (Body Systems)

### SELF

#### ACTIVITIES

#### EVALUATION

(Science Systems")

"Considering the digestive, respiratory, circulatory, skeleton, and muscular body systems, have the students identify reasons that would hamper and foster human development. Considering the same categories, have the students identify individual differences, e.g. short and tall people; length of life; diseases, ability in sports, etc." ("Body Systems," Grade 5 Science Unit)

"The student will be able to list reasons that hamper and foster human development..."  
("Body Systems," Grade 5 Science Unit)

CONCEPT 11 - Occupations and life styles are interrelated.

GEN. OBJ. 31 - begin to understand that an individual's occupation can influence his life style.

GRADE 5

CURR.  
AREA(S)

#### SELF

#### RESOURCES

Home  
(Television)

#### ACTIVITIES

Study T.V. programs based on a family situation.  
How do the life styles vary according to occupations?

Examples are: "All in the Family," "Green Acres,"  
"Partridge Family," "Family Affair," "Lucy Show,"  
"Julia," "My Three Sons," "Flintstones."

The student  
see that oc  
life style.

- 11 - Occupations and life styles are interrelated.
- 31 - begin to understand that an individual's occupation can influence his life style.

GRADE 5  
CURR. AREA(S) Health- P.E.

SELF

ACTIVITIES

Study T.V. programs based on a family situation.  
How do the life styles vary according to occupations?

Examples are: "All in the Family," "Green Acres,"  
"Partridge Family," "Family Affair," "Lucy Show,"  
"Julia," "My Three Sons," "Flintstones."

EVALUATION

The student will be able to see that occupations affect life style.

CONCEPT 11 - Occupations and life styles are interrelated.

GRADE

GEN. OBJ. 31 - begin to understand that an individual's occupation can influence his life style.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Class Activity)

Have the pupils write a one paragraph theme entitled "My Daydream." Have them describe the kind of home and fixtures they would like to live with when they are adults.

Have the paragraphs read to the class and have the other class members discuss the ways that the things desired might be obtained.

The pupil  
is writing  
material

11 - Occupations and life styles are interrelated.

GRADE 5

31 - begin to understand that an individual's occupation can influence his life style.

CURR. AREA(S) Language Arts-Reading

#### SELF

#### ACTIVITIES

Have the pupils write a one paragraph theme entitled "My Daydream." Have them describe the kind of home and fixtures they would like to live with when they are adults.

Have the paragraphs read to the class and have the other class members discuss the ways that the things desired might be obtained.

#### EVALUATION

The pupil is able to express is writing some of his material aspirations.

CONCEPT 11 - Occupations and life styles are interrelated.

GEN OBJ. 31 - begin to understand that an individual's occupation can influence his life style.

32 - begin to understand that a preferred life style may influence one's occupational choice.

GRADE 5

CURR.  
AREA(S) Art

# SELF

## RESOURCES

Film  
(#7795-"Wyeth  
Phenomenon "  
RAVI)

## ACTIVITIES

Have students view the film "Wyeth Phenomenon."  
The film presents examples of Andrew Wyeth's paintings and discuss the controversial issues concerning Wyeth as an artist; interviews with art critics, Wyeth's sister, and Wyeth's son.

After the film has been shown, have students note by discussion and listing advantages and disadvantages of Mr. Wyeth's way of life.

EV

Although this  
intended for  
students can  
and list the  
characterist  
artist's lif

- 11 - Occupations and life styles are interrelated.
- 31 - begin to understand that an individual's occupation can influence his life style.
- 32 - begin to understand that a preferred life style may influence one's occupational choice.

GRADE 5

34.

CURR.  
AREA(S) Art

#### SELF

#### ACTIVITIES

Have students view the film "Wyeth Phenomenon."  
The film presents examples of Andrew Wyeth's paintings and discuss the controversial issues concerning Wyeth as an artist; interviews with art critics, Wyeth's sister, and Wyeth's son.

After the film has been shown, have students note by discussion and listing advantages and disadvantages of Mr. Wyeth's way of life.

#### EVALUATION

Although this film is intended for older students, students can recognize and list the more obvious characteristics of an artist's life style.

CONCEPT 11 - Occupation and life styles are interrelated.

GRADE 5

GEN. OBJ. 32 - begin to understand that a preferred life style may influence one's occupational choice.

CURR. AREA(S) He

SELF

RESOURCES

ACTIVITIES

EVALUATION

Film  
(#7716--"Evan's Corner"  
BAVI)

View the film "Evan's Corner." After the film, ask if the students would rather be alone or with someone most of the time. Then have them determine (from their answers) if their occupational goals are more directed toward producing goods or services.

The student that contact will have an upon his occ choice.

11 - Occupation and life styles are interrelated.

GRADE 5

35.

32 - begin to understand that a preferred life style may influence one's occupational choice.

CURR. AREA(S) Health- P.E.

### SELF

### ACTIVITIES

View the film "Evan's Corner." After the film, ask if the students would rather be alone or with someone most of the time. Then have them determine (from their answers) if their occupational goals are more directed toward producing goods or services.

### EVALUATION

The student should realize that contact with others will have an influence upon his occupational choice.

CONCEPT 11 - Occupations and life styles are interrelated.

GRADE 5

GEN. OBJ. 32 - begin to understand that a preferred life style may influence one's occupational choice.

CURR. 5  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Pictures from  
periodicals or  
slides)

Show the class a series of homes either typical or perhaps slides of actual homes around the community or area.

State the propositions: "Given a free choice, which of these dwellings would you prefer? Why? What are some of the things that your choice might require to obtain?"

The pupil will explain the relationship of homes and life styles

- 11 - Occupations and life styles are interrelated.
- 32 - begin to understand that a preferred life style may influence one's occupational choice.

GRADE

5

36.

CURR.  
AREA(S)

Social Science

#### SELF

#### ACTIVITIES

Show the class a series of homes either typical or perhaps slides of actual homes around the community or area.

State the propositions: "Given a free choice, which of these dwellings would you prefer? Why? What are some of the things that your choice might require to obtain?"

#### EVALUATION

The pupil will be able to explain that certain types of homes reflect certain life styles and may require

- CONCEPT 1 - An understanding and acceptance of self is important throughout life.
- GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and emerging life style.

GRADE Sp

CURR. Sc  
AREA(S) Ar  
Jo

# SELF

## RESOURCES

## ACTIVITIES

School  
Community  
(Doctor, dentist,  
nurse)

Begin to understand and practice good physical health.

Discuss good posture rules.

Observe and make posters showing and stressing good postures.

Magic Mirror-Look in mirror to observe sitting, standing, walking, teeth, and hair.

Demonstrate on sitting properly, in church, school and relaxing.

Visit by class to a doctor or visit to the office of a doctor or dentist.

Make a scrapbook of cut-outs of doctors, nurse, hospitals and ambulances.

Teach the use of a scale, and the meaning of pounds and inches.

Dramatize good posture habits.

Contribute sentences for chart.

Teacher will  
ren by pers  
change in a  
the medical  
fession.

Daily health  
will be made  
students or  
by a check

The teacher  
children's  
talk or rel  
and dental

Willingness  
others in c  
reading of  
be evaluated

- 1 - An understanding and acceptance of self is important throughout life.
- 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and emerging life style.

GRADE Spec. Ed. Primary I

CURR. Science  
AREA(S) Art  
Social Science

### SELF

### ACTIVITIES

Begin to understand and practice good physical health.

Discuss good posture rules.

Observe and make posters showing and stressing good postures.

Magic Mirror-Look in mirror to observe sitting, standing, walking, teeth, and hair.

Demonstrate on sitting properly, in church, school and relaxing.

Visit by class to a doctor or visit to the office of a doctor or dentist.

Make a scrapbook of cut-outs of doctors, nurse, hospitals and ambulances.

Teach the use of a scale, and the meaning of pounds and inches.

Dramatize good posture habits.

Contribute sentences for chart.

### EVALUATION

Teacher will appraise children by personal appearance, change in attitudes towards the medical and dental profession.

Daily health inspection will be made by assigned students or self-evaluation by a check sheet.

The teacher will analyze the children's willingness to talk or relate to the medical and dental profession.

Willingness to relate towards others in class through the reading of chart stories will be evaluated by the teacher.

CONCEPT 2 - Persons needs to be recognized as having dignity and worth.  
 GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

GRADE Sp 2  
 CURR. Sc 3  
 AREA(S) Ar

RESOURCES

SELF

ACTIVITIES

School

Discuss in class why people need to work.  
 Discuss why some people are unable to work because of ill health.  
 Discuss "Why We Go To School."  
 Illustrate or make a mural on "Why We Go To School."

The children to orally li  
 learned for  
 The children to orally li  
 sons why the

2.

2 - Persons needs to be recognized as having dignity and worth.

GRADE

Spec. Ed. Primary I

3 - discover that people bring dignity and worth to their job.

CURR.  
AREA(S)

Social Science  
Art

### SELF

### ACTIVITIES

Discuss in class why people need to work.

Discuss why some people are unable to work because of ill health.

Discuss "Why We Go To School."

Illustrate or make a mural on "Why We Go To School."

### EVALUATION

The children will be able to orally list what they learned for the day.

The children will be able to orally list eight reasons why they are in school.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.

GRADE

GEN. OBJ. 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CURR.  
AREA(S)

#### SELF

#### RESOURCES

#### ACTIVITIES

School

Clean out desks and wash top and seats (individual responsibility).

Self-evaluation  
evaluation  
in order.

Home and School

Empty waste paper from room into containers in hall.

Pick up toys and place them in proper place when playtime is over.

Hang up clothing.

Make a chart showing duties children can do in school. (Teacher constructs chart)

The child w  
stars for g  
Children af  
chart.

Make a chart showing duties children can do at home. (Teacher constructs chart)

The child w  
state duty  
doing at ho

- 2 - Persons need to be recognized as having dignity and worth.
- 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

GRADE

3.  
Spec. Ed. Primary I

CURR.  
AREA(S)

Social Science

#### SELF

#### ACTIVITIES

Clean out desks and wash top and seat (individual responsibility).

Empty waste paper from room into containers in hall.

Pick up toys and place them in proper place when play time is over.

Hang up clothing.

Make a chart showing duties children can do in school. (Teacher constructs chart)

Make a chart showing duties children can do at home. (Teacher constructs chart)

#### EVALUATION

Self-evaluation, teacher evaluation if desks are in order.

The child will be awarded stars for good work. Children affix stars to chart.

The child will be able to state duty he has been doing at home.

CONCEPT 5 - Work means different things to different people.  
 GEN. OBJ. 5 - become aware that there are different kinds of work.

GRADE Sp  
 CURR. Sc  
 AREA(S) Ar

SELF

# RESOURCES

# ACTIVITIES

# EVALUATION

School  
 Home

Discuss the areas of work within the home. (Family workers).

Each child s  
 to tell what  
 in home.

Girls may dramatize work mother does at home. Boys may dramatize work father does at home.

1 1

Each child will tell where parents work; type of work. Tape recording of above will be made.

Each child s  
 to tell impor  
 work parents  
 parents do c  
 home.

Parents may come and explain the work they do.

Children may bring samples of things parents make if factory work, or display hobbies of parents.

The children will make a bulletin board showing various products and pictures that are the results of their parents' work.

5 - Work means different things to different people.

5 - become aware that there are different kinds of work.

GRADE

4.  
Spec. Ed. Primary I

CURR.  
AREA(S)

Social Science  
Art

### SELF

### ACTIVITIES

### EVALUATION

Discuss the areas of work within the home. (Family workers)

Girls may dramatize work mother does at home. Boys may dramatize work father does at home.

Each child will tell where parents work; type of work. Tape recording of above will be made.

Parents may come and explain the work they do.

Children may bring samples of things parents make if factory work, or display hobbies of parents.

The children will make a bulletin board showing various products and pictures that are the results of their parents' work.

Each child should be able to tell what work is done in home.

Each child should be able to tell importance of the work parents or foster parents do outside of the home.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE Spec

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR. Soc  
AREA(S) Art

#### SELF

#### RESOURCES

#### ACTIVITIES

EV

School

Recognize own name and recognize the names of other children by use of name cards.

The children  
nize own name  
the names of

After the te  
name tags of  
the children  
their respec

Discuss why some children write with left hand and others use right hand.

The children  
to identify  
and left ha

Make clay impression of feet and hands.

The children  
to put their  
gloves on c

7 - Individuals differ in their interests, abilities, attitudes and values.

7 - begin to differentiate oneself from others.

#### SELF

#### ACTIVITIES

Recognize own name and recognize the names of other children by use of name cards.

Discuss why some children write with left hand and others use right hand.

Make clay impression of feet and hands.

5.

GRADE Spec. Ed. Primary I

CURR. Social Science  
AREA(S) Art

#### EVALUATION

The children will recognize own name as well as the names of others.

After the teacher places name tags on the desks, the children will find their respective desks.

The children will be able to identify their right and left hands.

The children will be able to put their boots and gloves on correctly.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of the various ways individuals differ (interest, abilities, attitudes, values, aptitudes).

GRADE

CURR.  
AREA(S)

# SELF

## RESOURCES

## ACTIVITIES

Home  
School  
(First Grade Science  
Unit-"Classifying  
and Measuring")

Discuss with the children as a group any personal problems found within the group.

Discuss personal problems individually with the teachers.

Discuss learning to live with strengths and weaknesses.

Discuss handicaps children in the room may have and how children can help each other.

Children may bring hobbies to school and tell about them.

Children may collect things from nature to share with the group.

Discuss why student medication is kept in the office and that some children must go to the office and be responsible for medication.

Counselor

Refer seriously handicapped children to the counselor.

Teacher evaluate children and in group setting

Sci  
fyin  
g")

Counselor

Interview the seriously handicapped child. Counsel individually with the seriously handicapped child if there is a need.

Child begin handicap and imposes on

6.

- 7 - Individuals differ in their interests, abilities, attitudes and values.
- 8 - become aware of the various ways individuals differ (interest, abilities, attitudes, values, aptitudes).

GRADE

Spec. Ed. Primary I

CURR.  
AREA(S)

Social Science  
Science (Classifying  
and Measuring)

# SELF

## ACTIVITIES

## EVALUATION

Discuss with the children as a group any personal problems found within the group.

Teacher evaluation on how children accept one another in group situation.

Discuss personal problems individually with the teachers.

Discuss learning to live with strengths and weaknesses.

Discuss handicaps children in the room may have and how children can help each other.

Children may bring hobbies to school and tell about them.

Children may collect things from nature to share with the group.

Discuss why student medication is kept in the office and that some children must go to the office and be responsible for medication.

Refer seriously handicapped children to the counselor.

Interview the seriously handicapped child. Counsel individually with the seriously handicapped child if there is a need.

Child begins to accept his handicap and the controls it imposes on his life style.

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE

GEN. OBS. 2 - begin to develop an awareness that there is a continuous interaction emerging life style.

CURR.  
AREA(S)

### SELF

### RESOURCES

School  
Community  
(Barber, beauty shop)  
Counselor  
Film  
(#2863-"Your Cleanliness" BAVI)

### ACTIVITIES

Discuss personal appearance. Make a teacher-pupil chart on good grooming.

The teacher  
how student  
they have  
improve the

Conduct a field trip for girls to a beauty shop.  
Conduct a field trip for boys to a barber shop.  
Getting parental permission have one boy get a haircut while others in the class watch.

Ask the cost of equipment, call attention to the licenses that operators have. How people become barbers and operators should be noted through questioning.

Check the time that it takes for the haircut.

Make a list of the machines they found in the barber shop.

Figure the cost of haircuts for a family of four.

Compare cost of girls' and boys' haircuts.

Call attention to the fact that shop owners have people hired to keep the shops clean.

Collect pictures of hair styles for boys and girls and paste on a chart.

Show film "Your Cleanliness."

(Continued on next page)

- 1 - An understanding and acceptance of self is important throughout life.
- 2 - Begin to develop an awareness that there is a continuous interaction emerging life style.

GRADE

Spec. Ed. Intermediate

CURR.  
AREA(S)Social Science  
Language Arts-Reading  
Math  
Art

## SELF

## ACTIVITIES

## EVALUATION

Discuss personal appearance. Make a teacher-pupil chart on good grooming.

The teacher will observe how students apply what they have learned to improve their grooming.

Conduct a field trip for girls to a beauty shop.  
Conduct a field trip for boys to a barber shop.  
Getting parental permission have one boy get a haircut while others in the class watch.

Ask the cost of equipment. Call attention to the licenses that operators have. How people become barbers and operators should be noted through questioning.

Check the time that it takes for the haircut.

Make a list of the machines they found in the barber shop.

Figure the cost of haircuts for a family of four.

Compare cost of girls' and boys' haircuts.

Call attention to the fact that shop owners have people hired to keep the shops clean.

Collect pictures of hair styles for boys and girls and paste on a chart.

Show film "You're Cleanliness."

(Continued on next page)

CONCEPT 1 - An understanding and acceptance of self is important throughout life.

GRADE

Sp

1

GEN. OBJ. 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

CURR.  
AREA(S)

So

2

La

Ma

Ar

SELF

RESOURCES

ACTIVITIES

EV

Collect pictures of hair styles for girls.

Ask the children to shampoo their own hair over the week-end.

Draw pictures of a barber shop and beauty shop. Compare equipment in each.

A counselor could be called in to help with small groups of children.

- 1 - An understanding and acceptance of self is important throughout life.
- 2 - begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

GRADE	Spec. Ed. Intermediate
CURR.	Social Science
AREA(S)	Language Arts-Reading
	Math
	Art

SELF

ACTIVITIES

EVALUATION

Collect pictures of hair styles for girls.

Ask the children to shampoo their own hair over the week-end.

Draw pictures of a barber shop and beauty shop. Compare equipment in each.

A counselor could be called in to help with small groups of children.

CONCEPT 2 - Persons need to be recognized as having dignity and worth.  
 GEN. OBJ. 3 - discover that people bring dignity and worth to their job.

GRADE  
 CURR.  
 AREA(S)

Sp 2  
 So 3  
 La  
 Ma

# SELF

## RESOURCES

School  
 (Class discussion)  
 Community  
 (Resource persons  
 auctioneer)

## ACTIVITIES

Develop ability to use means of communication by having an auction.

Discuss why people have an auction.

Describe an auctioneer and the training he must have.

Describe the duties of the auction clerk, and of the collector of the money.

Collect items to be sold.

Each child is given a given amount of play money. He must be able to bid and count his money. Collect real auction bills and make bulletin board. Make own auction bills for things class would have for sale.

Invite a real auctioneer into the room and hold an auction.

Tape record this auction.

The children explain the auctioneer and be accountable amount of money.

- 2 - Persons need to be recognized as having dignity and worth.
- 3 - discover that people bring dignity and worth to their job.

GRADE	9.
CURR. AREA(S)	Spec. Ed. Intermediate Social Science Language / 3-Reading Math

# SELF

## ACTIVITIES

Develop ability to use means of communication by having an auction.

Discuss why people have an auction.

Describe an auctioneer and the training he must have.

Describe the duties of the auction clerk, and of the collector of the money.

Collect items to be sold.

Each child is given a given amount of play money. He must be able to bid and count his money. Collect real auction bills and make bulletin board. Make own auction bills for things class would have for sale.

Invite a real auctioneer into the room and hold an auction.

Tape record this auction.

## EVALUATION

The children will be able to explain the role of the auctioneer and clerk, and be accountable for an amount of money.

CONCEPT 2 - Persons need to be recognized as having dignity and worth  
 GEN. OBJ. 4 - discover that work provides the opportunities for one to enhance his dignity and worth.

GRADE  
 CURR.  
 AREA(S)

# RESOURCES

School  
 (Peabody Language Lab  
 II and III, play  
 money, art supplies)

# SELF ACTIVITIES

Pretend each child is a sales person and must orally sell something to the class or individual. These can include:

1. a machine
2. musical instruments
3. books
4. furniture
5. clothing
6. toys
7. child's choice

Children may use colored pictures or real objects or items from the Peabody Language Labs II and III.

After the article is sold, play money may be used for payment.

Children should draw pictures of the articles that they purchase or refused to buy.

The children  
 talk about a  
 questions on  
 they are sell  
 supp

10.

2 - Persons need to be recognized as having dignity and worth

GRADE

Spec. Ed. Intermediate

4 - discover that work provides the opportunities for one to enhance his dignity and worth.

CURR.  
AREA(S)

Social Science  
Language Arts-Reading  
Math  
Art

### SELF

### ACTIVITIES

### EVALUATION

Language Lab  
play  
supplies)

Pretend each child is a sales person and must orally sell something to the class or individual. These can include:

1. a machine
2. musical instruments
3. books
4. furniture
5. clothing
6. toys
7. child's choice

Children may use colored pictures or real objects or items from the Peabody Language Labs II and III.

After the article is sold, play money may be used for payment.

Children should draw pictures of the articles that they purchase or refused to buy.

The children's ability to talk about and answer questions on the article they are selling.

CONCEPT 5 - Work means different things to different people.  
 GEN. OBJ. 5 - become aware that there are different kinds of work.

GRADE Sp  
 CURR. So  
 AREA(S) Lar  
 Ma  
 Ar

# RESOURCES

Community  
 (Resource person)

## SELF

# ACTIVITIES

Have a "Toy Party" representative come into the room and present her toy party. Giving the prices, showing children how to make out an order blank, using the proper numbers, name of article. Complete an order.

Draw pictures of your order of toys.

The pupils w  
 by the corre  
 order form.

11.

5 - Work means different things to different people.

GRADE

Spec. Ed. Intermediate

5 - become aware that there are different kinds of work.

CURR.  
AREA(S)

Social Science  
Language Arts-Reading  
Math  
Art

### SELF

### ACTIVITIES

Have a "Toy Party" representative come into the room and present her toy party. Giving the prices, showing children how to make out an order blank, using the proper numbers, name of article. Complete an order.

Draw pictures of your order of toys.

### EVALUATION

The pupils will be evaluated by the correct use of the order form.

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 6 - become aware of different meanings work may have for individuals.

CURR.  
AREA(S)

SELF

RESOURCES

ACTIVITIES

School  
(Counselor)

Children will write stories describing selves and what work means to them.

The teacher  
children's  
press feel

Put on a puppet show - showing feelings toward work. Using as a theme "What I Would Like To Do When I Grow Up" - also "What I Wouldn't Like To Do." (Allow three minutes per act. Use a timer.)

Build a puppet theater, using a washing machine box.

Counselor may be invited to observe the reactions of the children while giving the show.

Teacher  
Counselor

Review the puppet show. Identify those children who need help in setting realistic goals.

Teacher and  
aware of

5 - Work means different things to different people.

GRADE

Spec. Ed. Intermediate

6 - become aware of different meanings work may have for individuals.

CURR.  
AREA(S)

Social Science  
Language Arts-Reading

### SELF

### ACTIVITIES

Children will write stories describing selves and what work means to them.

Put on a puppet show - showing feelings toward work. Using as a theme "What I Would Like To Do When I Grow Up" - also "What I Wouldn't Like To Do." (Allow three minutes per act. Use a timer.)

Build a puppet theater, using a washing machine box.

Counselor may be invited to observe the reactions of the children while giving the show.

### EVALUATION

The teacher will analyze the children's willingness to express feelings.

Review the puppet show. Identify those children who need help in setting realistic goals.

Teacher and counselor are more aware of individual needs.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

GEN. OBJ. 7 - begin to differentiate oneself from others.

CURR.  
AREA(S)

#### SELF

#### RESOURCES

#### ACTIVITIES

School  
Counselor

The children could create (write) stories or sentences about what they like to do and compare them to the stories or sentences that other children have written.

Draw pictures of themselves involved in the stories.

Identify the need to be in expression

If children overly imagine may be called group counselor

13.

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE Spec. Ed. Intermediate

7 - begin to differentiate oneself from others.

CURR. Social Science  
AREA(S) Language Arts-Reading  
Art

#### SELF

#### ACTIVITIES

The children could create (write) stories or sentences about what they like to do and compare them to the stories or sentences that other children have written.

Draw pictures of themselves involved in the stories.

#### EVALUATION

Identify those children who need to be more realistic in expression.

If children are found to be overly imaginative, a counselor may be called in for small group counseling.

CONCEPT 7 - Individuals differ in their interests, abilities, attitudes and values.

GEN. OBJ. 8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

GRADE Sp 7

CURR. So 8

AREA(S) La

#### RESOURCES

School  
(Class discussion)

#### SELF ACTIVITIES

Discuss our needs for friends and how we select them.  
Ask:

- Why we want friends?
- Where we find friends?
- How we select friends?
  1. by appearance.
  2. by good manners?
  3. by fair play?
  4. by good behavior?
- How we enjoy our friends?
  1. by willingness to share?
  2. by willingness to play together?
  3. by willingness to go places together?

Teacher eval  
students int  
spond.

- Discuss people to avoid as friends:
1. those belonging to gangs.
  2. those with bad reputations.

- Discuss neighbors:
1. who they are.
  2. what we expect from them.

Have students make a list of their friends.

7 - Individuals differ in their interests, abilities, attitudes and values.

GRADE

Spec. Ed. Intermediate

8 - become aware of the various ways individuals differ (interests, abilities, attitudes, values and aptitudes).

CURR.  
AREA(S)Social Science  
Language Arts-Reading

## SELF

## ACTIVITIES

## EVALUATION

Discuss our needs for friends and how we select them.

Ask:

Why we want friends?

Where we find friends?

How we select friends?

1. by appearance.

2. by good manners?

3. by fair play?

4. by good behavior?

How we enjoy our friends?

1. by willingness to share?

2. by willingness to play together?

3. by willingness to go places together?

Teacher evaluation by how students interact and respond.

Discuss people to avoid as friends.

1. those belonging to gangs.

2. those with bad reputations.

Discuss neighbors:

1. who they are.

2. what we expect from them.

Have students make a list of their friends.

## WORK WORLD

During their lifetime, probably one half the children in school will be employed in occupation non-existent today. Therefore, instead of emphasis being placed upon an existing occupation, attention should be devoted to understanding the work world, attitudes toward work, and recognizing the need for continued occupational growth. Emphasis should also be placed on the fact that the realization of potential requires continuous growth. Additionally, society operates within an economic system that affects each individual and his opportunities. Economic conditions not only influence his housing and clothing but also his educational setting, occupational life, leisure time, and self-expression. Because of the fact that economic conditions affect each person in many ways, it is important that occupational information be provided as well as the occupational information.

In the 20th Century, scientific discoveries have affected the work world. Scientific discoveries and their applications in industry and business technology have changed organization functions and structures and thus have changed the nature of the work world. As industries change, so do the manpower requirements. The number and kinds of new jobs created are large, but also a large number of jobs are disappearing as a result of scientific discoveries.

The composition of the labor force has changed from one in which goods producing industries predominated. Moreover, occupational requirements have changed in favor of jobs needing more education and training. Education then needs to change toward helping individuals gain the kinds of skills and attitudes needed to find jobs that will assist them in finding fulfillment of self. At the same time the individual needs to understand the relationship of his present job to a family of jobs into which he may move in the future.

### Changing Role of Work in Life of Individual

Work must be perceived as being an integral part of self expression and self realization. Work should be regarded as an opportunity for expression, growth and development. If work is to be viewed as an expression of oneself and if one is ever changing, then his job and probably his occupation should change -- maybe more frequently during some periods of his life than other stages of his development. Perhaps the frame of reference should be one in which the normal development of an ever-changing individual includes a succession of jobs during the course of his lifetime in which each job contributes to his growth and self improvement in preparation for the next.<sup>2</sup>

<sup>2</sup>Ibid., p. 18.

## WORK WORLD

lifetime, probably one half the children in school will be employed in occupations that are today. Therefore, instead of emphasis being placed upon an existing occupation, more should be devoted to understanding the work world, attitudes toward work, and recognition of continued occupational growth. Emphasis should also be placed on the fact that realization requires continuous growth. Additionally, society operates within an economic atmosphere which affects each individual and his opportunities. Economic conditions not only influence his food, shelter but also his educational setting, occupational life, leisure time, and self-expression time. The fact that economic conditions affect each person in many ways, it is important that this be provided as well as the occupational information.

In the twenty-first century, scientific discoveries have affected the work world. Scientific discoveries and innovations in industry and business technology have changed organization functions and tasks, which have changed the nature of the work world. As industries change, so do the manpower needs, and kinds of new jobs created are large, but also a large number of jobs are discontinued because of scientific discoveries.

The composition of the labor force has changed from one in which goods producing industries predominate. Occupational requirements have changed in favor of jobs needing more education and training. The individual needs to change toward helping individuals gain the kinds of skills and attitudes needed to succeed. He will assist them in finding fulfillment of self. At the same time the individual needs to see his present job as a family of jobs into which he may move in the future.

### Role of Work in Life of Individual

Work should be perceived as being an integral part of self expression and self realization. Work should be seen as an opportunity for expression, growth and development. If work is to be viewed as an integral part of oneself and if one is ever changing, then his job and probably his occupation should change more frequently during some periods of his life than other stages of his development. The frame of reference should be one in which the normal development of an ever-maturing individual includes a succession of jobs during the course of his lifetime in which each job contributes to his self improvement in preparation for the next.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.

CURR. AREA(S) A

12 - begin to understand the contributions that occupations make to the advancement of society.

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

School  
(Old magazines  
paste, large  
wrapping paper)

Have the children find pictures of machines, tools, and products to use and paste down to form a photo montage. This pasting should be done on large paper which has been cut to bulletin board size and should be assembled on the floor and then transferred to the wall when completed. Encourage the students to overlap the pictures.

The children  
number of  
occupations  
advancement)

- Occupations exist for a purpose.

- begin to recognize that occupations develop from needs of society.

- begin to understand the contributions that occupations make to the advancement of society.

GRADE K

CURR. Art  
AREA(S)

1.

## WORK WORLD

### ACTIVITIES

Have the children find pictures of machines, tools, and products to use and paste down to form a photo montage. This pasting should be done on large paper which has been cut to bulletin board size and should be assembled on the floor and then transferred to the wall when completed. Encourage the students to overlap the pictures.

### EVALUATION

The child will identify a number of products that occupations make to the advancement of society.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.

CURR. Social Sc  
AREA(S) Art

12 - begin to understand the contributions that occupations make to the advancement of society.

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

School  
(Pictures of  
Indian art work,  
three long poles,  
plastoline, paint,  
string)

Construct a large tepee for children's use. Use three poles and fasten to the floor by anchoring in large lumps of plastoline. Tie the top with string. Fit large wrapping paper around the outside. Talk about designs and patterns. Show pictures of early Indian designs. Let the children paint the paper. (Do this on the floor before fastening paper to the tepee.)

Discuss how families then made their own dwellings and how new occupations have developed until now most homes require many specialists: carpenter, mason, electrician, landscaper, roofer, plumber, trucker, etc.

Also relate how persons still use tents for camping and for enjoying nature.

The children  
name the  
which are  
constructed  
of wood  
poles  
and  
paper

3 - Occupations exist for a purpose.

GRADE K

11 - begin to recognize that occupations develop from needs of society.

CURR. Social Science  
AREA(S) Art

12 - begin to understand the contributions that occupations make to the advancement of society.

## WORK WORLD

### ACTIVITIES

Construct a large tepee for children's use. Use three poles and fasten to the floor by anchoring in large lumps of plastoline. Tie the top with string. Fit large wrapping paper around the outside. Talk about designs and patterns. Show pictures of early Indian designs. Let the children paint the paper. (Do this on the floor before fastening paper to the tepee.)

Discuss how families then made their own dwellings and how new occupations have developed until now most homes require many specialists: carpenter, mason, electrician, landscaper, roofer, plumber, trucker, etc.

Also relate how persons still use tents for camping and for enjoying nature.

### EVALUATION

The child will be able to name many occupations which are needed to construct homes today.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.

CURR. AREA(S) Health-P. E

12 - begin to understand the contributions that occupations make to the advancement of society.

### WORK WORLD

#### RESOURCES

School  
(Peabody  
Language Kit-  
available at each  
grade school)

#### ACTIVITIES

Teacher displays pictures of health and safety helpers. Students should name these occupations and how they help us (doctors, dentists, nurse, pharmacist, firemen, policemen, safety patrol, ambulance driver, etc.).

#### EVALUATION

The student should learn the names and functions of each

3.

3 - Occupations exist for a purpose.

GRADE K

1 - begin to recognize that occupations develop from needs of society.

CURR. Health-P. E.  
AREA(S)

2 - begin to understand the contributions that occupations make to the advancement of society.

## WORK WORLD

### ACTIVITIES

Teacher displays pictures of health and safety helpers. Students should name these occupations and how they help us (doctors, dentists, nurse, pharmacist, firemen, policemen, safety patrol, ambulance driver, etc.).

### EVALUATION

The student should be able to learn the names and major functions of each occupation.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.  
12 - begin to understand the contributions that occupations make to the advancement of society.

CURR. Math. (Geo  
AREA(S) Unit 1)

### WORK WORLD

#### RESOURCES

Community  
Class

#### ACTIVITIES

Take a walk around the building to look for shapes in building. Point out that carpenters, masons, roofers, arrange shapes in patterns to build structures (windows, shingles, bricks, stone walls, glass blocks). Return to the room and list some structures and shapes we observed.

Let students use blocks and cylinders to build structures and discuss how many different shapes they used.

#### EVALUATION

The students identify circles, triangles and structures which were built.

3 - Occupations exist for a purpose.

GRADE K

4.

1 - begin to recognize that occupations develop from needs of society.

CURR. AREA(S) Math 'Geometry: Figures- Unit 1)

2 - begin to understand the contributions that occupations make to the advancement of society.

### WORK WORLD

#### ACTIVITIES

Take a walk around the building to look for shapes in building. Point out that carpenters, masons, roofers, arrange shapes in patterns to build structures (windows, shingles, bricks, stone walls, glass blocks). Return to the room and list some structures and shapes we observed.

Let students use blocks and cylinders to build structures and discuss how many different shapes they used.

#### EVALUATION

The students will be able to identify circles, squares, triangles and rectangles in structures which man has built.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

3

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.

CURR. AREA(S) Music

11

12 - begin to understand the contributions that occupations make to the advancement of society.

12

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Record player,  
records of march  
music)

Use a variety of rhythm instruments. Let children play their instruments with a record and discuss the sounds heard. Discuss the differences between pleasant sounds (music) and noise. Discuss the fact that people like to listen to pleasant sounds; therefore, many musicians are employed for T. V., movies, bands, etc. for entertainment.

The students recognize occupations as a real need.

3 - Occupations exist for a purpose.

GRADE K

5.

11 - begin to recognize that occupations develop from needs of society.

CURR. AREA(S) Music

12 - begin to understand the contributions that occupations make to the advancement of society.

## WORK WORLD

### ACTIVITIES

ayer, march  
Use a variety of rhythm instruments. Let children play their instruments with a record and discuss the sounds heard. Discuss the differences between pleasant sounds (music) and noise. Discuss the fact that people like to listen to pleasant sounds; therefore, many musicians are employed for T.V., movies, bands, etc. for entertainment.

### EVALUATION

The students will be able to recognize musical productions as a result of society's need.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.  
12 - begin to understand the contributions that occupations make to advancement of society.

CURR. Social Science  
AREA(S)

### WORK WORLD

#### RESOURCES

School  
(Filmstrip: "Squanto and the First Thanksgiving")  
(Book: "Pilgrim Thanksgiving")

#### ACTIVITIES

View filmstrip and follow with discussion of things pilgrims needed when they came to a new land. Point out how persons needed to specialize their occupations to make the United States what it is today. Try to imagine life without stores. Have children tell the types of stores and products available on Main Street in their community now.

#### EVALUATION

The child will be able to list occupations needed times with some now.

- Occupations exist for a purpose.
- begin to recognize that occupations develop from needs of society.
- begin to understand the contributions that occupations make to advancement of society.

GRADE . K

CURR. Social Science (Holidays)  
AREA(S)

## WORK WORLD

### ACTIVITIES

View filmstrip and follow with discussion of things pilgrims needed when they came to a new land. Point out how persons needed to specialize their occupations to make the United States what it is today. Try to imagine life without stores. Have children tell the types of stores and products available on Main Street in their community now.

### EVALUATION

The child will be able to compare occupations needed in Pilgrim times with some occupations now.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

- \* GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.  
12 - begin to understand the contributions that occupations make to the advancement of society.

CURR.  
AREA(S)

Science (Seeds and plant growth)  
begin to recognize that occupations make to the advancement of society.

### WORK WORLD

#### RESOURCES

School  
(Kindergarten  
Science Unit -  
"Seeds and Plants")

#### ACTIVITIES

Inform the student about the variety of jobs that are made available from seed and plant growth. Farmer, sales personnel, food service, canning operations, food markets, power equipment manufacturers, machines, tool industry, forest service, science research, etc. Ask the students who they know has a job because of seed and plant growth. What work will the student have to do to make their plants grow? Compare with production growing.

#### EVALUATION

The student will identify jobs related to seed and plant growth.

The student will understand the importance of caring for plants and harvesting of products.

Occupations exist for a purpose.

Begin to recognize that occupations develop from needs of society.

Begin to understand the contributions that occupations make to the advancement of society.

GRADE K

CURR.  
AREA(S)

Science (Seeds and Plants)

## WORK WORLD

### ACTIVITIES

Inform the student about the variety of jobs that are made available from seed and plant growth. Farmer, sales personnel, food service, canning operations, food markets, power equipment manufacturers, machines, tool industry, forest service, science research, etc. Ask the students who they know has a job because of seed and plant growth. What work will the student have to do to make their plants grow? Compare with production growing.

### EVALUATION

The student will be able to identify jobs related to seed and plant growth.

The student will be able to understand the planting, caring for plants, and harvesting of plants.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

CURR. AREA(S) Social Science (I

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALU

#### School

(You and Your Family-A;  
Kindergarten Social  
Science Unit - "Home  
and Family")

Use You and Your Family-A.

(Family having fun together - p. 17)

Let the children tell things that their families do for fun. List a number of occupations required to make the activity possible - such as camping: grocer, service station operator, camp ground owner, sporting goods store operator, clothing store clerk, highway dept. worker.

Each child will draw a picture of his family having fun together.

The student  
name work  
fulfill socia

occupations exist for a purpose.

Recognize that occupations develop to fulfill social needs.

GRADE K

8.

CURR. AREA(S) Social Science (Home and Family)

### WORK WORLD

### ACTIVITIES

### EVALUATION

Use You and Your Family-A.

(Family having fun together - p. 17)

Let the children tell things that their families do for fun. List a number of occupations required to make the activity possible - such as camping: grocer, service station operator, camp ground owner, sporting goods store operator, clothing store clerk, highway dept. worker.

Each child will draw a picture of his family having fun together.

The students will be able to name workers who help them fulfill social needs.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

CURR. AREA(S) Science (

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

Teacher  
School

(Magazines,  
newspapers;  
Kindergarten  
Science Unit-  
"Plants")

Make a list of what the students eat for breakfast or lunch. Multiply what the students had in your school. Ask the students, "Where does the food come from?"

With the students make a list of all the people that were involved in growing, harvesting, transplanting, selling and preparing of the food. Highlight the discussion with pictures. Have the students arrange the pictures in order from planting to eating.

The stud  
identify  
jobs that  
producin

3 - Occupations exist for a purpose.

GRADE K

9.

13 - recognize that occupations develop to fulfill social needs.

CURR. Science (Plants)  
AREA(S)

### WORK WORLD

### ACTIVITIES

Make a list of what the students eat for breakfast or lunch. Multiply what the students had in your school. Ask the students, "Where does the food come from?"

With the students make a list of all the people that were involved in growing, harvesting, transplanting, selling and preparing of the food. Highlight the discussion with pictures. Have the students arrange the pictures in order from planting to eating.

### EVALUATION

The student will be able to identify the many different jobs that are related to producing food for society.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society

CURR. Social Science  
AREA(S) Family)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

School

(Investigating  
Man's World  
I. M. W. Study  
Prints; Kinder-  
garten Social  
Science Unit-  
"Home and  
Family")

Discuss section on homes:

- p. 1. Single family home, older 2 story
- p. 2. Single family home, newer 1 story
- p. 3. Small apartment building
- p. 4. High rise multi-family apartment building
- p. 5. The earth is a sphere. The surface of the earth consists of land and water.
- p. 6. Stilt homes in Venezuela, South America;  
Small modern home in hills of Uruguay,  
South America
- p. 7. Boat home in Hong Kong, Asia;  
Tent home in Afganistan, Asia

The child  
compare  
that he c  
how occu  
bute to s

Explain to the students the simple way of life resulting when a family is required to meet all its basic needs without help of others occupations. Children on p. 7 do not have time to go to school as the family depends on all members to find food and they do not have permanent residences (homes).

Send study prints home so that discussion may be continued.

3 - Occupations exist for a purpose.	GRADE	K
14 - become aware of the contributions of occupations to the advancement of society	CURR. AREA(S)	Social Science (Home and Family)

## WORK WORLD

### ACTIVITIES

### EVALUATION

Discuss section on homes:

- p. 1. Single family home, older 2 story
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- p. 3. Small apartment building
- p. 4. High rise multi-family apartment building
- p. 5. The earth is a sphere. The surface of the earth consists of land and water.
- p. 6. Stilt homes in Venezuela, South America;  
Small modern home in hills of Uruguay,  
South America
- p. 7. Boat home in Hong Kong, Asia;  
Tent home in Afganistan, Asia

The child will be able to compare life-styles so that he can determine how occupations contribute to society.

Explain to the students the simple way of life resulting when a family is required to meet all its basic needs without help of others occupations. Children on p. 7 do not have time to go to school as the family depends on all members to find food and they do not have permanent residences (homes).

Send study prints home so that discussion may be continued.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

CURR. AREA(S) Social Science and Family

### WORK WORLD

### RESOURCES

School  
(Kindergarten  
Social Science  
Unit-"Home and  
Family")

### ACTIVITIES

Discuss the "entertainment field" as an occupation. What purpose does entertainment serve? What are the children's sources of entertainment? their family's? What are the names of the occupations in the entertainment field? (actor, writer, singer, ball players)

### EVALUATION

The child will be able to identify some occupations in the entertainment field.

11.

- Occupations exist for a purpose.

GRADE K

- recognize that occupations develop to fulfill social needs.

CURR. AREA(S) Social Science (Home and Family)

## WORK WORLD

### ACTIVITIES

Discuss the "entertainment field" as an occupation. What purpose does entertainment serve? What are the children's sources of entertainment? their family's? What are the names of the occupations in the entertainment field? (actor, writer, singer, ball players)

### EVALUATION

The child will be able to identify some occupations that provide entertainment.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs,

CURR. Science  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

School  
(Kindergarten  
Science Unit-  
"Seeds and Plants")

Discuss how we use plants to show feeling (wedding, funerals, Mother's Day, etc.). From the students experience with plants, discuss with the students how they would go about getting a nice floral plant for someone. Could they grow one (where they live, time of year, etc.)? Could they buy one? From whom? Discussion should bring out the understanding that a florist grows flowers and plants for other people to buy.

The student  
explain the  
florist in

- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

GRADE K

12.

CURR. AREA(S) Science (Seeds and Plants)

## WORK WORLD

### ACTIVITIES

Discuss how we use plants to show feeling (wedding, funerals, Mother's Day, etc.). From the students experience with plants, discuss with the students how they would go about getting a nice floral plant for someone. Could they grow one (where they live, time of year, etc.)? Could they buy one? From whom? Discussion should bring out the understanding that a florist grows flowers and plants for other people to buy.

### EVALUATION

The student will be able to explain the role of the florist in society.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

CURR. AREA(S) Science

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Teacher  
School  
(Kindergarten  
Science Unit-  
"Water")

Explain to the students how water is utilized by workers on their jobs to produce products, power, materials, refining, etc.

Ask the students to identify the various uses of water at home, in school, in the community.

Have the class make a chart and match these water usages with jobs and people.

The students will relate water use and their jobs.

- Occupations exist for a purpose.

GRADE K

- recognize that occupations develop to fulfill social needs.

CURR. Science (Water)  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Explain to the students how water is utilized by workers on their jobs to produce products, power, materials, refining, etc.

Ask the students to identify the various uses of water at home, in school, in the community.

Have the class make a chart and match these water usages with jobs and people.

#### EVALUATION

The students will be able to relate water usage to people and their jobs.

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

CURR. Social S  
AREA(S)

### WORK WORLD

#### RESOURCES

School

(Books, Columbus,  
by Ingri and Edgar  
Parin D'Aulaire, or  
The Columbus Story  
by Alice Dalgliesh;  
three large cartons;  
Kindergarten Socir  
Science Unit--  
"Holidays")

#### ACTIVITIES

Tell some portions of the books and read some short sections as you show the illustrations. Discuss why Columbus traveled to the New World by sailing ship. Discuss the conditions on board his ships as compared with modern day travel. (What did the men eat? How long did it take? How fast could they travel? How much room did they have aboard ship?) Relate to spacemen today.

On the floor, draw a large chalk outline to represent land. A few children stand within the outlined shape and pretend to be natives. Others occupy three large cartons (to represent the Nina, Pinta and Santa Maria). To experience a storm at sea, the children can pantomime the following poem (by Virginia S. Brown):

Hold on Men! (Sway while holding onto chairs or boxes)

The wind is blowing.

Bend your heads! (Bend heads low as though bucking the wind)

The waves are growing.

Hit the deck! (Stretch out on the floor)

Hold the sides! (Hold seats of chairs)

We'll soon be docking

Stand tall men! (Stand and stretch)

The storm is stopping. (Relax)

Scrub the decks (Pretend to scrub the floor)

Finish mopping. (Pretend to mop)

#### EVAL

The c  
to tel  
which  
advan

Occupations exist for a purpose.

GRADE K

become aware of the contributions that occupations make to the advancement of society.

CURR. Social Science (Holidays)  
AREA(S)

## WORK WORLD

### ACTIVITIES

### EVALUATION

Tell some portions of the books and read some short sections as you show the illustrations. Discuss why Columbus traveled to the New World by sailing ship. Discuss the conditions on board his ships as compared with modern day travel. (What did the men eat? How long did it take? How fast could they travel? How much room did they have aboard ship?) Relate to spacemen today.

The child will be able to tell some occupations which have helped society advance in traveling.

On the floor, draw a large chalk outline to represent land. A few children stand within the outlined shape and pretend to be natives. Others occupy three large cartons (to represent the Nina, Pinta and Santa Maria). To experience a storm at sea, the children can pantomime the following poem (by Virginia S. Brown):

Hold on Men! (Sway while holding onto chairs or boxes)  
The wind is blowing.  
Bend your heads! (Bend heads low as though bucking the wind)  
The waves are growing.  
Hit the deck! (Stretch out on the floor)  
Hold the sides! (Hold seats of chairs)  
We'll soon be docking  
Stand tall men! (Stand and stretch)  
The storm is stopping. (Relax)  
Scrub the decks (Pretend to scrub the floor)  
Finish mopping. (Pretend to mop)

CONCEPT 3 - Occupations exist for a purpose.

GRADE K

GEN. OBJ. 16 - recognize that occupations develop to fulfill social needs.

CURR. Science  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Water Come, Water  
Go, Kindergarten  
Science Unit-"Water")

Explain to students how water is utilized by workers on their jobs to produce products, power, materials, etc.

The child will  
water usages w  
and people in t

Filmstrip  
("Water," Eye Gate,  
with tape on water)

Ask the students to identify the various uses of water at home, at school and in the community. Make a chart using magazine pictures and match these water usages with jobs and people.

Home-School  
(Magazines)

Discuss the three states of water in regard to weather. Emphasize how certain occupations (weatherman, snow plow driver, snow removal crew, radio announcer, etc.) operate in order that people can plan their activities and get to work or to school.

- Occupations exist for a purpose.

GRADE K

- recognize that occupations develop to fulfill social needs.

CURR. Science (Water)  
AREA(S)

## WORK WORLD

### ACTIVITIES

### EVALUATION

Water

arten

"Water")

re Gate,  
water)

Explain to students how water is utilized by workers on their jobs to produce products, power, materials, etc.)

The child will be able to match water usages with occupations and people in those occupations.

Ask the students to identify the various uses of water at home, at school and in the community. Make a chart using magazine pictures and match these water usages with jobs and people.

Discuss the three states of water in regard to weather. Emphasize how certain occupations (weatherman, snow plow driver, snow removal crew, radio announcer, etc.) operate in order that people can plan their activities and get to work or to school.

CONCEPT 4 -- There is a wide variety of occupations which may be classified in several ways.

GRADE K

GEN. OBJ. 24 -- begin to recognize the various ways of classifying occupations.

CURR. AREA(S) Math. (Set

#### ° WORK WORLD

#### RESOURCES

School  
(Peabody Kit  
Level #1-People  
and Activity Cards)

#### ACTIVITIES

Place cards along chalk tray. Introduce the idea that there is a set that has no members. Tell the class that we will classify these people in special ways to form new sets. Have a child come forward and pick the sets that go together:

- The set of workers who wear uniforms.
- The set of workers who work inside.
- The set of workers who work outside.
- The set of workers who work with animals.
- The set of workers who help us to stay healthy.
- The set of workers that have two noses.
- The set of workers who are as tall as the ceiling.

As the children observe that the last two of these sets have no members, briefly discuss the idea that a set can have no members.

#### EVALUA

The student  
make sets of  
identify a set  
as the empty

There is a wide variety of occupations which may be classified in several ways.

GRADE K

begin to recognize the various ways of classifying occupations.

CURR. Math (Sets-Unit 2)  
AREA(S)

## WORK WORLD

### ACTIVITIES

Place cards along chalk tray. Introduce the idea that there is a set that has no members. Tell the class that we will classify these people in special ways to form new sets. Have a child come forward and pick the sets that go together:

- The set of workers who wear uniforms.
- The set of workers who work inside.
- The set of workers who work outside.
- The set of workers who work with animals.
- The set of workers who help us to stay healthy.
- The set of workers that have two noses.
- The set of workers who are as tall as the ceiling.

As the children observe that the last two of these sets have no members, briefly discuss the idea that a set can have no members.

### EVALUATION

The student will be able to make sets of objects and identify a set with no members as the empty set.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE K

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

CURR. AREA(S) Social Science  
Family)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Kindergarten  
Social Science  
Unit-"Home  
and Family")  
Home  
Guidance Counselor  
Resource persons  
(Parents)

Have each student answer roll call on a given day by telling what his father and/or mother does at his job. If he cannot tell, ask him to find out.

The child will  
a variety of  
of his class

Send notes home and invite any parents to volunteer to visit and to explain their jobs to class.

Identify students who have difficulty communicating in a large group or students who get little help in their home situation. Possibly enlist the aid of Guidance Counselor to work with them.

Counselor  
(Play media-  
games, puppets,  
etc.)

Invite those children identified by the teacher to join a small group.

Child begins  
non-verbal  
communication

Encourage verbal communication by utilizing play media.

4 - There is a wide variety of occupations which may be classified in several ways.

GRADE K

3 - begin to develop a recognition of the wide and increasing variety of occupations.

CURR. AREA(S) Social Science (Home and Family)

## WORK WORLD

### ACTIVITIES

Have each student answer roll call on a given day by telling what his father and/or mother does at his job. If he cannot tell, ask him to find out.

Send notes home and invite any parents to volunteer to visit and to explain their jobs to class.

Identify students who have difficulty communicating in a large group or students who get little help in their home situation. Possibly enlist the aid of Guidance Counselor to work with them.

### EVALUATION

The child will be able to name a variety of jobs that parents of his classmates do.

Invite those children identified by the teacher to join a small group.

Encourage verbal communication by utilizing play media.

Child begins to move from non-verbal to verbal communication.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE K

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

CURR. AREA(S) Social Sci  
Family)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

School

(Peabody Kit Level #1  
People and Activity  
Cards; Kindergarten  
Social Science Unit-  
"Home and Family")

Arrange pictures of workers on chalk tray. Class is  
to think of ways to classify them. Such as:

1. Those who wear a uniform.
2. Those who work at night.
3. Those who work outdoors.
4. Those who work indoors.
5. Those who take care of our health.
6. Those who deal with animals.
7. Those who need to drive.
8. Those who need to be quite strong.
9. Those who work during the day.
10. Those who produce or make something.
11. Those who repair something.

Given a set of  
the student sh  
classify the p  
least two way

8

18.

GRADE K

CURR. Social Science (Home and  
AREA(S) Family)

## WORK WORLD

### ACTIVITIES

### EVALUATION

Level #1 Arrange pictures of workers on chalk tray. Class is  
to think of ways to classify them. Such as:

- ivity  
arten  
Unit-  
mily")
1. Those who wear a uniform.
  2. Those who work at night.
  3. Those who work outdoors.
  4. Those who work indoors.
  5. Those who take care of our health.
  6. Those who deal with animals.
  7. Those who need to drive.
  8. Those who need to be quite strong.
  9. Those who work during the day.
  10. Those who produce or make something.
  11. Those who repair something.

Given a set of five pictures,  
the student should be able to  
classify the pictures in at  
least two ways.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE K

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

CURR. Social Sci  
AREA(S) Family)

### WORK WORLD

#### RESOURCES

School  
(Peabody Kit Level #1 -  
"People and Activity  
Cards")

#### ACTIVITIES

Arrange pictures of people at work on the chalk tray. The class is to think of ways to classify them - suggestions:

1. Those who wear a uniform.
2. Those who work with animals.
3. Those who need to drive.
4. Those who work outdoors.
5. Those who work indoors.
6. Those who take care of our bodies.
7. Those who protect us from danger.

#### EVALUATION

Given a set of  
the child will  
them in two ways

There is a wide variety of occupations which may be classified in several ways.

GRADE K

19.

begin to recognize the various ways of classifying occupations.

CURR. AREA(S) Social Science (Home and Family)

### WORK WORLD

### ACTIVITIES

### EVALUATION

Arrange pictures of people at work on the chalk tray. The class is to think of ways to classify them. suggestions:

1. Those who wear a uniform.
2. Those who work with animals.
3. Those who need to drive.
4. Those who work outdoors.
5. Those who work indoors.
6. Those who take care of our bodies.
7. Those who protect us from danger.

Given a set of five pictures the child will be able to classify them in two ways.

CONCEPT 5 - Work means different things to different people.

GRADE K

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. AREA(S) Social Sc

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUA

#### Books

(The Plant Sitter,  
The Little Red Hen,  
Pelle's New Suit.)

#### School

(Kindergarten  
Social Science Unit-  
"School")

Read the picture books or stories that bring out the various types of education or training required to do specific work.

The child will recognize the ways to learn tasks.

Work means different things to different people.

GRADE K

begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. Social Science (School)  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Read the picture books or stories that bring out the various types of education or training required to do specific work.

#### EVALUATION

The child will be able to recognize that there are many ways to learn to do specific tasks.

er,  
Hen,  
nit.)

Unit-

CONCEPT 5 - Work means different things to different people.

GRADE K

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. AREA(S) "Sci

### WORK WORLD

#### RESOURCES

Teacher  
School  
(Kindergarten  
Science Unit-  
"Animals")

#### ACTIVITIES

List the types of jobs that the zookeeper does.  
Show comparisons with caring for domestic animals. Ask the students why safety is practiced by zookeepers on their jobs. Ask the students how they practice safety in tasks they perform at school, at play, and at home.

#### EVALU

The student will describe the job of a zookeeper and relate safety practices to educational preparation.

K Work means different things to different people.

GRADE K

Sc begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. Science (Animals)  
AREA(S)

## WORK WORLD

### ACTIVITIES

List the types of jobs that the zookeeper does. Show comparisons with caring for domestic animals. Ask the students why safety is practiced by zookeepers on their jobs. Ask the students how they practice safety in tasks they perform at school, at play, and at home.

### EVALUATION

The student will be able to describe the job of a zookeeper and relate safe working practices to educational preparation.

CONCEPT 5 - Work means different things to different people.

GRADE K

GEN. OBJ. 20 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

CURR. AREA(S) Soc and

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVA

##### School

(Props: play telephone, play typewriter, play stove, play broom, play dishes, furniture; Kindergarten Social Science Unit- "Home and Family")

After discussing some of parents' occupations or having had a parent visit and tell about his occupation and preparation, call on volunteers to come forward and dramatize their mother or father at work. First let class decide: (1) what props might be used, (2) who would be to play role(s), and (3) how many persons would be needed to act out the work.

The child will match education preparation to occupation

Work means different things to different people.

GRADE K

begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

CURR. Social Science (Home  
AREA(S) and Family)

### WORK WORLD

#### ACTIVITIES

After discussing some of parents' occupations or having had a parent visit and tell about his occupation and preparation, call on volunteers to come forward and dramatize their mother or father at work. First let class decide: (1) what props might be used, (2) who would be to play role(s), and (3) how many persons would be needed to act out the work.

#### EVALUATION

The child will be able to match educational preparation to parents' occupations

CONCEPT 5 - Work means different things to different people.

GRADE K

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. AREA(S) Hea

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUAT

Film  
(#7670- "Lonely  
Scarecrow" BAVI)

View the film "Lonely Scarecrow." After the film, discuss what the scarecrow's job was, how well he did his job, and if he was happy at his job.

The student will have different views on what a "job" is.

Work means different things to different people.

GRADE K

recognize the various ways of describing meanings of work.

CURR. Health-P. E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

View the film "Lonely Scarecrow." After the film, discuss what the scarecrow's job was, how well he did his job, and if he was happy at his job.

### EVALUATION

The student will gain a different view point of what a "job" is.

CONCEPT 5 - Work means different things to different people.

GRADE K

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. Soc  
AREA(S) and

## WORK WORLD

### RESOURCES

School  
(Kindergarten  
Social Science  
Unit- "Home  
and Family")

Filmstrip  
("Keeping Busy,"  
Encyclopedia  
Britannica)

### ACTIVITIES

Show filmstrip "Keeping Busy." Discuss how families work together to provide food, clothing, shelter, love, learning and protection. List contributions of each family member in the filmstrip.

### EVALUATION

The student will  
describe the various  
individual family

Work means different things to different people.

recognize the various ways of describing meanings of work.

GRADE K

24.

CURR. Social Science (Home  
AREA(S) and Family)

### WORK WORLD

#### ACTIVITIES

Show filmstrip "Keeping Busy." Discuss how families work together to provide food, clothing, shelter, love, learning and protection. List contributions of each family member in the filmstrip.

#### EVALUATION

The student will be able to describe the various work of individual family members.

CONCEPT 5 - Work means different things to different people.

GRADE K

GEN. OBJ. 21 - recognize the various ways of describing meanings of work

CURR. Sc  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Teacher  
School  
(Kindergarten  
Science Unit-  
"Animals")

Discuss with the students, that the caring for pets may be classified as work or play, but that each classification can be meaningful and produce results. Have the students make a list of school activities and ask the students to identify those which they consider work and those which they consider play.

The student will  
classify school  
as to work or

K Work means different things to different people.

So recognize the various ways of describing meanings of work

#### WORK WORLD

##### ACTIVITIES

Discuss with the students, that the caring for pets may be classified as work or play, but that each classification can be meaningful and produce results. Have the students make a list of school activities and ask the students to identify those which they consider work and those which they consider play.

GRADE K

CURR. Science (Animals)  
AREA(S)

25.

##### EVALUATION

The student will be able to classify school activities as to work or play.

CONCEPT . 5 - Work means different things to different people.  
GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

GRADE K  
CURR. Hea  
AREA(S)

RESOURCES

Film  
(#3851-"I'm No  
Fool As a Pedestrian"  
BAVI)

WORK WORLD

ACTIVITIES

View the film "I'm No Fool As a Pedestrian."  
Discuss the individual responsibilities  
students have as a pedestrian.

EVALUATION

The student sho  
basic safety kno  
job as a pedestr

26.

GRADE K

CURR. Health-P. E.  
AREA(S)

- Work means different things to different people.
- recognize that work has a personal meaning to every person.

### WORK WORLD

#### ACTIVITIES

View the film "I'm No Fool As a Pedestrian."  
Discuss the individual responsibilities  
students have as a pedestrian.

#### EVALUATION

The student should acquire  
basic safety knowledge of his  
job as a pedestrian.

CONCEPT 5 - Work means different things to different people.

GRADE K

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

CURR. AREA(S) Soc and

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALU

School  
(Large chart;  
Kindergarten  
Social Science  
Unit-"Home  
and Family")

Have the children make a chart or bulletin board which is divided into four sections headed: Mother, Father, Brother, Sister. They can cut pictures from magazines of such scenes as setting the table, dusting the furniture, walking the dog, washing the dishes, cooking and baking, repairing the roof, etc. Record the number of students doing each task. ✓

The student  
tell how ea  
family has

K Work means different things to different people.

Soc recognize that work has a personal meaning to  
and every person.

GRADE K

27.

CURR. Social Science (Home  
AREA(S) and Family)

#### WORK WORLD

#### ACTIVITIES

Have the children make a chart or bulletin board which is divided into four sections headed: Mother, Father, Brother, Sister. They can cut pictures from magazines of such scenes as setting the table, dusting the furniture, walking the dog, washing the dishes, cooking and baking, repairing the roof, etc. Record the number of students doing each task.

#### EVALUATION

The student will be able to tell how each person in the family has tasks.

CONCEPT 5 - Work means different things to different people.

GRADE K

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

CURR. AREA(S) Soc (Un and

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

School  
(DUSO Kit-Role  
Playing Activity VI:  
D; Kindergarten  
Social Science  
Unit-"Under-  
standing Self  
and Others")

Role Playing Activity VI-D: "The Careful Worker."

This activity provides an opportunity to enact different approaches to same job. Partners are asked to choose an occupation then enact both conscientious and careless performance of the work. The careful worker is also able to experience the satisfaction of doing a good job.

The child is able to  
some reasons  
ful work.

Work means different things to different people.  
recognize that work has a personal meaning to  
every person.

## WORK WORLD

### ACTIVITIES

Role Playing Activity VI-D: "The Careful Worker."

VI: This activity provides an opportunity to enact  
different approaches to same job. Partners are  
asked to choose an occupation then enact both  
conscientious and careless performance of the  
work. The careful worker is also able to  
experience the satisfaction of doing a good job.

28.

GRADE K

CURR. Social Science  
AREA(S) (Understanding Self  
and Others)

### EVALUATION

The child is able to state  
some reasons for doing care-  
ful work.

CONCEPT 6 - Education and work are interrelated.

GRADE

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Peabody Kit-Level  
# 1-People and  
Activity Cards;  
Kindergarten Social  
Science Unit-"Home  
and Family")

Discuss persons and their occupations.

List places in Shawano where person could  
learn to do specific things:

1. Recreation Center
2. Baker's Kraft Korner
3. Library
4. Shawano High School
5. Shawano Airport

The child  
some place  
he could  
work.

6 - Education and work are interrelated.

GRADE K

29.

17 - recognize that different kinds of work require varying degrees and types of educational preparation.

CURR. AREA(S) Social Science (Home and Family)

## WORK WORLD

### ACTIVITIES

Discuss persons and their occupations.

List places in Shawano where person could learn to do specific things:

1. Recreation Center
2. Baker's Kraft Korner
3. Library
4. Shawano High School
5. Shawano Airport

### EVALUATION

The child will be able to tell some places in the area where he could learn to do special work.

Bit-Level  
and  
rds;  
en Social  
it-"Home  
")

CONCEPT 6 - Education and work are interrelated.

GRADE

GEN. OBJ. 17 - recognize that different kinds of work  
require varying degrees and types of  
educational preparation.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Filmstrip  
("School Helpers")  
School  
..(You and Your Friends -  
B-Social Science Series;  
Kindergarten Social  
Science Unit-"School")

Show the filmstrip "School Helpers." Discuss  
the school helpers in the big book in relation to  
what they need to be able to do.

The child  
abilities and  
to fulfill pa  
work.

Discuss the school helpers in the big book in  
relation to what they need to be able to do  
(p. 3-teacher; p. 4-principal; p. 5-librarian;  
p. 6-nurse; p. 7-secretary; p. 9-custodian;  
p. 10-bus driver).

Tour the school building to observe specified school  
helpers at work.

Have the children pantomime different types of  
jobs performed by school workers and have other  
children guess who they are.

The child  
school wor

6. - Education and work are interrelated

GRADE K

7. - recognize that different kinds of work require varying degrees and types of educational preparation.

CURR. Social Science (School)  
AREA(S)

## WORK WORLD

### ACTIVITIES

### EVALUATION

pers")

ur Friends-  
ence Series;  
n Social  
-"School")

Show the filmstrip "School Helpers." Discuss the school helpers in the big book in relation to what they need to be able to do.

The child will be able to state abilities and training required to fulfill particular kinds of work.

Discuss the school helpers in the big book in relation to what they need to be able to do (p. 3-teacher; p. 4-principal; p. 5-librarian; p. 6-nurse; p. 7-secretary; p. 9-custodian; p. 10-bus driver).

Tour the school building to observe specified school helpers at work.

Have the children pantomime different types of jobs performed by school workers and have other children guess who they are.

The child will be able to identify school workers by the actions.

CONCEPT 6 - Education and work are interrelated.

GRADE

GEN. OBJ. 17 - recognize that different kinds of work  
require varying degrees and types of  
educational preparation.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Pictures of pets  
Pictures of farm  
animals  
Pictures of zoo  
animals  
Filmstrips  
(Listed in  
Science film-  
strips for  
Kindergarten)  
School  
(Kindergarten  
Science Unit-  
"Animals")

Discuss with the students how they care for their  
pets. How does a farmer care for his animals?  
How does a zookeeper care for the animals in  
the zoo? Discuss the preparation necessary to  
have a pet, run a farm, maintain a zoo.

The student  
explain the  
education  
animals.

- Education and work are interrelated.

GRADE K

- recognize that different kinds of work require varying degrees and types of educational preparation.

CURR. Science (Animals)  
AREA(S)

## WORK WORLD

### ACTIVITIES

Discuss with the students how they care for their pets. How does a farmer care for his animals? How does a zookeeper care for the animals in the zoo? Discuss the preparation necessary to have a pet, run a farm, maintain a zoo.

### EVALUATION

The student will be able to explain the necessity of education in caring for animals.

CONCEPT 6 - Education and work are interrelated.

GRADE

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

CURR.  
AREA(S)

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

Community  
(Field trips-rest  
home, grocery  
store)

Visit these places to observe how many types  
of work we can locate in the place of business.

The child  
people at  
what train  
perform t

(Resource persons-  
nurse, dental hygienist,  
ambulance driver)

Invite persons to describe their work to the  
students and discuss how they learned to  
perform their tasks correctly.

School

(Kindergarten Science  
Unit-"Health")

- Education and work are interrelated.

7 - recognize that different kinds of work require varying degrees and types of educational preparation.

GRADE K

CURR. Science (Health)  
AREA(S)

32.

## WORK WORLD

### ACTIVITIES

Visit these places to observe how many types of work we can locate in the place of business

Invite persons to describe their work to the students and discuss how they learned to perform their tasks correctly.

### EVALUATION

The child will list some things people at work do and identify what training they needed to perform these tasks.

CONCEPT 6 - Education and work are interrelated.

GRADE

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR.  
AREA(S)

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVAL

Resource Persons  
(Parents)

School  
(Kindergarten  
Social Science  
Unit-"Home and  
Family")

(DUSO Kit)

Send a letter to all parents inviting them to list their occupation, hobby, or special interest, and explain that you might contact them during the school year to come to school and tell about their occupations and the training required. This activity could continue throughout the year.

Learn Unit VI song, "Have a Go at It." Read story S1-126 through S1-129 (Book 2) "Duso and Squeaker"

The child  
two or mo  
which req

The child  
of the pro  
learning to

6 - Education and work are interrelated.

8 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

GRADE K

CURR. AREA(S) Social Science (Home and Family)

33.

## WORK WORLD

### ACTIVITIES

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Send a letter to all parents inviting them to list their occupation, hobby, or special interest, and explain that you might contact them during the school year to come to school and tell about their occupations and the training required. This activity could continue throughout the year.

Learn Unit VI song, "Have a Go at It." Read story S1-126 through S1-129 (Book 2) "Duso and Squeaker"

### EVALUATION

The child will be able to list two or more occupations which require special training.

The child will be able to tell of the progress of another in learning to do something new.

CONCEPT 6 - Education and work are interrelated.

GRADE

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR:  
AREA(S)

### WORK WORLD

### RESOURCES

### ACTIVITIES

School

(You and Your Friends-B;  
Peabody Language Kit,  
Level #1; Kindergarten  
Social Science Unit-  
"School")

Discuss "School Helpers" (pp. 4, 5, 6, 7, 9, 10).

Emphasize the abilities and training required in each job.

Bring in some small tools and machines which might be used to do the jobs at school - such as: telephone (toy or real), typewriter, broom, hammer, screwdriver, pens and pencils, scale, eye chart, paint brush, etc. Have the children associate which items go with which jobs and which items require special training or abilities. (If items are not available, substitute pictures of tools and machines.)

The  
name  
to pe  
occup

6 - Education and work are interrelated.

8 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

GRADE K

34.

CURR. Social Science  
AREA(S) (School)

## WORK WORLD

### ACTIVITIES

### EVALUATION

ur Friends-B;  
guage Kit,  
ndergarten  
e Unit-

Discuss "School Helpers" (pp. 4, 5, 6, 7, 9, 10).

Emphasize the abilities and training required in each job.

Bring in some small tools and machines which might be used to do the jobs at school - such as: telephone (toy or real), typewriter, broom, hammer, screwdriver, pens and pencils, scale, eye chart, paint brush, etc. Have the children associate which items go with which jobs and which items require special training or abilities. (If items are not available, substitute pictures of tools and machines.)

The child will be able to name activities required to perform a particular occupation well.

CONCEPT 6 - Education and work are interrelated.

GRADE

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

Community  
(Resource person-  
Optometrist)

Invite guests to describe their work to students and discuss how they learned to perform these tasks.

School  
(School nurse-  
eye test; Kinder-  
garten Science  
Unit- "Senses")

Discuss which person had to have most training to perform the jobs. Point out that the nurse would deal with many other aspects of health. If the optometrist is not available, discussion would suffice.

The child  
some thing  
do and ide  
they need  
tasks.

6 - Education and work are interrelated.

GRADE

K

35.

8 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR.  
AREA(S)

Science (Senses)

## WORK WORLD

### ACTIVITIES

Invite guests to describe their work to students and discuss how they learned to perform these tasks.

Discuss which person had to have most training to perform the jobs. Point out that the nurse would deal with many other aspects of health. If the optometrist is not available, discussion would suffice.

### EVALUATION

The child will be able to list some things people at work do and identify what training they needed to perform these tasks.

CONCEPT 3 - Occupations : st for a purpose.

GRADE 1

GEN. OBJ. 11 - begin to understand the contributions that occupations made to the advancement of society.

CURR. S  
AREA(S) a

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(First Grade Science  
Unit-"Temperature  
and Weather")

Explain to the students how weather conditions affect various occupations (e. g. farming, forestry, transportation, construction). Ask the students to further explain how weather can affect the workers in these occupations. Examples: the weather determines high or low productivity in farming; hazardous weather conditions hampers the safety in transportation. Discuss with the students the role of the weatherman and the people that help him gather the weather information.

The student  
identify the  
weather play  
and workers

- Occupations exist for a purpose.

- begin to understand the contributions that occupations made to the advancement of society.

GRADE 1

CURR. Science (Temperature  
AREA(S) and Weather)

## WORK WORLD

### ACTIVITIES

Explain to the students how weather conditions affect various occupations (e.g. farming, forestry, transportation, construction). Ask the students to further explain how weather can affect the workers in these occupations. Examples: the weather determines high or low productivity in farming; hazardous weather conditions hampers the safety in transportation. Discuss with the students the role of the weatherman and the people that help him gather the weather information.

### EVALUATION

The student will be able to identify the factors that weather play on occupations and workers.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.

CURR.  
AREA(S)

12 - begin to understand the contributions that occupations make to the advancement of society.

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

Self

Draw a picture of one health or safety helper. Have the students who drew the doctors form one group; dentists; another; firemen; etc. Each group displays pictures and relates a personal experience that he or she has had with this health or safety helper

The student develop a group of the many formed by health helpers.

- Occupations exist for a purpose.

- begin to recognize that occupations develop from needs of society.

- begin to understand the contributions that occupations make to the advancement of society.

GRADE 1

2.

CURR. Health-P. E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

Draw a picture of one health or safety helper. Have the students who drew the doctors form one group; dentists; another; firemen; etc. Each group displays pictures and relates a personal experience that he or she has had with this health or safety helper.

### EVALUATION

The students should be able to develop a greater knowledge of the many functions performed by health and safety helpers.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.

CURR.  
AREA(S)

12 - begin to understand the contributions that occupations make to the advancement of society.

### WORK WORLD

#### RESOURCES

School  
(First Grade  
Social Science  
Unit-"Neighbor-  
hood Living;"  
SRA Math text,  
pp.238-239)

#### ACTIVITIES

Take the class on a walk through neighborhoods near the school. Discuss people, places, street numbers, house numbers.

Develop a class constructed map of their homes, neighborhood and school. Discuss the way in which houses are numbered (skip counting by 2's). Why is it important for them to be able to know how to use a house number? Examples are in order to locate a friend or relatives house, deliver something, tell others where they live.

List occupations that involve house numbers. Examples are mailman, milkman, delivery man, newspaper boy, movers.

#### EVALU

The child will  
locate a house  
the house number

- Occupations exist for a purpose.

- begin to recognize that occupations develop from needs of society.

- begin to understand the contributions that occupations make to the advancement of society.

GRADE 1

CURR. AREA(S) Social Science (Neighborhood Living) Math (Skip Counting-Unit 21)

## WORK WORLD

### ACTIVITIES

Take the class on a walk through neighborhoods near the school. Discuss people, places, street numbers, house numbers.

Develop a class constructed map of their homes, neighborhood and school. Discuss the way in which houses are numbered (skip counting by 2's). Why is it important for them to be able to know how to use a house number? Examples are in order to locate a friend or relatives house, deliver something, tell others where they live.

List occupations that involve house numbers. Examples are mailman, milkman, delivery man, newspaper boy, movers.

### EVALUATION

The child will be able to locate a house by using the house number.

**CONCEPT** 3 - Occupations exist for a purpose.

**GRADE**

**GEN. OBJ.** 11 - begin to recognize that occupations develop from needs of society.

**CURR. AREA(S)** S a

12 - begin to understand the contributions that occupations make to the advancement of society.

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Filmstrip-Cassette  
(Keshena - Eye  
Gate series, The  
Story of Houses,  
"The First Homes")

Using the information from the filmstrip, "The First Homes," discuss the work of early man. Compare the ways in which society of long ago met its basic needs and the way these same needs are met today. Write creative stories for a booklet titled "Change?" The children should illustrate their story for the book.

The child will  
ways society  
occupations

Occupations exist for a purpose.

begin to recognize that occupations develop from needs of society

begin to understand the contributions that occupations make to the advancement of society.

GRADE 1

4.

CURR. Social Science (Home  
AREA(S) and Family)

## WORK WORLD

### ACTIVITIES

Using the information from the filmstrip, "The First Homes," discuss the work of early man. Compare the ways in which society of long ago met its basic needs and the way these same needs are met today. Write creative stories for a booklet titled "Change?" The children should illustrate their story for the book.

### EVALUATION

The child will be able to name ways society has advanced as occupations changed.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.

CURR.  
AREA(S)

12 - begin to understand the contributions that occupations make to the advancement of society.

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Teacher  
School  
(First Grade  
Science Unit-  
"A Healthy Body")

In discussing foods that people need to stay healthy, you should discuss the people that check foods to see that they are safe for people to eat. We have inspectors in all areas of food growing, processing, and selling. This can be related to the school lunch program. Arrange to have the cook talk to the class about the regulations that govern the kitchen.

The student explain differences that were established in society.

5.

GRADE 1

CURR. Science (A Healthy  
AREA(S) Body)

- Occupations exist for a purpose.
- begin to recognize that occupations develop from needs of society.
- begin to understand the contributions that occupations make to the advancement of society.

## WORK WORLD

### ACTIVITIES

In discussing foods that people need to stay healthy, you should discuss the people that check foods to see that they are safe for people to eat. We have inspectors in all areas of food growing, processing, and selling. This can be related to the school lunch program. Arrange to have the cook talk to the class about the regulations that govern the kitchen.

### EVALUATION

The student will be able to explain different jobs that were established to protect society.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

School  
(Colored slides  
available at SHS  
art department)  
Student discussion  
Teacher presentation

Have students view a colored slide presentation organized by the teacher. Slides will be of paintings from Paleolithic to contemporary, but will not be shown in sequence. Have students react to visuals:

1. Does this picture show people helping people?
2. Does this picture show people at work?
3. Does the work help other people?
4. Is this picture mostly for decoration?
5. Does decoration help people?

Students will  
work can help  
or society.

- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

GRADE 1

CURR. Art  
AREA(S)

## WORK WORLD

### ACTIVITIES

Have students view a colored slide presentation organized by the teacher. Slides will be of paintings from Paleolithic to contemporary, but will not be shown in sequence. Have students react to visuals:

1. Does this picture show people helping people?
2. Does this picture show people at work?
3. Does the work help other people?
4. Is this picture mostly for decoration?
5. Does decoration help people?

### EVALUATION

Students will recognize that work can help the individual or society.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 1

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

CURR. He  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

Film

- (#7884-"What Should I Do: A Game" BAVI)

View film "What Should I Do: A Game."

Student should  
basic rules ar  
for a successf

- 1 - Occupations exist for a purpose.
- He - recognize that occupations develop to fulfill social needs.

#### WORK WORLD

#### ACTIVITIES

View film "What Should I Do: A Game."

7.  
GRADE 1  
CURR. Health-P.E.  
AREA(S)

#### EVALUATION

Student should realize that basic rules are necessary for a successful activity.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

School

(Man in Action-  
"People in Their  
Actions" p. 66,  
pictures, Multi-  
media Readiness  
Kit; First Grade  
Social Science  
Unit-"Neighborhood")

Display a picture of a chef and of a soldier on the board. Ask the students to talk about the actions which these people may perform in their jobs. Let each child tell which he would prefer to do.

Display pictures of a policeman, the President, a bank worker.

Discuss these questions:

1. Who is most likely to make a speech?
2. Why might the President want to make a speech?

Continue in a similar manner with each picture.

Then ask "What must each of these people like to do? "

The pupil will  
identify actions  
for each occupation  
what actions  
would expect

2 - Occupations exist for a purpose.

3 - recognize that occupations develop to fulfill social needs.

GRADE 1

CURR. Social Science  
AREA(S) (Neighborhood)

8.

## WORK WORLD

### ACTIVITIES

Display a picture of a chef and of a soldier on the board. Ask the students to talk about the actions which these people may perform in their jobs. Let each child tell which he would prefer to do.

Display pictures of a policeman, the President, a bank worker.

Discuss these questions:

1. Who is most likely to make a speech?
2. Why might the President want to make a speech?

Continue in a similar manner with each picture.

Then ask "What must each of these people like to do?"

### EVALUATION

The pupil will be able to identify actions necessary for each occupation and what actions each worker would expect to perform.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Teacher  
School  
(First Grade  
Science Unit- "A"  
Healthy Body")

In your discussion of foods which we must eat to stay healthy, you should include the possibility that we still may get sick. Have a student pretend that he gets sick. Who will take care of his needs? Mother? nurse? doctor? hospital? more nurses? more doctors? lab and x-ray people? all the helpers in a hospital? This could be developed into a bulletin board with a sequence of pictures.

The student explain and that help him sick.

- Occupations exist for a purpose.

- recognize that occupations develop to fulfill social needs.

GRADE 1

CURR. Science (A Healthy  
AREA(S) Body)

## WORK WORLD

### ACTIVITIES

In your discussion of foods which we must eat to stay healthy, you should include the possibility that we still may get sick. Have a student pretend that he gets sick. Who will take care of his needs? Mother? nurse? doctor? hospital? more nurses? more doctors? lab and x-ray people? all the helpers in a hospital? This could be developed into a bulletin board with a sequence of pictures.

### EVALUATION

The student will be able to explain and identify people that help him when he gets sick.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Clock with moveable hands)

Discuss the importance of being "on time." Begin by showing the class a play clock with moveable hands. Place the hands of the clock to show the time that the school day begins, lunch time and the end of the school day. After discussing why clocks are needed, steer the class into a discussion of what it means to be late. Ask such questions as: "Were you ever late?" "What happened?" "How did being late make you feel?" "How did it make those who were waiting for you feel?" "What would happen if a doctor, or an ambulance were late getting to a patient who needed help?"

Have the children contribute other stories illustrating situations in the work world when being late could cause discomfort and/or danger.

The child will identify what on time is in school and

- Occupations exist for a purpose.
- become aware of the contributions of occupations to the advancement of society.

GRADE 1

CURR. Language Arts-Reading  
AREA(S) Math (Time-Unit 17)

## WORK WORLD

## ACTIVITIES

Discuss the importance of being "on time." Begin by showing the class a play clock with moveable hands. Place the hands of the clock to show the time that the school day begins, lunch time and the end of the school day. After discussing why clocks are needed, steer the class into a discussion of what it means to be late. Ask such questions as: "Were you ever late?" "What happened?" "How did being late make you feel?" "How did it make those who were waiting for you feel?" "What would happen if a doctor, or an ambulance were late getting to a patient who needed help?"

Have the children contribute other stories illustrating situations in the work world when being late could cause discomfort and/or danger.

## EVALUATION

The child will be able to identify ways in which being on time is important at home, school and in the work world.

CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions of  
occupations to the advancement of society.

GRADE

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

Resource persons  
(Parents, grandparents)  
School  
(Bulletin board, pictures,  
First Grade Social Science  
Unit-"Holidays")

#### ACTIVITIES

Make a birthday calendar for a bulletin board.  
Collect pictures of birthdays being celebrated  
from long ago until the present time. Discuss  
each picture. Each child must discuss with  
his parents and/or grandparents how birthdays  
were celebrated when they were children. Then  
discuss: How have occupations changed birthdays?  
How are the workers different?

#### EVALUAT

The child w  
relate how  
occupational  
changed bir

- Occupations exist for a purpose.
- become aware of the contributions of occupations to the advancement of society.

GRADE 1

11.

CURR. Social Science  
AREA(S) (Holidays)

## WORK WORLD

### ACTIVITIES

Make a birthday calendar for a bulletin board. Collect pictures of birthdays being celebrated from long ago until the present time. Discuss each picture. Each child must discuss with his parents and/or grandparents how birthdays were celebrated when they were children. Then discuss: How have occupations changed birthdays? How are the workers different?

### EVALUATION

The child will be able to relate how different occupational interests have changed birthdays.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

Teacher  
Class

P.E. teacher allows students to do "anything" after entering gym for class (they can run, talk, etc.) and no action is taken to control class, then...have students play a game. Teacher does not enforce any rules.

Student show  
occupation  
need.

After a time, stop the game and have students sit down. Ask them why they didn't like the game? What was missing? Why are rules necessary? Who makes up the rules?

- Occupations exist for a purpose.

- recognize that occupations develop to fulfill social needs.

GRADE 1

12.

CURR. Health-P. E.  
AREA(S)

#### WORK WORLD

##### ACTIVITIES

P. E. teacher allows students to do "anything" after entering gym for class (they can run, talk, etc.) and no action is taken to control class, then...have students play a game. Teacher does not enforce any rules.

After a time, stop the game and have students sit down. Ask them why they didn't like the game? What was missing? Why are rules necessary? Who makes up the rules?

##### EVALUATION

Student should realize that an occupation does fulfill some need.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

CEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

School  
(First Grade  
Social Science  
Unit-"Home  
and Family")

Name as many home activities as the children can discover that parallel occupations; for instance: sewing dress design, cooking-hotel chef, gardening-florist. Discuss why some home activities are occupations for others. Ask, "If it's a home activity, can it be an occupation without further training? Why?"

Follow up with pantomimes of home activities by one group of children and a related job by the second group.

The child w  
relate a wid  
home activ

3 - Occupations exist for a purpose.

5 - recognize that occupations develop to fulfill social needs.

GRADE 1

13.

CURR. Social Science (Home  
AREA(S) and Family)

## WORK WORLD

### ACTIVITIES

Name as many home activities as the children can discover that parallel occupations; for instance: sewing dress design, cooking-hotel chef, gardening-florist. Discuss why some home activities are occupations for others. Ask, "If it's a home activity, can it be an occupation without further training? Why?"

Follow up with pantomimes of home activities by one group of children and a related job by the second group.

### EVALUATION

The child will be able to relate a wide variety of home activities to occupations

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

School  
(Blackboard;  
First Grade Social  
Science Unit-  
"Neighborhood Living")

#### ACTIVITIES

Select one specific activity at a time and name as many related occupations as possible. For instance, how many occupations can children list which are related to sewing (home economics teacher, dressmaker, fashion editor, tailor, shoe repairman, fabric shop clerk or manager, sewing machine salesman, knitting-mill employee, space exploration designer)?

Have pupils make pictures or cartoons of a person who needs a worker in one of the listed occupations (example: hole in shoe needs a shoe repairman).

#### EVALUATION

The child  
identify the  
services

Occupations exist for a purpose.

GRADE 1

become aware of the contributions that occupations make to the advancement of society.

CURR. Social Science  
AREA(S) (Neighborhood Living)

## WORK WORLD

### ACTIVITIES

Select one specific activity at a time and name as many related occupations as possible. For instance, how many occupations can children list which are related to sewing (home economics teacher, dressmaker, fashion editor, tailor, shoe repairman, fabric shop clerk or manager, sewing machine salesman, knitting-mill employee, space exploration designer)?

Have pupils make pictures or cartoons of a person who needs a worker in one of the listed occupations (example: hole in shoe needs a shoe repairman).

### EVALUATION

The child will be able to identify the need for related services.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

School  
(Magazines, pictures,  
I Aim, Ask, and Act  
American Book, pp. 100-  
104; First Grade Social  
Science Unit-"Neighbor-  
hood Living")

Collect and mount pictures of worker's tools.  
For example, you might use pictures of a  
stethoscope, thermometer, wrench, night  
stick, whistle, rake, order pad, pencil,  
tray and bat. Turn five pictures face down.  
Give one each to five children. Give them the  
opportunity to show their pictures to other  
children in the class. Direct the class members  
to name as many occupations as they can think of  
whose workers would use the tool. The child  
with the picture must decide if the answers are  
correct. A list of occupations can be written on  
the blackboard.

The child  
several oc  
workers m

- There is a wide variety of occupations which may be classified in several ways.

GRADE 1

- begin to develop a recognition of the wide and increasing variety of occupations.

CURR. Social Science  
AREA(S) (Neighborhood  
Living)

## WORK WORLD

### ACTIVITIES

Collect and mount pictures of worker's tools. For example, you might use pictures of a stethoscope, thermometer, wrench, night stick, whistle, rake, order pad, pencil, tray and bat. Turn five pictures face down. Give one each to five children. Give them the opportunity to show their pictures to other children in the class. Direct the class members to name as many occupations as they can think of whose workers would use the tool. The child with the picture must decide if the answers are correct. A list of occupations can be written on the blackboard.

### EVALUATION

The child will be able to name several occupations whose workers may use the same tools

CONCEPT 4 - There is a wide variety of occupations  
which may be classified in several ways.

GRADE

GEN. OBJ. 24 - begin to recognize the various ways of  
classifying occupations.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Film  
(#0278-"Going to  
School is Your Job"  
BAVI)

View the film "Going to School is Your Job." List  
the occupations shown which make the school a  
success.

The student  
realize that  
occupation  
own as a  
success.

16.

- There is a wide variety of occupations which may be classified in several ways.
- begin to recognize the various ways of classifying occupations.

GRADE 1

CURR. Health-P. E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

View the film "Going to School is Your Job." List the occupations shown which make the school a success.

### EVALUATION

The student should be able to realize that all types of occupations (including their own as a student) make for success.

CONCEPT 4 - There is a wide variety of occupations  
which may be classified in several ways.

GRADE

GEN. OBJ. 24 - begin to recognize the various ways of  
classifying occupations.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Instruments for  
linear measurements  
and objects to measure;  
First Grade Science Unit-  
"Classifying and Beginning  
Measurement")

Make a list of workers who frequently use linear  
measurement on their jobs. Examples are car-  
penters, brick layers, plumbers, draftsman.  
Show different instruments for linear measurement.  
Collect a sampling of objects that the craftsman  
would work with. Examples are bricks, pipes,  
wood, nails, screws. Have the students measure  
these objects. Assign students to measure various  
items in the room to the nearest inch or half inch.  
Answers should be written individually.

The student  
name occupies  
linear measure  
nearest inch

4 - There is a wide variety of occupations which may be classified in several ways.

4 - begin to recognize the various ways of classifying occupations.

GRADE 1

17.

CURR. AREA(S) Math (Fractional Numbers - Unit 16)  
Science (Classifying and Beginning Measurement)

## WORK WORLD

### ACTIVITIES

### EVALUATION

for  
rements  
o measure;  
Science Unit-  
and Beginning  
t")

Make a list of workers who frequently use linear measurement on their jobs. Examples are carpenters, brick layers, plumbers, draftsman. Show different instruments for linear measurement. Collect a sampling of objects that the craftsman would work with. Examples are bricks, pipes, wood, nails, screws. Have the students measure these objects. Assign students to measure various items in the room to the nearest inch or half inch. Answers should be written individually.

The student will be able to name occupations that use linear measurement and measure accurately to the nearest inch or half inch.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School

(I Aim, Ask, Act -  
American Book, pp.  
101-103; magazines;  
First Grade Social  
Science Unit - "Neigh-  
borhood Living")

Discuss different jobs related to one building or one activity. These different jobs belong to a "job family." Collect pictures in order to assemble scrapbooks of "job families." If magazine pictures are scarce, children can draw workers on 9x12 manila drawing paper and label pictures. Begin with the familiar - home builders, policemen, firemen. Incorporate a recent concept - workers at an airport, workers at a television station, workers at a space center.

Make a class dictionary of new words learned in connection with "job families."

The child will correlate the various occupations and the occupations themselves.

4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 1

18.

4 - begin to recognize the various ways of classifying occupations.

CURR. AREA(S) Social Science (Neighborhood Living)

## WORK WORLD

### ACTIVITIES

### EVALUATION

Act-  
Book, pp.  
magazines;  
Social  
t-"Neigh-  
ving")

Discuss different jobs related to one building or one activity. These different jobs belong to a "job family." Collect pictures in order to assemble scrapbooks of "job families." If magazine pictures are scarce, children can draw workers on 9x12 manilla drawing paper and label pictures. Begin with the familiar - home builders, policemen, firemen. Incorporate a recent concept - workers at an airport, workers at a television station, workers at a space center.

The child will be able to correlate the places at which various occupations are done and the occupations themselves

Make a class dictionary of new words learned in connection with "job families."

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(First Grade  
Social Science  
Unit-"Neighborhood Living")  
Class activity  
Counselor

Ask each child to write his name on a piece of paper and then write the answer to this question: What do you want to be when you grow up? Call on children individually or in groups of two or three (if some children are very shy) to tell why he (they) must learn to read for his particular career aspiration. The other children in the class can guess the "job" from the reasons given. The child guessing correctly may be assigned the next turn. Children too shy to participate should be identified for small group work with the counselor.

The child will  
associate social  
future jobs

Counselor  
Play Media

Invite those children identified by the teacher to join a small group.

Child will learn  
in a small group

Encourage participation in group activities by utilizing play media.

19. - Work means different things to different people.

2 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE 1

CURR. Language Arts-Reading  
AREA(S) Social Science  
(Neighborhood Living)

## WORK WORLD

### ACTIVITIES

Ask each child to write his name on a piece of paper and then write the answer to this question: What do you want to be when you grow up? Call on children individually or in groups of two or three (if some children are very shy) to tell why he (they) must learn to read for his particular career aspiration. The other children in the class can guess the "job" from the reasons given. The child guessing correctly may be assigned the next turn. Children too shy to participate should be identified for small group work with the counselor.

### EVALUATION

The child will be able to associate schoolwork and future jobs.

Invite those children identified by the teacher to join a small group.

Child will learn to inter-act in a small group situation.

Encourage participation in group activities by utilizing play media.

CONCEPT 5 - Work means different things to different people.

GRADE

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR.  
AREA(S)

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUA

School libraries  
(I Want To Be books;  
School  
(Our Working World,  
SRA, p. 123; First  
Grade Social Science  
Unit-"Neighborhood  
Living")

Read two I Want To Be books. After reading both books to the class, compare the two occupations. For example, I Want To Be A Baseball Player and I Want To Be A Teacher can be read. The class might compare the special skills, length of training, hours of work, productive years for each occupation. (A baseball player earns more, but is able to play for only a few years; a teacher earns less, but can teach longer and even become a better teacher.)

The child will  
work in a

Work means different things to different people.

GRADE 1

- begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. AREA(S) Social Science  
(Neighborhood Living)  
Language Arts-Reading

## WORK WORLD

### ACTIVITIES

### EVALUATION

Read two I Want To Be books. After reading both books to the class, compare the two occupations. For example, I Want To Be A Baseball Player and I Want To Be A Teacher can be read. The class might compare the special skills, length of training, hours of work, productive years for each occupation. (A baseball player earns more, but is able to play for only a few years; a teacher earns less, but can teach longer and even become a better teacher.)

The child will be able to compare workers in different occupations

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

School  
(Colored slides  
available at SHS  
art department)  
Student discussion  
Teacher presentation

Have students view a colored slide presentation organized by the teacher. Slides will be of paintings from Paleolithic to contemporary, but will not be shown in sequence. Have students react to visuals:

1. Does this picture show people helping people?
2. Does this picture show people at work?
3. Does the work help other people?
4. Is this picture mostly for decoration?
5. Does decoration help people?

Students will  
work can help  
or society.

- 5 - Work means different things to different people.
- 0 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

GRADE 1

CURR. Language Arts-Reading  
AREA(S) Social Science  
Art

21.

## WORK WORLD

### ACTIVITIES

Divide a bulletin board into two sections labeled "Today - In School" and "Tomorrow in the World of Work." In the first section place children's self-portraits as they look working at school. In the second section, place children's self-portraits as they will look in their future jobs. A piece of yarn can connect the self-portraits of each child.

Place a list of the subjects they are presently learning in school next to the "Today-In School" section. Then ask for volunteers to tell the class what work they would enjoy. Go down the list of subjects with each volunteer, asking which subjects he would have to know for his chosen work, and why he would have to know them. Encourage each child to speak in complete sentences.

### EVALUATION

The child will be able to name subjects in school that are most important to specific jobs.

CONCEPT 5 - Work means different things to different people.

GRADE 1

GEN. OBJ. 20 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

CURR. LA  
AREA(S) So  
A1

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALU

School

Divide a bulletin board into two sections labeled "Today - In School" and "Tomorrow in the World of Work." In the first section place children's self-portraits as they look working at school. In the second section, place children's self-portraits as they will look in their future jobs. A piece of yarn can connect the self-portraits of each child.

The child w  
subjects in  
important to

Place a list of the subjects they are presently learning in school next to the "Today-In School" section. Then ask for volunteers to tell the class what work they would enjoy. Go down the list of subjects with each volunteer, asking which subjects he would have to know for his chosen work, and why he would have to know them. Encourage each child to speak in complete sentences.

- 5 - Work means different things to different people.
- 0 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

GRADE 1

CURR. Language Arts-Reading  
AREA(S) Social Science  
Art

21.

## WORK WORLD

### ACTIVITIES

Divide a bulletin board into two sections labeled "Today - In School" and "Tomorrow in the World of Work." In the first section place children's self-portraits as they look working at school. In the second section, place children's self-portraits as they will look in their future jobs. A piece of yarn can connect the self-portraits of each child.

Place a list of the subjects they are presently learning in school next to the "Today-In School" section. Then ask for volunteers to tell the class what work they would enjoy. Go down the list of subjects with each volunteer, asking which subjects he would have to know for his chosen work, and why he would have to know them. Encourage each child to speak in complete sentences.

### EVALUATION

The child will be able to name subjects in school that are most important to specific jobs.

CONCEPT 5 - Work means different things to different people.

GRADE 1

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. So  
an  
M

## WORK WORLD

### RESOURCES

School

(Our Working World,  
SRA, Lesson 4; First  
Grade Social Science  
Unit-"Home and Family")

### ACTIVITIES

Play the record for lesson 4 which relates that a person who does useful work is a producer. People who are producers are producers of goods or producers of services. Collect pictures and have the children divide them into two groups containing producers of goods and producers of services. Discuss each with the children.

Play a game based on the song "Here We Go Round the Mulberry Bush." Divide the class into two groups and take turns in leading the class in pantomiming family members producing a goods or a service, with the class imitating the leading group's actions and singing, "This is the way we bake the bread, etc." The first group to run out of ideas sits down and the other group is the winner.

### EVALUA

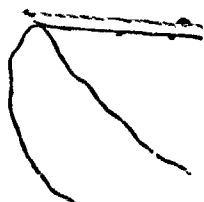
The child will  
recognize the  
and/or serv

- Work means different things to different people.
- recognize the various ways of describing meanings of work.

GRADE 1

22.

CURR. Social Science (Home and Family) /  
Music



## WORK WORLD

### ACTIVITIES

Play the record for lesson 4 which relates that a person who does useful work is a producer. People who are producers are producers of goods or producers of services. Collect pictures and have the children divide them into two groups containing producers of goods and producers of services. Discuss each with the children.

Play a game based on the song "Here We Go Round the Mulberry Bush." Divide the class into two groups and take turns in leading the class in pantomiming family members producing a goods or a service, with the class imitating the leading group's actions and singing; "This is the way we bake the bread, etc." The first group to run out of ideas sits down and the other group is the winner.

### EVALUATION

The child will be able to recognize that work is goods and/or services

World.  
4; First  
Science  
and Family"

**CONCEPT** 5 - Work means different things to different people.

**GRADE** 1

**GEN. OBJ.** 21 - recognize the various ways of describing meanings of work.

**CURR. AREA(S)** H

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

**Self**

After viewing the film concept 5, objective 22, grade 1, have each child draw a picture showing which is the most important job he has as a bicycle rider. Compare pictures afterwards and notice the variety of meanings that bicycle safety involves(signals, maintainance, laws).

The child sh  
of the variou  
in work.

23.

- 5 - Work means different things to different people.
- 1 - recognize the various ways of describing meanings of work.

GRADE 1

CURR. Health-P. E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

After viewing the film concept 5, objective 22, grade 1, have each child draw a picture showing which is the most important job he has as a bicycle rider. Compare pictures afterwards and notice the variety of meanings that bicycle safety involves(signals, maintainance, laws).

### EVALUATION

The child should become aware of the various aspects involved in work.

CONCEPT 5 - Work means different things to different people.

GRADE 1

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. S  
AREA(S) B

### WORK WORLD

#### RESOURCES

Teacher  
School  
(First Grade  
Social Science  
Unit-"A Healthy  
Body")

#### ACTIVITIES

After the activity in which the class pretended that one of the students got sick, have each student select one of the jobs that he would like to perform that was mentioned in the previous activity. Have the student write several reasons why he made the selection that he did. Compare the choices that the students made with the reasons they gave for their choices.

EV  
The s  
relate  
made  
and th  
make  
may h  
differ

- Work means different things to different people.
- recognize the various ways of describing meanings of work.

24.

GRADE 1

CURR. Science (A Healthy  
AREA(S) Body)

## WORK WORLD

### ACTIVITIES

After the activity in which the class pretended that one of the students got sick, have each student select one of the jobs that he would like to perform that was mentioned in the previous activity. Have the student write several reasons why he made the selection that he did. Compare the choices that the students made with the reasons they gave for their choices.

### EVALUATION

The student will be able to relate that not everyone made the same choices and that people that did make the same choice may have made them for different reasons.

CONCEPT 5 - Work means different things to different people.

GRADE 1 5 -

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. AREA(S) 1 -

22 - recognize that work has a personal meaning to every person.

2 -

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

Students will participate in activities before and after work.

5 - Work means different things to different people.

1 - recognize the various ways of describing meanings of work.

2 - recognize that work has a personal meaning to every person.

GRADE 1

25.

CURR. Art  
AREA(S)

## WORK WORLD

### ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

### EVALUATION

Students will recognize that activities also include before and after work.

CONCEPT 5 - Work means different things to different people.  
GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

GRADE 1  
CURR. H  
AREA(S)

#### WORK WORLD

#### RESOURCES

Film  
(#3817-"I'm No  
Fool With a  
Bicycle"BAVI)

#### ACTIVITIES

View the film "I'm No Fool With a Bicycle" and discuss the individual responsibilities each student has as a bicyclist.

#### EVALUATION

The student  
recognize his  
responsibilities

- 5 - Work means different things to different people.
- 2 - recognize that work has a personal meaning to every person.

GRADE 1

CURR. Health-P. E.  
AREA(S)

## WORK WORLD

## ACTIVITIES

No (I) View the film "I'm No Fool With a Bicycle" and discuss the individual responsibilities each student has as a bicyclist.

## EVALUATION

The student should be able to recognize biking safety as a responsibility.

CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

GRADE 1

CURR. AREA(S) Social Studies

### WORK WORLD

### RESOURCES

School

(Our Working World-  
"Families at Work,"  
SRA, p. 40; First  
Grade Social Science  
Unit-"Home and  
Family")

### ACTIVITIES

Read the poem "Automobile Mechanics " by Dorothy Baruch to the class. The poem describes a boy and his father washing and servicing a car. The children can draw pictures of something that their mothers, fathers, and they themselves produce at home. The children can discuss each picture using complete sentences and indicating if a goods or a service is produced.

or ,

The children can draw pictures of someone they know who cannot produce. Examples are babies, sick, elderly. They can tell a story about their drawing, pointing out why such persons cannot produce. As the speaker is encouraged to develop good speech habits, the rest of the class should be practicing good listening habits.

### EVALUATION

The child will relate that work is a goods or a service

- Work means different things to different people.
- recognize that work has a personal meaning to every person.

GRADE 1

CURR. Social Science (Home  
AREA(S) and Family)  
Language Arts-Reading

## WORK WORLD

### ACTIVITIES

Read the poem "Automobile Mechanics " by Dorothy Baruch to the class. The poem describes a boy and his father washing and servicing a car. The children can draw pictures of something that their mothers, fathers, and they themselves produce at home. The children can discuss each picture using complete sentences and indicating if a goods or a service is produced.

or

The children can draw pictures of someone they know who cannot produce. Examples are babies, sick, elderly. They can tell a story about their drawing, pointing out why such persons cannot produce. As the speaker is encouraged to develop good speech habits, the rest of the class should be practicing good listening habits.

### EVALUATION

The child will be able to relate that work produces either a goods or a service.

CONCEPT 6 - Education and work are interrelated.

GRADE 1

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

CURR. M  
AREA(S) a  
0

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Blackboard,  
chalk)

Have the children write the numerals 0 through 12. While they are doing this put 4 simple equations on the board. In each equation, make one numeral difficult to read. Then ask the children to copy the equations on the board and to complete them. Wait for the children to begin to ask questions as to what some of the numerals are. Ask the children to look at their numerals 0 through 12. Each child can evaluate his own numerals to see if he has written each numeral clearly. Discuss the reasons for writing clearly now while doing schoolwork and later as an adult in the work world.

The child will identify the numerals correctly today with will later h

## GRADE 1

CURR. Math (Numbers  
AREA(S) and Numerals  
0 through 12-Unit 5)

- Education and work are interrelated.
- recognize that different kinds of work require varying degrees and types of educational preparation.

## WORK WORLD

## ACTIVITIES

Have the children write the numerals 0 through 12. While they are doing this put 4 simple equations on the board. In each equation, make one numeral difficult to read. Then ask the children to copy the equations on the board and to complete them. Wait for the children to begin to ask questions as to what some of the numerals are. Ask the children to look at their numerals 0 through 12. Each child can evaluate his own numerals to see if he has written each numeral clearly. Discuss the reasons for writing clearly now while doing schoolwork and later as an adult in the work world.

## EVALUATION

The child will be able to identify the ways that writing numerals clearly helps him today with schoolwork and that will later help him as an adult.

CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work  
require varying degrees and types of  
educational preparation.

GRADE 1

CURR. AREA(S) Social and Art

### WORK WORLD

#### RESOURCES

Parents  
School  
(First Grade  
Social Science  
Unit - "Home and  
Family")

#### ACTIVITIES

Make a large mural. Each child must make a picture of his parent/parents dressed appropriately working at his and/or her special job. The workers should be clustered into those jobs that are similar. The children find out from their parent/parents what he and/or she had to learn and what special training he and/or she had to have to work at the job(s). Information will then be placed on a list near each type of worker's job on the mural.

#### EVALUATION

The pupil will  
different work  
which prepare  
different jobs

- Education and work are interrelated.
- recognize that different kinds of work require varying degrees and types of educational preparation.

GRADE 1

CURR. Social Science (Home  
AREA(S) and Family)  
Art

## WORK WORLD

### ACTIVITIES

Make a large mural. Each child must make a picture of his parent/parents dressed appropriately working at his and/or her special job. The workers should be clustered into those jobs that are similar. The children find out from their parent/parents what he and/or she had to learn and what special training he and/or she had to have to work at the job(s). Information will then be placed on a list near each type of worker's job on the mural.

### EVALUATION

The pupil will be able to identify different workers and ways in which preparation varies for different jobs.

CONCEPT 6 - Education and work are interrelated.

GRADE 1

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR. AREA(S) M  
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S  
ar  
M

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(First Grade  
Science Unit-  
"Classifying  
and Beginning  
Measurement")

Note: This is an extension of Concepts 7, 8, 9, 10, 11.

Pass out to the students the rulers and various length dowels. Have the children measure the dowels. Direct the children to place all their 3" dowels on the reading table. Continue in a similar fashion until all the dowels have been grouped according to their measurement in inches (1" - 7").

Discuss why a ruler is a useful tool for schoolwork and in what occupations it is a necessary tool. List things that can be easily measured with a foot ruler. Name other tools of linear measurement. Discuss occupations in which accurate linear measurement is necessary.

The child will identify occupations that require accurate measurement.

GRADE 1

CURR. AREA(S) Math (Fractional Numbers-Unit 16)  
Science (Classifying and Beginning Measurement)

Education and work are interrelated.

become aware that occupational requirements and competencies influence the content and direction of educational preparation.

## WORK WORLD

### ACTIVITIES

Note: This is an extension of Concepts 7, 8, 9, 10, 11.

Pass out to the students the rulers and various length dowels. Have the children measure the dowels. Direct the children to place all their 3" dowels on the reading table. Continue in a similar fashion until all the dowels have been grouped according to their measurement in inches (1" - 7").

Discuss why a ruler is a useful tool for schoolwork and in what occupations it is a necessary tool. List things that can be easily measured with a foot ruler. Name other tools of linear measurement. Discuss occupations in which accurate linear measurement is necessary.

### EVALUATION

The child will be able to identify occupations that require accurate linear measurement.

CONCEPT 6 - Education and work are interrelated.

GRADE 1

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR. Soc  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(First Grade  
Social Science  
Unit- 'School')

Write on the blackboard the sentence starter, "I am in the first grade because..." Each child lists or names as many reasons as possible for being in the first grade. To help the child, thought questions could be, "How old are you? Why aren't you in second grade or fourth grade? Why did you start to school? Why didn't you start sooner? Will you be in school next year?"

The child will  
what qualities  
a first grade  
have in his c

31

Education and work are interrelated.

become aware that occupational requirements and competencies influence the content and direction of educational preparation.

GRADE 1

CURR. Social Science (School)  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Write on the blackboard the sentence starter, "I am in the first grade because..." Each child lists or names as many reasons as possible for being in the first grade. To help the child, thought questions could be, "How old are you? Why aren't you in second grade or fourth grade? Why did you start to school? Why didn't you start sooner? Will you be in school next year?"

#### EVALUATION

The child will be able to identify what qualities and competencies a first grader is expected to have in his community.

CONCEPT 6 - Education and work are interrelated.

GRADE 1

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR. SC  
AREA(S) B

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(First Grade  
Science Unit  
"A Healthy  
Body")

Discuss with the students, responsibilities associated with different jobs. What are or can be the consequences of mistakes in different jobs?  
Discuss the ways in which people prepare themselves for their jobs in order to minimize the probability of a mistake. What can be the results of a mistake made by a doctor? a nurse? a dentist? a gardener? a plumber? a teacher? etc.

The student  
relate oral  
the respons  
is the prepa

(reversible vs irreversible mistakes)

- Education and work are interrelated.

- become aware that occupational requirements and competencies influence the content and direction of educational preparation.

GRADE 1

CURR. Science (A Healthy  
AREA(S) Body)

## WORK WORLD

### ACTIVITIES

Discuss with the students, responsibilities associated with different jobs. What are or can be the consequences of mistakes in different jobs? Discuss the ways in which people prepare themselves for their jobs in order to minimize the probability of a mistake. What can be the results of a mistake made by a doctor? a nurse? a dentist? a gardener? a plumber? a teacher? etc.

(reversible vs irreversible mistakes)

### EVALUATION

The student will be able to relate orally that the greater the responsibility, the greater is the preparation for the job.

**CONCEPT** 3 - Occupations exist for a purpose.

**GRADE** 2

**GEN. OBJ.** 11 - begin to recognize that occupations develop from needs of society.

**CURR. AREA(S)** Art  
Soc

### **WORK WORLD**

#### **RESOURCES**

#### **ACTIVITIES**

#### **EVALUATION**

School  
(General materials  
within the classroom  
or art room)

Have students arrange tools, materials,  
and small furniture in an orderly manner  
which allows accessibility to these materials  
by the greatest number of students.

The students  
demonstrated  
ization they  
that they rea  
the class.

1.

GRADE 2

CURR. Art  
AREA(S) Social Science

- Occupations exist for a purpose.
- begin to recognize that occupations develop from needs of society.

### WORK WORLD

#### ACTIVITIES

Have students arrange tools, materials, and small furniture in an orderly manner which allows accessibility to these materials by the greatest number of students.

#### EVALUATION

The students will have demonstrated by the organization they have created that they realize the needs of the class.

Materials  
Classroom

**CONCEPT** 3 - Occupations exist for a purpose.

**GRADE** 2

**GEN. OBJ.** 11 - begin to recognize that occupations develop from needs of society.  
12 - begin to understand the contributions that occupations make to the advancement of society.

**CURR. H**  
**AREA(S)**

### WORK WORLD

#### RESOURCES

School

#### ACTIVITIES

Play "Community Minus One." Divide the students into groups of five or six, each person having a specific occupation (doctor, recreation director, fireman, dentist, nurse, policeman). Take one person out of the community and have students discuss the outcomes. (What would we do with no firemen? no dentist? no policemen? etc.) After they have listed several outcomes, bring this profession back into the community and then eliminate another.

#### EVALUA

Students should realize the occupation need.

- 3 - Occupations exist for a purpose.
- 1 - begin to recognize that occupations develop from needs of society.
- 2 - begin to understand the contributions that occupations make to the advancement of society.

GRADE 2

CURR. Health-P. E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

Play "Community Minus One." Divide the students into groups of five or six, each person having a specific occupation (doctor, recreation director, fireman, dentist, nurse, policeman). Take one person out of the community and have students discuss the outcomes. (What would we do with no firemen? no dentist? no policemen? etc.) After they have listed several outcomes, bring this profession back into the community and then eliminate another.

### EVALUATION

Students should be able to realize the importance of an occupation because of society's need.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.  
12 - begin to understand the contributions that occupations make to the advancement of society.

CURR. AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Play money, shelving, empty containers)

Set up a supermarket. Have the products priced for sale. Some children can be customers; one child can be the cashier. The customer will buy products. The cashier will add the prices together so that the customer can pay the specified amount. List other occupations that use money.

The child will be able to determine a specified amount of money.

3.

GRADE 2

CURR. Math (Two-Digit  
AREA(S) Addition-Unit 9)

- Occupations exist for a purpose.
- begin to recognize that occupations develop from needs of society.
- begin to understand the contributions that occupations make to the advancement of society.

### WORK WORLD

#### ACTIVITIES

Set up a supermarket. Have the products priced for sale. Some children can be customers; one child can be the cashier. The customer will buy products. The cashier will add the prices together so that the customer can pay the specified amount. List other occupations that use money.

#### EVALUATION

The child will be able to add money.

The child will be able to count coins to determine a specific amount of money.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.  
12 - begin to understand the contributions that occupations make to the advancement of society.

CURR. So  
AREA(S) (C

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Second Grade  
Social Science  
Unit-"Community")

Develop a model factory, such as a card factory. One group could be responsible for the design of the card. One group could be responsible for folding of the card. Another group could be responsible for the writing of of the card. After completion of the cards, discuss ways in which such a factory could be changed. Talk about ways in which such a factory is run today. Guide discussion so that the following idea is brought out: with the greater demand for a product, new jobs are created.

The child  
explain how  
society can  
a particular  
uni

GRADE 2

CURR. Social Science  
AREA(S) (Community)

- Occupations exist for a purpose.
- begin to recognize that occupations develop from needs of society.
- begin to understand the contributions that occupations make to the advancement of society.

## WORK WORLD

## ACTIVITIES

Develop a model factory such as a card factory. One group could be responsible for the design of the card. One group could be responsible for folding of the card. Another group could be responsible for the writing of the card. After completion of the cards, discuss ways in which such a factory could be changed. Talk about ways in which such a factory is run today. Guide discussion so that the following idea is brought out: with the greater demand for a product, new jobs are created.

## EVALUATION

The child will be able to explain how the needs of society create new jobs in a particular field.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.

CURR. S  
AREA(S)

12 - begin to understand the contributions that occupations make to the advancement of society.

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Magazines;  
Second Grade  
Science Unit-  
"Light")

With the students collect pictures or draw pictures showing the development of light. You could start with the caveman and fire, oil lamps, kerosene lamps, gas lights, early light bulbs, present light bulbs, etc. Discussion associated with this unit should bring out the contributions that occupations make to the advancement of society.

The student explain the occupations development way of life.

3 - Occupations exist for a purpose.

1 - begin to recognize that occupations develop from needs of society.

2 - begin to understand the contributions that occupations make to the advancement of society.

GRADE 2

5.

CURR. Science (Light)  
AREA(S)

### WORK WORLD

#### ACTIVITIES

With the students collect pictures or draw pictures showing the development of light. You could start with the cayeman and fire, oil lamps, kerosene lamps, gas lights, early light bulbs, present light bulbs, etc. Discussion associated with this unit should bring out the contributions that occupations make to the advancement of society.

#### EVALUATION

The student will be able to explain the role that different occupations have played in the development of our present way of life.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2

GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.

CURR. Sc  
AREA(S)

12 - begin to understand the contributions that occupations make to the advancement of society.

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

School  
(Second Grade  
Science Unit-  
"Machines")

Cite specific examples of work done by people. Select several of these examples and have the students prepare a list of reasons why people work (e. g. basic needs, satisfaction, competition, money, wants, help each other, recognition, life process, etc.).

The student  
compare wo  
standing of

Inform the students that work is a major contribution of people to a democratic society. Have the students extend the list of examples of work done by people. Ask the students to associate the identified work to specific jobs. Have the students rank these jobs in order of importance. Questioning will establish the fact that this is quite impossible.

The student  
relate work  
student will  
that all wor  
important.

3 - Occupations exist for a purpose.

1 - begin to recognize that occupations develop from needs of society.

2 - begin to understand the contributions that occupations make to the advancement of society.

GRADE 2

CURR. Science (Machines)  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Cite specific examples of work done by people. Select several of these examples and have the students prepare a list of reasons why people work (e. g. basic needs, satisfaction, competition, money, wants, help each other, recognition, life process, etc.).

Inform the students that work is a major contribution of people to a democratic society. Have the students extend the list of examples of work done by people. Ask the students to associate the identified work to specific jobs. Have the students rank these jobs in order of importance. Questioning will establish the fact that this is quite impossible.

The student will be able to compare work to the understanding of why people work.

The student will be able to relate work to jobs. The student will be able to recognize that all work and jobs are important.

CONCEPT 3 Occupations exist for a purpose.

GRADE 2 3 -

GEN. OBJ. 13 - recognize that occupations develop  
to fulfill social needs.

CURR. H 5 -  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Film, #7537-  
"Fight" BAVI)

View film "Fight." (Boy is tripped, what could  
or should he do?)

Show two pictures - one of two opponents shaking  
hands after competition; the other of a quarrel or  
fight. Discuss words like "fairplay," "sports-  
manship," "not giving up," "poor loser." How do  
sports and/or recreation help you improve in these  
areas?

Students sh  
understand 7-  
a person to (I)  
emotions,  
work for a

- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

GRADE 2

CURR. Health-P. E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

View film "Fight." (Boy is tripped, what could or should he do?)

Show two pictures - one of two opponents shaking hands after competition; the other of a quarrel or fight. Discuss words like "fairplay," "sportsmanship," "not giving up," "poor loser." How do sports and/or recreation help you improve in these areas?

### EVALUATION

Students should be able to understand that sports allow a person to express his emotions, to achieve and to work for a common goal.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

CURR. S  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

School  
(Second Grade  
Social Science  
Unit-"Self")

Discuss noise pollution and the responsibility of each person in the classroom. Conduct a "quiet hour" of one hour sometime during the day. Neither the teacher nor the students may talk during that hour.

The child v  
the respons  
the right of  
being quiet

After the "quiet hour" discuss how all could make the classroom quieter so they could do a good job with their work. Stress the responsibility they have to their co-workers.

and

Relate the above activity by naming other workers in the work world that have to be constantly aware of the noise made on their jobs and of their responsibility to society.

- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

GRADE 2

CURR. Social Science (Self)  
AREA(S)

# WORK WORLD

## ACTIVITIES

Discuss noise pollution and the responsibility of each person in the classroom. Conduct a "quiet hour" of one hour sometime during the day. Neither the teacher nor the students may talk during that hour.

After the "quiet hour" discuss how all could make the classroom quieter so they could do a good job with their work. Stress the responsibility they have to their co-workers.  
and

Relate the above activity by naming other workers in the work world that have to be constantly aware of the noise made on their jobs and of their responsibility to society.

## EVALUATION

The child will be able to accept the responsibility of respecting the right of his co-worker by being quiet.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2 3 -

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

CURR. 1 4 -  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Class Activity

Simulate a TV stage, microphone, etc. Conduct spot interviews with children in the class. Ask each TV guest to finish this sentence: "If I could change things in the work world I would change..."

The child will communicate needed to h world. 200 will be eval

3 - Occupations exist for a purpose.

4 - become aware of the contributions of occupations to the advancement of society.

9.  
GRADE 2

CURR. Language Arts-Reading  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Simulate a TV stage, microphone, etc. Conduct spot interviews with children in the class. Ask each TV guest to finish this sentence: "If I could change things in the work world I would change..."

#### EVALUATION

The child will be able to communicate the changes needed to have a better work world. Good speech habits will be evaluated.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 14 - become aware of the contributions of  
occupations to the advancement of  
society.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Construction  
paper, paste,  
scissors, rulers)

While creating a picture, measure each figure that  
is put on the paper. For example: the trunk of a  
tree could be one inch wide and three inches high.  
After the project is completed, relate it to  
occupations that use linear measurement to  
improve society.

The child  
measure  
ruler.

3 - Occupations exist for a purpose.

4 - become aware of the contributions of occupations to the advancement of society.

GRADE

2

10

CURR.  
AREA(S)

Math (Fractional  
Numbers-Unit 20)  
Art

## WORK WORLD

### ACTIVITIES

While creating a picture, measure each figure that is put on the paper. For example: the trunk of a tree could be one inch wide and three inches high. After the project is completed, relate it to occupations that use linear measurement to improve society.

### EVALUATION

The child will be able to measure objects by using a ruler.

CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

GRADE 2

CURR. S  
AREA(S) a

### WORK WORLD

#### RESOURCES

Teacher  
Class  
School  
(Second Grade  
Science Unit-  
"Classifying  
and Measuring")

#### ACTIVITIES

Have a day without the use of measurement of time. Have any student with a watch turn it in when he comes to school; cover the clock, windows, etc. with paper so that the students cannot tell time by the movements of other students. Also disconnect the bells. At the end of the day, the teacher and students could have a discussion about the day and what it would be like to live without clocks. Where do clocks come from? Are there clocks in other lands? etc.

#### EVALUATION

The student explain the the clock m our way of

3 - Occupations exist for a purpose.

4 - become aware of the contributions of occupations to the advancement of society.

11.

GRADE 2

CURR. Science (Classifying  
AREA(S) and Measuring)

## WORK WORLD

### ACTIVITIES

Have a day without the use of measurement of time. Have any student with a watch turn it in when he comes to school; cover the clock, windows, etc. with paper so that the students cannot tell time by the movements of other students. Also disconnect the bells. At the end of the day, the teacher and students could have a discussion about the day and what it would be like to live without clocks. Where do clocks come from? Are there clocks in other lands? etc.

### EVALUATION

The student will be able to explain the contribution that the clock maker has made to our way of life.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2 3 -

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

CURR. He 5 -  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALU

Community  
(Resource person)

Ask the local recreation director or a swimming instructor to speak to class, explaining the activities offered, rules to be followed, the reasons for a recreation program.

Student will  
recreational  
available for

3 - Occupations exist for a purpose.

5 - recognize that occupations develop to fulfill social needs.

GRADE 2

12.

CURR. Health-P. E.  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

erson)

Ask the local recreation director or a swimming instructor to speak to class, explaining the activities offered, rules to be followed, the reasons for a recreation program.

#### EVALUATION

Student will become aware of recreational opportunities available for their use.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2 3 -

GEN. OBJ. 15 - recognize that occupations develop  
to fulfill social needs.

CURR. 5 -  
AREA(S) (

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

Survey  
Home  
School  
(Second Grade  
Social Science  
Unit-"Trans-  
portation and  
Communication")

Conduct a survey with the questions listed below:

1. Where did your great grandfather work?
2. Where did or does your grandfather work?
3. Where does your father or mother work?
4. How did each of these workers get to his job?

Discuss the results of the survey by talking about transportation needed for the job.

Stress that the need for improved means of transportation has allowed for a wider range of occupations.

By conduct  
child will  
occupation  
because of  
transporta  
ce  
d  
ion

3 - Occupations exist for a purpose.

5 - recognize that occupations develop  
to fulfill social needs.

13.

GRADE 2

CURR. Social Science  
AREA(S) (Transportation and  
Communication)

## WORK WORLD

### ACTIVITIES

Conduct a survey with the questions listed below:

1. Where did your great grandfather work?
2. Where did or does your grandfather work?
3. Where does your father or mother work?
4. How did each of these workers get to his job?

Discuss the results of the survey by talking about transportation needed for the job.

Stress that the need for improved means of transportation has allowed for a wider range of occupations.

### EVALUATION

By conducting a survey, the child will be able to list occupations that have developed because of better means of transportation.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2 3 -

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

CURR. S 5 -  
AREA(S) a

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Second Grade  
Science Unit-  
"Classifying  
and Measuring")

Have the students identify people who use volume measurements in their work. Ask the students to collect pictures that illustrate people using volume measurements on their jobs. (Example: doctors, bakers, druggists, chemists, farmers, science teachers, home-makers, janitors, engineers, designers)

The student identify people who use volume measurements in their jobs.

Have the students identify those people who use weight measurements in their work.

The student identify people who use weight measurements in their jobs.

Ask the students to collect pictures that illustrate people using weight measurements on their jobs. (Examples: farmers, supermarket workers, weight scales operators, engineers, designers, chemist, science teachers, material distributors, etc.)

- 3 - Occupations exist for a purpose.
- 6 - recognize that occupations develop to fulfill social needs.

GRADE 2

14.

CURR. Science (Classifying  
AREA(S) and Measuring)

## WORK WORLD

### ACTIVITIES

Have the students identify people who use volume measurements in their work. Ask the students to collect pictures that illustrate people using volume measurements on their jobs. (Example: doctors, bakers, druggists, chemists, farmers, science teachers, home-makers, janitors, engineers, designers)

Have the students identify those people who use weight measurements in their work.

Ask the students to collect pictures that illustrate people using weight measurements on their jobs. (Examples: farmers, supermarket workers, weight scales operators, engineers, designers, chemist, science teachers, material distributors, etc.)

### EVALUATION

The student will be able to identify people who use volume measurement on their jobs.

The student will be able to identify people who use weight measurement on their jobs.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2 3 -

GEN. OBJ. 16 - become aware of the contributions that  
occupations make to the development of society.

CURR. M 6 -  
AREA(S) M

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

School  
(Yardsticks,  
class groups)

Why would a computer be useful? What workers might use a computer? We can use a computer to play a computer game. Divide the class into two groups. Ask one member of each group to go to the front of the room where two yardsticks have been placed. The teacher will give a particular sum. The members from the groups will show how to compute the sums given. The child that finishes first wins a point for his group. Continue until each member of the group has a turn.. Total the points. The group with the most points wins.

The child  
demonstrates  
simple calculations)

- 3 - Occupations exist for a purpose.
- 6 - become aware of the contributions that occupations make to the development of society.

GRADE 2

15.

CURR. Math (Computer  
AREA(S) Mathematics-Unit 15)

## WORK WORLD

### ACTIVITIES

Why would a computer be useful? What workers might use a computer? We can use a computer to play a computer game. Divide the class into two groups. Ask one member of each group to go to the front of the room where two yardsticks have been placed. The teacher will give a particular sum. The members from the groups will show how to compute the sums given. The child that finishes first wins a point for his group. Continue until each member of the group has a turn. Total the points. The group with the most points wins.

### EVALUATION

The child will be able to demonstrate the use of a simple computer.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

CURR. S  
AREA(S) (

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

#### School

(Pictures of air transportation;

Second Grade

Social Studies

Unit-"Transportation and Communication,"

Slides: Sextant

Series-"Come to

Work With Us:

Aerospace.")

Make a picture time line on the development of the airplane. List the jobs that have been created as a result of advanced methods of air travel. Discuss how each contributes to make society function better.

and

View slides on "Come to Work With Us: Aerospace." Discuss each occupation and the contribution it makes to society.

The child will construct a transportation

The child will air travel and the contribution of occupation

3 - Occupations exist for a purpose.

GRADE 2

2 - become aware of the contributions that occupations make to the advancement of society.

CURR. Social Science  
AREA(S) (Transportation  
and Communication)

## WORK WORLD

### ACTIVITIES

Make a picture time line on the development of the airplane. List the jobs that have been created as a result of advanced methods of air travel. Discuss how each contributes to make society function better.

and

View slides on "Come to Work With Us: Aerospace." Discuss each occupation and the contribution it makes to society.

### EVALUATION

The child will be able to construct a time line on air transportation.

The child will be able to list air travel occupations and the contributions which each occupations makes.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 2 3

GEN. OBJ. 1 - become aware of the contributions that occupations make to the advancement of society.

CURR. S 16  
AREA(S)

### WORK WORLD

#### RESOURCES

School  
(Magazines;  
Second Grade  
Science Unit-  
"Machines")

#### ACTIVITIES

Have the students bring in pictures of early tools used by the Indians, settlers, etc. Arrange the pictures to show the development and refinement of different tools.

EVAL  
The student  
arrange too  
development  
orally how

#### Examples:

Drilling: red hot rod-bit and brace-electric drill

Cutting: stone ax-flint ax-brass ax-iron ax  
bone knife-stone knife  
ax-hand saw-electric saw

Show examples of stone ax, arrow points, stone or bone knives, etc.

Show the filmstrip "Did Indians Have Machines?"  
(Second grade science box on machines)

Discuss a relationship between the people that use the tools in their occupations and how new tools are produced.

3 - Occupations exist for a purpose.

16 - become aware of the contributions that occupations make to the advancement of society.

### WORK WORLD

### ACTIVITIES

Have the students bring in pictures of early tools used by the Indians, settlers, etc. Arrange the pictures to show the development and refinement of different tools.

#### Examples:

Drilling: red hot rod-bit and brace-electric drill

Cutting: stone ax-flint ax-brass ax-iron ax  
bone knife-stone knife  
ax-hand saw-electric saw

Show examples of stone ax, arrow points, stone or bone knives, etc.

Show the filmstrip "Did Indians Have Machines?"  
(Second grade science box on machines)

Discuss a relationship between the people that use the tools in their occupations and how new tools are produced.

17.

GRADE 2

CURR. Science (Machines)  
AREA(S)

### EVALUATION

The student will be able to arrange tools in order of development and explain orally how they work easier.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 2 4

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

CURR. AREA(S) H 23

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

Teacher

Film

(#7764 - "Why We Have Taxes: The Town That Had No Policeman" BAVI)

Introduce the idea of "goods" and "services." Then view the film "Why We Have Taxes: The Town That Had No Policeman." For discussion ask:

1. Why did the town need a policeman?
2. What was different about his job as compared to the shoemaker, farmer, housebuilder?
3. Was the policeman's job less important than the others?
4. Does the policeman have a profession that is mostly involved in goods or services?

The student realize that be divided "services."

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tha  
an

- 4 - There is a wide variety of occupations which may be classified in several ways.
- 23 - begin to develop a recognition of the wide and increasing variety of occupations.

GRADE 2

CURR. Health-P.E.  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Introduce the idea of "goods" and "services." Then view the film "Why We Have Taxes: The Town That Had No Policeman." For discussion ask:

1. Why did the town need a policeman?
2. What was different about his job as compared to the shoemaker, farmer, housebuilder?
3. Was the policeman's job less important than the others?
4. Does the policeman have a profession that is mostly involved in goods or services?

#### EVALUATION

The student should be able to realize that occupations can be divided into "goods" or "services."

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 4

GEN OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

CURR. AREA(S) 23

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Our Working World  
Neighbors At Work-  
teacher's manual, p.  
41; Second Grade  
Social Science Unit-  
"Community")

Read the poem "A Happy Neighborhood" found in Our Working World Neighbors At Work (Teacher's manual, p. 41). Discuss the workers found in a neighborhood.

Write a story about a worker and tell how his work would make the neighborhood a happy one.

The child  
analyze a

The child  
organize  
a story.

4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 2

23 - begin to develop a recognition of the wide and increasing variety of occupations.

CURR. Language Arts-Reading  
AREA(S) Social Science  
(Community)

## WORK WORLD

### ACTIVITIES

Read the poem "A Happy Neighborhood" found in Our Working World Neighbors At Work (Teacher's manual, p. 41). Discuss the workers found in a neighborhood.

Write a story about a worker and tell how his work would make the neighborhood a happy one.

### EVALUATION

The child will be able to analyze a poem

The child will be able to organize sentences to form a story

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 2

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

CURR. So  
AREA(S) (C

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

Community-  
(Supermarket)  
School  
(Second Grade  
Social Science  
Unit-"Community")

Plan a field trip to a supermarket. Categorize the supermarket's workers beforehand (stock boy, manager, cashier, stamper, meat packer, butcher, checker, produce buyer).

Look for specific workers from the list during the trip.

After returning to school make an experience chart illustrating the wide variety of workers needed to run a supermarket.

The child will  
categorize workers  
supermarket

The child will  
illustrate the  
of workers  
particular o

- There is a wide variety of occupations which may be classified in several ways.
- begin to develop a recognition of the wide and increasing variety of occupations.

GRADE 2

CURR. Social Science  
AREA(S) (Community)

### WORK WORLD

#### ACTIVITIES

Plan a field trip to a supermarket. Categorize the supermarket's workers beforehand (stock boy, manager, cashier, stamper, meat packer, butcher, checker, produce buyer).

Look for specific workers from the list during the trip.

After returning to school make an experience chart illustrating the wide variety of workers needed to run a supermarket.

#### EVALUATION

The child will be able to categorize workers in a supermarket.

The child will be able to illustrate the wide variety of workers needed in a particular occupations.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 2

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

CURR. AREA(S) Ar

#### WORK-WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Small tools)  
Home  
(Small tools)

The teacher will establish a screened off area somewhere in the room. Within this area, place a variety of small tools and lead blindfolded students to this area to identify tools by touch. Caution the class to avoid exchange of discoveries, identifications, and ideas.

When the entire class has had an opportunity to touch and handle the tools, ask students to draw as many of them as they can identify and remember. Then have students cut their drawings into separate tools and place them on a job category bulletin board (teacher constructed).

Students will  
jobs can be  
to the tools

GRADE 2

CURR. Art  
AREA(S)

There is a wide variety of occupations which may be classified in several ways.

- begin to recognize the various ways of classifying occupations.

## WORK WORLD

### ACTIVITIES

The teacher will establish a screened off area somewhere in the room. Within this area, place a variety of small tools and lead blindfolded students to this area to identify tools by touch. Caution the class to avoid exchange of discoveries, identifications, and ideas.

When the entire class has had an opportunity to touch and handle the tools, ask students to draw as many of them as they can identify and remember. Then have students cut their drawings into separate tools and place them on a job category bulletin board (teacher constructed).

### EVALUATION

Students will recognize that jobs can be classified according to the tools used.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 2

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

CURR. Soc  
AREA(S) (Co  
A

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUA

Filmstrip  
(Sextant Series, "Come  
To Work With Us:  
Construction Project")  
School  
(Second Grade Social  
Science Unit-"Community")  
Art supplies

View the slides from "Come To Work With  
Us: Construction Project."  
and  
Make a mural showing a particular job family  
(groups of jobs in a particular field). For  
example: Construction-brick layers, carpenters,  
stone masons, painters, plumbers, plasters.  
Stress the ways in which workers are classified.

The child will  
construct a mural  
ways in which  
classified.

- There is a wide variety of occupations which may be classified in several ways.

- begin to recognize the various ways of classifying occupations.

GRADE 2

CURR. Social Science  
AREA(S) (Community)  
Art

### WORK WORLD

#### ACTIVITIES

View the slides from "Come To Work With Us: Construction Project."  
and  
Make a mural showing a particular job family (groups of jobs in a particular field). For example: Construction-brick layer, carpenters, stone masons, painters, plumbers, plasterers.  
Stress the ways in which workers are classified.

#### EVALUATION

The child will be able to construct a mural showing several ways in which workers are classified.

CONCEPT 5 - Work means different things to different people.

GRADE 2

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School

(Second Grade  
Social Science  
Unit-"Transportation and Communication"; Sextant  
Series Slides-"Come To Work With Us: Airport"; chart)

Divide the class into groups and assign to each group a name such as a jetliner crew. Each person will be assigned a role such as pilot, co-pilot, navigator, stewardess, etc. Determine what the individual role entails and the skills which are needed by the individual. Make a chart of the jobs from the pilot to the maintenance crew showing preparation needed for each job.

The child will describe education and skills given occupation

Other groups that could be used are a train crew or a ship crew.

or

View the slides on "Come To Work With Us: Airport." Discuss each job in relationship to the skills and preparation needed for the job.

- Work means different things to different people.
- begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE 2

CURR. Social Science  
AREA(S) (Transportation and Communication)

## WORK WORLD

### ACTIVITIES

Divide the class into groups and assign to each group a name such as a jetliner crew. Each person will be assigned a role such as pilot, co-pilot, navigator, stewardess, etc. Determine what the individual role entails and the skills which are needed by the individual. Make a chart of the jobs from the pilot to the maintenance crew showing preparation needed for each job.

Other groups that could be used are a train crew or a ship crew.

or

View the slides on "Come To Work With Us: Airport." Discuss each job in relationship to the skills and preparation needed for the job.

### EVALUATION

The child will be able to describe educational preparation and skills needed in a given occupation.

CONCEPT - Work means different things to different people.

GRADE 2

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. S  
AREA(S)

#### WORK WORLD

#### RESOURCES

School  
(Second Grade  
Science Unit-  
'Animals')

#### ACTIVITIES

Using the same classified list of animals, relate work and play implications. Discuss with the students that both work and play understandings pertaining to animals should be realized.  
(Examples: (1) people fish to earn money, people fish for enjoyment; (2) people raise dogs for enjoyment, people raise dogs to earn money.)

Using several samples of the pictures that were used in the science activity, construct a chart that would classify these understandings.

#### EVALUA

The student  
differentiated  
applied to p  
ment with a

GRADE 2

CURR. Science (Animals)  
AREA(S)

- Work means different things to different people.
- begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

## WORK WORLD

## ACTIVITIES

Using the same classified list of animals, relate work and play implications. Discuss with the students that both work and play understandings pertaining to animals should be realized. (Examples: (1) people fish to earn money, people fish for enjoyment; (2) people raise dogs for enjoyment, people raise dogs to earn money.)

Using several samples of the pictures that were used in the science activity, construct a chart that would classify these understandings.

## EVALUATION

The student will be able to differentiate work and play as applied to people's involvement with animals.

CONCEPT 5 - Work means different things to different people.

GRADE 2

GEN. OBJ. 20 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

CURR. S  
AREA(S) (

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALU

Filmstrip  
("The Wonderful  
World of Work,"  
"Telephone Workers  
Who Make the Phone  
Ring!")  
Community  
(Resource person-  
telephone worker)  
School  
(Second Grade Social  
Science Unit-"Trans-  
portation and Commu-  
nication")

View the filmstrip "Telephone Workers Who Make the Phone Ring!" Point out that many of the requirements needed to be a telephone worker can be learned in school such as working with numbers and reading and writing.

and/or

A resource person can talk about the type of work he does and the educational preparation needed for his work. Bring out the fact that the telephone company has special schools where workers can learn how to get better jobs.

The child will include how successful people with preparation for the work world

o - Work means different things to different people.

o - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

GRADE 2

CURR. Social Science  
AREA(S) (Transportation  
and Communication)

## WORK WORLD

### ACTIVITIES

View the filmstrip "Telephone Workers Who Make the Phone Ring!" Point out that many of the requirements needed to be a telephone worker can be learned in school such as working with numbers and reading and writing.

and/or

A resource person can talk about the type of work he does and the educational preparation needed for his work. Bring out the fact that the telephone company has special schools where workers can learn how to get better jobs.

### EVALUATION

The child will be able to conclude how school provides people with the basic education preparation necessary for the work world.

CONCEPT 5 - Work means different things to different people.

GRADE 2

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. AREA(S) H 1

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Self

After viewing film in Concept 5, objective 22, grade 2, have each student prepare a poster of one area of water safety which he considers to be most important (swimming with others, knowing the area, not getting too fatigued, or not showing off). Compare posters and notice the variety of "most important."

The child understands the importance of a job.

5 - Work means different things to different people.

GRADE 2

26.

1 - recognize the various ways of describing meanings of work.

CURR. Health-P. E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

After viewing film in Concept 5; objective 22, grade 2, have each student prepare a poster of one area of water safety which he considers to be most important (swimming with others, knowing the area, not getting too fatigued, not showing off). Compare posters and notice the variety of most important.

### EVALUATION

The child will be able to understand that the meaning of a job can be quite varied

CONCEPT 5 - Work means different things to different people.

GRADE 2

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. So  
AREA(S) (C

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Home  
(Wire hanger)  
School  
(Magazine for  
pictures of  
workers; Second  
Grade Social Science  
Unit-"Community")

List the producers of goods and producers of services of workers in the community. Make a hanger mobile of the workers. One side of the mobile should be the producers of services and the other side should be the producers of goods. Teacher should stress the need for "balance" of producers of goods and services.

The child  
construct  
the mean  
relation  
goods and  
services

27.

- Work means different things to different people.
- recognize the various ways of describing meanings of work.

GRADE 2

CURR. Social Science  
AREA(S) (Community)

### WORK WORLD

#### ACTIVITIES

List the producers of goods and producers of services of workers in the community. Make a hanger mobile of the workers. One side of the mobile should be the producers of services and the other side should be the producers of goods. Teacher should stress the need for "balance" of producers of goods and services.

#### EVALUATION

The child will be able to construct a mobile showing the meaning of work in relation to producers of goods and producers of services.

ond  
Science  
unity")

CONCEPT 5 - Work means different things to different people.

GRADE 2

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. AREA(S) A

22 - recognize that work has a personal meaning to every person.

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

Students will participate in activities before and after work.

- Work means different things to different people.
- recognize the various ways of describing meanings of work.
- recognize that work has a personal meaning to every person.

GRADE	2
CURR. AREA(S)	Art

## WORK WORLD

### ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

### EVALUATION

Students will recognize that activities also include before and after work.

CONCEPT 5 - Work means different things to different people.

GRADE 2

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

CURR. S  
AREA(S) L

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALU

School  
(Second Grade  
Social Science  
Unit-"Self")

Consider each worker represented in the school building. Talk about reasons why each person would like his work. Divide the class into groups. Each group should ask an assigned worker why he likes his job. Compare the results with the speculated guess. Which job would you think you would like most? Write a story about it indicating why you made the choice. (The workers in the building which could be interviewed are principal, teacher, art teacher, music teacher, physical education teacher, custodian, counselor, coach, cooks, and secretary.)

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personal me

GRADE 2

CURR. Social Science (Self)  
 AREA(S) Language Arts-Reading

Work means different things to different people.

recognize that work has a personal meaning to every person.

### WORK WORLD

#### ACTIVITIES

Consider each worker represented in the school building. Talk about reasons why each person would like his work. Divide the class into groups. Each group should ask an assigned worker why he likes his job. Compare the results with the speculated guess. Which job would you think you would like most? Write a story about it indicating why you made the choice. (The workers in the building which could be interviewed are principal, teacher, art teacher, music teacher, physical education teacher, custodian, counselor, coach, cooks, and secretary.)

#### EVALUATION

The child will be able to write a story about work which has personal meaning to him.

CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

GRADE 2

CURR. H  
AREA(S) 2

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

Film  
(#4086-"I'm No  
Fool in Water"  
BAVI)

View the film "I'm No Fool in Water" and discuss the responsibility each has as a swimmer.

The student  
view swimmer  
responsibility

No  
27

30.

- Work means different things to different people.
- recognize that work has a personal meaning to every person.

GRADE 2

CURR. Health-P. E.  
AREA(S)

### WORK WORLD

#### ACTIVITIES

No  
er "

View the film "I'm No Fool in Water" and discuss the responsibility each has as a swimmer.

#### EVALUATION

The student should be able to view swimming as a personal responsibility

CONCEPT 6 - Education and work are interrelated.

GRADE

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Teacher  
Student

Teacher collects pictures of people working in the area of sports and recreation (pro football player, golfer, skater, dancer, P. E. instructor, recreation director, swimming instructor, coach).

Students s  
order to v  
something

#### Discuss:

"Did these people have to go to school to succeed? "

"Did they attend a special school? (training camp)"

"Could these people succeed without learning and knowing the rules of the game-or how to learn the skills involved? "

"What other qualifications do they need?"

or

Complete the same activity with health related occupations.

- Education and work are interrelated.
- recognize that different kinds of work require varying degrees and types of educational preparation.

GRADE 2

CURR. Health-P.E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

Teacher collects pictures of people working in the area of sports and recreation (pro football player, golfer, skater, dancer, P.E. instructor, recreation director, swimming instructor, coach).

#### Discuss:

"Did these people have to go to school to succeed?"

"Did they attend a special school? (training camp)"

"Could these people succeed without learning and knowing the rules of the game-or how to learn the skills involved?"

"What other qualifications do they need?"

or

Complete the same activity with health related occupations.

### EVALUATION

Students should realize that in order to work they must learn something about their work.

CONCEPT 6 - Education and work are interrelated.

GRADE

GEN. OBJ. 17 - recognize that different kinds of work  
require varying degrees and types of e  
educational preparation.

CURR. S  
AREA(S) (

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

Community  
(Resource people-  
Superintendent of  
Schools, Principal)  
School  
(Second Grade  
Social Science  
Unit-"Community")

Have a resource person come to school and talk  
about schools of long ago and schools of today.  
Compare the preparation for work needed by  
boys and girls of long ago and the preparation  
needed by boys and girls of today. Make a  
cooperative chart to summarize results.

Discuss the jobs required to successfully run  
a school of today in comparison to the school  
of long ago.

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mit

- Education and work are interrelated.
- recognize that different kinds of work require varying degrees and types of educational preparation.

32.

GRADE 2

CURR. Social Science  
AREA(S) (Community)

## WORK WORLD

### ACTIVITIES

Have a resource person come to school and talk about schools of long ago and schools of today. Compare the preparation for work needed by boys and girls of long ago and the preparation needed by boys and girls of today. Make a cooperative chart to summarize results.

Discuss the jobs required to successfully run a school of today in comparison to the school of long ago.

### EVALUATION

The child will be able to compare educational preparation requirements of long ago to those of today.

The child will be able to analyze jobs required to run a school of long ago and jobs required to run a school today

CONCEPT 6 - Education and work are interrelated

GRADE

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(SRA Math book-  
Grade 2; measuring  
cups, lemonade,  
pudding)

Discuss people who use liquid measurement on their jobs. Pretend the class is a group of cooks. Divide the class into four groups. Two groups will prepare instant pudding by measuring out the needed number of cups. The other two groups will measure the needed number of quarts of lemonade. Some of the class can become other restaurant workers by being a waitress or waiter and by passing out the end products.

The child v  
workers w  
measure  
The child v  
measure li  
cups and qu

Education and work are interrelated.

GRADE 2

become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR. AREA(S) Math (Liquid Measurement Unit 22)

## WORK WORLD

### ACTIVITIES

Discuss people who use liquid measurement on their jobs. Pretend the class is a group of cooks. Divide the class into four groups. Two groups will prepare instant pudding by measuring out the needed number of cups. The other two groups will measure the needed number of quarts of lemonade. Some of the class can become other restaurant workers by being a waitress or waiter and by passing out the end products.

### EVALUATION

The child will be able to list workers who use liquid measurement.

The child will be able to measure liquids by using cups and quarts.

CONCEPT 6 - Education and work are interrelated

GRADE 2

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation

CURR. 5  
AREA(S) (

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Libraries-school and community

(Magazines)

School

(Man in Action series, People and Their Social Actions; Second Grade Social Science Unit- "Community")

Have each child collect three or four magazine pictures of people in different occupations to make posters. As a group label each picture with the amount of training necessary to enter that job. Discuss why such training is necessary

and

Use Man in Action series: People and Their Social Actions (p. 61 in teacher's book, p. 59 in student's book) to further the discussion of workers and their training

The child will investigate occupations and needed for

- Education and work are interrelated
- become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CRAJE 2

34

CURR. Social Science  
AREA(S) (Community)

## WORK WORLD

### ACTIVITIES

- 1 and
- Have each child collect three or four magazine pictures of people in different occupations to make posters. As a group, label each picture with the amount of training necessary to enter that job. Discuss why such training is necessary.

and

Use Man in Action series: People and Their Social Actions (p. 61 in teacher's book, p. 59 in student's book) to further the discussion of workers and their training.

### EVALUATION

The child will be able to investigate a variety of occupations and the training needed for each.

CONCEPT Occupations exist for a purpose.

GRADE

GEN. OBJ. 11 - begin to recognize that occupations develop from the needs of society.

CURR.  
AREA(S)

12 - begin to understand the contributions that occupations make to advancement of society.

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Library-Atlas;  
encyclopedias;  
Third Grade  
Social Science  
Unit -"Communities  
in Other Lands")

Construct a world map that shows the warm and cold communities studied. Link these communities by yarn. Take an occupations such as an international airline company. Pose these questions: Why do we need this airline? What does it do to the communities in other lands? How does it help all the people in the world? What kinds of things can we share? Guide the questions so some of these are the results: (1) International airlines allow all people to become interdependent upon one another. (2) It allows for a greater exchange of culture, products, and scientific ideas. (3) This would result in added job opportunities which promote the advancement of societies.

The child will construct a map.

On the map show by tags some of the objects of exchange that are a result of greater interdependence.

The child will show some of the interdependence that exists.

Occupations exist for a purpose.

- 1 - begin to recognize that occupations develop from the needs of society.
- 2 - begin to understand the contributions that occupations make to advancement of society.

## WORK WORLD

### ACTIVITIES

Construct a world map that shows the warm and cold communities studied. Link these communities by yarn. Take an occupation such as an international airline company. Pose these questions: Why do we need this airline? What does it do to the communities in other lands? How does it help all the people in the world? What kinds of things can we share? Guide the questions so some of these are the results: (1) International airlines allow all people to become interdependent upon one another. (2) It allows for a greater exchange of culture, products, and scientific ideas. (3) This would result in added job opportunities which promote the advancement of societies.

On the map show by tags some of the objects of culture that are a result of greater interdependence.

GRADE 3

CURR. Social Science  
AREA(S) (Communities in Other Lands)

### EVALUATION

The child will be able to construct a part of a world map.

The child will be able to name some of the results of an occupation that causes greater interdependence of people.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 1 - recognize that occupations develop  
to fulfill social needs

CURR. AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### ASSESSMENT

Library school  
community

at recreation  
popular music  
books/magazines

The unit discusses popular music and  
the social role of the musician (as seen through  
classroom and classroom discussion) and how  
the musician's role is related to the social  
needs of the community.

The student will be  
able to identify the  
by the musician and the

What is it children like about these chosen  
musicians? Why?

They may discover these people:

1. bring people together in groups.
2. evoke a physical response from  
children (usually in the form of  
dancing).
3. represent a level of skill in playing  
and singing that children may strive  
for

Occupations exist for a purpose.

recognize that occupations develop  
multidimensional skills

GRADE 3

CURR. Mus.c  
AREA(S)

#### WORK WORLD

#### ARTS

The unit discusses popular music and  
classical music (jazz, rock, pop, etc.) and  
discusses how these are created. (The  
unit also discusses the role of the  
musician in society.)

What is it like to be a musician? Why?

They may discover these people:

1. bring people together in groups.
2. evoke a physical response from  
children (usually in the form of  
dancing).
3. represent a level of skill in playing  
and singing that children may strive  
for.

#### TEACHING

The students will be able to  
and describe the characteristics of  
musicians and music.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 3

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

CURR. M  
AREA(S) M

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Play money, missing factor slips, felt bakery products)

Set up a bakery with items to be bought by individual pieces. Give each child a random amount of money. The children can make order slip to tell what they are to buy. Slips are written as follows: You have 30¢. How many 5¢ cupcakes can you buy?

The child will solve problem missing factor

Children then would follow the directions on the order slip to complete the equation. This activity could be used as a developmental activity in missing factor multiplication.

Pose the question: How can this kind of multiplying help you?

- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

GRADE 3  
CURR. AREA(S) Math (Missing Factor Multiplication-Unit 15)

WORK WORLD

ACTIVITIES

Set up a bakery with items to be bought by individual pieces. Give each child a random amount of money. The children can make order slip to tell what they are to buy. Slips are written as follows: You have 30¢. How many 5¢ cupcakes can you buy?

Children then would follow the directions on the order slip to complete the equation. This activity could be used as a developmental activity in missing factor multiplication.

Pose the question: How can this kind of multiplying help you?

EVALUATION

The child will be able to solve problems by using missing factor method.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 3

GEN. OBJ. 13 - recognize that occupations develop  
to fulfill social needs.

CURR. So  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Home  
School  
(Third Grade Social  
Science Unit-"Self")

Make a list together of rights the children have in school and at home. After the list is completed, have them work in groups of three or four to list the responsibilities that accompany these rights. Discuss how rights and responsibilities are necessary in their work at school and at home. Ask the children if their parents have any of these same rights and responsibilities. Ask if the children will have any of the same rights and responsibilities when they are older.

The child will  
the rights and  
he has at home

The child will  
late how the  
responsibilities  
for all people

- Occupations exist for a purpose.

- recognize that occupations develop to fulfill social needs.

GRADE 3

CURR. Social Science (Self)  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Make a list together of rights the children have in school and at home. After the list is completed, have them work in groups of three or four to list the responsibilities that accompany these rights. Discuss how rights and responsibilities are necessary in their work at school and at home. Ask the children if their parents have any of these same rights and responsibilities. Ask if the children will have any of the same rights and responsibilities when they are older.

#### EVALUATION

The child will be able to list the rights and responsibilities he has at home and at school.

The child will be able to relate how these rights and responsibilities are necessary for all people.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 3

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

CURR. Sc  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

School  
(Third Grade  
Science Unit-  
"Rocks")

Relate the job of the geologist and its results. Discover mineral-metallic and non-metallic-- (e.g. iron, copper, oil, gas). Ask the student what industries would hire a geologist--a metal manufacturing company, oil manufacturing company, etc.

The student explain the r geologist and to business a

Develop a chart showing why geologists are hired (e.g. average American is largest consumer of minerals in the world).

List local businesses that are dependent upon minerals for their operations.

5.

3 - Occupations exist for a purpose.

GRADE 3

3 - recognize that occupations develop to fulfill social needs.

CURR. Science (Rocks)  
AREA(S)

## WORK WORLD

### ACTIVITIES

Relate the job of the geologist and its results. Discover mineral-metallic and non-metallic-- (e.g. iron, copper, oil, gas). Ask the student what industries would hire a geologist--a metal manufacturing company, oil manufacturing company, etc.

Develop a chart showing why geologists are hired. (e.g. average American is largest consumer of minerals in the world).

List local businesses that are dependent upon minerals for their operations.

### EVALUATION

The student will be able to explain the role of the geologist and relate his job to business and industry.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 3

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

CURR. Ar  
AREA(S)

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

School  
(12x18 drawing  
paper, old maga-  
zines and news-  
papers, water  
base paint,  
crayons, chalk,  
paste)

Have students use a multi-media approach (photo  
montage, collage, painting, drawing) to depict  
the machinery used to change environment.

Have the students consider:  
Who uses this machinery?  
Why do we change the natural environment?

Students will  
people are de  
each other fo  
advancement.

Occupations exist for a purpose.

become aware of the contributions of occupations to the advancement of society.

#### WORK WORLD

#### ACTIVITIES

Have students use a multi-media approach (photo montage, collage, painting, drawing) to depict the machinery used to change environment.

Have the students consider:

Who uses this machinery?

Why do we change the natural environment?

GRADE 3

CURR. Art  
AREA(S)

#### EVALUATION

Students will recognize that people are dependent upon each other for survival and advancement.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

Teacher  
School  
(Magazines)  
Self

#### ACTIVITIES

Teacher displays magazine pictures of famous Americans in the area of sports who have had physical disabilities at one time or another (Bart Starr, Roy Campanella, Helen Keller, Jackie Robinson, Jim Thorpe, Pete Grey, Tom Dempsey, Ron Jefferson, Glen Cunningham, Wilma Rudolph, Jim Ryan, Ray Nitchke, Joe Namath, Ken Dyer).

All of these people have become famous because of their ability and attitudes; their willingness to "stick to it." List some of the characteristics of a good athlete: e.g., courage, patience, confidence, willingness to work, sportsmanship.

#### EVAL

Students w  
the actions  
these peop

- Occupations exist for a purpose.

- become aware of the contributions of occupations to the advancement of society.

GRADE 3

CURR. Health-P. E.  
AREA(S)

7.

#### WORK WORLD

##### ACTIVITIES

Teacher displays magazine pictures of famous Americans in the area of sports who have had physical disabilities at one time or another (Bart Starr, Roy Campanella, Helen Keller, Jackie Robinson, Jim Thorpe, Pete Grey, Tom Dempsy, Ron Jefferson, Glen Cunningham, Wilma Rudolph, Jim Ryan, Ray Nitchke, Joe Namath, Ken Dyer).

All of these people have become famous because of their ability and attitudes; their willingness to "stick to it." List some of the characteristics of a good athlete: e. g., courage, patience, confidence, willingness to work, sportsmanship.

##### EVALUATION

Students will be able to see the actions and attitudes of these people as "ideals."

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 14 - become aware of the contributions  
of occupations to the advancement  
of society.

CURR. AREA(S).

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

Home  
School  
(Language text-  
Our Language  
Today-3)

Research and report on occupations of one of  
parents (preferably the father). In the report  
the child should identify the occupation and  
tell how the particular occupation contributes to  
and improves the society.

The child will  
a report about  
of his father's  
society.

Have some of the children give their reports  
orally to the class. Discussion should follow.

- Occupations exist for a purpose.
- become aware of the contributions of occupations to the advancement of society.

GRADE 3

8.

CURR. Language Arts-Reading  
AREA(S) (Writing Reports)

## WORK WORLD

### ACTIVITIES

Research and report on occupations of one of parents (preferably the father). In the report the child should identify the occupation and tell how the particular occupation contributes to and improves the society.

Have some of the children give their reports orally to the class. Discussion should follow.

### EVALUATION

The child will be able to write a report about the contributions of his father's occupation to society.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 14 - become aware of the contributions that occupations make to the advancement of society.  
16 - become aware of the contributions of occupations to the advancement of society.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Colored slides  
available at SHS  
art department)

Have students view colored slides selected to show the arts and crafts of different societies. Encourage the students to recognize that there are different styles of work and to guess what contribution the art work has made to that particular society.

The student  
that artists  
have contri-  
buted to  
societies.

General slide groups available at the Shawano High School are Paleolithic, Neolithic, Mesopotomian, Egyptian, Agean, Greek, Roman, Medieval, Renaissance, Baroque, Modern, Latin American, African and Oceanic, and Pre-Columbian.

9.

3 - Occupations exist for a purpose.

GRADE 3

4 - become aware of the contributions that occupations make to the advancement of society.

CURR. Art  
AREA(S)

5 - become aware of the contributions of occupations to the advancement of society.

## WORK WORLD

### ACTIVITIES

Have students view colored slides selected to show the arts and crafts of different societies. Encourage the students to recognize that there are different styles of work and to guess what contribution the art work has made to that particular society.

General slide groups available at the Shawano High School are Paleolithic, Neolithic, Mesopotomian, Egyptian, Agean, Greek, Roman, Medieval, Renaissance, Baroque, Modern, Latin American, African and Oceanic, and Pre-Columbian.

### EVALUATION

The students will appreciate that artists and craftsmen have contributed to their societies.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 15 - recognize that occupations develop  
to fulfill social needs.

CURR.  
AREA(S)

### WORK WORLD

#### RESOURCES

School  
Phone Book

#### ACTIVITIES

Make a list of all the recreational activities  
available in the area. Across from the  
recreational activity, write an occupation  
which is responsible for or relates to this  
activity.

#### EVALUATION

Students should be  
the needs fulfilled  
of these activities

Activity

Occupation

Bowling-----proprietor of  
alleys

- Occupations exist for a purpose.
- recognize that occupations develop to fulfill social needs.

GRADE 3

CURR. AREA(S) Health-P. E.

## WORK WORLD

### ACTIVITIES

Make a list of all the recreational activities available in the area. Across from the recreational activity, write an occupation which is responsible for or relates to this activity.

Activity

Occupation

Bowling-----proprietor of alleys

### EVALUATION

Students should be able to recognize the needs fulfilled by the availability of these activities.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 15 - recognize that occupations develop  
to fulfill social needs.

CURR.  
AREA(S)

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVAL

School  
(Magazines; Third  
Grade Science Unit-  
"Heat and Energy").

Construct a bulletin board of pictures relating  
to workers who helped in heating the home  
through the years. The children should draw  
or collect pictures from magazines to show  
persons involved in heating homes by wood,  
coal, oil, or gas. The children should discover  
that the more convenient the method of heating  
the home becomes, the more workers or occu-  
pations there must be to fulfill this convenience.

The child  
construct  
by collect  
workers  
the home

3 - Occupations exist for a purpose.

GRADE 3

5 - recognize that occupations develop  
to fulfill social needs.

CURR. Science (Heat and  
AREA(S) Energy)

## WORK WORLD

### ACTIVITIES

Construct a bulletin board of pictures relating to workers who helped in heating the home through the years. The children should draw or collect pictures from magazines to show persons involved in heating homes by wood, coal, oil, or gas. The children should discover that the more convenient the method of heating the home becomes, the more workers or occupations there must be to fulfill this convenience.

### EVALUATION

The child will be able to construct a bulletin board by collecting pictures of workers needed in heating the home.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 3

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

CURR. He  
AREA(S) La

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

School  
(Library, magazines,  
books)

Have students research information on areas of health. A report can be prepared on how the associated occupations and efforts improved society.  
(X-ray machine, polio Salk vaccine, TB tests, penicillin, Braille; malaria, Pastuer, heart transplant)

Student should  
late man's ad  
improvement  
specific occu

3 Occupations exist for a purpose.

He become aware of the contributions that  
La occupations make to the advancement  
of society.

#### WORK WORLD

##### ACTIVITIES

Have students research information on  
areas of health. A report can be pre-  
pared on how the associated occupations  
and efforts improved society.

(X-ray machine, polio Salk vaccine,  
TB tests, penicillin, Braille, malaria,  
Pastuer, heart transplant)

12.

GRADE 3

CURR. Health-P. E.  
AREA(S) Language Arts-Reading

##### EVALUATION

Student should be able to re-  
late man's advancement and  
improvement because of  
specific occupations.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 3

GEN. OBJ. 16 - become aware of the contributions  
that occupations make to the  
advancement of society.

CURR. Soc  
AREA(S) (Tr  
Co

### WORK WORLD

#### RESOURCES

Filmstrip  
("The Newspaper")  
Chart  
School  
(Third Grade Social  
Science Unit-"Trans-  
portation and Commu-  
nication")

#### ACTIVITIES

Make a sequence chart of all the occupations  
needed to make a newspaper. The chart  
could begin as far back as cutting trees for  
paper processing through the delivery of the  
newspaper into the home. This would be a  
group activity. Discuss how each occupation  
is important in reaching the end product and  
how this newspaper serves as a communica-  
tion link between people.

and

View the filmstrip "The Newspaper."

This activity may be applied to other  
occupations and products.

#### EVALUATION

The child will  
occupations ne  
a given produc

3 Occupations exist for a purpose.

Soc become aware of the contributions  
(Tr that occupations make to the  
Co advancement of society.

GRADE 3

13.

CURR. Social Science  
AREA(S) (Transportation and  
Communication)

## WORK WORLD

### ACTIVITIES

Make a sequence chart of all the occupations needed to make a newspaper. The chart could begin as far back as cutting trees for paper processing through the delivery of the newspaper into the home. This would be a group activity. Discuss how each occupation is important in reaching the end product and how this newspaper serves as a communication link between people.

and

View the filmstrip "The Newspaper."

This activity may be applied to other occupations and products.

### EVALUATION

The child will be able to name occupations needed to produce a given product.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 3

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

CURR. Lan  
AREA(S) (Fr

### WORK WORLD

#### RESOURCES

Community  
(Post Office)  
Stationery, envelopes  
and stamps

#### ACTIVITIES

Have each child write one of the types of friendly letters studied - invitation, newsy letter or thank you letter - to a person of his choice. After the letters are written and proofread, address the envelopes correctly. Arrange a field trip to the Post Office where they may mail their letters. Ask the children to look for and inquire about all the different workers needed to maintain efficient postal service. Ask the postal worker to explain what happens to their letters.

and

Write a cooperative thank you letter to the postal workers for helping us learn about the post office.

#### EVALUA

The child will  
a friendly letter  
form.

The child will  
explain how his  
from mailbox  
through the work  
post office.

There is a wide variety of occupations which may be classified in several ways.

begin to develop a recognition of the wide and increasing variety of occupations.

GRADE 3

14.

CURR. Language Arts-Reading  
AREA(S) (Friendly Letters)

## WORK WORLD

### ACTIVITIES

Have each child write one of the types of friendly letters studied - invitation, newsy letter or thank you letter - to a person of his choice. After the letters are written and proofread, address the envelopes correctly. Arrange a field trip to the Post Office where they may mail their letters. Ask the children to look for and inquire about all the different workers needed to maintain efficient postal service. Ask the postal worker to explain what happens to their letters.

and

Write a cooperative thank you letter to the postal workers for helping us learn about the post office.

### EVALUATION

The child will be able to write a friendly letter in correct form.

The child will be able to explain how his letter gets from mailbox to friend through the workers of the post office.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 3

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

CURR. Mus  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Magazine pictures,  
articles)

The children should look through magazines and pick out pictures of people involved in musical activities.

The students identify occupations directly and indirectly related to music.

Home  
(Magazine pictures,  
articles)

The teacher asks leading questions related to type of picture to help children think of other occupations that may lie behind the scenes of pictures obtained.

Answers may be grouped in three broad areas:

1. conductor
2. performer (solo or in a group)  
band, orchestra, chorus, dance
3. intelligent consumer in buying records,  
buying music, and buying instruments

The children are asked if they know any people that hold one of these occupations. It will probably be pertinent to point out that people use music as a vocation.

There is a wide variety of occupations which may be classified in several ways.

begin to develop a recognition of the wide and increasing variety of occupations.

### WORK WORLD

#### ACTIVITIES

The children should look through magazines and pick out pictures of people involved in musical activities.

The teacher asks leading questions related to type of picture to help children think of other occupations that may lie behind the scenes of pictures obtained.

Answers may be grouped in three broad areas:

1. conductor
2. performer (solo or in a group)  
band, orchestra, chorus, dance
3. intelligent consumer in buying records,  
buying music, and buying instruments

The children are asked if they know any people that hold one of these occupations? It will probably be pertinent to point out that people use music as a vocation.

GRADE 3

15.

CURR. Music  
AREA(S)

#### EVALUATION

The students will be able to identify occupations that are directly and indirectly linked to music.

**CONCEPT** 4 - There is a wide variety of occupations which may be classified in several ways.

**GRADE** 3

**GEN. OBJ.** 23 - begin to develop a recognition of the wide and increasing variety of occupations..

**CURR. AREA(S)** Mu  
La

### WORK WORLD

#### RESOURCES

Library-School or  
Community  
("I Hear America  
Singing" by Walt  
Whitman)

#### ACTIVITIES

Read chorally Walt Whitman's "I Hear America  
Singing."

Discuss the jobs mentioned in the poem and their  
meaning.

Which jobs are not common today?

How does singing help people at work?

#### EVALUATION

The students  
classify some  
obsolete or co

The students  
write on how  
singing to the

The students  
increase their

There is a wide variety of occupations which may be classified in several ways.

begin to develop a recognition of the wide and increasing variety of occupations.

GRADE 3

CURR. Music  
AREA(S) Language Arts-Reading

### WORK WORLD

#### ACTIVITIES

Read chorally Walt Whitman's "I Hear America Singing."

Discuss the jobs mentioned in the poem and their meaning.

Which jobs are not common today?

How does singing help people at work?

#### EVALUATION

The students will be able to classify some jobs as being obsolete or contemporary.

The students will be able to write on how workers apply singing to their jobs.

The students will be able to increase their job vocabulary.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 3

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

CURR. Art  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

School  
(Small sticks,  
drawing paper,  
colored paper,  
masking tape)

Have students write the name of a job or work type which they think they would like to pursue. Have student identify his sheet with his name on the back. Collect the papers and have class sort and regroup, four in a group, according to job similarities. Students identified in each group construct shadow puppets (decorated flat paper figure attached to top end of stick) and give a short presentation with puppets. The presentations should show the kind of work required within each group.

Students will illustrate the have selected will recognize be categorize

There is a wide variety of occupations which may be classified in several ways.

begin to recognize the various ways of classifying occupations.

GRADE 3

17.

CURR. Art  
AREA(S)

## WORK WORLD

### ACTIVITIES

Have students write the name of a job or work type which they think they would like to pursue. Have student identify his sheet with his name on the back. Collect the papers and have class sort and regroup, four in a group, according to job similarities. Students identified in each group construct shadow puppets (decorated flat paper figure attached to top end of stick) and give a short presentation with puppets. The presentations should show the kind of work required within each group.

### EVALUATION

Students will be able to illustrate the worker they have selected and students will recognize that work can be categorized.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 3

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

CURR. Soc  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Third Grade  
Social Science  
Unit - "Self")  
Teacher prepared  
classification sheet

Divide the class into five groups. Give each group a paper headed one of the following ways: (1) Ability with your hands, (2) Skill and strength of body, (3) Ability with words, (4) Ability with numbers, (5) Mechanical ability. Discuss the meaning of five classifications. Have each group work as a unit to list all of the occupations that they can fit under a given category. After a short time, have the groups switch lists and add any new occupations. Do this until each group has had all five papers. Discuss the occupations listed under each classification.

The child will  
a variety of o  
given classifi

There is a wide variety of occupations which may be classified in several ways.

begin to recognize the various ways of classifying occupations.

GRADE 3

CURR. Social Science (Self)  
AREA(S)

## WORK WORLD

### ACTIVITIES

Divide the class into five groups. Give each group a paper headed one of the following ways: (1) Ability with your hands, (2) Skill and strength of body, (3) Ability with words, (4) Ability with numbers, (5) Mechanical ability. Discuss the meaning of five classifications. Have each group work as a unit to list all of the occupations that they can fit under a given category. After a short time, have the groups switch lists and add any new occupations. Do this until each groups has had all five papers. Discuss the occupations listed under each classification.

### EVALUATION

The child will be able to list a variety of occupations for a given classification.

**CONCEPT** 5 - Work means different things to different people.

**GRADE** 3

**GEN. OBJ.** 19. - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

**CURR. AREA(S)** Mu

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Piano, staff,  
paper)  
Resource people  
(Band director,  
music specialist,  
piano student)

The children are asked what they have to know in order to be able to create a melody from a poem. ( This activity pre-supposes musical theory background in notation and pitch relationships.)

The students will demonstrate their knowledge in melody.

After each child has written his melody, each one can be performed by child or teacher, and favorable and unfavorable characteristics pointed out.

The children should discuss what specifically they would need to know in order to expand on their melody in the following:

1. To play their melody on the piano - a student in class that plays the piano could explain needed knowledge.
2. To have their melody orchestrated and played by a band - band director may briefly present how this is done.

Work means different things to different people.

GRADE 3

begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. Music  
AREA(S)

## WORK WORLD

### ACTIVITIES

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After each child has written his melody, each one can be performed by child or teacher, and favorable and unfavorable characteristics pointed out.

The children should discuss what specifically they would need to know in order to expand on their melody in the following:

1. To play their melody on the piano - a student in class that plays the piano could explain needed knowledge.
2. To have their melody orchestrated and played by a band - band director may briefly present how this is done.

### EVALUATION

The students will be able to demonstrate their musical knowledge in creating their melody.

CONCEPT 5 - Work means different things to different people.

GRADE 3

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. Social  
(Com  
Other

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Home  
School  
(Magazines;  
Third Grade  
Social Science  
Unit-"Commu-  
nities in Other  
Lands")

Make a collection of pictures of people working in many occupations. Let the children do this as a homework activity and/or supply magazines in school. After pictures have been collected, discuss the amount of educational preparation or training needed for each occupation. After discussion, paste the pictures on a long strip of paper in a sequence starting with occupations needing the least amount of education or training to those needing the greatest amount of preparation.

The child will place pictures in sequence from requiring the least amount of preparation to the greatest amount of preparation.

Work means different things to different people.

begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

#### WORK WORLD

##### ACTIVITIES

Make a collection of pictures of people working in many occupations. Let the children do this as a homework activity and/or supply magazines in school. After pictures have been collected, discuss the amount of educational preparation or training needed for each occupation. After discussion, paste the pictures on a long strip of paper in a sequence starting with occupations needing the least amount of education or training to those needing the greatest amount of preparation.

20.

GRADE 3

CURR. Social Science  
(Communities in  
Other Lands)

##### EVALUATION

The child will be able to place pictures of occupations in sequence from those requiring the greatest amount of preparation to those requiring the least amount.

CONCEPT 5 - Work means different things to different people.

GRADE 3

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. Sci

### WORK WORLD

#### RESOURCES

School  
(Magazines,  
and newspapers;  
Third Grade  
Science Unit-  
"Rocks")

#### ACTIVITIES

Have the students make a list of all the different things we do with rocks. You should direct this list to work related uses: people that study rocks, people that build with rocks, people that move rocks, people that create art objects with rocks. Then have the students find out what type of preparation these people had to have to do the job they're doing.

Discussion should include:

Education vs Skill using these definitions:

Education = depends upon what one knows

Skill = depends upon what one can do.

#### EVALUA

The student w  
relate educat  
to the differ  
associated wi

3 Work means different things to different people.

Sci begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE 3

CURR. Science (Rocks)

## WORK WORLD

### ACTIVITIES

Have the students make a list of all the different things we do with rocks. You should direct this list to work related uses: people that study rocks, people that build with rocks, people that move rocks, people that create art objects with rocks. Then have the students find out what type of preparation these people had to have to do the job they're doing.

Discussion should include:

Education vs Skill using these definitions:

Education = depends upon what one knows

Skill = depends upon what one can do.

### EVALUATION

The student will be able to relate education and skill to the different occupations associated with rocks.

CONCEPT 5 - Work means different things to different people.

GRADE 3

GEN. OBJ. 20 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

CURR. AREA(S) Soc (Tr and Art

## WORK WORLD

### RESOURCES

School  
(Poster board,  
magazines;  
Third Grade  
Social Science  
Unit-"Trans-  
portation and  
"Communication")

### ACTIVITIES

Construct individual informational posters of any worker involved in the transportation and communication field. The posters should include picture of worker and the prerequisites for that worker. It may include general education, natural skills or abilities, field or on the job training, specialized schools, or college training.

Stress neatness and attractiveness of posters.

### EVALUATION

The child will construct a poster to a worker and needed to be

3 Work means different things to different people.

Soc begin to develop an awareness that occupational  
(Tr requirements influence the content and direction  
and of educational preparation.  
Art

## WORK WORLD

### ACTIVITIES

will  
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n")  
Construct individual informational posters of  
any worker involved in the transportation and  
communication field. The posters should  
include picture of worker and the prerequisites  
for that worker. It may include general  
education, natural skills or abilities, field  
or on the job training, specialized schools,  
or college training.

Stress neatness and attractiveness of posters.

22.

GRADE 3

CURR. Social Science  
AREA(S) (Transportation  
and Communication)  
Art

### EVALUATION

The child will be able to  
construct a poster pertaining  
to a worker and the training  
needed to be that worker.

CONCEPT 5 - Work means different things to different people.

GRADE 3

GEN. OBJ. 20 - begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

CURR. AREA(S) Science  
Language  
Art

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

School  
(Magazines;  
Third Grade  
Science Unit-  
"Electricity")

With the students develop a bulletin board which demonstrates the series of steps from the planning of a power plant to the using of electricity in the home. In addition to the sequence of events and people involved in bringing the electricity to the home, you should include the people that design, build, sell and maintain the electrical appliances.

After the bulletin board is completed, you could have your students select one of the people from the pictures on the bulletin board and write a paper "What I would Like To Be and How I Would Prepare."

The student will explain differences to electricity and different types for these jobs.

Work means different things to different people.

GRADE 3

begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

CURR. Science (Electricity)  
AREA(S) Language Arts-Reading  
Art

### WORK WORLD

#### ACTIVITIES

With the students develop a bulletin board which demonstrates the series of steps from the planning of a power plant to the using of electricity in the home. In addition to the sequence of events and people involved in bringing the electricity to the home, you should include the people that design, build, sell and maintain the electrical appliances.

After the bulletin board is completed, you could have your students select one of the people from the pictures on the bulletin board and write a paper "What I Would Like To Be and How I Would Prepare."

#### EVALUATION

The student will be able to explain different jobs relative to electricity and the need for different types of preparation for these jobs.

CONCEPT 5 - Work means different things to different people.

GRADE 3

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. Health  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Self

After viewing film(s) in concept 5, objective 22, grade 3, write a paragraph on which is the most important responsibility when building a fire. Break into discussion groups and analyze each paragraph and its job implication.

The student should be aware of the value in a "job."

Work means different things to different people.

recognize the various ways of describing meanings of work.

## WORK WORLD

### ACTIVITIES

After viewing film(s) in concept 5, objective 22, grade 3, write a paragraph on which is the most important responsibility when building a fire. Break into discussion groups and analyze each paragraph and its job implication.

24.

GRADE 3

CURR. Health-P. E.  
AREA(S)

### EVALUATION

The student should become aware of the varied meanings in a "job."

CONCEPT 5 - Work means different things to different people.

GRADE 3

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. AREA(S) Language (Po

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Poem  
Self

Use the overhead projector to show the following poem:

I see that there are many things  
That a worker must be.  
What makes it right for others,  
May not do for you and me.

The child will write a poem meaning of work particular work

Discuss the meaning and format of the poem.  
Have the children select any worker and through the writing of a simple poem, describe what the meaning of work would be to that worker.

3 Work means different things to different people.

Lar recognize the various ways of describing meanings  
(Po of work.

GRADE 3

CURR. Language Arts-Reading  
AREA(S) (Poetry)

### WORK WORLD

#### ACTIVITIES

Use the overhead projector to show the following poem:

I see that there are many things  
That a worker must be.  
What makes it right for others,  
May not do for you and me.

Discuss the meaning and format of the poem.  
Have the children select any worker and through  
the writing of a simple poem, describe what  
the meaning of work would be to that worker.

#### EVALUATION

The child will be able to  
write a poem relating the  
meaning of work of a  
particular worker.

CONCEPT 5 - Work means different things to different people.

GRADE 3

GEN. OBJ. 21 - recognize the various ways of describing meanings  
of work.  
22 - recognize that work has a personal meaning to every  
person.

CURR. Art  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School

Have students, before and after all art activities,  
participate in the jobs required to maintain room  
cleanliness and tool repair.

The students will  
that activities are  
before and after

Work means different things to different people.

Recognize the various ways of describing meanings of work.

Recognize that work has a personal meaning to every person.

GRADE 3

CURR. Art  
AREA(S)

26.

## WORK WORLD

### ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

### EVALUATION

The students will recognize that activities also include before and after work.

CONCEPT 5 - Work means different things to different people.

GRADE 3

GEN. OBJ. 22 - recognize that work has personal meaning to every person.

CURR. Head  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

##### Film

(#5631-"I'm No  
Fool Having Fun"  
or #3872-"I'm No  
Fool With Fire"  
BAVI)

View one or both of the films listed and then  
discuss the personal responsibility involved  
regarding the use of fire.

The student should  
recognize safe  
"work."

27.

3 Work means different things to different people.

GRADE 3

Hea recognize that work has personal meaning to every person.

CURR. Health-P. E.  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

View one or both of the films listed and then discuss the personal responsibility involved regarding the use of fire.

#### EVALUATION

The student should be able to recognize safety as personal "work."

CONCEPT 5 - Work means different things to different people.

GRADE 3

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

CURR. Soc  
AREA(S) Lan

### WORK WORLD

#### RESOURCES

Home  
School  
(Third Grade  
Social Science  
Unit - "Self")

#### ACTIVITIES

Make a list of activities that children do in the home and at the school. Take each activity and write an example of one job that needs the skills developed from the activity. When completed, the children should choose one of the occupations for a writing activity.

Write a short report on why the selected occupation would be appealing.

#### EVALUATION

The child will  
jobs related to  
can do now.

The child will  
write a report  
occupations that  
him.

Work means different things to different people.

recognize that work has a personal meaning to every person.

GRADE 3

CURR. Social Science (Self)  
AREA(S) Language Arts-Reading

### WORK WORLD

#### ACTIVITIES

Make a list of activities that children do in the home and at the school. Take each activity and write an example of one job that needs the skills developed from the activity. When completed, the children should choose one of the occupations for a writing activity.

Write a short report on why the selected occupation would be appealing.

#### EVALUATION

The child will be able to name jobs related to activities he can do now.

The child will be able to write a report on one of the occupations that appeals to him.

**CONCEPT** 6 - Education and work are interrelated.

**GRADE** 3

**GEN. OBJ.** 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

**CURR. AREA(S)** Science

### WORK WORLD

#### RESOURCES

School  
(Teacher made list)  
Third Grade Science  
Unit - "Sound")

#### ACTIVITIES

The teacher makes a list of workers whose occupations depend on the use of sounds (verbal and supplemental).

Give the list to the children. Choose children to be particular workers. Have them relate how they use sound in their work and relate some of the duties they have. Child's last sentence should be to say: "Do you know how much and what kind of training I need?"

A discussion should follow.

#### EVALUATION

The child will play a worker use of sound in

The child will the amount of preparation ne

Education and work are interrelated.

recognize that different kinds of work require varying degrees and types of educational preparation.

## WORK WORLD

### ACTIVITIES

The teacher makes a list of workers whose occupations depend on the use of sounds (verbal and supplemental).

Give the list to the children. Choose children to be particular workers. Have them relate how they use sound in their work and relate some of the duties they have. Child's last sentence should be to say: "Do you know how much and what kind of training I need?"

A discussion should follow.

29.

GRADE 3

CURR. Science (Sound)  
AREA(S)

### EVALUATION

The child will be able to role play a worker and relate his use of sound in his work.

The child will be able to list the amount of educational preparation needed for a job.

CONCEPT 6 - Education and work are interrelated.

GRADE 3

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR. Head  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Community

Make a list of all the people in the community that are employed in health or recreational occupations. Find out what type of training their jobs require (high school, special school, college, graduate school, apprenticeship).

The student should be able to see the importance of varying educational requirements for different occupations.

Education and work are interrelated.

become aware that occupational requirements and competencies influence the content and direction of educational preparation.

GRADE 3

30.

CURR. Health-P. E.  
AREA(S)

#### WORK WORLD

##### ACTIVITIES

Make a list of all the people in the community that are employed in health or recreational occupations. Find out what type of training their jobs require (high school, special school, college, graduate school, apprenticeship).

##### EVALUATION

The student should be able to see the importance of varying educational facilities for different occupations.

CONCEPT 6 - Education and work are interrelated.

GRADE 3

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR. Ma  
AREA(S) Rec

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Rectangular  
objects in  
building)

Find the area or number of square units in rectangular objects in school such as, windows, blackboards, pictures, posters, books, desks, etc. Have each child or pair of children tabulate results. Compare the answers when finished. Discuss some occupations or jobs where the ability of finding the area would be required.

The child will  
compute area  
objects.

Education and work are interrelated.

become aware that occupational requirements and competencies influence the content and direction of educational preparation.

#### WORK WORLD

##### ACTIVITIES

Find the area or number of square units in rectangular objects in school such as, windows, blackboards, pictures, posters, books, desks, etc. Have each child or pair of children tabulate results. Compare the answers when finished. Discuss some occupations or jobs where the ability of finding the area would be required.

31.

GRADE 3

CURR. Math (Area of  
AREA(S) Rectangles-Unit 13)

##### EVALUATION

The child will be able to compute areas of rectangular objects.

CONCEPT 6 - Education and work are interrelated.

GRADE 3

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR. AREA(S) Social (Con Other

## WORK WORLD

### RESOURCES

School  
(Third Grade  
Social Science  
Unit-"Communities In Other  
Lands")

### ACTIVITIES

Make comparative charts of occupations found in this community and those in warm and cold communities. Discuss requirements and competencies needed for each job in the communities.

Stress that the economy in this community depends on the interrelation of many people with varied training working independently; whereas the economies of warm and cold lands studied depends more on independent occupations for individual survival.

### EVALUATION

The child will compare work and the training form this work

Education and work are interrelated.

become aware that occupational requirements and competencies influence the content and direction of educational preparation.

### WORK WORLD

#### ACTIVITIES

Make comparative charts of occupations found in this community and those in warm and cold communities. Discuss requirements and competencies needed for each job in the communities.

Stress that the economy in this community depends on the interrelation of many people with varied training working independently; whereas the economies of warm and cold lands studied depends more on independent occupations for individual survival.

32.

GRADE 3

CURR. Social Science  
AREA(S) (Communities In  
Other Lands)

#### EVALUATION

The child will be able to compare work in communities and the training needed to perform this work.

CONCEPT 1 - Occupations exist for a purpose

GRADE 4

GEN. OBJ. 10 - understand that occupations develop from social needs.  
11 - recognize some of the contributions occupations make to the advancement of society.

CURR. AREA(S) Health

WORK WORLD

RESOURCES

ACTIVITIES

EVALUATION

Film  
(# 756-1 Hospital  
BAVU)

view the film "Hospital." Discuss occupations and functions portrayed in the film.

The student should list various occupations in a health service.

Occupations exist for a purpose.

Understand that occupations  
develop from social needs,  
recognize some of the contributions  
occupations make to the advancement  
of society.

GRADE 4

CURR. Health-P. E.  
AREA(S)

#### WORK WORLD

##### ACTIVITIES

view the film "Hospital." Discuss occupations  
and functions portrayed in the film.

##### EVALUATION

The student should be able to  
list various occupations shown  
in a health service.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

CURR. Social  
AREA(S) (Settl  
Wisc  
lang

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Fourth Grade  
Social Science  
Unit-"Settlement  
of Wisconsin")

Teacher - Pupil  
knowledge

Develop charts relating to social needs and compare and contrast the occupations that met the needs in early Wisconsin and the needs of today. (needs: communication, transportation, farm products, clothing, etc.)

Example:

#### (SOCIAL NEED) COMMUNICATION

##### Early Wisconsin

1. Traveling distances
2. Stage coach offices
3. Pony Express
4. Road repair  
etc.

##### Wisconsin Today

1. Making telephones
2. Post Office
3. Mailman-cars, walk
4. Telephone linemen  
(repair, etc.)

The student will  
how strong the  
were met in ear  
and compare wh  
are met today.

occupations exist for a purpose.

GRADE 4

2.

Understand that occupations develop from social needs.  
Recognize some of the contributions occupations make to the advancement of society.

CURR. Social Science  
AREA(S) (Settlement of Wisconsin)  
Language Arts-Reading

### WORK WORLD

#### ACTIVITIES

Develop charts relating to social needs and compare and contrast the occupation that met the needs in early Wisconsin and the needs of today. (needs: communication, transportation, farm products, clothing, etc.)

Example:

(SOCIAL NEED)-  
COMMUNICATION

#### Early Wisconsin

1. Traveling distances
2. Stage coach offices
3. Pony Express
4. Road repair  
etc.

#### Wisconsin Today

1. Making telephones
2. Post Office
3. Mailman-cars, walk
4. Telephone linemen  
(repair, etc.)

#### EVALUATION

The student will be able to tell how some of the people's needs were met in early Wisconsin and compare with the way needs are met today.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

CURR. Social  
AREA(S) (Wis)

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

Community  
(City Hall)

Film

(#6063-"Wisconsin Interstate Highways"  
BAVI)

School

(Fourth Grade  
Social Science  
Unit-"Wisconsin Today")

Take a field trip to city hall. Note all the occupations and discuss the jobs that have developed through out social needs.

and/or

BAVI film-"Wisconsin Interstate Highways"  
(Federal, State, County and City governments cooperate in appropriating money, pre-planning, public hearings, final engineering, maintenance, etc.).

The student is aware of the occupations developed through

The student is aware of occupations which develop through social

Occupations exist for a purpose.

GRADE 4

3.

understand that occupations develop from social needs.

CURR. Social Science  
AREA(S) (Wisconsin Today)

recognize some of the contributions occupations make to the advancement of society.

## WORK WORLD

### ACTIVITIES

Take a field trip to city hall. Note all the occupations and discuss the jobs that have developed through our social needs.

and/or

BAVE film- "Wisconsin Interstate Highways" (Federal, State, County and City governments cooperate in appropriating money, pre-planning, public hearings, final engineering, maintenance, etc.).

### EVALUATION

The student is able to list some of the occupations of city hall developed through social needs.

The student is able to list some occupations which developed through social needs.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 50 - understand that occupations develop from social needs.

CURR. Sci  
AREA(S)

51 - recognize some of the contributions occupations make to the advancement of society.

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Library: Fourth  
Grade Science Unit  
"Weather")  
Community  
(Library)

Have the students identify places where he can get weather information. With the students working in small groups, have them list what they consider the advantages of weather forecasting. After the students have completed their list, a general class discussion could result in a total list. This list should include the protection of life and property among others.

The student will list five ways weatherman use the advancement

Discussion should include the history of the U.S. Weather Bureau.

4 Occupations exist for a purpose.



GRADE 4

4.

understand that occupations develop from social needs.

recognize some of the contributions occupations make to the advancement of society.

CURR. Science (Weather)  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Have the students identify places where they can get weather information. With the students working in small groups, have them list what they consider the advantages of weather forecasting. After the students have completed their list, a general class discussion could result in a total list. This list should include the protection of life and property among others.

Discussion should include the history of the U.S. Weather Bureau.

#### EVALUATION

The student will be able to list five ways in which the weatherman contributes to the advancement of society.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 52 - recognize that occupations develop to fulfill social needs.

CURR. Art  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Community  
(Local artist)  
School  
(High school art  
student)

Have a commercial artist or commercial art student (high school) speak to the class and display art work. The speaker should point out how the art work serves business & selling and society in becoming.

The students will understand that commercial art, art, are necessary in society.

Occupations exist for a purpose.

recognize that occupations develop to fulfill social needs.

#### WORK WORLD

##### ACTIVITIES

Have a commercial artist or commercial art student (high school) speak to the class and display art work. The speaker should point out how the art work serves business & selling and society in advertising.

5.

GRADE 4

CURR. : Art  
AREA(S)

##### EVALUATION

The students will understand that commercial art, and art, are necessary in our society.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 52 - recognize that occupations develop  
to fulfill social needs.

CURR. Lang  
AREA(S) Heal

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Community

Have the students compose letters to people in the  
community asking them to speak to the class  
(Previous studies have introduced the students  
to the functions of these people.)

Specify on the personal characteristics necessary  
for the jobs of these people written. (Include  
health and medical resource people.)

Observation of  
by teacher as to  
content.

Occupations exist for a purpose.

GRADE 4

recognize that occupations develop  
to fulfill social needs.

CURR. Language Arts-Reading  
AREA(S) Health-P. E.

#### WORK WORLD

#### ACTIVITIES

Have the students compose letters to people in the community asking them to speak to the class (Previous studies have introduced the students to the functions of these people.)

Specify on the personal characteristics necessary for the jobs of these people written. (include health and medical resource people.)

#### EVALUATION

Observation of letters written by teacher as to form and content.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 52 - recognize that occupations develop to fulfill social needs.

CURR. Mu  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Teacher-pupil  
knowledge

List, as a class, all occupations related to the music field (records, radio, T.V., music store, bands, choruses, choirs, dance bands, orchestras, disc jockeys, etc.). Have students discuss how these different fields have come about and how any of them are utilized by their families or themselves. (Examples: entertainment, personal expressions, etc.)

The student is  
some occupation  
the music field  
least one reason  
music today.

Occupations exist for a purpose.

recognize that occupations develop  
to fulfill social needs.

GRADE 4

CURR. Music  
AREA(S)

7.

#### WORK WORLD

##### ACTIVITIES

List, as a class, all occupations related to the music field (records, radio, T. V., music store, bands, choruses, choirs, dance bands, orchestras, disc jockeys, etc.). Have students discuss how these different fields have come about and how any of them are utilized by their families or themselves. (Examples: entertainment, personal expressions, etc.)

##### EVALUATION

The student is able to list some occupations related to the music field and give at least one reason why we use music today.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 52 - recognize that occupations develop  
to fulfill social needs.

CURR. Soci  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Film  
(#4248-"Why  
Fathers Work"  
BAVI)

Show the film, "Why Fathers Work." Note that  
an occupation is needed to fulfill social needs.

The student is  
why people work  
their needs.

8.

GRADE 4

CURR. Social Science  
AREA(S)

Occupations exist for a purpose.

recognize that occupations develop  
to fulfill social needs.

#### WORK WORLD

#### ACTIVITIES

Show the film, "Why Fathers Work." Note that  
an occupation is needed to fulfill social needs.

#### EVALUATION

The student is able to explain  
why people work - to fulfill  
their needs.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 52 - recognize that occupations develop to fulfill social needs.

CURR. Soc  
AREA(S) (Wi

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Film  
(#2279-"Wisconsin  
Patrols for Safety"  
BAV)

Community  
(Policeman, State  
Patrol officer)

School  
(Fourth Grade  
Social Science  
Unit-"Wisconsin  
Today")

Show the film, "Wisconsin Patrols for Safety." Use this to develop self-family-society appreciation for the development and functions of State Highway Patrol. Have the children discuss how such an occupation helps them as individuals and as members of society.

and/or

Bring in a policeman or State Patrol officer to speak to the class on his duties and responsibilities to society and discuss the student's responsibilities.

The student  
the importance  
enforcement  
some of his  
some of his  
responsibilities

9.

Occupations exist for a purpose.

GRADE 4

recognize that occupations develop to fulfill social needs.

CURR. Social Science  
AREA(S) (Wisconsin Today)

## WORK WORLD

### ACTIVITIES

Show the film, "Wisconsin Patrols for Safety." Use this to develop self-family-society appreciation for the development and functions of State Highway Patrol. Have the children discuss how such an occupation helps them as individuals and as members of society.

and/or

Bring in a policeman or State Patrol officer to speak to the class on his duties and responsibilities to society and discuss the student's responsibilities.

### EVALUATION

The student is able to relate the importance of a law enforcement official and some of his duties and gave some of his own (the student's) responsibilities to his community.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 53 - understand some of the contributions of  
occupations to the advancement of society.

CURR. Mat  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Film  
(#6780-"Why  
Study Mathematics  
BAVI)  
School  
(Class discussion)

Show the film, "Why Study Mathematics?" at  
the beginning of the year. Discuss. (Motivate  
children to learn the necessity of mathematics  
in everyday living...time, materials, product,  
money, etc.)

The student is  
why math is ut  
in and out of s

Occupations exist for a purpose.

GRADE 4

understand some of the contributions of occupations to the advancement of society.

CURR. Math  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Show the film, "Why Study Mathematics?" at the beginning of the year. Discuss. (Motivate children to learn the necessity of mathematics in everyday living...time, materials, product, money, etc.)

#### EVALUATION

The student is able to explain why math is important to him in and out of school.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 54 - begin to understand that occupations develop to fulfill social needs.

CURR. He  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School or Home  
(Magazines)

Collect pictures of health and sport-related professions. Across from these pictures, either state the product or service they offer or find a picture displaying it.

The student will observe the various professions

Athletic training - injury prevention  
Ambulance driver - emergency service  
Dentist - dental repair  
Surgeon - operation  
Swimming instructor - swimming class  
Umpire - on field during the game

4 Occupations exist for a purpose.

GRADE 4

11.

begin to understand that occupation  
develop to fulfill social needs.

CURR. Health-P. E.  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Collect pictures of health and sport-related professions. Across from these pictures, either state the product or service they offer or find a picture displaying it.

- Athletic training - injury prevention
- Ambulance driver - emergency service
- Dentist - dental repair
- Surgeon - operation
- Swimming instructor - swimming class
- Umpire - on field during the game

#### EVALUATION

The student will be able to observe the function of various professions.

CONCEPT - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 54 - begin to understand that occupations develop to fulfill social needs.

CURR. Mat  
AREA(S)

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

Film  
(#4976 - How Man  
Learned To Count  
BAVI)

Show the film, 'How Man Learned To Count.'  
(Trace the development of arithmetic and give  
contributions to modern society.)

The student is  
list of some of  
made to society  
field.

Occupations exist for a purpose.

begin to understand that occupations develop  
to fulfill social needs.

GRADE 4

12.

CURR. Math  
AREA(S)

#### WORK WORLD

##### ACTIVITIES

Show the film, 'How Man Learned To Count.'  
(Trace the development of arithmetic and give  
contributions to modern society.)

##### EVALUATION

The student is able to give a  
list of some contributions  
made to society by the math  
field.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 54 - begin to understand that occupations develop  
to fulfill social needs.

CURR. Soc:  
AREA(S) Art

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Art Materials  
(Beads, thread,  
loom)  
School  
(Library, class  
activity)

Make a project producing beadwork in the class (rings, earrings, necklaces, etc.) by learning the history, development, uses, manufacture, and finally selling of the product. Set up a display and sell the products, either at the school or to the community, with the intent of raising the money for a class project (field trip, Christmas gifts, a classroom need, picnic, etc.). Discuss with the children how this and other occupations develop to fulfill social needs.

The student is  
work, and be a  
an occupation of  
fill social need

Occupations exist for a purpose.

begin to understand that occupations develop  
to fulfill social needs.

GRADE 4

CURR. Social Science  
AREA(S) Art

## WORK WORLD

### ACTIVITIES

Make a project producing beadwork in the class (rings, chokers, necklaces, etc.) by creating the history, development, uses, manufacture, and finally selling of the product. Set up a display and sell the products, either to the school or to the community, with the intent of using the money for a class project (field trip, Christmas gifts, a class fund, picnic, etc.). Discuss with the children how this and other occupations develop to fulfill social needs.

### EVALUATION

The student is able to do beadwork, and be able to explain that an occupation develops to fulfill social needs.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 54 - begin to understand that occupations develop to fulfill social needs.

CURR. Soc  
AREA(S) . La

#### WORK WORLD

#### RESOURCES

Teacher-pupil  
knowledge  
Library-School or  
Community  
(Books, encycl -  
pedias)  
Home-Parents

#### ACTIVITIES

Make a list of needs (need for shelter, food, health, drink, friendship) and indicate what careers are needed to fulfill those needs. May develop lists as research is compiled.

Complete sentence endings three or more different ways.

##### Examples:

- a. We need firemen because...
- b. We need policemen because...
- c. We need plumbers because...
- d. We need principals because...
- etc.

#### EVALUATE

The student  
or list specific  
related to his

Occupations exist for a purpose.

begin to understand that occupations develop to fulfill social needs.

GRADE 4

14.

CURR. Social Science  
AREA(S) Language Arts-Reading

#### WORK WORLD

##### ACTIVITIES

Make a list of needs (need for shelter, food, health, drink, friendship) and indicate what careers are needed to fulfill these needs. May develop lists as research is compiled.

Complete sentence endings, three or more different ways.

##### Examples:

- a. We need firemen because...
- b. We need policemen because...
- c. We need plumbers because...
- d. We need principals because...
- etc.

##### EVALUATION

The student is able to indicate or list specific occupations related to his specific needs.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 55 - begin to appreciate the contributions of occupations to the advancement of society.

CURR. He  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Community  
(Hospital)

Have the students write to a nearby hospital, asking people working at different hospital occupations to send information about their jobs.

After the letters are answers received, notice if the student standing of the hosp. functions.

15.

Occupations exist for a purpose.

GRADE 4

begin to appreciate the contributions  
of occupations to the advancement of  
society.

CURR. Health-P. E.  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Have the students write to a nearby hospital,  
asking people working at different hospital  
occupations to send information about their  
jobs.

#### EVALUATION

After the letters are sent and the  
answers received, the teacher will  
notice if the student has an under-  
standing of the hospital person's  
function.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 55 - begin to appreciate the contributions of occupations to the advancement of society.

CURR. S. 3  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Film  
(#508) - "Science  
Conserves the  
Forest" (AVI)

Show the film "Science Conserves the Forest."  
(Use of modern scientific techniques essential to  
management and types of employment offered in  
forest conservation.)

After viewing the film, have the students prepare a  
bulletin board tracing the development of a wood  
product, incorporating the occupations in each  
phase needed to keep the production moving.  
(Example: Paper: planting trees and care -  
forest rangers, conservationists -cutting and  
selecting trees-lumbermen, etc.)

The student will  
name some of  
the conservation  
ment of wood  
some reasons  
pations have  
society in gen

Occupations exist for a purpose.

begin to appreciate the contributions of occupations to the advancement of society

GRADE 4

CURR. Social Science  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Show the film "Science Conserves the Forests."  
(Use film to demonstrate techniques essential to management and types of work presently offered in forest conservation.)

After viewing the film, have the students prepare a bulletin board tracing the development of a wood product, incorporating the occupations in each phase needed to keep the production moving.  
(Example: Paper: planting trees and care-forest rangers, conservationists-cutting and selecting trees-lumbermen, etc.)

#### EVALUATION

The student will be able to name some occupations related to conservation and the development of wood products and give some reasons how these occupations have contributed to society in general.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 55 - begin to appreciate the contributions of occupations to the advancement of society.

CURR. AREA(S) Soc (W (Se

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Fourth Grade  
Social Science  
Units-"Wisconsin  
Today" and  
"Settlement of  
Wisconsin")  
Teacher-pupil  
knowledge

The child will make a list of those inventions that have taken "work" out of some activities (dish-washer, electric toothbrush, electric knife, power mower, garbage disposal, blenders, etc.). Compare with methods of doing these activities when Wisconsin was being settled.

The student will list inventions that make work easier.

4 occupations exist for a purpose.

Students begin to appreciate the contributions  
(W) of occupations to the advancement of  
(S) society.

GRADE 4

17.

CURR. Social Science  
AREA(S) (Wisconsin Today)  
(Settlement of Wisconsin)

## WORK WORLD

### ACTIVITIES

The child will make a list of those inventions that have taken "work" out of some activities (dish-washer, electric toothbrush, electric knife, power mower, garbage disposal, blenders, etc.). Compare with methods of doing these activities when Wisconsin was being settled.

### EVALUATION

The student will be able to list inventions that have made work "easier."

CONCEPT 3 - Occupations exist for a purpose.

GRADE 4

GEN. OBJ. 55 - begin to appreciate the contributions of occupations to the advancement of society.

CURR. AREA(S) Science and

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Film  
(#1682 - "Plants and Their Importance" BAVI)

Show the film, "Plants and Their Importance," and discuss the ideas present in the film with the class.

The student will explain some of the ways that society depends on plants.

School.  
(Fourth Grade Science Unit - "Graphing and Predicting")

4 Occupations exist for a purpose.

Sc begin to appreciate the contributions of  
and occupations to the advancement of society.

GRADE 4

18.

CURR. Science (Graphing  
AREA(S) and Predicting)

#### WORK WORLD

#### ACTIVITIES

Show the film, "Plants and Their Importance" and  
discuss the ideas present in the film with the class.

#### EVALUATION

The student will be able to  
explain some of the benefits  
that society derives from  
plants.

**CONCEPT** 3 - Occupations exist for a purpose.

**GRADE** 4

**GEN. OBJ.** 55 - begin to appreciate the contributions of occupations to the advancement of society.

**CURR. AREA(S)** Science  
Atoms

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Fourth Grade  
Science Unit-  
"Molecules-  
Atoms-Chemistry")

Have the students make a list of the materials that they see about them. Expand this to the materials that exist in the school, at home, etc. Then classify the material into two groups "Natural" and "Man-made." Where did the man-made materials come from? What would your life be like without these items? (Don't overlook synthetic materials vs wool and cotton.)

The student will explain how the changed his life

GRADE 4

CURR. Science (Molecules-  
AREA(S) Atoms-Chemistry)

Occupations exist for a purpose.

begin to appreciate the contributions  
of occupations to the advancement of  
society.

### WORK WORLD

#### ACTIVITIES

Have the students make a list of the materials  
that they see about them. Expand this to the  
materials that exist in the school, at home, etc.  
Then classify the material into two groups  
"Natural" and "Man-made." Where did the  
man-made materials come from? What would  
your life be like without these items? (Don't  
overlook synthetic materials vs wool and cotton,)

#### EVALUATION

The student will be able to  
explain how the chemist has  
changed his life style.

**CONCEPT** 3 - Occupations exist for a purpose.

**GRADE** 4 Occ

**GEN. OBJ.** 55 - begin to appreciate the contributions of occupations to the advancement of society.

**CURR. AREA(S)** Sci begi  
Occu

### WORK WORLD

#### RESOURCES

School  
(Fourth Grade  
Science Unit-  
"Weather")  
Community

#### ACTIVITIES

Review the activities of the unit and relate how people protect themselves from the weather. Relate how people can regulate weather (air) environment in his home (e. g. heating, air conditioning, humidifying, dehumidifying, purifying). Refer to the heating processes, forced air, electric, hot water. Have the students draw a schematic diagram of a home heating and ventilating (forced air) unit.

Have the students list the scientific principle as applied to their drawings. Have the student relate the heating and ventilating occupation to workers (sales personnel, installation, service, designers).

#### EVALUAT

The student will  
relate scientific  
to the heating  
system.

The student will  
relate the heat  
ventilating occ  
workers.

Occupations exist for a purpose.

begin to appreciate the contributions of  
occupations to the advancement of society.

GRADE 4

20.

CURR. Science (Weather)  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Review the activities of the unit and relate how people protect themselves from the weather. Relate how people can regulate weather (air) environment in his home (e.g. heating, air conditioning, humidifying, dehumidifying, purifying). Refer to the heating processes, forced air, electric, hot water. Have the students draw a schematic diagram of a home heating and ventilating (forced air) unit.

Have the students list the scientific principle as applied to their drawings. Have the student relate the heating and ventilating occupation to workers (sales personnel, installation, service, designers).

#### EVALUATION

The student will be able to relate scientific principles to the heating and ventilating system.

The student will be able to relate the heating and ventilating occupations to workers.

**CONCEPT** 4 - There is a wide variety of occupations which may be classified in several ways.

**GRADE** 4

**GEN. OBJ.** 56 - recognize that there is a wide and increasing variety of occupations.

**CURR. AREA(S)** Art

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Scrap paper,  
12x18 drawing  
paper, #7  
brushes, water  
base paint)

Teacher will demonstrate paint brush usage:  
(Hand position, brush position, thin lines,  
multiple width lines, straight lines, circular  
lines, brush care and clearing.)

Students will be  
a brush and re  
types of work  
brush.

Have students practice brush strokes on scrap paper.  
Then have student demonstrate his ability on one half  
of a 12x18 drawing paper. On the other half of the  
paper have students list jobs that would be carried  
out with a brush.

There is a wide variety of occupations which may be classified in several ways.

recognize that there is a wide and increasing variety of occupations.

GRADE 4

21.

CURR. Art  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Teacher will demonstrate paint brush usage: (Hand position, brush position, thin lines, multiple width lines, straight lines, circular lines, brush care and cleaning.)

Have students practice brush strokes on scrap paper. Then have student demonstrate his ability on one half of a 12x18 drawing paper. On the other half of the paper have students list jobs that would be carried out with a brush.

#### EVALUATION

Students will be able to control a brush and recognize the many types of work requiring a brush.

**CONCEPT** 4 - There is a wide variety of occupations which may be classified in several ways.

**GRADE** 4

**GEN. OBJ.** 56 - recognize that there is a wide and increasing variety of occupations.

**CURR. AREA(S)** Health

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

School  
(Magazines)

Using magazines, construct a collage of various occupations in

a. health medicine, ecology, safety  
or

b. recreation, sports, leisure time activities.

(Note the occupations that have been developed within the last ten years.)

The student should be aware of the occupations available in health and recreation.

There is a wide variety of occupations which may be classified in several ways.

recognize that there is a wide and increasing variety of occupations.

#### WORK WORLD

##### ACTIVITIES

Using magazines, construct a collage of various occupations in

- a. health, medicine, ecology, safety
- or
- b. recreation, sports, leisure time activities.

(Note the occupations that have been developed within the last ten years.)

GRADE 4

22.

CURR. Health-P. E.  
AREA(S)

##### EVALUATION

The student should become aware of the many occupations available in health and recreation.

**CONCEPT** 4 - There is a wide variety of occupations which may be classified in several ways.

**GEN. OBJ.** 56 - recognize that there is a wide and increasing variety of occupations.

**GRADE** 4

**CURR. AREA(S)** Social Science  
(Settlement of Wisconsin)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Film  
(#1304-"Lumberman" BAVI)

School  
(Fourth Grade  
Social Science  
Unit-"Settlement of Wisconsin")

Show and discuss film "Lumberman." (Note the many jobs within the lumbering industry.)

The student is to identify several jobs related to lumbering.

There is a wide variety of occupations  
which may be classified in several ways.

Recognize that there is a wide and increasing  
variety of occupations.

GRADE 4

23.

CURR. Social Science  
AREA(S) (Settlement of  
Wisconsin)

### WORK WORLD

#### ACTIVITIES

Show and discuss film "Lumberman." (Note the  
many jobs within the lumbering industry.)

#### EVALUATION

The student is able to identify  
several jobs related to lum-  
bering.

**CONCEPT** 4 - There is a wide variety of occupations which may be classified in several ways.

**GEN. OBJ.** 56 - recognize that there is a wide and increasing variety of occupations.

**GRADE** 4

**CURR. AREA(S)** Soc (Se  
Wi  
(W

## WORK WORLD

### RESOURCES

#### School

(Exploring Wisconsin, Badger History books; Fourth Grade Social Science Units-"Settlement of Wisconsin, " "Wisconsin Today"; class activity)

Library-School and Community (Encyclopedias, books, newspapers)

### ACTIVITIES

Have the students make a chart entitled, "Occupations in Wisconsin During Its Early Growth, " "Occupations in Wisconsin Today, " and "Occupations in Wisconsin in the Future. " Have the students do research in their texts and various supplementary materials to fill in the columns on occupations during the growth, in the past, today and project jobs for the future.

and/or

Read want ads from fifteen years ago and want ads in today's newspapers. Discuss and compare (If the teacher cannot make old newspapers available, take the class to the community library to read old want ads.)

### EVALUATION

The student is able to  
past, the jobs available  
jobs in the future.

There is a wide variety of occupations which may be classified in several ways.

recognize that there is a wide and increasing variety of occupations.

#### WORK WORLD

#### ACTIVITIES

Have the students make a chart entitled, "Occupations in Wisconsin During Its Early Growth," "Occupations in Wisconsin Today," and "Occupations in Wisconsin in the Future." Have the students do research in their texts and various supplementary materials to fill in the columns on occupations during the growth, in the past, today and project jobs for the future.

and/or

Read want ads from fifteen years ago and want ads in today's newspapers. Discuss and compare (If the teacher cannot make old newspapers available, take the class to the community library to read old want ads.)

24.

GRADE 4

CURR. Social Studies  
AREA(S) (Settlement of  
Wisconsin)  
(Wisconsin Today)

#### EVALUATION

The student is able to list jobs of the past, the jobs available today, possible jobs in the future.

**CONCEPT** 4 - There is a wide variety of occupations which may be classified in several ways.

**GRADE** 4

**GEN. OBJ.** 57 - understand the various ways of classifying occupations.

**CURR. AREA(S)** Health and Occupations

### WORK WORLD

#### RESOURCES

Community telephone directory

#### ACTIVITIES

Using the yellow pages of the local telephone book, decide what categories you would look under for these health and recreation related occupations: ambulance service, amusement services, arts and crafts, amusement devices, ballrooms, bicycle dealers, bowling, campgrounds, camping equipment, campers, chiropractors, clinics, clubs, cottages, court house, dentist, doctors, druggists, exterminating and fumigating, fire department, fishing bait, garbage collection, government offices, guns, hearing aids, horse training, hospitals, marriage and family counselors, mental health clinic, motorcycles, nursing homes, optometrist, outboard motors, physicians, recreation centers, resorts, riding academies, snow vehicles, sporting goods, surgeons, theaters, trailer-camping and traveling, veterinarians.

#### EVALUATION

The student should be aware of various occupations which are classified.

Were any professions listed under several categories?  
Were there any occupations that were not listed that are present in the community?

There is a wide variety of occupations which may be classified in several ways.

Understand the various ways of classifying occupations.

GRADE 4

25.

CURR. Health-P. E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

Using the yellow pages of the local telephone book, decide what categories you would look under for these health and recreation related occupations: ambulance service, amusement services, arts and crafts, amusement devices, ballrooms, bicycle dealers, bowling, campgrounds, camping equipment, campers, chiropractors, clinics, clubs, cottages, court house, dentist, doctors, druggists, exterminating and fumigating, fire department, fishing bait, garbage collection, government offices, guns, hearing aids, horse training, hospitals, marriage and family counselors, mental health clinic, motorcycles, nursing homes, optometrist, outboard motors, physicians, recreation centers, resorts, riding academies, snow vehicles, sporting goods, surgeons, theaters, trailer-camping and traveling, veterinarians.

Were any professions listed under several categories?  
Were there any occupations that were not listed that are present in the community?

### EVALUATION

The student should become aware of various ways in which occupations are classified.

**CONCEPT** 4 - There is a wide variety of occupations which may be classified in several ways.

**GEN. OBJ.** 57 - understand the various ways of classifying occupations.

**GRADE** 4

**CURR. AREA(S)** Soc (Sci) Wis sin

# WORK WORLD

## RESOURCES

School  
 (Exploring Wisconsin, Badger History, books; Fourth Grade Social Science Units-"Wisconsin Today," "Settlement of Wisconsin"; class activity)  
 Library-School and Community.  
 (Encyclopedias, books, magazines)

## ACTIVITIES

Have the students chart "Occupations of Wisconsin in the Future, Today, During Early Growth," by doing research in text, Badger History books, etc. to fill in the columns.

Have the students, or another group, chart occupations, listed according to skills needed, service occupations, outdoor occupations, indoor, arts, entertainment, technology, etc.

or  
 Make separate collages showing as many occupations found under one certain area of classification as possible. Be ready to explain why the occupations fit under the classification they used.

## EVALUATION

The student will classify occupations one or more times.

There is a wide variety of occupations which may be classified in several ways. understand the various ways of classifying occupations.

GRADE 4

26.

CURR. AREA(S) Social Science (Settlement of Wisconsin) (Wisconsin Today)

## WORK WORLD

### ACTIVITIES

Have the students chart "Occupations of Wisconsin in the Future, Today, During Early Growth," by doing research in text, Badger History books, etc. to fill in the columns.

Have the students, or another group, chart occupations, listed according to skills needed, service occupations, outdoor occupations, indoor, arts, entertainment, technology, etc.

or

Make separate collages showing as many occupations found under one certain area of classification as possible. Be ready to explain why the occupations fit under the classification they used.

### EVALUATION

The student will be able to classify occupations under one or more headings.

**CONCEPT** 5 - Work means different things to different people.

**GRADE** 4

**GEN. OBJ.** 58 - understand the various ways of describing meanings of work.

**CURR. AREA(S)** Social and

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Community  
(Farmers, factory  
workers, teacher,  
clerk, etc.)  
School  
(Class activity)

Bring in speakers from different occupations (farmer, factory worker, teacher, etc.) and have them describe what work means to them on their jobs and at home. Have the speakers show the class what one symbol or object would represent his work (teacher - a book). Have students note that one occupation can have different symbols, and that one symbol could stand for several occupations. (Bring in one or more speakers from the same occupation.)

The student is  
that work can be  
different ways.  
the occupations

Work means different things to different people.

understand the various ways of describing meanings of work.

GRADE 4 27.

CURR. Social Science  
AREA(S)

## WORK WORLD

### ACTIVITIES

Bring in speakers from different occupations (farmer, factory worker, teacher, etc.) and have them describe what work means to them on their jobs and at home. Have the speakers show the class what one symbol or object would represent his work (teacher - a book). Have students note that one occupation can have different symbols, and that one symbol could stand for several occupations. (Bring in one or more speakers from the same occupation.)

### EVALUATION

The student is able to explain that work can be described in different ways, depending on the occupations or the person.

CONCEPT 5 - Work means different things to different people.

GRADE 4 Wo

GEN. OBJ. 58 - understand the various ways of describing meanings of work.

CURR. Sci  
AREA(S) Ate unc  
me

### WORK WORLD

### RESOURCES

School  
(Fourth Grade  
Science Unit-  
"Molecules-  
Atoms-Chemistry")

### ACTIVITIES

Overview the scope and sequence of the unit. Refer to the students' participation as simulated to the role of the scientist. In general, relate matter and its makeup to the experimental, testing, and production of materials and products. Have the students write a report on a solid, liquid, and gas (material or products) using the approach as identified in the previous sentence. (Example: rubber, plastic, metal, paper) It is not necessary that this report be in detail.

### EVALUATE

The student will correlate the scientist part development and/or product try

Work means different things to different people.

GRADE 4

understand the various ways of describing meanings of work.

CURR. Science (Molecules-  
AREA(S) Atoms-Chemistry)

### WORK WORLD

#### ACTIVITIES

Overview the scope and sequence of the unit. Refer to the students' participation as simulated to the role of the scientist. In general, relate matter and its makeup to the experimental, testing, and production of materials and products. Have the students write a report on a solid, liquid, and gas (material or products) using the approach as identified in the previous sentence. (Example: rubber, plastic, metal, paper) It is not necessary that this report be in detail:

#### EVALUATION

The student will be able to correlate the role of the scientist pertaining to the development of materials, and/or products.

CONCEPT 5 - Work means different things to different people.

GRADE 4

GEN. OBJ. 58 - understand the various ways of describing meanings of work.

CURR. AREA(S) Art

59 - understand that work has a personal meaning to every person.

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

Students will activities also and after work

Work means different things to different people.

GRADE 4

understand the various ways of describing meanings of work.

CURR. Art  
AREA(S)

understand that work has a personal meaning to every person.

### WORK WORLD

#### ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

#### EVALUATION

Students will recognize that activities also include before and after work.

CONCEPT 5 - Work means different things to different people.

GRADE 4

GEN. OBJ. 59 - understand that work has a personal meaning to every person.

CURR. AREA(S) He

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUAT

Film  
(#1222-"Teiva: A  
Boy Prepares For  
Manhood" BAVI)

View film, "Teiva: A Boy Prepares For Manhood"  
then discuss -  
What did work mean for Teiva?  
What abilities did he have?

The student s  
work can have A  
meaning to an Per  
( )

Work means different things to different people.  
understand that work has a personal meaning to  
every person.

GRADE 4

30.

CURR. Health-P. E.  
AREA(S)

#### WORK WORLD

##### ACTIVITIES

View film, "Teiva: A Boy Prepares For Manhood"  
then discuss -

- What did work mean for Teiva?
- What abilities did he have?

##### EVALUATION

The student should realize that  
work can have a very personal  
meaning to an individual.

CONCEPT 5 - Work means different things to different people.

GRADE 4

GEN. OBJ. 59 - understand that work has a personal meaning to every person.

CURR. AREA(S) La un ev

### WORK WORLD

#### RESOURCES

Teacher-pupil knowledge

#### ACTIVITIES

Have discussion on the following:

1. Some people have plenty of money and don't have to work. Why might they work anyway?
2. Some people have several job offers. How might he select a job? What if each job paid the same, then how might he choose?

#### EVALUATION

The student is that many var choice of occ

GRADE 4

CURR. Language Arts-Reading  
AREA(S)

Work means different things to different people.

understand that work has a personal meaning to every person.

### WORK WORLD

#### ACTIVITIES

Have discussion on the following:

1. Some people have plenty of money and don't have to work. Why might they work anyway?
2. Some people have several job offers. How might he select a job? What if each job paid the same, then how might he choose?

#### EVALUATION

The student is able to explain that many variables influence choice of occupation.

CONCEPT 5 - Work means different things to different people.

GRADE 4

GEN. OBJ. 59 - understand that work has a personal meaning to every person.

CURR. AREA(S) Mus

### WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

Film  
(#5619-"Music-The  
Expressive Language"  
BAVI)

Show the film "Music-The Expressive Language,"  
and discuss the relationship of the film to oneself  
and to others.

The student be  
that music is a  
pressing one's

Work means different things to different people.  
understand that work has a personal meaning to  
every person.

#### WORK WORLD

#### ACTIVITIES

The  
guage" Show the film "Music-The Expressive Language,"  
and discuss the relationship of the film to oneself  
and to others.

GRADE 4

32.

CURR. Music  
AREA(S)

#### EVALUATION

The student becomes aware  
that music is a way of ex-  
pressing one's emotions, etc.

**CONCEPT** 5 - Work means different things to different people.

**GRADE** 4

**GEN. OBJ.** 59 - understand that work has a personal meaning to every person.

**CURR. AREA(S)** Soc

### WORK WORLD

#### RESOURCES

Home-Parents  
Community  
Field Trip  
(Cheese factory)  
School  
(Class activity)

#### ACTIVITIES

Have students take a prepared questionnaire. (What do you consider work to be at home? on your job? What do you consider play to be at home? on your job? Which do you consider to have more work - home or job? etc.) to parents and to various community people. The adults are to complete them and the students to return them to class in a day or two. The students are to compare the responses and discuss with classmates. Ask the students if they see any similarities or differences.

or

After visiting a cheese factory, have students discuss what the work was for the various occupations that were involved in the steps of cheese-making leading up to the final product. (Farmer-work in milking the cows; cheesemaker-work in packing the cheese; truck driver-work in loading and unloading; store clerk-work in displaying, etc.)

#### EVALUATION

The student will explain that work is different by individuals.

Work means different things to different people.

understand that work has a personal meaning to every person.

## WORK WORLD

### ACTIVITIES

Have students take a prepared questionnaire (What do you consider work to be at home? on your job? What do you consider play to be at home? on your job? Which do you consider to have more work - home or job? etc.) to parents and to various community people. The adults are to complete them and the students to return them to class in a day or two. The students are to compare the responses and discuss with classmates. Ask the students if they see any similarities or differences.

or

After visiting a cheese factory, have students discuss what the work was for the various occupations that were involved in the steps of cheese-making leading up to the final product. (Farmer-work in milking the cows; cheesemaker-work in packing the cheese; truck driver-work in loading and unloading; store clerk-work in displaying, etc.)

33.

GRADE 4

CURR. Social Science  
AREA(S)

### EVALUATION

The student will be able to explain that work is described differently by different individuals.

**CONCEPT** 6 - Education and work are interrelated.

**GRADE** 4 Ed

**GEN. OBJ.** 60 - understand that different kinds of work require varying degrees and types of educational preparation.  
61 - understand that occupational requirements and competencies influence educational preparation.

**CURR. AREA(S)** Soc and  
(Wis rec edu and pre

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Fourth Grade  
Social Scien  
Unit-"Wisconsin  
Today")  
Community  
(Forest Ranger,  
County Agent, or  
County Resource  
and Development  
Agent)

Have the Shawano Resource and Development Agent or Forest Ranger talk to the class about conservation. Have the speaker report on future job opportunities, the importance of present and future conservation in education and why, and the importance to all people, as well as recognizing the functions of the Wisconsin Department of Conservation and ways to conserve the natural resources. Discuss why it takes the cooperation of the people throughout the cities, counties, and state, as well as nation and world, to preserve our natural resources.

The students will list several ways to conserve the natural resources of Wisconsin and why it is important to those whom it is important.

Education and work are interrelated.

Understand that different kinds of work require varying degrees and types of educational preparation.

Understand that occupational requirements and competencies influence educational preparation.

GRADE 4 34.

CURR. Social Science  
AREA(S) (Wisconsin Today)

## WORK WORLD

### ACTIVITIES

Have the Shawano Resource and Development Agent or Forest Ranger talk to the class about conservation. Have the speaker report on future job opportunities, the importance of present and future conservation in education and why, and the importance to all people, as well as recognizing the functions of the Wisconsin Department of Conservation and ways to conserve the natural resources. Discuss why it takes the cooperation of the people throughout the cities, counties, and state, as well as nation and world, to preserve our natural resources.

### EVALUATION

The students will be able to list several ways to help conserve the natural resources of Wisconsin and give reasons why it is important and to whom it is important.

**CONCEPT** 6 - Education and work are interrelated.

**GRADE** 4

- GEN. OBJ.** 60 - understand that different kinds of work require varying degrees and types of educational preparation.
- 61 - understand that occupational requirements and competencies influence educational preparation.

**CURR. AREA(S)** Science and Mathematics

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Teacher  
School  
(Fourth Grade  
Science Unit-  
"Graphing and  
Predicting")

The teacher should review with the students the English system of measurement (inch, foot, mile, pound, quart, gallon) and compare this to the Metric System (meter, liter, grain, gram, etc.). Discussion should point out that the United States will be changing from the English to the metric units because other countries use the Metric System and since we trade with them we need common units of measurement. In addition to that, the Metric System is easier to work with because everything is on a decimal basis.

This discussion should point out that school will have to switch its teaching from the English to metric units and that people out of school in the work world, will have to re-educate themselves so that they will be able to understand and use the Metric System.

The student will identify the system and measures and the system to adopt and the

Education and work are interrelated.

understand that different kinds of work require varying degrees and types of educational preparation.

understand that occupational requirements and competencies influence educational preparation.

GRADE 4

CURR. AREA(S) Science (Graphing and Predicting) Math

## WORK WORLD

### ACTIVITIES

The teacher should review with the students the English system of measurement (inch, foot, mile, pound, quart, gallon) and compare this to the Metric System (meter, liter, grain, gram, etc.). Discussion should point out that the United States will be changing from the English to the metric units because other countries use the Metric System and since we trade with them we need common units of measurement. In addition to that, the Metric System is easier to work with because everything is on a decimal basis.

This discussion should point out that school will have to switch its teaching from the English to metric units and that people out of school in the work world, will have to re-educate themselves so that they will be able to understand and use the Metric System.

### EVALUATION

The student will be able to identify the system of units and measures being used; and the system we are going to adopt and the reason why.

CONCEPT 6 - Education and work are interrelated.

GRADE 4

GEN. OBJ. 62 - understand that different kinds of work require varying degrees and types of educational preparation.  
63 - understand that occupational requirements and competencies influence the content and direction of educational preparation.

CURR. AREA(S) Mat

### WORK WORLD

#### RESOURCES

School  
(Math text)

#### ACTIVITIES

The children and teacher will develop various mathematical problems based on both a job and a math process. (This may be done for each unit taught.)

Example: The carpenter had a twelve foot board to repair the back steps. The two steps were five feet wide. How much of the board was not used for repairing the steps?

#### EVALUATION

The student will understand the of education as

Education and work are interrelated.

GRADE 4

understand that different kinds of work require varying degrees and types of educational preparation.

CURR. Math (Unit 1)  
AREA(S)

understand that occupational requirements and competencies influence the content and direction of educational preparation.

### WORK WORLD

#### ACTIVITIES

The children and teacher will develop various mathematical problems based on both a job and a math process. (This may be done for each unit taught.)

Example: The carpenter had a twelve foot board to repair the back steps. The two steps were five feet wide. How much of the board was not used for repairing the steps?

#### EVALUATION

The student will be able to understand the relationship of education and work.

**CONCEPT** 6 - Education and work are interrelated.

**GRADE** 4 Ed

**GEN. OBJ.** 62 - understand that different kinds of work require varying degrees and types of educational preparation.  
63 - understand that occupational requirements and competencies influence the content and direction of educational preparation.

**CURR. AREA(S)** Soc un  
req  
ed  
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### WORK WORLD

#### RESOURCES

School Library  
(Encyclopedias,  
books, pamphlets)  
Community  
Home

#### ACTIVITIES

Develop a time line of education needed for various occupations and kinds of work. Students are to do research on two or three occupations and the amount or degree of education needed for each. They are to locate the occupations above the time line and list several facts about each occupation below the time line.

Examples: Elementary teacher - Graduate from high school, graduate from college (4 years), and additional classes or credits as needed.  
Store check-out clerk - Grade school education, possibly graduate from high school.

#### EVALUATION

The student will list various occupations and the amount of training needed for each.

Education and work are interrelated.

understand that different kinds of work  
require varying degrees and types of  
educational preparation.

understand that occupational requirements  
and competencies influence the content and  
direction of educational preparation.

## WORK WORLD

### ACTIVITIES

Develop a time line of education needed for various  
occupations and kinds of work. Students are to do  
research on two or three occupations and the amount  
or degree of education needed for each. They are to  
locate the occupations above the time line and list  
several facts about each occupation below the time  
line.

Examples: Elementary teacher - Graduate from  
high school, graduate from college  
(4 years), and additional classes or  
credits as needed.

Store check-out clerk - Grade school  
education, possibly graduate from  
high school.

37.

GRADE 4

CURR. Social Science  
AREA(S)

### EVALUATION

The student will be able to  
list various occupations with  
the amount and degree of  
training needed.

**CONCEPT** 9 - Job specialization creates interdependency.

**GRADE** 4

**GEN. OBJ.** 64 - recognize that jobs are coordinated in the production of goods and performance of services.

**CURR. AREA(S)** Health

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Community  
(Baseball diamond)

Visit the local softball field. What goods and services are provided in order to have a game and/or because of a game?

Refer to list below:

1. Watering field
2. Lining and dragging the infield
3. Concessions
4. Bleachers
5. Tickets
6. Bats and balls
7. Lighting
8. Gloves, uniforms, shoes
9. Newspaper write-ups and pictures
10. Construction of field

Student should comprehend the trade of dependency services.

Job specialization creates interdependency.

Recognize that jobs are coordinated in the production of goods and performance of services.

GRADE 4

CURR. AREA(S) Health-P. E.

WORK WORLD

ACTIVITIES

EVALUATION

Visit the local softball field. What goods and services are provided in order to have a game and/or because of a game?

Refer to list below:

1. Watering field
2. Lining and dragging the infield
3. Concessions
4. Bleachers
5. Tickets
6. Bats and balls
7. Lighting
8. Gloves, uniforms, shoes
9. Newspaper write-ups and pictures
10. Construction of field

Student should be able to comprehend the tremendous amount of dependency on goods and services.

**CONCEPT** 9 - Job specialization creates interdependency.

**GRADE** 4

**GEN. OBJ.** 64 - recognize that jobs are coordinated in the production of goods and performance of service.

**CURR. AREA(S)** Health

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Student

Set up an emergency situation. List all involved services performed. Then role play the situation (car accident with persons getting injured, police control traffic, ambulance for injured to hospital, first aid, interns and nurses, x-ray technicians, doctors, therapists, surgeons, nutrition experts, pharmacist, candy strippers, etc.).

Decide which people specialize in goods and which specialize in services. Do any provide both?

The students identify the occupational related functions of this emergency situation.

Job specialization creates interdependency.

GRADE 4

recognize that jobs are coordinated in the production of goods and performance of service.

CURR. Health-P. E.  
AR: A(S)

### WORK WORLD

#### ACTIVITIES

Set up an emergency situation. List all involved services performed. Then role play the situation (e.g. accident with persons getting injured, police control traffic, ambulance for injured to hospital, first aid, interns and nurses, x-ray technicians, doctors, therapists, surgeons, nutrition experts, pharmacist, candy strippers, etc.).

Decide which people specialize in goods and which specialize in services. Do any provide both?

#### EVALUATION

The students should be able to identify the occupations and related functions involved in this emergency situation.

**CONCEPT** 9 - Job specialization creates interdependency.

**GRADE** 4

**GEN. OBJ.** 64 - recognize that jobs are coordinated in the production of goods and performance of service.

**CURR. AREA(S)** Mus, rec, Lan, pro, Soc, ser

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Recording of band selection, band director, instrument player)

List all instruments commonly used in band and an approximate number you would find of each in a high school band.

Listen to a recording of a band selection and pick out spots in which certain instruments are more important.

Discuss the importance of all players working together to achieve the best sound.

- How can one person spoil the group's sound?
- Who is in charge of coordinating all the sound?

(Perhaps the band director could give a talk on the importance of this.)

Invite three junior high instrument players in to demonstrate their instruments and show how it sounds if they don't work together, (starting at different times, etc.) and how it sounds when they start together.

The students describe the instruments coordinated effort to obtain an achievement from as a group.

Job specialization creates interdependency.

Recognize that jobs are coordinated in the production of goods and performance of service.

## WORK WORLD

### ACTIVITIES

List all instruments commonly used in band and an approximate number you would find of each in a high school band.

Listen to a recording of a band selection and pick out spots in which certain instruments are more important.

Discuss the importance of all players working together to achieve the best sound.

- a. How can one person spoil the group's sound?
- b. Who is in charge of coordinating all the sound?

(Perhaps the band director could give a talk on the importance of this.)

Invite three junior high instrument players in to demonstrate their instruments and show how it sounds if they don't work together, (starting at different times, etc.) and how it sounds when they start together.

40.

GRADE 4

CURR. Music  
AREA(S) Language Arts-Reading  
Social Science

### EVALUATION

The students will be able to describe the importance of coordinated efforts in order to obtain an adequate performance from people working as a group.

CONCEPT 9 - Job specialization creates interdependency.

GRADE 4

GEN. OBJ. 64 - recognize that jobs are coordinated in the production of goods and performance of service.

CURR. AREA(S) Soc

### WORK WORLD

#### RESOURCES

Teacher-made interdependence cards

#### ACTIVITIES

Play an interdependence simulation game. Each student is provided with a card with an identity (nurse) and three specific needs (a new T. V., etc.). He must find people who can fill his needs by visiting with his classmates, each of whom has an identity. He then makes an agreement with each person who can fill a need on his card and gets the person's signature and occupation filled in. (The length of time will vary with the size of the class.)

#### EVALUATION

The student be how often he d people and how depend on him

Examples:

Nurse  
a new T. V. \_\_\_\_\_  
\_\_\_\_\_ a ride to work \_\_\_\_\_  
\_\_\_\_\_ a new dress \_\_\_\_\_  
\_\_\_\_\_

Bus Driver  
aid in helping sick mother \_\_\_\_\_  
\_\_\_\_\_ shoe shine \_\_\_\_\_  
\_\_\_\_\_ bus fixed \_\_\_\_\_  
\_\_\_\_\_

Job specialization creates interdependency.

GRADE 4

recognize that jobs are coordinated in the production of goods and performance of service.

CURR. Social Science  
AREA(S)

## WORK WORLD

### ACTIVITIES

Play an interdependence simulation game. Each student is provided with a card with an identity (nurse) and three specific needs (a new T. V., etc.). He must find people who can fill his needs by visiting with his classmates, each of whom has an identity. He then makes an agreement with each person who can fill a need on his card and gets the person's signature and occupation filled in. (The length of time will vary with the size of the class.)

Examples:

Nurse  
a new T. V. \_\_\_\_\_  
\_\_\_\_\_  
a ride to work \_\_\_\_\_  
\_\_\_\_\_  
a new dress \_\_\_\_\_  
\_\_\_\_\_

Bus Driver  
aid in helping sick  
mother \_\_\_\_\_  
\_\_\_\_\_  
shoe shine \_\_\_\_\_  
\_\_\_\_\_  
bus fixed \_\_\_\_\_  
\_\_\_\_\_

### EVALUATION

The student becomes aware of how often he depends on other people and how other people depend on him.

CONCEPT 9 - Job specialization creates interdependency.

GRADE 4 Jo

GEN. OBJ. 65 - become aware that worker cooperation is essential.

CURR. Ar be  
AREA(S) es

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Community  
(1'x2' wood  
frame pieces,  
organdy)  
School  
(Finger paint,  
12x18 white  
drawing paper,  
12x18 colored  
construction paper,  
cardboard)

Have the students select a committee of students to divide the class into groups of designers, helpers, craftsmen, and distributors. Each group will serve its purpose in the production of three poster designs for a school event (special programs, PTA party, concert, etc.). The designers will design the posters and select three to be used. The helpers will nail together simple wooden frames and staple organdy screens to the frames. The craftsmen will cut the stencils to be used with the organdy screens and do the printing. The distributors will take finished posters into the community for exhibition. The silk-screening process will be done with finger paint as the ink and stencil adherent. Refer questions on the process to the art teacher.

The teacher will determine production of achieved. The realize the co needed in a m operation.

Job specialization creates interdependency.

become aware that worker cooperation is essential.

GRADE 4 42.  
CURR. Art  
AREA(S)

### WORK WORLD

#### ACTIVITIES

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#### EVALUATION

The teacher will evaluate, will determine how well the production of the posters was achieved. The student will realize the cooperative effort needed in a multi-phase operation.

CONCEPT 9 - Job specialization creates interdependency.

GRADE 4

GEN OBJ. 65 - become aware that worker cooperation is essential.

CURR. AREA(S) Health

### WORK WORLD

### RESOURCES

School  
(P. E. Curriculum  
Guide and Handbook  
1-5, Dist. #8, Shawano;  
class activity)

### ACTIVITIES

Relay races-(pp. 88-89; 92; 101-103; 114;  
160-162; 167; 171; 177.)

What happens if one doesn't do his/her  
part?

Play a game of softball. Discuss the different  
positions played and the dependency involved.

(Pitcher to pitch, catcher to catch, infield  
and outfield to field, umpire to control and  
arbitrate.)

W

What can the rest of the team do if the pitcher  
walks the batters?

What can the pitcher do if his fielders don't  
pick up grounders and catch flies?

What can the first baseman do if the shortstop  
won't throw the ball to him?

### EVALUATION

The student will  
realize the cooperation  
needed for a successful  
team effort.

Job specialization creates interdependency.

become aware that worker cooperation is essential.

GRADE 4

45.

CURR. Health-P. E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

Relay races-(pp. 88-89; 92; 101-103; 114; 160-162; 167; 171; 177.)

What happens if one doesn't do his/her part?

Play a game of softball. Discuss the different positions played and the dependency involved.

(Pitcher to pitch, catcher to catch, infield and outfield to field, umpire to control and arbitrate.

W

What can the rest of the team do if the pitcher walks the batters?

What can the pitcher do if his fielders don't pick up grounders and catch flies?

What can the first baseman do if the shortstop won't throw the ball to him?

### EVALUATION

The student will be able to realize the cooperation needed for a successful team effort.

**CONCEPT** 9 - Job specialization creates interdependency.

**GRADE** 4

**GEN. OBJ.** 65 - become aware that worker cooperation is essential.

**CURR. AREA(S)** So  
Ar

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Community  
(Cheese Factory)

Films  
(Those listed under  
Wisconsin Manu-  
facturing-BAVI  
catalogue)

Draw, in cartoon form, pictures showing relation-  
ship of worker cooperation after visiting a cheese  
factory or seeing a film on an assembly line process.  
Discuss the importance of each worker cooperating  
with the others if the final product is to be completed.  
Discuss what might happen or might not happen if one  
of the workers did not cooperate.

The student will  
be able to explain  
cooperation of  
or in many cases

44.

GRADE 4

CURR. Social Science  
AREA(S) Art

## WORK WORLD

### ACTIVITIES

Draw, in cartoon form, pictures showing relationship of worker cooperation after visiting a cheese factory or seeing a film on an assembly line process. Discuss the importance of each worker cooperating with the others if the final product is to be completed. Discuss what might happen or might not happen if one of the workers did not cooperate.

### EVALUATION

The student will orally be able to explain why worker cooperation on many products or in many careers is important.

CONCEPT 9 - Job specialization creates interdependency.

GRADE 4

GEN. OBJ. 65 become aware that worker cooperation is essential.

CURR: Sc  
AREA(S)

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Community  
(Weatherman,  
pilot)

School  
(Fourth Grade  
Science Unit-  
"Weather")

After studying the weather factors, invite someone associated with weather (Bob Nelson, Fred Wagner) or develop a discussion of the weather data gathering process, the people involved, the communication of the weather information to the weather stations, the reporting of the weather information, etc. The discussion should center around the number of people throughout the country that cooperate to develop a weather map.

The student explain that weather information cooperative people each job.

45.

- Job specialization creates interdependency.

GRADE 4

- become aware that worker cooperation is essential.

CURR. Science (Weather)  
AREA(S)

## WORK WORLD

### ACTIVITIES

After studying the weather factors, invite someone associated with weather (Bob Nelson, Fred Wagner) or develop a discussion of the weather data gathering process, the people involved, the communication of the weather information to the weather stations, the reporting of the weather information, etc. The discussion should center around the number of people throughout the country that cooperate to develop a weather map.

### EVALUATION

The student will be able to explain that the gathering of weather information is a cooperative effort of many people each with a certain job.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 4

GEN. OBJ. 66 - become aware of the many critical environmental elements which may affect career development.

CURR. AREA(S) He La

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Film  
(#7650-"Junk-  
dump" BAVI)

View the film "Junkdump." Then discuss the problems involved in handling all the waste materials in the United States.

Student involvement  
discussion with  
by the teacher

46.

GRADE 4

CURR. Health-P. E.  
AREA(S) Language Arts-Reading

Environment and individual potential interact to influence career development.

become aware of the many critical environmental elements which may affect career development.

### WORK WORLD

#### ACTIVITIES

View the film "Junkdump."<sup>11</sup> Then discuss the problems involved in handling all the waste materials in the United States.

#### EVALUATION

Student involvement in the discussion will be evaluated by the teacher.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 4

GEN. OBJ. 66 - become aware of the many critical environmental elements which may affect career development.

CURR. AREA(S) Social Arts

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Paper, card-board, paste, scissors, crayons, pipecleaners, sand, stones, twigs, water, etc.)

Make a class diorama of the community at work in their particular environment. Prepare a chart of the various careers within their community to accompany the diorama.

The child will careers direct environment.  
be able to relate  
he might select

47.

GRADE 4

CURR. Social Science  
AREA(S) Art

## WORK WORLD

### ACTIVITIES

Make a class diorama of the community at work in their particular environment. Prepare a chart of the various careers within their community to accompany the diorama.

### EVALUATION

The child will be able to list careers directly related to his environment. The child will be able to relate which career he might select and why.

CONCEPT	10 - Environment and individual potential interact to influence career development.	GRADE	4
GEN. OBJ.	66 - become aware of the many critical environmental elements which may affect career development. 67 - recognize that career development is influenced by changing individual and environmental facts acting separately or together.	CURR. AREA(S)	Ar

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Community  
(Field trip to  
high school)

Have students visit the high school art department to identify different elements which help career development.

By arrangement, demonstrations of various activities could be provided by high school students.

Teacher observe student response field trip.

GRADE 4

CURR. Art  
AREA(S)

- Environment and individual potential interact to influence career development.
- become aware of the many critical environmental elements which may affect career development.
- recognize that career development is influenced by changing individual and environmental facts acting separately or together.

## . WORK WORLD

## ACTIVITIES

Have students visit the high school art department to identify different elements which help career development.

By arrangement, demonstrations of various activities could be provided by high school students.

## EVALUATION

Teacher observation of student response to the field trip.

**CONCEPT** 10 - Environment and individual potential interact to influence career development.

**GEN. OBJ.** 67 - recognize that career development is influenced by changing individual and environmental factors acting separately or together.

**GRADE** 4

**CURR. AREA(S)** Health, Economics, Civics

# WORK WORLD

## RESOURCES

## ACTIVITIES

## EVALUATION

Community  
(Resource person)

A person involved in the resort business in the area should talk to the class. Have him talk about the great importance of weather in the success of his business. He could also mention the influence of the surrounding environment and the invention of more recreational equipment (e.g. snowmobiles, dune buggies, etc.).

The student should be aware of the influence of the environment in his occupation.

Environment and individual potential  
interact to influence career development.

Recognize that career development is influenced  
by changing individual and environmental factors  
acting separately or together.

GRADE 4

49.

CURR. Health-P.E.  
AREA(S)

## WORK WORLD

### ACTIVITIES

A person involved in the resort business in the area should talk to the class. Have him talk about the great importance of weather in the success of his business. He could also mention the influence of the surrounding environment and the invention of more recreational equipment (e.g. snowmobiles, dune buggies, etc.).

### EVALUATION

The student should become aware of the importance of environment in relation to occupation.

CONCEPT 10 - Environment and individual potential  
interact to influence career development.

GRADE 4

GEN. OBJ. 67 - recognize that career development is  
influenced by changing individual and  
environmental factors acting separately  
or together.

CURR. AREA(S) Soc Sci  
Lar

## WORK WORLD

### RESOURCES

Films  
(#3621-"Tornado,"  
#6869-"Time Out  
for the Tempest"  
BAVI)

T.V.  
Pictures

### ACTIVITIES

Pick slips from a box (slips prepared by the teacher)  
outlining a set of physical or environmental changes  
that could take place in Wisconsin. Have the pupils  
come up with alternate career solutions caused by  
these changes.

#### Examples:

A construction worker has a heart attack.  
How might this change his way of living?

A Door County orchard owner loses his  
entire orchard in a tornado. How might  
this affect his life?

Show written solutions the next day on the over-  
head projector and discuss with the class the  
plausibility of the solutions and possibility of  
other acceptance solutions.

### EVALUATION

The child will  
arrive at possible  
changes due to  
or environmental  
in Wisconsin.

50.

Environment and individual potential  
interact to influence career development.

GRADE 4

recognize that career development is  
influenced by changing individual and  
environmental factors acting separately  
or together.

CURR. Social Science  
AREA(S) Science  
Language Arts -Reading

### WORK WORLD

#### ACTIVITIES

Pick slips from a box (slips prepared by the teacher)  
outlining a set of physical or environmental changes  
that could take place in Wisconsin. Have the pupils  
come up with alternate career solutions caused by  
these changes.

#### Examples:

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How might this change his way of living?

A Door County orchard owner loses his  
entire orchard in a tornado. How might  
this affect his life?

Show written solutions the next day on the over-  
head projector and discuss with the class the  
plausibility of the solutions and possibility of  
other acceptance solutions.

#### EVALUATION

The child will be able to  
arrive at possible career  
changes due to individual  
or environmental factors  
in Wisconsin.

CONCEPT 11 - Occupations and life styles are interrelated.

GEN. OBJ. 68 - understand that an individual's occupation can influence his life style.

GRADE 4 Oc

CURR. He unc  
AREA(S) can

### WORK WORLD

#### RESOURCES

Self  
Library-school  
and community

#### ACTIVITIES

Gather information on famous athletes: Peggy Fleming, Jim Ryan, Wilt Chamberlain, Arnold Palmer, Mohammed Ali, Cathy Rigby, Kareem Abdul Jabbar, Pat Matzdorf (high jumper from Sheboygan), John Brockington.

List qualities of their occupation that influence their life style (travel, training for strength, speed, agility, endurance, team or individual effort).

#### EVALUATION

The student will  
relate occupational  
styles.

Occupations and life styles are interrelated.

understand that an individual's occupation can influence his life style.

#### WORK WORLD

#### ACTIVITIES

Gather information on famous athletes: Peggy Fleming, Jim Ryan, Wilt Chamberlain, Arnold Palmer, Mohammed Ali, Cathy Rigby, Kareem Abdul Jabbar, Pat Matzdorf (high jumper from Sheboygan), John Brockington.

List qualities of their occupation that influence their life style (travel, training for strength, speed, agility, endurance, team or individual effort).

GRADE 4

51.

CURR. Health-P.E.  
AREA(S)

#### EVALUATION

The student will be able to relate occupations to life styles.

CONCEPT 11 - Occupations and life styles are interrelated.

GRADE 4

GEN. OBJ. 68 - understand that an individual's occupation can influence his life style.

CURR. AREA(S) Social

## WORK WORLD

### RESOURCES

School library  
(Encyclopedias,  
books, magazines)  
Teacher-student  
knowledge

### ACTIVITIES

Divide the class into small groups. Assign each group the title of an occupational worker. Have students prepare a chart that illustrates individual differences for each worker by using pictures. (Example: abilities, skills, hobbies, dress, transportation, foods, religion, etc.)

Once the charts have been finished, have the students tell which workers they would like to be, and those they would not like to be. Have them indicate reasons for choosing and not choosing.

### EVALUATION

The student will explain that a occupation can a person's way both at home and

Occupations and life styles are interrelated.

Understand that an individual's occupation can influence his life style.

GRADE 4

CURR. Social Science  
AREA(S)

### WORK WORLD

#### ACTIVITIES

Divide the class into small groups. Assign each group the title of an occupational worker. Have students prepare a chart that illustrates individual differences for each worker by using pictures. (Example: abilities, skills, hobbies, dress, transportation, foods, religion, etc.)

Once the charts have been finished, have the students tell which workers they would like to be, and those they would not like to be. Have them indicate reasons for choosing and not choosing.

#### EVALUATION

The student will be able to explain that a career or occupation can influence a person's way of living, both at home and at work.

CONCEPT 11 - Occupations and life style are interrelated.

GEN. OBJ. 69 - understand that preferred life style may influence occupational choice

GRADE 1 Occ

CURR. So und  
AREA(S) in G

### WORK WORLD

#### RESOURCES

Community scenes  
School  
(Community helpers,  
pictures, class  
activity)

#### ACTIVITIES

Show to class a group of pictures of the various ways people live throughout Wisconsin (cities, farms, suburbs, etc.) Have students match corresponding pictures of workers to the settings. Discuss which matchings might work and which matchings might not work, and be able to give reasons why.

#### EVALUA

The student will explain that he wants to live in the choice of to fulfill that

Occupations and life style are interrelated.

understand that preferred life style may influence occupational choice

#### WORK WORLD

#### ACTIVITIES

Show to class a group of pictures of the various ways people live throughout Wisconsin (cities, farms, suburbs, etc.) Have students match a corresponding picture of workers to the activity. Discuss which match best to work and which matchings might not work, and be able to give reasons why.

53.

GRADE 4

CURR. Social Science  
AREA(S)

#### EVALUATION

The student will be able to explain that the way people want to live may determine the choice of occupation to fulfill that want.

CONCEPT 11 - Occupations and life styles are interrelated.

GRADE 4 O

GEN. OBJ. 69 - understand that preferred life style may  
influence occupational choice.

CURR. He ur  
AREA(S) Sc in

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUA

Film  
(#6878-"Land  
Betrayed" BAVI)

View the film, "Land Betrayed." Discuss the  
ugliness of our land because of man. What  
does this say to us about occupations if we  
want our life to be surrounded with beauty  
instead of ugliness? What can we do now?

The student  
relate life st I)

54.

GRADE 4

CURR. Health-P.E.  
AREA(S) Science

## WORK WORLD

### ACTIVITIES

I) View the film, "Land Betrayed." Discuss the ugliness of our land because of man. What does this say to us about occupations if we want our life to be surrounded with beauty instead of ugliness? What can we do now?

### EVALUATION

The student should be able to relate life styles to occupations.

CONCEPT 11 - Occupations and life styles are interrelated.

GRADE 4 Occ

GEN. OBJ. 70 - recognize that an individual's occupation can influence his life style.

CURR. Soc  
AREA(S) (Se  
Wis influ

## WORK WORLD

### RESOURCES

### ACTIVITIES

### EVALUATION

School  
(Fourth Grade  
Social Science  
Unit - "Settlement  
of Wisconsin")  
Teacher-student  
knowledge  
Library-School and  
Community  
(Encyclopedias,  
books)

Discuss the work and life style of the migrant workers of Wisconsin after reading about them in Exploring Wisconsin, "Cherries," pp. 61-63. May have students do research on them. Have the students compare their way of life to the migrant workers. Discuss what the term "migration" means. Bring in the migration of early Indian tribes including the early Menominees and the reasons for their migration.

The student should be aware that an occupation can influence a worker's occupation and life style are related.

Occupations and life styles are interrelated.

Recognize that an individual's occupation can influence his life style.

55.  
GRADE 4

CURR. Social Science  
AREA (\$) (Settlement of  
Wisconsin)

## WORK WORLD

### ACTIVITIES

Discuss the work and life style of the migrant workers of Wisconsin after reading about them in Exploring Wisconsin, "Cherries," pp. 61-63. May have students do research on them. Have the students compare their way of life to the migrant workers. Discuss what the term "migration" means. Bring in the migration of early Indian tribes including the early Menominees and the reasons for their migration.

### EVALUATION

The student should become aware that an occupation can influence a life style by explaining how a migrant worker's occupation and life style are related.

CONCEPT 11 - Occupations and life style are interrelated.

GEN. OBJ. 71 - recognize that preferred life style may influence occupational choice.

GRADE 4 Occ

CURR. AREA(S) Sc rec  
(S infl  
W

#### WORK WORLD

#### RESOURCES

School  
(Fourth Grade  
Social Science  
Unit-"Settlement  
of Wisconsin")  
Teacher-student  
knowledge

#### ACTIVITIES

Discuss the work and life style of the migrant workers of Wisconsin after reading about them in Exploring Wisconsin, "Cherries," pp. 61-63. Ask students to come up with other occupations migrant workers could have in Wisconsin that would fulfill their preferred life style. Discuss other similar migrant groups (fair workers, gypsies, circus people, etc.)

#### EVALUATION

The student  
other occupa  
to the migrat  
style. nt

GRADE 4

CURR. Social Science  
 AREA(S) (Settlement of  
 Wisconsin)

Occupations and life style are interrelated.

recognize that preferred life style may  
 influence occupational choice.

### WORK WORLD

#### ACTIVITIES

Discuss the work and life style of the migrant workers of Wisconsin after reading about them in Exploring Wisconsin, "Cherries," pp. 61-63. Ask students to come up with other occupations migrant workers could have in Wisconsin that would fulfill their preferred life style. Discuss other similar migrant groups (fair workers, gypsies, circus people, etc.)

#### EVALUATION

The student is able to list other occupations that satisfy to the migrant worker's life style.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 4

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

CURR. AREA(S) He

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Film  
(#3504-"Safeguarding  
Our Country's Health"  
BAVI)

View film "Safeguarding Our Country's Health."  
Then students write letters to the U.S. Public  
Health Service asking for pamphlets or in-  
formation regarding public health services.

Students should  
of the different  
organized in

57.

GRADE 4

CURR. AREA(S) Health-P.E.

Various groups and institutions influence the nature and structure of work.

begin to understand that conditions created by organized groups and institutions affect the world of work.

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

#### WORK WORLD

#### ACTIVITIES

View film "Safeguarding Our Country's Health." Then students write letters to the U.S. Public Health Service asking for pamphlets or information regarding public health services.

arding  
Health"

#### EVALUATION

Students should become aware of the different functions of an organized institution.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 4

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

CURR. AREA(S) Soc (W

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Fourth Grade  
Social Science  
Unit-"Wisconsin  
Today")  
Community  
(Board of Education)

After reading Exploring Wisconsin, "Wisconsin Government" (introduction p. 62), give each student a list of various organized groups and institutions that might have an effect on him in school or in his daily living (dentists, doctors, postman, school board, building codes, etc.). Have students discuss how they affect them and why. After discussion, ask students what might happen if there were (1) a surplus or shortage in one of the groups or (2) if groups or institutions changed their conditions.

(This could be the lead into Wisconsin's government and control on a larger scale.)  
(The teacher could bring in a school board member to relate to class the functions of the school board, or similar citizen groups.)

The student will explain that conditions created by organized groups and institutions affect the world of life.

GRADE 4

CURR. Social Science  
AREA(S) (Wisconsin Today)

Various groups and institutions influence the nature and structure of work.

begin to understand that conditions created by organized groups and institutions affect the world of work.

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

### WORK WORLD

### ACTIVITIES

After reading Exploring Wisconsin, "Wisconsin Government" (Introduction p. 52), give each student a list of various organized groups and institutions that might have an affect on him in school or in his daily living (dentists, doctors, postman, school board, building codes, etc.). Have students discuss how they affect them and why. After discussion, ask students what might happen if there were (1) a surplus or shortage in one of the groups or (2) if groups or institutions changed their conditions.

(This could be the lead into Wisconsin's government and control on a larger scale.)

(The teacher could bring in a school board member to relate to class the functions of the school board, or similar citizen groups.)

### EVALUATION

The student will be able to explain that certain school and community organizations affect him or control his way of life.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 4

GEN. OBJ. 72b - begin to understand that conditions in the work world affect groups and institutions.

CURR. He  
AREA(S) La

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Film  
(#4308-"No Deposit-No Return" BAVI)

View the film "No Deposit-No Return." After viewing the film, child will write a story involving one of the following situations:

The teacher will grade the stories of the students.

1. Over population
2. Air pollution
3. Water pollution
4. Mis-use of ourselves
5. Waste of valuable resources
6. Garbage and junk

- Various groups and institutions influence the nature and structure of work.

- begin to understand that conditions in the work world affect groups and institutions.

GRADE 4

CURR. Health-P.E.  
AREA(S) Language Arts-Reading

### WORK WORLD

#### ACTIVITIES

View the film "No Deposit-No Return." After viewing the film, students will write a story involving one of the following situations:

1. Over population
2. Air pollution
3. Water pollution
4. Mis-use of ourselves
5. Waste of valuable resources
6. Garbage and junk

#### EVALUATION

The teacher will read and grade the stories written by students.

CONCEPT: 14 - value of price fluctuations in the market  
and the effect on the consumer

GRADE: 5

CENT. OF GRADE: 14 - value of price fluctuations in the market  
and the effect on the consumer

CURR. AREA(S): 14 - value of price fluctuations in the market  
and the effect on the consumer

### WORK WORLD

### RESOURCES

1. 14 - value of price fluctuations in the market  
(Fourth Grade)  
Science 14 - value of price fluctuations in the market  
"Priceless - Priceless"  
dictator - (graphs)

### ACTIVITIES

1. The student will be able to graph the price of a product (e.g., apples, etc.) for a period of time. Have the student graph the price of a product for a period of time. Compare the price of the product with the price of the product.

1. Why might prices have fluctuated?
2. What might the fluctuations have affected?
3. How might the fluctuations have affected these people?

(Example: a rise in shipping cost of fruit was created because truck drivers demanded pay raise. Therefore, either the buyer pays more or the producer gets less.)

### EVALUATION

The student will be able to explain why the prices for the product have fluctuated.

- Additional follow-up: Assign students a future price graph for a product. Have them graph how it might look if during the months of June and July the truck drivers went on strike. How might that affect his life?

GRADE

CURR. S. (1st class)  
AREA(S) Product (Cup)

#### WORKBOOK

#### ACTIVITIES

For the student with a list of prices of recent products (e.g., bananas, apples, etc.) for a week. Have the student graph the prices and compare them. Compare these prices with prices. Discuss the following:

1. Why might prices have fluctuated?
2. What might the fluctuations have affected?
3. How might the fluctuations have affected those people?

(Example: a rise in shipping cost of fruit was created because truck drivers demanded pay raise. Therefore, either the buyer pays more or the producer gets less.)

Additional follow-up: Assign students a future price graph for a product. Have them graph how it might look if during the months of June and July the truck drivers went on strike. How might that affect his life?

#### EVALUATION

The student will be able to explain why he pays different prices for the same product throughout the five periods.

CONCEPT: The various laws and regulations that govern the disposal of solid waste.

GRADE: 7

OBJ. Obj. 1: To identify the various laws and regulations that govern the disposal of solid waste. (a) Laws, (b) Regulations, (c) Ordinances, (d) Decrees, (e) Edicts, (f) Proclamations, (g) Resolutions, (h) Orders, (i) Directives, (j) Instructions, (k) Recommendations, (l) Suggestions, (m) Requests, (n) Appeals, (o) Petitions, (p) Complaints, (q) Claims, (r) Demands, (s) Offers, (t) Agreements, (u) Contracts, (v) Licenses, (w) Permits, (x) Certificates, (y) Approvals, (z) Disapprovals.

CORE AREAS:

# WORK WORLD

## RESOURCES

## ACTIVITIES

## EVALUATION

Field Trip  
(#79) - Solid Waste  
Throw Away (TAV)  
Community  
(Field trip)

View film, "Solid Waste Throw Away."  
1. Ask the local sanitation department (or have a representative of the department speak to class). Find out what laws of sanitation and what type of laws they are. (local, state, federal government, laws, amount, type of material, employees)

The student should be able to identify the laws governing the disposal of solid waste.

Library-School  
and Community

Study leagues in sports. What are some of the rules players must abide by if they agree to join a league?

Students should become aware of great many laws, as regulations governing athletes.

GRADE

CORE: U.S. H.E.  
AREA(S)

## WORK: WORLD

### ACTIVITIES

1. Write, "See! We're Away."

2. Visit the local sanitation department dump (or have participant dump made up & speak to class). Find out what laws of sanitation and what type of laws they are. (local, state, federal government, hours, amount, type of material, employees)

or

Study leagues in sports. What are some of the rules players must abide by if they agree to join a league?

### EVALUATION

The student should realize the importance of proper care and disposal of refuse wastes.

Students should become aware of the great many laws, associations, and regulations governing professional athletes.

UNIT 1: Measurement and Units

GRADE 4

UNIT 2: Measurement and Units

GRADE 4  
AREA 1

### WORK WORKS

### RESOURCES

Activities

Activities

#### Unit 1

(SRA Math Text)

#### Home

(Bottles, boxes,  
other containers  
or their labels)

#### Films

(#3223-"Story of  
Weights and  
Measures," #1845-  
"Measurement In  
the Food Store"  
BAVI)

Use the labels on the bottles, boxes, and other containers to measure the contents. Make a list of the products and the amount of each. (Examples: laundry supplies, food, hobby items, etc.) Display the findings and make comparisons. Emphasize the use and importance of standard units. (May point out the origin of standard units)

and/or

Show and discuss the film on weights and measures.

or

Show and discuss the film, "Measurement In the Food Store."

The student will  
be able to  
measure the  
contents of  
bottles of  
measures  
well as the  
contents of  
the bottles.

1. The student will be able to identify the standard units of measurement.  
 2. The student will be able to measure the length, weight, and capacity of objects.  
 3. The student will be able to compare the measurements of objects.  
 4. The student will be able to convert the measurements of objects.  
 5. The student will be able to use the measurements of objects in everyday life.

# GRADE

C. R. ...  
 AREA (E)

## WORK WORK

### ACTIVITY

1. The student will be able to identify the standard units of measurement.  
 2. The student will be able to measure the length, weight, and capacity of objects.  
 3. The student will be able to compare the measurements of objects.  
 4. The student will be able to convert the measurements of objects.  
 5. The student will be able to use the measurements of objects in everyday life.

### EVALUATION

The student will be able to identify the standard units of measurement.  
 The student will be able to measure the length, weight, and capacity of objects.  
 The student will be able to compare the measurements of objects.  
 The student will be able to convert the measurements of objects.  
 The student will be able to use the measurements of objects in everyday life.

846-  
 B: Show and discuss the film on weights and measures.  
 or  
 Show and discuss the film, "Measurement In the Food Store."



GRADE 4

CORR. S. 1007  
ARL'S

WORLD WISE

ACT 1

Some of the World's most famous law, law  
makers, and law enforcement officers  
presented proper law enforcement  
the art of the State's legislation. Dis-  
tinction with law of a certain people. (C. 1007)  
lat. and an act, presented as follows,  
etc.

PLA. 1007

The laws of the State are  
the laws of the State. They  
are upheld and enforced by  
people of the State, and that  
the laws and regulations  
influence the nation.

CONCEPT - occupation exists for a purpose.

GEN. OBJ.<sup>3</sup> SO - understand that occupations develop from social needs.

GRADE

COPY.  
AREA(S)

#### WORK WORLD

#### RESOURCES

Film  
(#4658-"The Calendar;  
Story of Its Develop-  
ment" EAVI)

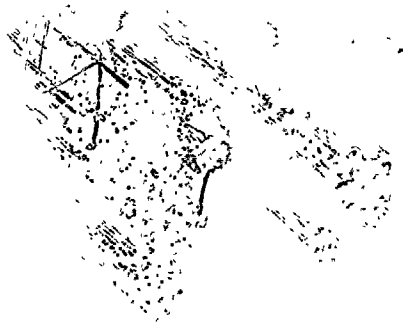
#### ACTIVITIES

View the 16mm film, "The Calendar: Story of  
Its Development."

Discuss other inventions that involve using  
numbers to measure.

The pupil will  
cite instances  
need to meas-  
ure about an inn-  
measurement.

alen  
Dev



- 1 - occupation that I ...
- 2 - understand that occupations develop from social needs.

GRADE  
CURR. AREA(S) Math

WORK WORLD

ACTIVITIES

Calendar:  
Develop-

View the 16mm film, "The Calendar: Story of Its Development."  
Discuss other inventions that involve using numbers to measure.

EVALUATION

The pupil will be able to cite instances where the need to measure brought about an innovation in measurement.

CONCE - occupation exist for a purpose.

GEN. OBJ. 50% - understand that occupations develop from social needs.

GRADE

CURR. 9 Ma 50  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Library-school and  
community

Research the history of English linear measurement.  
Emphasize the social need for a standardization of  
measurement.

Carry on the research to explain why the English  
system is no longer as useful as it once was and  
is now being discarded in favor of the metric  
system.

The pupils will  
explain the  
a standard  
system.

- occupation exist for a purpose.
- 50 - understand that occupations develop from social needs.

GRADE  
CURR.  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Research the history of English linear measurement. Emphasize the social need for a standardization of measurement.

Carry on the research to explain why the English system is no longer as useful as it once was and is now being discarded in favor of the metric system.

#### EVALUATION

The pupils will be able to explain the social needs for a standard linear measuring system.

CONCEPT - occupation, ex. in. 1971.

GRADE

GEN. CAP. 40 - understand that...  
50 - recognize...  
advancement of society

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

E

Community  
(Clinic medical)

Take a field trip to a nearby clinic after hours.  
Notice the various occupations necessary to society  
that are present in the clinic.

Written report  
field trip.

GRADE

CURR. AREA(S)

P. 11-12

### W H R W O R L D

#### ACTIVITIES

#### EVALUATION

1) Take a field trip to a nearby clinic after hours. Notice the various occupations necessary to society that are present in the clinic.

Written test on clinic field trip.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Filmstrip series  
(Then and Now in the U.S.,  
Encyclopedia Britannica  
Films, 17 filmstrips)

School  
(Class activity)

View any of the filmstrip series Then and Now in the U.S., Encyclopedia Britannica Films, and discuss.

EV  
The pupil will  
cite examples  
that develop  
needs.

3 - Occupations exist for a purpose.

GRADE

5

4.

- 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

CURR.  
AREA(S)

Social Science

#### WORK WORLD

#### ACTIVITIES

in the U.S.,  
Britannica  
filmstrips)

View any of the filmstrip series Then and Now  
in the U.S., Encyclopedia Britannica Films,  
and discuss.

#### EVALUATION

The pupil will be able to  
cite examples of occupations  
that developed from social  
needs.

ty)

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

CURR. Soc  
AREA(S)

RESOURCES

Counselor  
School  
(Library, class  
activity)

WORK WORLD

ACTIVITIES

Discuss orally or in writing on of the questions:  
What are some social problems that need solving in today's world? What are some of the occupational fields that work on such problems? What is an ecologist trying to solve? What is a microbiologist? On what problems does a microbiologist work? What is a geneticist? What problems does a geneticist work on? What is an oceanographer? On what problems does an oceanographer work? On what problems does the study of cybernetics work? What is the study of geriatrics? What is a penologist? On what problems does a penologist work?

List other career fields that have social problem orientation and try to determine the problems on which these career operate.

The pupil is  
cuss orally  
that some oc  
develop from

3 - Occupations exist for a purpose.

GRADE 5

5.

50 - understand that occupations develop from social needs.

CURR. Social Science

51 - recognize some of the contributions occupations make to the advancement of society.

AREA(S)

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

Discuss orally or in writing on of the questions:  
What are some social problems that need solving in today's world? What are some of the occupational fields that work on such problems? What is an ecologist trying to solve? What is microbiologist? On what problems does a microbiologist work? What is a geneticist? What problems does a geneticist work on? What is an oceanographer? On what problems does an oceanographer work? On what problems does the study of cybernetics work? What is the study of geriatrics? What is a penologist? On what problems does a penologist work?

The pupil is able to discuss orally or in writing that some occupations develop from social problems.

List other career fields that have social problem orientation and try to determine the problems on which these career operate.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

CURR. AREA(S) Social Art

#### RESOURCES

School  
(Class activity,  
library)

#### WORK WORLD

#### ACTIVITIES

Research the history of paper. Emphasize the occupations that have developed because paper was invented. Make a pictorial history of paper. Do the same with glass, rubber, steel, etc.

#### EVALUATION

The pupil will show with drawings various occupations that were made possible because of the rubber, paper, steel.

2 - Occupations exist for a purpose.

- 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

GRADE 5

6.

CURR. Social Science  
AREA(S) Art

#### WORK WORLD

#### ACTIVITIES

Research the history of paper. Emphasize the occupations that have developed because paper was invented. Make a pictorial history of paper. Do the same with glass, rubber, steel, etc.

#### EVALUATION

The pupil will be able to show with drawings the various occupations that were made possible because of the invention of rubber, paper, glass and steel.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

CURR.  
AREA(S)

WORK WORLD

RESOURCES

ACTIVITIES

School  
(Fifth Grade Science  
Unit-"Earth")  
Film  
(#6736-"History of  
Living Things"  
BAVI)

This movie deals with fossils and the historical development of some animal forms. After showing the movie, a class discussion of the people that study fossils should be held. Why would people spend time studying these things. Would a person have to do a lot of studying to be able to develop the information presented in the movie? What contributions are these people making to society?

The student  
to relate  
contribution  
has derived  
studying t

3 - Occupations exist for a purpose.

- 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

GRADE

5

7.

CURR.  
AREA(S)

Science (Earth)

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

Science

ry of

gs"

This movie deals with fossils and the historical development of some animal forms. After showing the movie, a class discussion of the people that study fossils should be held. Why would people spend time studying these things. Would a person have to do a lot of studying to be able to develop the information presented in the movie? What contributions are these people making to society?

The student will be able to relate some of the contributions that society has derived from people studying the past.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

CURR. Sci  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

EV

School  
(Library, Fifth  
Grade Science  
Unit-"Microlife")  
Community  
(Library)

Study biographies of such scientist as Pasteur, Koch, Lister, Leeuwenhoek and others. Have the students write short papers about the contributions that these men made to the development of our society. Include modern figures such as:  
Jonas Salk-Polio vaccine  
Walter Reed-Malaria prevention

The student  
to explain  
one scientist  
buted to the  
of society b  
he made.

3 - Occupations exist for a purpose.

GRADE

5.

8.

- 50 - understand that occupations develop from social needs.  
51 - recognize some of the contributions occupations make to the advancement of society.

CURR.  
AREA(S)

Science (Microlife)

#### WORK WORLD

#### ACTIVITIES

Study biographies of such scientist as Pasteur, Koch, Lister, Leeuwenhoek and others. Have the students write short papers about the contributions that these men made to the development of our society. Include modern figures such as:

Jonas Salk-Polio vaccine

Walter Reed-Malaria prevention

#### EVALUATION

The student will be able to explain in writing how one scientist has contributed to the advancement of society by the discovery he made..

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 52 - recognize that occupations develop to fulfill social needs.

CURR. So  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

##### Film

(#7927-"History of  
Man: The Rise of  
Civilization,"  
#3924-"History of  
Man: How Man Adapts  
to His Environment"  
BAVI)

View the films- "History of Man: How Man Adapts  
to His Physical Environment" and "History of Man:  
The Rise of Civilization."

Discussion should focus on development of occupa-  
tions.

The pupil i  
cuss the id  
adapted to  
tions develo

3 - Occupations exist for a purpose.

GRADE 5

9.

52 - recognize that occupations develop to fulfill social needs.

CURR.  
AREA(S)

Social Science

#### WORK WORLD

##### ACTIVITIES

View the films- "History of Man: How Man Adapts to His Physical Environment" and "History of Man: The Rise of Civilization."

Discussion should focus on development of occupations.

##### EVALUATION

The pupil is able to discuss the idea that as man adapted to the world occupations developed.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 53 - understand some of the contributions of occupations to the advancement of society.

CURR. Lang  
AREA(S)

RESOURCES

School  
(Class activity)

WORK WORLD

ACTIVITIES

Think of an American without the automobile. Write a paragraph telling how would your life be different or how today would have been different.

EVA  
The pupil is to the point automobile and life many ways

3 - Occupations exist for a purpose.

GRADE 5

10.

53 - understand some of the contributions of occupations to the advancement of society.

CURR.  
AREA(S)

Language Arts-Reading

#### WORK WORLD

#### ACTIVITIES

Think of an American without the automobile. Write a paragraph telling how would your life be different or how today would have been different.

#### EVALUATION

The pupil is able to write to the point that the automobile affects his life many ways.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 53 - understand some of the contributions of occupations to the advancement of society.

CURR. AREA(S) Language (Ne

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

EV

School  
(Our English Language-5  
American Book Company)

Trace the development of newspapers. Emphasize the occupations connected with newspaper production.

The pupil is the idea that make our society than one with

Film  
(#7071-"Story of a  
Newspaper Man" BAVI)

and  
View film, "Story of a Newspaper Man."

3 - Occupations exist for a purpose.

GRADE 5

11.

53 - understand some of the contributions of occupations to the advancement of society.

CURR.  
AREA(S)

Language Arts-Reading  
(Newspaper)

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

Language-5  
(Company)

Trace the development of newspapers. Emphasize the occupations connected with newspaper production.

The pupil is able to discuss the idea that newspapers make our society better than one without newspapers.

of a  
n" BAVI)

and

View film "Story of a Newspaper Man."

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 54 - begin to understand that occupations develop to fulfill social needs.

CURR. AREA(S) So

#### RESOURCES

School  
(Library)  
Film  
(#4513-"History  
of Transportation-  
Part I";  
#4677-"History of  
Transportation-  
Part II," BAVI)

#### WORK WORLD

#### ACTIVITIES

Research the invention and development of the automobile. Emphasize the occupations that the invention of the automobile has created.

View films "History of Transportation-Part I" and "History of Transportation-Part II."

Repeat the activity for the invention and development of the airplane.

Repeat the activity for the invention and development of the steam train.

The pupil will write on the need for better transportation brought about by the invention of the steamobile, and

3 - Occupations exist for a purpose.

GRADE. 5

12.

54 - begin to understand that occupations develop to fulfill social needs.

CURR. Social Science  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Research the invention and development of the automobile. Emphasize the occupations that the invention of the automobile has created.

View films "History of Transportation-Part I" and "History of Transportation-Part II."

Repeat the activity for the invention and development of the airplane.

Repeat the activity for the invention and development of the steam train.

#### EVALUATION

The pupil will be able to write on the idea that the need for better transportation brought the invention of the steam train, automobile, and airplane.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 54 - begin to understand that occupations develop to fulfill social needs.

CURR. Sci  
AREA(S)

#### RESOURCES

School  
(Library; Fifth  
Grade Science  
Unit-"The Earth")  
Community  
(Library)

#### WORK WORLD

#### ACTIVITIES

Have your students research the National Park System. Have the first group prepare a map of the U.S. noting the National Parks. Have the second group find out the dates that these places became National Parks. Have the third group find out what is unique about these areas that they have been identified as National Parks. Have the fourth group find out who administers these parks (government agency). Have the fifth group find out what is the job of a park ranger.

The student  
explain the  
national par

3 - Occupations exist for a purpose.

GRADE 5

13.

54 - begin to understand that occupations develop to fulfill social needs.

CURR.  
AREA(S)

Science (The Earth)

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

Have your students research the National Park System. Have the first group prepare a map of the U.S. showing the National Parks. Have the second group find out the dates that these places became National Parks. Have the third group find out what is unique about these areas that they have been identified as National Parks. Have the fourth group find out who administers these parks (government agency). Have the fifth group find out what is the job of a park ranger.

The student will be able to explain the purpose of our national park system.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 55 - begin to appreciate the contribution of occupations to the advancement of society.

CURR. AREA(S) A

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

School  
(12. X 18 drawing paper, old magazines and newspapers, water base paint, crayons, chalk, color ink, paste)

Have students use a multi-media approach (photo montage, collage, painting, drawing) to depict occupations related to interior design.

Have students consider:  
The manufacture of paint, furniture, wallpaper, textiles, lighting fixtures, decorative articles (such as paintings, sculpture, wall hangings, and pottery).

Students will  
of the occu  
contribute  
ment of man  
ment.

3 - Occupations exist for a purpose.

GRADE

5

14.

55 - begin to appreciate the contribution of occupations to the advancement of society.

CURR.  
AREA(S)

Art

#### WORK WORLD

#### ACTIVITIES

Have students use a multi-media approach (photo montage, collage, painting, drawing) to depict occupations related to interior design.

Have students consider:

The manufacture of paint, furniture, wallpaper, textiles, lighting fixtures, decorative articles (such as paintings, sculpture, wall hangings, and pottery).

#### EVALUATION

Students will identify some of the occupations which contribute to the enhancement of man-made environment.

CONCEPT 3 - Occupations exist for a purpose.

GRADE 5

GEN. OBJ. 55 - begin to appreciate the contributions of occupations to the advancement of society.

CURR. Soc  
AREA(S)

WORK WORLD

RESOURCES

ACTIVITIES

EVA

School  
(Library, Social  
Science texts)

Make a list of American inventors and list their inventions. Tell how each of these inventions created new jobs.

The pupil is  
understand the  
inventions of  
occupations.

1-15.

3 - Occupations exist for a purpose.

GRADE 5

55 - begin to appreciate the contributions of occupations to the advancement of society.

CURR. Social Science  
AREA(S)

WORK WORLD

ACTIVITIES

EVALUATION

Make a list of American inventors and list their inventions. Tell how each of these inventions created new jobs.

The pupil is able to understand that new inventions create new occupations.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

CURR. AREA(S) Science

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

School  
(Fifth Grade Science  
Unit- "Microlife")

The teacher will show and discuss with the students a variety of biological drawings showing microscopic tissues.

Have students use microscopes to view insect parts (or other tissues) and make a pencil sketch of what they see.

Discuss with the students the job of a biological illustrator.

Students will  
that interest  
science can  
a vocation.

4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

56 - recognize that there is a wide and increasing variety of occupations.

CURR. AREA(S) Art Science (Microlife)

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

Science  
Life")

The teacher will show and discuss with the students a variety of biological drawings showing microscopic tissues.

Students will comprehend that interests in art and science can be combined in a vocation.

Have students use microscopes to view insect parts (or other tissues) and make a pencil sketch of what they see.

Discuss with the students the job of a biological illustrator.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

CURR. AREA(S) Health

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Self

List as many occupations in health and recreation as possible and find out the primary function of each.

EV  
The student aware of the tions in the and their fu

4 - There is a wide variety of occupations which may be classified in several ways.

GRADE

5

17.

56 - recognize that there is a wide and increasing variety of occupations.

CURR.  
AREA(S)

Health- P.E.

#### WORK WORLD

#### ACTIVITIES

List as many occupations in health and recreation as possible and find out the primary function of each.

#### EVALUATION

The student should become aware of the many occupations in these categories and their functions.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

CURR. Soc  
AREA(S) al

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVA

Library-school and  
community

(Tunis, Edwin Frontier  
Living and Tunis, Edwin  
Colonial Living)

Using the books, Frontier Living and Colonial  
Living, compare the occupations of the colonists  
and pioneers with those of mid-twentieth century  
Americans.

The pupil will  
compare the  
the 17th, 18th  
and 20th century

School

(Fifth Grade Social  
Science Unit-"Regional  
Studies of the U.S.")

18.

GRADE 5

CURR. AREA(S) Social Science (Regional Studies)

4 - There is a wide variety of occupations which may be classified in several ways.

56 - recognize that there is a wide and increasing variety of occupations.

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

d  
Using the books, Frontier Living and Colonial Living, compare the occupations of the colonists and pioneers with those of mid-twentieth century Americans.

Frontier.  
is, Edwin  
g)

The pupil will be able to compare the occupations of the 17th, 18th, and 19th and 20th centuries.

ocial  
"Regional  
e U.S.")

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

CURR. AREA(S) Social Studies

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Follet, Exploring the Western Hemisphere; Fifth Grade Social Science Units- "Regional Studies- New England States and "Southeastern States")

Look at pictures of an early New England community and a picture of a modern New England city. Compare the opportunities to pursue various occupations in the two settings. Do the above with pictures of a southern plantation.

The pupil will discuss the differences in necessary in two different

4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

19.

56 - recognize that there is a wide and increasing variety of occupations..

CURR.  
AREA(S)

Social Science (regional Studies: New England States and Southeastern States)

#### WORK WORLD

#### ACTIVITIES

Look at pictures of an early New England community and a picture of a modern New England city. Compare the opportunities to pursue various occupations in the two settings. Do the above with pictures of a southern plantation.

#### EVALUATION

The pupil will be able to discuss the differences in necessary occupations in two different centuries.

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Grade  
e Units-  
ties New  
s and  
States")

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

GEN. OBJ. 56 - recognize that there is a wide and increasing variety of occupations.

CURR. AREA(S) Social Studies

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

Library-school and community  
(Tunis, Edwin-Shaw's Forture)

Read aloud to the class the book Shaw's Forture. Compare the occupations of the first Shaw family with the occupations necessary to maintain Shaw's fortune in the 20th century.

The pupil will compare occupations of the 17th, 18th, and 19th centuries.

- 4 - There is a wide variety of occupations which may be classified in several ways.
- 6 - recognize that there is a wide and increading variety of occupations.

GRADE 5 20.

CURR. AREA(S) Social Science (Regional Studies, Southeastern States)

#### WORK WORLD

#### ACTIVITIES

Read aloud to the class the book Shaw's Forture. Compare the occupations of the first Shaw family with the occupations necessary to maintain Shaw's fortune in the 20th century.

#### EVALUATION

The pupil will be able to compare occupations of the 17th, 18th, 19th and 20th centuries.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

GEN. OBJ. 57 - understand the various ways of classifying occupations.

CURR. AREA(S) Health

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

EV

Self

Using the list developed previously (Concept 4, Objective 56) divide the occupations into groups those which are:

1. health-related or recreation-related
2. involved in producing good or services
3. primarily mental or manual actions
4. indoor or outdoor activities
5. similiar and dissimilar in educational training (types of training)

The student to realize t can be categ ways.

4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

21.

57 - understand the various ways of classifying occupations.

CURR. Health- P.E.  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Using the list developed previously (Concept 4, Objective 56) divide the occupations into groups- those which are:

1. health-related or recreation-related
2. involved in producing good or services
3. primarily mental or manual actions
4. indoor or outdoor activities
5. similar and dissimilar in educational training (types of training)

#### EVALUATION

The student should be able to realize that occupations can be categorized in many ways.

CONCEPT 4 - There are a wide variety of occupations which may be classified in several ways.

GRADE 5

GEN. OBJ. 57 - understand the various ways of classifying occupations.

CURR. Mus  
AREA (\$)

#### RESOURCES

School  
(Music specialist,  
magazines)  
Home  
(Magazines)

#### WORK WORLD

#### ACTIVITIES

Have students compile a group of pictures of people involved in musical activities. Identify the jobs and categorize as applicable. The following examples could be followed categorize the identified jobs.

The students  
to classify  
music occupa

JOB	EDUCATIONAL BACKGROUND	ECONOMIC REMUNERATION	PRIMARY PURPOSE
Accompanist	Lesson for many years	yes-or-no	Help to a soloist or larger group
Conductor	Advanced training; probably degree	yes	Allows all people to play and sing together to the best of their ability.

- 4 -- There are a wide variety of occupations which may be classified in several ways.
- 57 -- understand the various ways of classifying occupations.

GRADE 5

CURR. AREA(S) Music

## WORK WORLD

## ACTIVITIES

Have students compile a group of pictures of people involved in musical activities. Identify the jobs and categorize as applicable. The following examples could be followed categorize the identified jobs.

## EVALUATION

The students will be able to classify jobs within music occupations.

JOB	<u>EDUCATIONAL BACKGROUND</u>	<u>ECONOMIC REMUNERATION</u>	<u>PRIMARY PURPOSE</u>
panist	Lesson for many years	yes-or-no	Help to a soloist or larger group
tor	Advanced training; probably degree	yes	Allows all people to play and sing together to the best of their ability.

CONCEPT. 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

GEN. OBJ. 57 - understand the various ways of classifying occupations.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Film  
(#6208-"Vocations  
in Agriculture"  
BAVI)  
School  
(Fifth Grade Social  
Science Unit-Re-  
gional Studies of  
the U.S.)

View the 16mm film, "Vocations in Agriculture."  
In the post film discussion point out the many  
different career fields that play a part in  
vocational agriculture.

The pupil  
many differ-  
operating  
of agricul-

4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

23.

57 - understand the various ways of classifying occupations.

CURR.  
AREA(S)

Social Science (Regional Studies-Midwest States)

#### WORK WORLD

#### ACTIVITIES

View the 16mm film, "Vocations in Agriculture."

In the post film discussion point out the many different career fields that play a part in vocational agriculture.

#### EVALUATION

The pupil is able to list the many different career fields operating within the field of agriculture.

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t-Re-  
es of

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

GEN. OBJ. 57 - understand the various ways of classifying occupations.

CURR. AREA(S) Soc. Lan

#### RESOURCES

Library-school and community  
Counselor  
Federal Government

#### WORK WORLD

#### ACTIVITIES

Using the U.S. Department of Labor, Bureau of Labor Statistics Bulletin or some other comparable publication look in the index or table of contents to find the descriptive occupational headings.

Write to the Civil Service Commissions, 1900 E. St., Washington, D.C. 20415 for civil service occupational definitions and job descriptions.

EV  
The pupil will and list various descriptive ent

4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

24.

57 - understand the various ways of classifying occupations.

CURR.  
AREA(S)

Social Science  
Language Arts-Reading

#### WORK WORLD

#### ACTIVITIES

Using the U.S. Department of Labor, Bureau of Labor Statistics Bulletin or some other comparable publication look in the index or table of contents to find the descriptive occupational headings.

Write to the Civil Service Commissions, 1900 E. St., Washington, D.C, 20415 for civil service occupational definitions and job descriptions.

#### EVALUATION

The pupil will be able to list various occupational descriptive headings.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE 5

GEN. OBJ. 57 - understand the various ways of classifying occupations.

CURR. AREA(S) Soc Lan

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Class activity)

Make a list of mother's or father's work at home.  
Classify each type of work named according to  
"goods" or "service." Examples:  
a. baking bread = goods  
b. mowing the lawn = service

The student  
classify work into  
goods or services

Is their community one that deals mainly with  
producing "goods" or "services." List.

25.

- 4 - There is a wide variety of occupations which may be classified in several ways.
- 57 - understand the various ways of classifying occupations.

GRADE 5

CURR. Social Science  
AREA(S) Language Arts-Reading

#### WORK WORLD

#### ACTIVITIES

Make a list of mother's or father's work at home. Classify each type of work named according to "goods" or "service." Examples:

- a. baking bread = goods
- b. mowing the lawn = service

Is their community one that deals mainly with producing "goods" or "services." List.

#### EVALUATION

The student is able to classify work into two categories: goods or services.

CONCEPT 5 - Work means different things to different people.

GRADE 5

GEN. OBJ. 58 - understand the various ways of describing meanings of work.

CURR. Soc  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

School  
(Class activity)

Discuss the question, "Why do people have to work?"  
Try to lead the discussion into such questions as:  
Do people who do not "go to work" do work? Does  
an artistit work?

EV  
The pupil wi  
discuss the  
there are ma  
defining the

26.

5 - Work means different things to different people.

GRADE 5

58 - understand the various ways of describing meanings of work.

CURR. Social Science  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Discuss the question, "Why do people have to work?"  
Try to lead the discussion into such questions as:  
Do people who do not "go to work" do work? Does  
an artist work?

#### EVALUATION

The pupil will be able to  
discuss the idea that  
there are many ways of  
defining the word "work."

CONCEPT 5 - Work means different things to different people.

GRADE 5

GEN. OBJ. 58 - understand the various ways of describing meanings of work.  
59 - understand that work has a personal meaning to every person

CURR. Art  
AREA(S)

#### RESOURCES

School

#### WORK WORLD

#### ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

EVA  
Students will  
that activities  
clude before  
work.

5 - Work means different things to different people.

58 - understand the various ways of describing meanings of work.  
59 - understand that work has a personal meaning to every person

GRADE 5

27.

CURR. Art

AREA(S)

#### WORK WORLD

#### ACTIVITIES

Have students, before and after all art activities, participate in the jobs required to maintain room cleanliness and tool repair.

#### EVALUATION

Students will recognize that activities also include before and after work.

CONCEPT 5 - Work means different things to different people

GRADE 5

GEN. OBJ. 59 - understand that work has a personal meaning to every person.

CURR. L  
AREA(S)

#### RESOURCES

School  
(Class activity)

#### WORK WORLD

#### ACTIVITIES

Discuss the questions: What are some hard (difficult) ways of making a living? What are some easy ways of making a living? The answers should be in written essay form.

Discuss the answers with the class, stressing the point that what appears difficult to some may appear easy to others.

The pupil discuss the id  
thany may  
one person  
difficult to

5 - Work means different things to different people

GRADE 5

28.

59 - understand that work has a personal meaning to every person.

CURR. AREA(S) Language Arts-Reading

#### WORK WORLD

#### ACTIVITIES

Discuss the questions: What are some hard (difficult) ways of making a living? What are some easy ways of making a living? The answers should be in written essay form.

Discuss the answers with the class, stressing the point that what appears difficult to some may appear easy to others.

#### EVALUATION

The pupil is able to discuss the idea that a task that may be difficult to one person may be less difficult to another.

CONCEPT 6 - Education and work are interrelated.

GRADE 5

GEN. OBJ. 60 - understand that different kinds of work require varying degrees and types of educational preparation.  
61 - understand that occupational requirements and competencies influence educational preparation.

CURR. Sci  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Teacher  
School  
(Fifth Grade Science  
Unit-"The Earth")

At the conclusion of this unit, a discussion should be held dealing with all the different studies that were done to accumulate the information that was discussed throughout the unit. The discussion should include world ecology, the need for each country to do its part, and the fact that all the different people in different lands have the same goal - the preservation of the earth's resources. Some international areas of discussion could be nuclear testing, whale hunting, seal hunting, pollution of the ocean, oil spills.

EV  
The student explain area national con people are d these areas.

- 6 - Education and work are interrelated.
- 60 - understand that different kinds of work require varying degrees and types of educational preparation.
- 61 - understand that occupational requirements and competencies influence educational preparation.

GRADE 5  
CURR. Science (The Earth)  
AREA(S)

WORK WORLD

ACTIVITIES

EVALUATION

At the conclusion of this unit, a discussion should be held dealing with all the different studies that were done to accumulate the information that was discussed throughout the unit. The discussion should include world ecology, the need for each country to do its part, and the fact that all the different people in different lands have the same goal - the preservation of the earth's resources. Some international areas of discussion could be nuclear testing, whale hunting, seal hunting, pollution of the ocean, oil spills.

The student will be able to explain areas of international concern and what people are doing to control these areas.

Science  
rth")

CONCEPT 6 - Education and work are interrelated.

GRADE 5

GEN. OBJ. 60 - understand that different kinds of work require varying degrees and types of education preparation.

CURR. Sci  
AREA(S)

61 - understand that occupational requirements and competencies influence educational preparation.

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

EV

School  
(Fifth Grade Science  
Unit-"Microlife")  
Community

Discuss the microlife science unit. Have the pupils list all of the occupations in which microscopes are used. Try to determine in which of these occupations the greatest degree of proficiency is required.

The pupil is one way that competencies choices in t

6 - Education and work are interrelated.

60 - understand that different kinds of work require varying degrees and types of education preparation.

61 - understand that occupational requirements and competencies influence educational preparation.

GRADE

5

30.

CURR.

Science (Microlife)

AREA(S)

WORK WORLD

ACTIVITIES

Discuss the microlife science unit. Have the pupils list all of the occupations in which microscopes are used. Try to determine in which of these occupations the greatest degree of proficiency is required.

EVALUATION

The pupil is able to state one way that occupational competencies influence choices in the work world.

Science  
life")

CONCEPT 6 - Education and work are interrelated.

GRADE 5

GEN. OBJ. 62 - understand that different kinds of work require varying degrees and types of educational preparation.

CURR. Soc.  
AREA(S) Lan

#### WORK WORLD

#### RESOURCES

School  
(Class activity)  
Counselor

#### ACTIVITIES

Have the students define the words "job," "trade," "craft," "profession." Agree on common definitions. Have the students decide if a particular career fits the definition of job or profession. Then list the individual careers under one of several board headings: law, health, education, medicine, engineering, government, etc. Let the pupils determine what steps would be necessary to turn a job into a profession. (For instance, under the board heading "architecture," what would a draftsman have to do become an architect?)

EV  
The pupil will determine the cases a job profession with training and

6 -- Education and work are interrelated.

GRADE 5

62 -- understand that different kinds of work require varying degrees and types of educational preparation.

CURR. Social Science  
AREA(S) Language Arts-Reading

WORK WORLD

ACTIVITIES

Have the students define the words "job," "trade," "craft," "profession." Agree on common definitions. Have the students decide if a particular career fits the definition of job or profession. Then list the individual careers under one of several board headings: law, health, education, medicine, engineering, government, etc. Let the pupils determine what steps would be necessary to turn a job into a profession. (For instance, under the board heading "architecture," what would a draftsman have to do become an architect?)

EVALUATION

The pupil will be able to determine that in most cases a job becomes a profession with increased training and education.

CONCEPT 6 - Education and work are interrelated.

GRADE 5

GEN. OBJ. 63 - understand that occupational requirements and competencies influence the content and direction of educational preparation.

CURR. So  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

School  
(Class activity)

List on the board a series of several jobs: secretary, mechanic, file clerk, waitress, draftsman, etc. Try to determine into how many occupational fields a particular job description might fit. For example, a secretary might find work in the fields of medicine, health, law, education, law enforcement, business, and others.

The pupil i  
mine that a  
might lead  
career fiel

6 - Education and work are interrelated.

GRADE 5

32.

63 - understand that occupational requirements and competencies influence the content and direction of educational preparation.

(CURR. AREA(S) Social Science

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

List on the board a series of several jobs: secretary, mechanic, file clerk, waitress, draftsman, etc. Try to determine into how many occupational fields a particular job description might fit. For example, a secretary might find work in the fields of medicine, health, law, education, law enforcement, business, and others.

The pupil is able to determine that a particular skill might lead to work in many career fields.

CONCEPT 9 - Job specialization creates interdependency.

GRADE 5

GEN. OBJ. 64 - recognize that jobs are coordinated in the production of goods and performance of service.

CURR. Art  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

EV

School

16mm movie camera,  
extra lights, card-  
board, paint, large  
paper)

Have students make a 16mm film with the help of the high school photography club. The subject and the length of the film to be determined by the teacher along with a social science instructor. Have each student participate in only one phase of the production (script, props, back drop, lights, acting, photography, etc.).

The student completed film various jobs coordinated.

Discuss with the students their interdependency with each other and with the film processing company in order to complete the film.

Share the completed film with the entire student body.

9 - Job specialization creates interdependency.

GRADE 5

33.

64 - recognize that jobs are coordinated in the production of goods and performance of service.

CURR. Art  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Have students make a 16mm film with the help of the high school photography club. The subject and the length of the film to be determined by the teacher along with a social science instructor. Have each student participate in only one phase of the production (script, props, back drop, lights, acting, photography, etc.).

Discuss with the students their interdependency with each other and with the film processing company in order to complete the film.

Share the completed film with the entire student body.

#### EVALUATION

The student will analyze the completed film to identify various jobs had to be coordinated.

CONCEPT 9 - Job specialization creates interdependency.

GRADE 5

GEN. OBJ. 64 - recognize that jobs are coordinated in the production of goods and performance of services.

CURR. AREA(S) Music

WORK WORLD

RESOURCES

Library-school and  
community  
Community

ACTIVITIES

Make a list of all the occupations that are concerned with music. Remember such things as the manufacture of instruments and printing of music.

EVALUATION

The pupil is aware of several jobs dependent on the music.

9 - Job specialization creates interdependency.

GRADE 5

34.

64 - recognize that jobs are coordinated in the production of goods and performance of services.

CURR. Music  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Make a list of all the occupations that are concerned with music. Remember such things as the manufacture of instruments and printing of music.

#### EVALUATION

The pupil is able to list several jobs that are dependent on the field of music.

CONCEPT 9 - Job specialization creates interdependency.

GRADE 5

GEN. OBJ. 64 - recognize that jobs are coordinated in the production,  
of goods and performance of service.

CURR. AREA(S) Social  
giona  
the U

WORK WORLD

RESOURCES

School  
(Fifth Grade Social  
Science Unit-"Re-  
gional Studies of  
U.S.")

ACTIVITIES

"Geography and land form may strongly influence the  
type of work done in a region."  
(Fifth Grade Social Science Unit-"Regional Studies  
of the U.S.")

Divide the class into several groups each repre-  
senting a section of the U.S. Supply each with  
a list of specific needs and availabilities.  
Each group must visit the other groups to satisfy  
their needs.

EVAL  
The pupil is a  
the specific n  
availabilities  
different regi  
United States.

9 - Job specialization creates interdependency.

64 - recognize that jobs are coordinated in the production of goods and performance of service.

GRADE 5

35.

CURR.  
AREA(S)

Social Science (Regional Studies of the U.S.)

#### WORK WORLD

#### ACTIVITIES

"Geography and land form may strongly influence the type of work done in a region."  
(Fifth Grade Social Science Unit-"Regional Studies of the U.S.")

Divide the class into several groups each representing a section of the U.S. Supply each with a list of specific needs and availabilities. Each group must visit the other groups to satisfy their needs.

#### EVALUATION

The pupil is able to itemize the specific needs and availabilities of the different regions of the United States.

C  
CONCEPT 9 - Job specialization creates interdependency.

GRADE 5

GEN. OBJ. 64 - recognize that jobs are coordinated in the production of goods and performance of service.

CURR. Sci  
AREA(S) Sys

WORK WORLD

RESOURCES

ACTIVITIES

EV

School  
(Fifth Grade Science  
Unit- "The Body  
Systems")  
Teacher

Have the students relate experiences that they have had with doctors, dentists, etc. The teacher will discuss the roles of the specialist and the general practitioner. Discussion should center around how the coordination in services leads to better medical care. An analogy between a garage and the medical field would fit at this point. In a large garage different mechanics work with certain parts of the car while in a large clinic certain doctors work with certain doctors work with certain medical problems only.

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to explain t  
of people sp  
to provide a

9 - Job specialization creates interdependency.

GRADE 5

64 - recognize that jobs are coordinated in the production of goods and performance of service.

CURR. AREA(S) Science (The Body Systems)

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

Have the students relate experiences that they have had with doctors, dentists, etc. The teacher will discuss the roles of the specialist and the general practitioner. Discussion should center around how the coordination in services leads to better medical care. An analogy between a garage and the medical field would fit at this point. In a large garage, different mechanics work with certain parts of the car while in a large clinic certain doctors work with certain doctors work with certain medical problems only.

The student will be able to explain the advantages of people specializing to provide a service.

CONCEPT 9 - Job specialization creates interdependency.

GRADE 5

GEN. OBJ. 64 - recognize that jobs are coordinated in the production of goods and performance of service.

CURR. AREA(S) Soc  
gior  
U.S.

65 - become aware that worker cooperation is essential.

WORK WORLD

RESOURCES

ACTIVITIES.

EVALUATION

Film

(#3885-"Meat and  
Meat Packing" BAVI)

School

(Fifth Grade Social  
Science Unit-"Regional  
Studies of the U.S. -  
Midwest States")

View the film, "Meat and Meat Packing."

In discussion point out how all the jobs and  
occupations depicted depend on each other.

The pupil will  
discuss the  
cupations (j  
related and  
tive.

9 - Job specialization creates interdependency.

GRADE 5

64 - recognize that jobs are coordinated in the production of goods and performance of service.

CURR.  
AREA(S)

Social Science (Regional Studies of U.S. - Midwest states)

65 - become aware that worker cooperation is essential.

# WORK WORLD

## ACTIVITIES

## EVALUATION

View the film, "Meat and Meat Packing."

The pupil will be able to discuss the idea that occupations (jobs) are inter-related and must be cooperative.

In discussion point out how all the jobs and occupations depicted depend on each other.

and  
"BAVI")  
Social  
"Regional  
he U.S. -  
es")

CONCEPT 9 - Job specialization creates interdependency.

GRADE 5

GEN. OBJ. 65 - become aware that worker cooperation is essential.

CURR. Area (S) Head

#### RESOURCES

Community  
Student  
T.V.

#### WORK WORLD

#### ACTIVITIES

Watch a Green Bay Packer game on T.V. or attend a local high school football game. Have volunteers explain offense, defense and special terms. Diagram offensive line and state their duties.

Students should note the job and cooperate for success.

E T G C G T E

QB

HB

HB

FB

Discuss the reasons why players play the position they do? Why does the tackle play end? The quarterback play guard? The halfbacks play center. The kicker play quarterback?

9 - Job specialization creates interdependency.

GRADE 5

38.

65 - become aware that worker cooperation is essential.

CURR. Health- P.E.  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Watch a Green Bay Packer game on T.V. or attend a local high school football game. Have volunteers explain offense, defense and special terms. Diagram offensive line and state their duties.

E T G C G T E

QB

HB

HB

FB

Discuss the reasons why players play the position they do? Why does the tackle play end? The quarterback play guard? The halfbacks play center. The kicker play quarterback?

#### EVALUATION

Students should be able to note the job specialization and cooperation necessary for success.

CONCEPT 9 - Job specialization creates interdependency.

GRADE 5

GEN. OBJ. 65 - become aware that worker cooperation is essential.

CURR. So  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Films

(#0598-BAVI,  
#1996-BAVI)

Show a film of some modern industry showing a production line type of manufacturing.

E  
The pupil i  
the idea th  
tion is nec  
economy.

9 - Job specialization creates interdependency.

65 - become aware that worker cooperation is essential.

GRADE 5

CURR. AREA(S) Social Science

39.

#### WORK WORLD

#### ACTIVITIES

Show a film of some modern industry showing a production line type of manufacturing.

#### EVALUATION

The pupil is able to discuss the idea that worker cooperation is necessary to our economy.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 5

GEN. OBJ. 66 - become aware of the many critical environmental elements which may affect career development.

CURR. AREA(S) Heal

WORK WORLD

RESOURCES

ACTIVITIES

EVA

Film

(#4852-"Wisconsin  
Recreational Re-  
sources" BAVI)

View the film "Wisconsin's Recreational Resources"  
and discuss recreational occupations presented.

The student will  
determine various  
mental factors  
Wisconsin a  
oriented sta

- 10 - Environment and individual potential interact to influence career development.
- 66 - become aware of the many critical environmental elements which may affect career development.

GRADE 5

CURR. AREA(S) Health- P.E.

WORK WORLD

ACTIVITIES

View the film "Wisconsin's Recreational Resources" and discuss recreational occupations presented.

EVALUATION

The student will be able determine various environmental factors that make Wisconsin a recreation - oriented state.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 5

GEN. OBJ. 66 - become aware of the many critical environmental elements which may affect career development.

CURR. AREA(S) Soc  
gic  
Sci

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Film

(#1353-"Maps and Their Meanings" BAVI)

School

(Fifth Grade Social Science Unit-"Regional Studies of the U.S."; Fifth Grade Science Unit-"Earth")

View the 16mm film, "Maps and Their Meanings." Point out in discussion how environmental factors affect the agriculture of an area and in turn determine the occupations.

The pupil will environmental influence agriculture occupations.

60 - Environment and individual potential interact to influence career development.

GRADE 5

L1..

66 - become aware of the many critical environmental elements which may affect career development.

CURR. AREA(S) Social Science (Regional Studies)  
Science (Earth)

#### WORK WORLD

#### ACTIVITIES

View the 16mm film, "Maps and Their Meanings."  
Point out in discussion how environmental factors affect the agriculture of an area and in turn determine the occupations.

#### EVALUATION

The pupil will recognize how environmental factors influence agriculture related occupations.

and  
gs"

Social  
- "Re-  
es of the  
Grade  
- "Earth")

CONCEPT 10 - Environment and individual potential.

GRADE. 5

GEN. OBJ. 66 - to become aware of the many critical environmental elements which may affect career development.

CURR. Soc  
AREA(S) Art

#### ~~WORK WORLD~~

#### RESOURCES

#### ACTIVITIES

#### EVA

School  
(Encyclopedias,  
filmstrips, films,  
maps)

Ask the students to suppose that they lived in Portland, Maine; Oklahoma City; Detroit; Kansas City, Kansas, New Orleans; Tucson; or Seattle. List the environmental factors that might affect the way people make a living.

Divide the children into small groups of three or four students and have each group select an area of the United States. They are to make a mural or appropriate background settings, for their area, describing their environment, and role-play various occupations that are carried on in their area. The remaining class members could guess or ask questions about the occupations or environment to determine the exact location.

Have students make a bulletin board with a large map of the United States. They are to find occupational pictures and match with yarn to the appropriate areas of the United States.

The pupil will  
(1) to list the  
that would affect  
possibilities  
a living in a  
geographical  
United States  
match picture  
United States  
with occupation

10 - Environment and individual potential.

GRADE 5

42.

66 - to become aware of the many critical environmental elements which may affect career development.

CURR. Social Science  
AREA(S) Art

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

films, Ask the students to suppose that they lived in Portland, Maine; Oklahoma City; Detroit; Kansas City, Kansas; New Orleans; Tucson; or Seattle. List the environmental factors that might affect the way people make a living.

The pupil will be able to (1) to list those factors that would affect the possibilities for making a living in different geographical areas of the United States; or (2) to match pictures of the United States (environment) with occupational pictures.

Divide the children into small groups of three or four students and have each group select an area of the United States. They are to make a mural or appropriate background settings, for their area, describing their environment, and role-play various occupations that are carried on in their area. The remaining class members could guess or ask questions about the occupations or environment to determine the exact location.

Have students make a bulletin board with a large map of the United States. They are to find occupational pictures and match with yarn to the appropriate areas of the United States.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 5

GEN. OBJ. 66 - to become aware of the many critical environmental elements which may affect career development.  
67 - recognize that career development is influenced by changing individual and environmental factors acting separately or together.

CURR. AREA(S) Ar

#### WORK WORLD

#### RESOURCES

Community  
(Field trip to  
high school)

#### ACTIVITIES

Have students visit the high school art department to identify different elements which help career development.

Teacher obs  
response to

By arrangement, demonstrations of various art activities could be provided by high school students.

43.

10 - Environment and individual potential interact to influence career development.

GRADE 5

66 - to become aware of the many critical environmental elements which may effect career development.

CURR. AREA(S) Art

67 - recognize that career development is influenced by changing individual and environmental factors acting separately or together.

#### WORK WORLD

#### ACTIVITIES

Have students visit the high school art department to identify different elements which help career development.

By arrangement, demonstrations of various art activities could be provided by high school students.

#### EVALUATION

Teacher observation of student response to field trip.

CONCEPT 10 - Environment and individual potential interact to influence career development.

GRADE 5

GEN OBJ. 67 - recognize that career development is influenced by changing individuals and environmental factors acting separately or together.

CURR. Heal  
AREA(S)

#### WORK WORLD

#### RESOURCES

Community  
(Resource person)

#### ACTIVITIES

Have a person who had been involved in sports professionally speak to the class (football or hockey player, woman physical education teacher). Discuss which environmental or individual factors forced him or her to switch careers (injury, age, climate, need).

#### EVA

Student will  
factors which  
this person's

10 - Environment and individual potential interact to influence career development.

GRADE 5

67 - recognize that career development is influenced by changing individuals and environmental factors acting separately or together.

CURR. AREA(S) Health- P.E.

#### WORK WORLD

#### ACTIVITIES

n)

Have a person who had been involved in sports professionally speak to the class (football or hockey player, woman physical education teacher). Discuss which environmental or individual factors forced him or her to switch careers (injury, age, climate, need).

#### EVALUATION

Student will list some factors which influence this person's career.

CONCEPT - Environment as a dynamic potential for career development.

GRADE

GEN. OBJ. 67 - recognize that career development is influenced by changing individual and environment factors acting separately or together.

CURR. AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

School library  
(Encyclopedias,  
books)

Divide the class into small groups. Assign to each an area of the country or an industry that has changed because of pollution or mineral depletion. Have the group prepare a report on how environmental changes have changed to way people make a living in this area.

(Example,

The coal mines of the Appalachian Mountains or the iron mines of Minnesota and their effect on living in those areas.)

The child will arrive at personal changes due to environmental changes throughout the States.

6 - Environment and individual factors interact to influence career development.

GRADE

4-5

57 - recognize that career development is influenced by changing individual and environmental factors acting separately or together.

CURR.  
AREA(S)

Social Science

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

Divide the class into small groups. Assign to each an area of the country or an industry that has changed because of pollution or mineral depletion. Have the group prepare a report on how environmental changes have changed to way people make a living in this area.

(Example.

The coal mines of the Appalachian Mountains or the iron mines of Minnesota and their effect on living in those areas.)

The child will be able to arrive at possible career changes due to individual or environmental factors throughout the United States.

CONCEPT 67 - Environmental and individual factors interact to influence career development.

GRADE

GEN. OBJ. 67 - recognize that career development is influenced by changing individual and environmental factors acting separately or together.

CURR.  
AREA(S)

SCIENCE

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVALUATION

School  
(Fifth Grade Science  
Unit "The Earth")

The nature of this unit could lend itself to motivate students to pursue a vocational or hobby type of interests that may or may not have science implications. These interests could be quite a variety.

The student will identify hobbies, recognize their interests, and vocational interests.

It should be pointed out that hobbies are a means of self-expression and can complement and/or relate to work. The additional activities of this unit and others in grade four, etc. may be helpful. Other references could be referred to. The teacher may relate and illustrate samples. Ask the student to identify hobbies they presently have. Have the students prepare a list of hobbies. Relate how these hobbies can lead to life vocations.

66 - Environmental and individual factors interact to influence career development.

67 - recognize that career development is influenced by changing individual and environmental factors acting separately or together.

GRADE

CURR. Science (The Earth,  
AREA(S):

WORK WORLD

ACTIVITIES

EVALUATION

Science  
(Earth")

The nature of this unit could lend itself to motivate students to pursue a vocational or hobby type of interests that may or may not have science implications. These interests could be quite a variety.

The student will be able to identify hobbies and recognize their personal and vocational implications.

It should be pointed out that hobbies are a means of self-expression and can complement and/or relate to work. The additional activities of this unit and others in grade four, etc. may be helpful. Other references could be referred to. The teacher may relate and illustrate samples. Ask the student to identify hobbies they presently have. Have the students prepare a list of hobbies. Relate how these hobbies can lead to life vocations.

CONCEPT

Occupations and life styles are inter-related.

GEN. OBJ. 65

Understand that an individual's occupation can influence his life style.

RESOURCES

Student  
Library, school, and  
community

WORK WORLD

ACTIVITIES

Study the life styles of famous people in medicine.  
Antony Snowdon, Florence Nightingale, Tom Dooley,  
Elizabeth Blackwell (first woman physician), Louis  
Braille, Alexander Graham Bell (hearing aid), Dr.  
Lister.

Make a list of ways their life style was influenced  
because of their occupations.

GRADE

CURRIC  
ARTICLE

The student  
create group  
styles.

occupational and life styles of famous people.

understand that an individual's occupation can influence his or her life style.

GRADE 5

CURR. AREA(S) Health, P.E.

WORK WORLD

ACTIVITIES

EVALUATION

Study the life styles of famous people in medicine: Albert Schweitzer, Florence Nightingale, Tom Dooley, Elizabeth Blackwell (first woman physician), Louis Pasteur, Alexander Graham Bell (hearing aid), Dr. Lister.

The student will be able to relate occupations to life styles.

Make a list of ways their life style was influenced because of their occupations.

CONCEPT 11 -- Occupations and life style are interrelated.

GRADE 5

GEN. OBJ. 68 - understand that preferred life style may influence occupational choice.

CURR. AREA(S) Mu

#### WORK WORLD

#### RESOURCES

Music teacher  
Community

#### ACTIVITIES

Present a list of music occupations and list of types of music: jazz, country-western, Broadway stage, opera, etc. Have the pupils match the occupations with the music types. Have the pupils try to validate their matches with interviews or personal.

The pupil will give evidence and life style influence as music perceived.

- 1 .. Occupations and life style are interrelated.
- 68 - understand that preferred life style may influence occupational choice.

GRADE 5

48.

CURR. Mus c  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Present a list of music occupations and list of types of music: jazz, country-western, broadway stage, opera, etc. Have the pupils match the occupations with the music types. Have the pupils try to validate their matches with interviews or personal.

#### EVALUATION

The pupil will be able to give evidence that occupation and life style do or do not influence each other as far as music preference is concerned.

CONCEPT 11 - Occupations and life styles are interrelated.

GRADE 5

GEN. OBJ. 63 - understand that an individual's occupation can influence his life style.

CURR. Sec  
AREA(S)

#### WORK WORLD

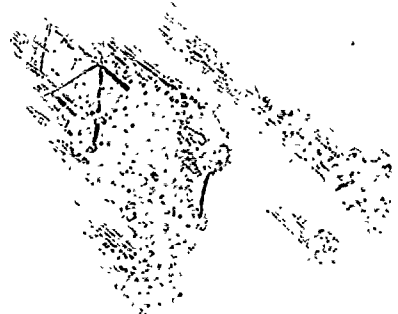
#### RESOURCES

#### ACTIVITIES

Teacher presentation  
(Pictures)

- Present the class with a series of paired pictures of opposite environmental settings: outdoor-indoor; farm-city; suburban-urban; etc. Have the pupils indicate their preference in each pair. Lead the discussion to point out that their preference will play a part in their choice of occupation.

The pupil will conclude that preference a mental setting a bearing on of occupation



- 11 - Occupations and life styles are interrelated.
- 68 - understand that an individual's occupation can influence his life style.

GRADE 5  
CURR. Social Science  
AREA(S)

WORK WORLD

ACTIVITIES

tion

Present the class with a series of paired pictures of opposite environmental settings: outdoor-indoor; farm-city; suburban-urban; etc. Have the pupils indicate their preference in each pair. Lead the discussion to point out that their preference will play a part in their choice of occupation.

EVALUATION

The pupil will be able to conclude that his personal preference as to environmental settings will have a bearing on his choice of occupation.

CONCEPT 1 Occupations and life styles are interrelated.

GRADE 5

GEN. OBJ. 68 - Understand that an individual's occupation can influence his life style.

CURR. AREA(S) Sci  
Sys  
lan

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

School  
(Teacher: Fifth Grade  
Science Unit - "The  
Body Systems")

Have the students write a short paragraph entitled, "How the Doctor Lives." Select the best papers from the class and have the students read them to the class. If there is the son or daughter of a doctor in class, have him or her write on "My Father's Work."

Discussion that follows this activity should be directed to an understanding of how a typical doctor may live, the responsibilities of his job, and the rewards and the frustrations of his work.

The student  
to relate the  
job to his w

Occupations and life styles are interrelated.

68 - understand that an individual's occupation can influence his life style.

#### WORK WORLD

#### ACTIVITIES

Have the students write a short paragraph entitled, "How the Doctor Lives." Select the best papers from the class and have the students read them to the class. If there is the son or daughter of a doctor in class, have him or her write on "My Father's Work."

Discussion that follows this activity should be directed to an understanding of how a typical doctor may live, the responsibilities of his job, and the rewards and the frustrations of his work.

GRADE 5

50.

CURR.  
AREA(S)

Science (The Body  
Systems)  
Language Arts-Reading

#### EVALUATION

The student will be able to relate the doctor's job to his way of life.

CONCEPT 11 Occupations and life styles are interrelated.

GRADE

GEN. OBJ. 69 understand that preferred life style may influence occupation choice.

CURR. No  
AREA(S) 6

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Self

From the following list of opposites, circle one in each pair which most appeals to you.

1. night-day
2. people-things
3. indoor-outdoor
4. mental-manual
5. noise-quiet
6. group-individual
7. dress clothes-casual clothes

The student  
to determine  
dividual fe  
sires (an  
cupational

Using the circled words, determine which occupations in health or sports the student would enjoy. The list below is suggested.

doctor, nurse, druggist, pro golfer,  
basketball player, umpire for football,  
sportscaster, physical therapist, surgeon,  
swimming instructor, P.E. teacher,  
recreational director, guide, hunter,  
psychologist, etc.

68. Occupational and life styles are inter-related.
69. understand that preferred life style may influence occupation choice.

CBATF

CUER.  
AREA(S)

Health P.E.

### WORK WORLD

#### ACTIVITIES

From the following list of opposites, circle one in each pair which most appeals to you:

1. night-day
2. people-things
3. indoor-outdoor
4. mental-manual
5. noise-quiet
6. group-individual
7. dress clothes-casual clothes

Using the circled words, determine which occupations in health or sports the student would enjoy. The list below is suggested.

doctor, nurse, druggist, pro golfer,  
basketball player, umpire for football,  
sportscaster, physical therapist, surgeon,  
swimming instructor, P.E. teacher,  
recreational director, guide, hunter,  
psychologist, etc.

#### EVALUATION

The student should be able to determine how his individual feelings and desires can affect his occupational choice.

CONCEPT . 11 - Occupations and life styles are interrelated.

GRADE 5

GEN. OBJ. 69 - understand that preferred life style may influence occupational choice.

CURR. AREA(S) Soc

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Teacher presentation  
(Pictures)

Present the class with a series of paired pictures of opposite occupational settings: a man working on a car on an assembly line surrounded by many others-a man working on a car isolated from others; a person working at a desk surrounded by many others-a person working at a desk isolated from others. Have the pupils indicate their preference in each pair. Lead the discussion to point out that their preferences will play a part in their choice of occupation.

The pupil will conclude the preference in al settings bearing on h occupation.

11 - Occupations and life styles are interrelated.

69 - understand that preferred life style may influence occupational choice.

GRADE 5

52.

CURR. Social Science  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

Present the class with a series of paired pictures of opposite occupational settings: a man working on a car on an assembly line surrounded by many others-a man working on a car isolated from others; a person working at a desk surrounded by many others-a person working at a desk isolated from others. Have the pupils indicate their preference in each pair. Lead the discussion to point out that their preferences will play a part in their choice of occupation.

The pupil will be able to conclude that his personal preference as to occupational settings will have a bearing on his choice of occupation.

CONCEPT 11 - Occupations and life styles are interrelated.

GRADE 5

GEN. OBJ. 70 - recognize that an individual's occupation can influence his life style.

CURR. AREA(S) Social

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

School

(Pictures from periodicals or slides)

Show the class a series of pictures of homes (typical or slides of actual homes around the community or area). Have the pupils match the dwellings with a list of people having different occupations. (Example" Apartment building-white collar workers; small frame home-mechanic).

The pupil is to explain that certain occupations are associated with certain types of homes.

11 -- Occupations and life styles are interrelated.

70 -- recognize that an individual's occupation can influence his life style.

GRADE 5 53.

CURR. Social Science  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

per-  
slides)

Show the class a series of pictures of homes (typical or slides of actual homes around the community or area). Have the pupils match the dwellings with a list of people having different occupations. (Example: Apartment building-white collar workers; small frame home-mechanic).

#### EVALUATION

The pupil is able to explain that people in certain occupations tend to be associated with certain types of dwellings.

CONCEPT 11 - Occupations and life styles are interrelated.

GRADE 5

GEN. OBJ. 71 - recognize that preferred life style may influence occupational choice.

CURR. AREA(S) Social

#### RESOURCES

School and Home  
(Pictures from  
periodicals)

#### WORK WORLD

#### ACTIVITIES

Given a series of pictures of possessions and a list of occupations, match the possession with the occupation that is most likely to possess the item in the pictures.

#### EVALUATION

The pupil will explain that occupations are associated with possessions.

11 - Occupations and life styles are interrelated.

GRADE 5

54.

71 - recognize that preferred life style may influence occupational choice.

CURR. Social Science  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Given a series of pictures of possessions and a list of occupations, match the possession with the occupation that is most likely to possess the item in the pictures.

#### EVALUATION

The pupil will be able to explain that certain occupations tend to be associated with particular possessions.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

CURR. AREA(S) Art

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Film  
(#7744-"Artisit and  
His Work" BAVI)  
Class Activity

Have students view the film, "Artist and His Work."  
The film illustrates the role of the artist in society by exploring the work of three artists. It describes the function of galleries and art centers, and several people explain why they have works of art in their home or place of business.

The student understand s organization world. Teach

Have students experience the structure of art sales through role playing. Use work created in class and a bulletin board as the gallery. Have the students by the artists, critics, gallery owners, and purchasers.

- 14 - Various groups and institutions influence the nature and structure of work.
- 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.
  - 1. Supply and demand
  - 2. Physical facilities
  - 3. Federal, state, and local legislation

GRADE 5

CURR. AREA(S) Art

WORK WORLD

ACTIVITIES

EVALUATION

t and  
(I)

Have students view the film, "Artist and His Work." The film illustrates the role of the artist in society by exploring the work of three artists. It describes the function of galleries and art centers, and several people explain why they have works of art in their home or place of business.

The student will begin to understand some of the organization of the art world. Teacher evaluation.

Have students experience the structure of art sales through role playing. Use work created in class and a bulletin board as the gallery. Have the students by the artists, critics, gallery owners, and purchasers.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

CURR. AREA(S) He

1. Supply and demand
2. Physical facilities
3. Federal, state and local legislation

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Film

(#1836-"Toward the Victory of Health" BAVI)

View the film, "Toward the Victory of Health." Then have the school cook speak to the class about state and federal regulations to which the school must conform (sanitation, nutrition requirements, employee requirements).

EV  
The student to realize t regulations affect one's

14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

CURR. AREA(S) Health- P.E.

- 1. Supply and demand.
- 2. Physical facilities
- 3. Federal, state and local legislation.

WORK WORLD

ACTIVITIES

View the film, "Toward the Victory of Health." Then have the school cook speak to the class about state and federal regulations to which the school must conform (sanitation, nutrition requirements, employee requirements).

EVALUATION

The student will be able to realize that rules and regulations of institutions affect one's work.

✓ CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

GEN. OBJ. 72a - ~~begin to understand that conditions created by organized groups and institutions affect the world of work.~~

CURR.  
AREA(S)

Mus

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

WORK WORLD

RESOURCES

ACTIVITIES

EV

Library  
Music Teacher  
Counselor

Research and list the organizations that are concerned with music (e.g. labor unions, associations of composers, band directors, etc.).

The pupil is and in discussion that many or affect the f

14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

CURR. AREA(S) Music

1. Supply and demand
2. Physical facilities
3. Federal, state, and local legislation

#### WORK WORLD

#### ACTIVITIES

Research and list the organizations that are concerned with music (e.g. labor unions, associations of composers, band directors, etc.).

#### EVALUATION

The pupil is able to list and in discussion, to realize that many organizations affect the field of music.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

CURR. Mus  
AREA(S)

1. Supply and demand
2. Physical facilities
3. Federal, state and local legislation

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

EVA

School library  
(Newspaper, magazines)  
Home  
(Newspapers, magazines)  
Community  
(Employment agencies)

In looking through newspapers for jobs listed that are open in music, few will be found.

The student w  
to determine  
for musical

Through teacher lead discussion, students are asked-  
How many musically related jobs can that worker  
himself create the demand for?  
(composer, entertainer...)

The student w  
to determine  
which jobs ar

How can a child of this age create a demand for one of these people? (Through choices of records, concerts they attend...)

What type of jobs would be in demand in a

1. Indian reservation?
2. large city?
3. farming community?
4. Latin America country?

14 - Various groups and institutions influence the nature and structure of work.

2a - begin to understand that conditions created by organized groups and institutions affect the world of work.

1. Supply and demand
2. Physical facilities
3. Federal, state and local legislation

GRADE: 5

58.

CURR.  
AREA(S)

Music

### WORK WORLD

### ACTIVITIES

magazines) In looking through newspapers for jobs listed that are open in music, few will be found.

magazines) Through teacher lead discussion, students are asked-  
How many musically related jobs can that worker  
encies) himself create the demand for?  
(composer, entertainer...)

How can a child of this age create a demand for one of these people? (Through choices of records, concerts they attend...)

What type of jobs would be in demand in a

1. Indian reservation?
2. large city?
3. farming community?
4. Latin America country?

### EVALUATION

The student will be able to determine the demand for musical jobs.

The student will be able to determine a means by which jobs are created.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

GEN. OBJ. 72a - begin to understand that conditions created by organized groups and institutions affect the world of work.

CURR. AREA(S) Soc

1. Supply and demand
2. Physical facilities
3. Federal, state and local legislation

#### WORK WORLD

#### RESOURCES

School and Community  
(Library-World Almanac  
or other yearbooks)

#### ACTIVITIES

Using the World Almanac, look up labor unions, associations and societies, and federal agencies. Have individuals or groups pick a union, association, or agency\* and determine how the decisions of that organization would affect the work world.

(\*Point out or assign some of the more powerful examples.)

#### EVA

The student  
to discuss th  
of a decision  
union or reg

14 - Various groups and institutions influence the nature and structure of work.

2a - begin to understand that conditions created by organized groups and institutions affect the world of work.

1. Supply and demand
2. Physical facilities
3. Federal, state and local legislation

#### WORK WORLD

#### ACTIVITIES

ity  
Almanac  
books)

Using the World Almanac, look up labor unions, associations and societies, and federal agencies. Have individuals or groups pick a union, association, or agency\* and determine how the decisions of that organization would affect the work world.

(\*Point out or assign some of the more powerful examples.)

GRADE 5

59.

CURR. Social Science  
AREA(S)

#### EVALUATION

The student will be able to discuss the ramifications of a decision made by a union or regulatory agency.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

GEN. OBJ. 72b - begin to understand that conditions in the work world affect groups and institutions.

CURR. AREA(S) Hea

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Film  
(#7658-"Our Land  
Needs Your Help"  
BAVI)  
Community  
(Field trip)

View the film "Our Land Needs Your Help." Then take a bus ride (or a walk) through the community. Take notes on areas where pollution or misuse is obvious. When back at school, decide which problem is the most dangerous and is a problem students can do something about. Have a committee write letters, do research, and find necessary equipment and transportation. Call yourself a "Concerned Class for a Community" and do your part in ecology.

The student to become in a community self-satisfaction be acquired.

14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

60.

72b - begin to understand that conditions in the work world affect groups and institutions.

CURR. Health- P.E.  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Land  
Help"  
View the film "Our Land Needs Your Help." Then take a bus ride (or a walk) through the community. Take notes on areas where pollution or misuse is obvious. When back at school, decide which problem is the most dangerous and is a problem students can do something about. Have a committee write letters, do research, and find necessary equipment and transportation. Call yourself a "Concerned Class for a Community" and do your part in ecology.

#### EVALUATION

The student will be able to become involved in a community project and self-satisfaction should be acquired.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

GEN. OBJ. 72b - begin to understand that conditions in the work world affect groups and institutions.

CURR. Soc  
AREA(S) gic  
the

#### WORK WORLD-

#### RESOURCES

#### ACTIVITIES

School  
(Texts, library;  
Fifth Grade Social  
Science Unit-"Re-  
gional Studies of  
the U.S.")

During the study of New England states have pupils research the questions: How did the advent of the textile mills' hiring of women and children change the social institutions of the region?

When studying the Eastern Mountain states research the question: How did the diminished supply of coal affect all the social institutions of the area?

EV  
The pupil is  
strate that  
the work wor  
found effect  
institutions

14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

61.

72b - begin to understand that conditions in the work world affect groups and institutions.

CURR.  
AREA(S)

Social Science (Regional Studies of the U.S.)

#### WORK WORLD

#### ACTIVITIES

During the study of New England states have pupils research the questions: How did the advent of the textile mills' hiring of women and children change the social institutions of the region?

When studying the Eastern Mountain states research the question: How did the diminished supply of coal affect all the social institutions of the area?

#### EVALUATION

The pupil is able to demonstrate that conditions in the work world have profound effects on social institutions.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

GEN. OBJ. 73 - begin to understand the influences exerted upon the nature and structure of work by: (a) laws, (b) labor management, (c) professional associations and licensing regulations and society.

CUR. Heal  
AREA S)

#### RESOURCES

Film  
(#3555 - "What Our  
Town Does for Us"  
BAVI)  
Community  
(Field trip)

Olympic Committee  
(Washington, D.C.)

#### WORK WORLD

#### ACTIVITIES

View the film "What Our Town Does For Us."

Take a field trip to the court house or police station. Find out where bicycle and dog licenses are issued. Ask someone about the necessity for issuing these licenses. Also investigate marriage licenses, zoning ordinances, building permits, etc.

Study the Olympic organization. Search for rules regulations, and requirements. Discuss differences between "amateur" and "professional."

#### EVA

The student s  
to list funct  
local court h

Students shou  
realize that  
world and nat  
which affect  
work.

- 1 - Various groups and institutions influence the nature and structure of work.
- 3 - begin to understand the influences exerted upon the nature and structure of work by: (a) laws, (b) labor management, (c) professional associations and licensing regulations and society.

GRADE 5

CURR. AREA(S) Health- P.E.

## WORK WORLD

## ACTIVITIES

View the film "What Our Town Does For Us."

Take a field trip to the court house or police station. Find out where bicycle and dog licenses are issued. Ask someone about the necessity for issuing these licenses. Also investigate marriage licenses, zoning ordinances, building permits, etc.

Study the Olympic organization. Search for rules regulations, and requirements. Discuss differences between "amateur" and "professional."

## EVALUATION

The student should be able to list functions of their local court house.

Students should be able to realize that there are world and national rules which affect a person's work.

CONCEPT 14 - Various groups and institutions influence the nature and structure of work.

GRADE 5

GEN. OBJ. 73 - begin to understand the influence exerted upon the natural structure of work by: (a) laws, (b) labor management, (c) professional associations and licensing regulations and society.

CURR. Soc  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EV

Home  
(parents)

Have the individual pupil interview his parent or parents. Ask questions such as:  
Do you belong to a union or an association that acts like a union? What does it do?  
Do you have to pass a test to do your work?  
Who made up the test?  
Do you have to have a license?

The pupil will be able to list some side conditions that affect his probability to earning a living.

- 14 - Various groups and institutions influence the nature and structure of work.
- 73 - begin to understand the influence exerted upon the natural structure of work by: (a) laws, (b) labor management, (c) professional associations and licensing regulations and society.

GRADE 5  
CURR. Social Science  
AREA(S)

WORK WORLD

ACTIVITIES

Have the individual pupil interview his parent or parents. Ask questions such as:  
Do you belong to a union or an association that acts like a union? What does it do?  
Do you have to pass a test to do your work?  
Who made up the test?  
Do you have to have a license?

EVALUATION

The pupil will be able to list some of the outside conditions that affect his parent's ability to earn a living.

CONCEPT 3 - Occupations exist for a purpose.

GRADE Spe

- GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.  
12 - begin to understand the contributions make to the advancement of society.

CURR. Soc  
AREA(S)

#### WORD WORLD

#### RESOURCES

#### ACTIVITIES

#### EV

School

Using a catalog cut clothing needs for summer and winter wear. The children will sort pictures and make a booklet.

The children those items needed for s winter wear.

Have the children name stores that sell clothing. Discuss our needs for clothing. Emphasize that many people have work or jobs in making clothing for us.

The children name three s clothing and employee fro

Community  
(Resource person)

Invite a clerk from a shoe store to come in and explain proper shoe care, fitting of shoes, parts of a shoe, and what shoes are made of.

The children strate proper by polishing of boots.

3 - Occupations exist for a purpose.

GRADE Spec. Ed. Primary 1.

11 - begin to recognize that occupations develop from needs of society.

CURR. Social Science  
AREA(S)

12 - begin to understand the contributions make to the advancement of society.

### WORD WORLD

#### ACTIVITIES

Using a catalog cut clothing needs for summer and winter wear. The children will sort pictures and make a booklet.

Have the children name stores that sell clothing. Discuss our needs for clothing. Emphasize that many people have work or jobs in making clothing for us.

Invite a clerk from a shoe store to come in and explain proper shoe care, fitting of shoes, parts of a shoe, and what shoes are made of.

#### EVALUATION

The children will identify those items of clothing needed for summer and winter wear.

The children will be able name three stores that sell clothing and identify one employee from one store.

The children will demonstrate proper shoe care by polishing and wearing of boots.

CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 13 - recognize that occupations develop to fulfill social needs.

GRADE Spe

CURR. Soc  
AREA(S) Sci  
Art

#### RESOURCES

Film or T.V. show  
involving circus  
School  
Library  
(School and community)

#### WORK WORLD

#### ACTIVITIES

Discuss the circus and the fun we have watching it.

Make a list of animals that are used in a circus.

Have children tell about the people that work at the circus.

Watch a movie or T.V. program on the circus.

Draw pictures of circus animals, acts and employees of the circus.

Discuss fact that people pay to watch a real circus.

Plan a circus in the room.

EV  
The children  
familiar wit  
and the fact  
have work be  
to watch the

The children  
to identify  
five acts in

3 - Occupations exist for a purpose.

GRADE

Spec. Ed. Primary I

2.

13 - recognize that occupations develop to fulfill social needs.

CURR.  
AREA(S)

Social Science  
Science  
Art

### WORK WORLD

#### ACTIVITIES

Discuss the circus and the fun we have watching it.

Make a list of animals that are used in a circus.

Have children tell about the people that work at the circus.

Watch a movie or T.V. program on the circus.

Draw pictures of circus animals, acts and employees of the circus.

Discuss fact that people pay to watch a real circus.

Plan a circus in the room.

#### EVALUATION

The children will become familiar with circus life, and the fact that many people have work because we pay to watch the circus.

The children will be able to identify ten animals and five acts in the circus.

CONCEPT 3 - Occupations exist for a purpose.

GRADE Spe

GEN. OBJ. 14 - become aware of the contribution of occupations to the advancement of society.

CURR. Soc  
AREA(S) Lan

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

EV

School  
(Library  
class discussion)

Discuss life of the early Indians.

Discuss types of early homes and homes of today.

Draw pictures of your homes today.

Draw pictures and designs of a tepee.

Discuss clothing and foods of past and present and how we obtain it.

Collect pictures of the olden days and present times and create oral stories.

The children aware of the of society a conditions a name five ch early days t times.

- 3 - Occupations exist for a purpose.
- 14 - become aware of the contribution of occupations to the advancement of society.

GRADE Spec. Ed. Primary I  
 CURR. Social Science  
 AREA(S) Language Arts-Reading

### WORK WORLD

#### ACTIVITIES

- Discuss life of the early Indians.
- Discuss types of early homes and homes of today.
- Draw pictures of your homes today.
- Draw pictures and designs of a tepee.
- Discuss clothing and foods of past and present and how we obtain it.
- Collect pictures of the olden days and present times and create oral stories.

#### EVALUATION

The children will become aware of the advancement of society and living conditions and be able to name five changes from early days to present times.

CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

GRADE Spe

CURR. Soc  
AREA(S) Sci

#### RESOURCES

School  
Community  
Self  
(experiences)

#### WORK WORLD

#### ACTIVITIES

Collect pictures of machines that work for us in building a highway.

Draw pictures of highway equipment at work.

Discuss travel along highways, and what students could be able to see from a car while on a short or long trip.

EV  
The children  
three machines  
used in building  
so that we measure  
in visible  
places.

- 3 - Occupations exist for a purpose.
- 15 - recognize that occupations develop to fulfill social needs.

4.  
 GRADE Spec. Ed. Primary I  
 CURR. Social Science  
 AREA(S) Science

WORK WORLD

ACTIVITIES

Collect pictures of machines that work for us in building a highway.

Draw pictures of highway equipment at work.

Discuss travel along highways, and what students could be able to see from a car while on a short or long trip.

EVALUATION

The children will name three machines that are used in building highways so that we may have pleasure in visiting other places.

CONCEPT 3 - Occupations exist for a purpose.

GRADE Spe

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

CURR. Soc  
AREA(S) Sci  
Ar

#### WORK WORLD

#### RESOURCES

Libraries  
(School and Community)  
Community  
(Resource person)

#### ACTIVITIES

Collect books and pictures of old time cars.

Discuss speed, size, shape of old and new cars.

Discuss how long it would take to travel from home to a store in an old car.

Bring in an antique car for the children to look at and sit in. At the same time have an automobile dealer bring in a new car. The children will compare the cars.

Make a bulletin board of pictures from automobile dealers.

Draw pictures of the old and new automobile.

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3 - Occupations exist for a purpose.

16 - become aware of the contributions that occupations make to the advancement of society.

GRADE

5.  
Spec. Ed. Primary I

CURR.  
AREA(S)

Social Science  
Science  
Art

### WORK WORLD

#### ACTIVITIES

#### EVALUATION

Community)

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Collect books and pictures of old time cars.

Discuss speed, size, shape of old and new cars.

Discuss how long it would take to travel from home to a store in an old car.

Bring in an antique car for the children to look at and sit in. At the same time have an automobile dealer bring in a new car. The children will compare the cars.

Make a bulletin board of pictures from automobile dealers.

Draw pictures of the old and new automobile.

The children will see the advancement of automobiles. They will be able to list ten changes in the automobiles that will aid us in travel.

CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 19 - begin to develop awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE Spe  
CURR. Soc  
AREA(S) Sci

# WORK WORLD

## RESOURCES

School  
Community  
(Resource person)

## ACTIVITIES

Discuss fishing for fun and using it as leisure time.

Discuss what fish eat, how they live, and how they breathe.

Making a balanced aquarium.

Assemble a fish pole, thread the line, and place a hook on the line.

Learning to use a fishing reel.

Trace the Wolf River on the map. List other fishing streams.

Invite the owner of Menominee County Trout Ponds to talk to the children. Discuss the fact that he must know the kinds of fish, their food, and the amount he must feed them.

Discuss weather conditions that influence the catching of fish.

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- 5 - Work means different things to different people.
- 19 - begin to develop awareness that different kinds of work require varying degrees and types of educational preparation.

6.  
 GRADE Spec. Ed. Primary I  
 CURR. Social Science  
 AREA(S) Science

# WORK WORLD

## ACTIVITIES

Discuss fishing for fun and using it as leisure time.

Discuss what fish eat, how they live, and how they breathe.

Making a balanced aquarium.

Assemble a fish pole, thread the line, and place a hook on the line.

Learning to use a fishing reel.

Trace the Wolf River on the map. List other fishing streams.

Invite the owner of Menominee County Trout Ponds to talk to the children. Discuss the fact that he must know the kinds of fish, their food, and the amount he must feed them.

Discuss weather conditions that influence the catching of fish.

## EVALUATION

The children will be able to give three reasons why the resource person must be prepared for his work.

CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

GRADE Spe

CURR. Soc  
AREA(S) Lar

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Note: This is a Special Education Continuing Activity.

School  
(Magazines,  
newspapers)

Make a scrapbook as a class project showing various types of work.

Divide scrapbook into community helpers and the work of the parents.

Pass the scrapbook on to Intermediate II. This group will add semi-skilled, unskilled and skilled workers to the material.

Pass the scrapbook to Intermediate III. Short stories or sentences about the helpers and workers will be added.

The scrapbook completed and will be able to recognize various of earning and meaning

5 - Work means different things to different people.

GRADE Spec. Ed. Primary I

21 - recognize the various ways of describing meanings of work.

CURR. Social Science  
AREA(S) Language Arts-Reading

WORK WORLD

ACTIVITIES

EVALUATION

Note: This is a Special Education Continuing Activity.

Make a scrapbook as a class project showing various types of work.

The scrapbook will be completed and children will be able to recognize various ways of earning a living and meaning of work.

Divide scrapbook into community helpers and the work of the parents.

Pass the scrapbook on to Intermediate II. This group will add semi-skilled, unskilled and skilled workers to the material.

Pass the scrapbook to Intermediate III. Short stories or sentences about the helpers and workers will be added.

CONCEPT 5 - Work means different things to different people.

GRADE Sp

GEN. OBJ. 22 - recognize that work has a personal meaning.

CURR. So  
AREA(S)

#### WORK WORLD

#### RESOURCES

School  
(Scrapbook Developed with concept 5-objective 21)

#### ACTIVITIES

The teacher will read the stories to the children from the scrapbook. As this is being done, use a tape recorder to record stories.

Let the children in free-time listen to the tape and decide what they would like to be when they grow up.

The children work does h meaning to

- 5 - Work means different things to different people.
- 22 - recognize that work has a personal meaning.

GRADE 8.  
Spec. Ed. Primary I  
CURR. Social Science  
AREA(S)

WORK WORLD

ACTIVITIES

The teacher will read the stories to the children from the scrapbook. As this is being done, use a tape recorder to record stories.

Let the children in free-time listen to the tape and decide what they would like to be when they grow up.

EVALUATION

The children will see that work does have personal meaning to others.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GEN. OBJ. 23 - begin to develop a recognition of the wide and increasing variety of occupations.

GRADE Spe

CURR. Soc  
AREA(S) Art

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

School  
Community

Discuss the hot lunch program in class.

List all of the occupations connected with the hot lunch.

Take a field trip to the kitchen at the Franklin School.

Make drawings of the kitchen and the foods that were prepared.

Have a display and have children write each.

4 - There is a wide variety of occupations which may be classified in several ways.

GRADE

9.  
Spec. Ed. Primary I

23 - begin to develop a recognition of the wide and increasing variety of occupations.

CURR.  
AREA(S)

Social Science  
Art

#### WORK WORLD

##### ACTIVITIES

Discuss the hot lunch program in class.

List all of the occupations connected with the hot lunch.

Take a field trip to the kitchen at the Franklin School.

Make drawings of the kitchen and the foods that were prepared.

##### EVALUATION

Have a display of pictures and have children identify each.

CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

GRADE Sp  
CURR. So  
AREA(S) Sc

# WORK WORLD

## RESOURCES

## ACTIVITIES

School  
(Class discussion)

Discuss the work of the farmers and types of farms.

Discuss the animals, crops, and soil.

Discuss the fact that he must know what to plant, when to plant, and how to harvest.

Make a list of farm machinery, and what the farmer must do to maintain them.

Stress the fact that the farmer has to work long hours, that the work is difficult, that he needs to be in good physical condition, and that he needs to know a great deal about farming.

The children aware that must be educated line of work

The children to name three types of farm different or machines use

6 - Education and work are interrelated.

17 - recognize that different kinds of work require varying degrees and types of educational preparation.

GRADE

10.  
Spec. Ed. Primary I

CURR.  
AREA(S)

Social Science  
Science

#### WORK WORLD

##### ACTIVITIES

Discuss the work of the farmers and types of farms.

Discuss the animals, crops, and soil.

Discuss the fact that he must know what to plant, when to plant, and how to harvest.

Make a list of farm machinery, and what the farmer must do to maintain them.

Stress the fact that the farmer has to work long hours, that the work is difficult, that he needs to be in good physical condition, and that he needs to know a great deal about farming.

##### EVALUATION

The children will become aware that the farmer must be educated in his line of work.

The children will be able to name three different types of farms, three different crops, and three machines used on the farm.

CONCEPT 6 -- Education and work are interrelated.

GEN. OBJ. 18 -- become aware that occupational requirements and competencies influence the content and direction if educational preparation.

GRADE Sp

CURR. So  
AREA(S) So

#### WORK WORLD

#### RESOURCES

School  
(Library, filmstrip)  
Community  
(Resource person)  
Film  
("A Visit to Grand-  
father's Farm,"  
Shawano City-County  
Library)

#### ACTIVITIES

Show filmstrips of a farmers work- "Old MacDonald's Farm."

Making rag dolls by placing beans in paper toweling and wrapping string around them. The children will keep them wet, and watch them grow.

Stress the fact that many farmers go to school and attend night school.

Plan a visit to a farm (if funds permit). Invite a farmer into the room to discuss his work.

Take pictures of a farm and have high school students develop them.

Tape record sounds of farm animals and have children creat oral stories.

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tion.

6 - Education and work are interrelated.

18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

GRADE Spec. Ed. Primary I

CURR. Social Science  
AREA(S) Science

#### WORK WORLD

#### ACTIVITIES

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Take pictures of a farm and have high school students develop them.

Tape record sounds of farm animals and have children create oral stories.

#### EVALUATION

The children will learn that if a farmer wants to be successful, he must be educated in his occupation.

CONCEPT	3 - Occupations exist for a purpose.	GRADE	Spe
GEN. OBJ.	11 - begin to recognize that occupations develop from needs of society.	CURR. AREA(S)	Sci Mat Lan Art
	12 - begin to understand the contributions that occupations make to the advancement of society.		

#### WORK WORLD

#### RESOURCES

School  
Home  
(T.V., radio,  
newspaper)  
Films  
(#2419--"What  
Makes Rain,"  
#0726--"What  
Makes Clouds,"  
#0438--"Clouds"  
BAVI)

#### ACTIVITIES

Discuss how people depend on weather forecasts. Watch a T.V. weather forecast. A more advanced group may wish to find out how the weatherman gets his information. They may write for a weather map (WBAY-T.V., Green Bay or WFRV-T.V., Green Bay).

A calendar can be made and record weather conditions for the day. The thermometer should be read and recorded daily on the calendar. Weather reports should be cut from daily newspaper. Make this into a booklet.

Melt a beaker of snow. Prove that there is air caught between layers of snow. Ten inches of snow equals one inch of rain. Farmers are glad to have snow in their fields. It is a good blanket because it has pockets which insulate.

Make a water cycle chart.

Study clouds. Read to learn kinds and observe each when they appear. Cirrus, cumulus, stratus, and nimbus should be identified.

Make a board showing kinds of clouds. Use large white paper. Paint in a pale blue background with tempera. Use cotton to put in the four kinds of clouds, coloring the clouds with dry finger paint powder. Place a small table in front of this board and place on it all weather instruments which the class has made during this unit.

The student  
identify sou  
information.

(Continued)

3 - Occupations exist for a purpose.

11 - begin to recognize that occupations develop from needs of society.

12 - begin to understand the contributions that occupations make to the advancement of society.

GRADE

12.

Spec. Ed. Intermediate

CURR.  
AREA(S)

Science

Math

Language Arts-Reading

Art

#### WORK WORLD

##### ACTIVITIES

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##### EVALUATION

The student will be able to identify source of weather information.

(Continued on next page)

- CONCEPT 3 - Occupations exist for a purpose.
- GEN. OBJ. 11 - begin to recognize that occupations develop from needs of society.
- 12 - begin to understand the contributions that occupations make to the advancement of society.

GRADE

CURR.  
AREA(S)

# WORK WORLD

## RESOURCES

## ACTIVITIES

Go into the Rain Unit after study of Snow and Clouds. Show filmstrip "What Makes Rain?" from the Shawano County Library. Make a simple rain gauge using a pound coffee can with a ruler attached. The more advanced group can make a more accurate one by taking a glass jar which has the same diameter as a paper cone which you may obtain from an ice cream store. Put one inch water in the glass jar and then pour this amount into a slender glass bottle. Note where the water reaches in this jar. Now divide this amount into tenths of an inch. Put the small slender jar with paper cone placed in top (cut out end) in a pail to keep it from tipping. Put it out when it rains. This will register amount of rain in one rainfall.

3 - Occupations exist for a purpose. .

- 11 - begin to recognize that occupations develop from needs of society.
- 12 - begin to understand the contributions that occupations make to the advancement of society.

#### WORK WORLD

#### ACTIVITIES

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GRADE

13:

Spec. Ed. Intermediate

CURR.  
AREA(S)

Science  
Language Arts-Reading  
Math  
Art

#### EVALUATION

CONCEPT	3 - Occupations exist for a purpose.
GEN. OBJ.	13 - recognize that occupations develop to fulfill social needs.

GRADE	S
CURR. AREA(S)	S M E A

# WORK WORLD

## RESOURCES

School  
Community  
Film  
(#2265--"Basketball:  
Basic Elementary  
Skills" BAVI)

## ACTIVITIES

A teacher-pupil discussion should be held on the fun of watching and participation in the sport of basketball.

Make a chart of the rules and become familiar with them for physical education class.

Measure out a regulation size court using a tape measure on the school yard.

Write letters to the Milwaukee Bucks basketball players asking for autographed pictures.

Watch basketball games on T.V.

Attend a basketball game at the Shawano High School.

Note that professional people are paid for their playing and that spectators pay for the entertainment.

Draw a picture of a basketball game.

The teacher  
children wh  
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rules and  
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3 - Occupations exist for a purpose.

13 - recognize that occupations develop to fulfill social needs.

GRADE

14.  
Spec. Ed. Intermediate

CURR.  
AREA(S)

Social Science  
Math  
Language Arts-Reading  
Art

#### WORK WORLD

#### ACTIVITIES

A teacher-pupil discussion should be held on the fun of watching and participation in the sport of basketball.

Make a chart of the rules and become familiar with them for physical education class.

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Write letters to the Milwaukee Bucks basketball players asking for autographed pictures.

Watch basketball games on T.V.

Attend a basketball game at the Shawano High School.

Note that professional people are paid for their playing and that spectators pay for the entertainment.

Draw a picture of a basketball game.

#### EVALUATION

The teacher will observe the children when they play the game; how they follow the rules and show good sportsmanship.

CONCEPT 3 - Occupations exist for a purpose.

GRADE

GEN. OBJ. 14 - become aware of the contributions of occupations to the advancement of society.

CURR.  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

School Library

Select books from the library on famous inventors.  
Read stories to the children or assign children to read aloud to the group.

The children of the advancement by studying us in life

Make a list of inventors, the inventions and discoveries, and how these helped advancement of society.

Allow the class to discuss ideas of their own which could be considered their own "inventions."

3 - Occupations exist for a purpose.

14 - become aware of the contributions of occupations to the advancement of society.

GRADE

15.  
Spec. Ed. Intermediate

CURR.  
AREA(S)

Science  
Language Arts-Reading  
Art

#### WORK WORLD

#### ACTIVITIES

Select books from the library on famous inventors. Read stories to the children or assign children to read aloud to the group.

Make a list of inventors, the inventions and discoveries, and how these helped advancement of society.

Allow the class to discuss ideas of their own which could be considered their own "inventions."

#### EVALUATION

The children will become aware of the advancement of occupations by studying inventions that aid us in life situations.

CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 15 - recognize that occupations develop to fulfill social needs.

GRADE  
CURR.  
AREA(S)  
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Art  
Mat

#### WORK WORLD

#### RESOURCES

School  
Community  
(Resource person)  
Film  
(#7875 - "Water  
Pollution" BAVI)

#### ACTIVITIES

Discuss a roadside park.

Design a roadside park which shows: tables, fire-places, trash cans, playground equipment, water pumps and lavatories.

Discuss drilling of a well and testing of the water.

Invite the City Recreation Director to talk to the children on the parks and recreational facilities in Shawano.

Make a list of workers that help us fulfill our social needs in a roadside park.

Take a walking field trip to a park. Count the number of trees in the park.

Plan a map and count the blocks to the park.

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16.

3 - Occupations exist for a purpose.

GRADE

Spec. Ed. Intermediate

15 - recognize that occupations develop to fulfill social needs.

CURR.  
AREA(S)

Social Science  
Science  
Language Arts-Reading  
Art  
Math

# WORK WORLD

## ACTIVITIES

## EVALUATION

Discuss a roadside park.

The children will be able to list the people that plan and maintain our parks.

Design a roadside park which shows: tables, fire-places, trash cans, playground equipment, water pumps and lavatories.

Discuss drilling of a well and testing of the water.

Invite the City Recreation Director to talk to the children on the parks and recreational facilities in Shawano.

Make a list of workers that help us fulfill our social needs in a roadside park.

Take a walking field trip to a park. Count the number of trees in the park.

Plan a map and count the blocks to the park.

CONCEPT 3 - Occupations exist for a purpose.

GEN. OBJ. 16 - become aware of the contributions that occupations make to the advancement of society.

GRADE Spe  
CURR. Soc  
AREA(S) Sci  
Mat  
Lan  
Art

# WORK WORLD

## RESOURCES

School Library  
Community  
(Resource person)  
Field trip

## ACTIVITIES

(Continued Activities of Primary I, Grade 1  
Concept 3, Objective 16)

Collect pictures of antique cars and books.

The children will be able to get free information about the new cars from all automobile dealers in the city.

Children will learn how to read a speedometer.

A home project will be to read the odometer on the car that they have at home. Record and bring to school. Take an old speedometer apart and see how it operates.

Visit a garage. Watch an oil change and tire change. Give oral report on how these were done.

Make a model car from model car kit.

Divide the class into two groups and make a mural of travel in olden days and travel today.

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3 - Occupations exist for a purpose.

16 - become aware of the contributions that occupations make to the advancement of society.

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GRADE Spec. Ed. Intermediate

CURR. Social Science  
AREA(S) Science  
Math  
Language Arts-Reading  
Art

#### WORK WORLD

##### ACTIVITIES

(Continued Activities of Primary I, Grade 1  
Concept 3, Objective 16)

Collect pictures of antique cars and books.

The child will be able to get free information about the new cars from all automobile dealers in the city.

Children will learn how to read a speedometer.

A home project will be to read the odometer on the car that they have at home. Record and bring to school. Take an old speedometer apart and see how it operates.

Visit a garage. Watch an oil change and tire change. Give oral report on how these were done.

Make a model car from model car kit.

Divide the class into two groups and make a mural of travel in olden days and travel today.

##### EVALUATION

The children will see how travel by car has become safer, more comfortable, and faster because of the mechanical improvements from olden days to present times.

CONCEPT 6 - Education and work are interrelated.

GRADE Sp

GEN. OBJ. 18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

CURR. So  
AREA(S)

#### WORK WORLD

#### RESOURCES

School  
(School nurse)  
Community  
(Nurse's aide)

#### ACTIVITIES

Compare the training of nurse's aide with the training of a registered nurse.

Invite the school nurse and a nurse's aide to discuss their work and training.

EV  
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6 - Education and work are interrelated.

18 - become aware that occupational requirements and competencies influence the content and direction of educational preparation.

GRADE 18.  
Spec. Ed. Intermediate

CURR. Social Science  
AREA(S)

#### WORK WORLD

##### ACTIVITIES

e) Compare the training of nurse's aide with the training of a registered nurse.

e) Invite the school nurse and a nurse's aide to discuss their work and training.

##### EVALUATION

Become aware of the extensive training of a nurse as compared to the more practical training of a nurse's aide.

CONCEPT 4 -- There is a wide variety of occupations which may be classified in several ways.

GRADE Sp

GEN. OBJ. 23 -- begin to develop a recognition of the wide and increasing variety of occupations.

CURR:  
AREA(S) So  
Sc  
La  
Ma  
Ar

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

Film  
(#7770--"Animal  
Bites and Rabies"  
BAVI)  
Library  
(School and community)  
Community  
(Field trip)

Discuss how people's love and concern for pets has resulted in a variety of occupations.

Discuss those occupations related to the care of pets:

1. pet show owners
2. pet food manufacturers
3. kennels for boarding animals
4. animal trainers
5. veterinarians
6. veterinarian assistant

The children  
people's at  
pets have c  
specialized  
increased the  
occupations

Draw pictures of a pet shop and a favorite pet.

Visit a veterinarian's office.

Figure the cost of food for a pet for one week.

Figure the cost of care of a pet in a kennel.

Select library books on "Care of Pets."

4 -- There is a wide variety of occupations which may be classified in several ways.

23 -- begin to develop a recognition of the wide and increasing variety of occupations.

GRADE

19.  
Spec. Ed. Intermediate

CURR.  
AREA(S)

Social Science  
Science  
Language Arts-Reading  
Math  
Art

#### WORK WORLD

#### ACTIVITIES

Discuss how people's love and concern for pets has resulted in a variety of occupations.

Discuss those occupations related to the care of pets:

1. pet show owners
2. pet food manufacturers
3. kennels for boarding animals
4. animal trainers
5. veterinarians
6. veterinarian assistant

Draw pictures of a pet shop and a favorite pet.

Visit a veterinarian's office.

Figure the cost of food for a pet for one week.

Figure the cost of care of a pet in a kennel.

Select library books on "Care of Pets."

#### EVALUATION

The children will know that people's attitude toward pets have changed and specialized services have increased the variety of occupations.

CONCEPT 4 - There is a wide variety of occupations which may be classified in several ways.

GRADE Spe

GEN. OBJ. 24 - begin to recognize the various ways of classifying occupations.

CURR. Soc  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

School  
(Class activity)

Make a teacher-pupil chart of skilled, semi-skilled and unskilled workers.

A game can be played by a child telling about an occupation having other children guess the occupations.

EV  
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to associate  
with specific

4 - There is a wide variety of occupations which may be classified in several ways.

24 - begin to recognize the various ways of classifying occupations.

20.  
GRADE Spec. Ed. Intermediate

CURR. Social Science  
AREA(S)

#### WORK WORLD

#### ACTIVITIES

Make a teacher-pupil chart of skilled, semi-skilled and unskilled workers.

A game can be played by a child telling about an occupation having other children guess the occupations.

#### EVALUATION

The children will be able to associate certain activity with specific occupations.

CONCEPT 5 - Work means different things to different people.

GEN. OBJ. 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE Spe

CURR. Soc  
AREA(S) Mat  
Lan  
Art

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

EV

School  
Community  
(Shopping trip,  
resource person)

Discuss cooking for fun and cooking for an occupation.

The teacher aide will take three children to the grocery store and shop for something to make as a kitchen project.

Measurement will be taught: cups and fractional parts of a cup, pints, quarts, and use of measuring spoons. Have children practice by using water.

The children will read and follow the directions of the recipe and set the oven of the stove.

Invite a lady into the class to demonstrate cake decorating. Each child may decorate a cupcake.

Have child w  
of how to de  
how much wor  
in cooking a

- 5 - Work means different things to different people.
- 19 - begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

21.  
 GRADE Spec. Ed. Intermediate  
 CURR. Social Science  
 AREA(S) Math  
 Language Arts-Reading  
 Art

# WORK WORLD

## ACTIVITIES

## EVALUATION

Discuss cooking for fun and cooking for an occupation.

Have child write a summary of how to decorate a cake and how much work is involved in cooking as an occupation.

The teacher aide will take three children to the grocery store and shop for something to make as a kitchen project.

Measurement will be taught: cups and fractional parts of a cup, pints, quarts, and use of measuring spoons. Have children practice by using water.

The children will read and follow the directions of the recipe and set the oven of the stove.

Invite a lady into the class to demonstrate cake decorating. Each child may decorate a cupcake.

CONCEPT 5 - Work means different things to different people.

GRADE Spe

GEN. OBJ. 20 - begin to develop an awareness that occupational requirement influence the content and direction of educational preparation.

CURR. Soc  
AREA(S)

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EV

School

Classify jobs under one of these headings:

1. occupations that require technical training
2. occupations that require college preparation.

Students will  
some jobs re  
intensive tr  
others.

5 - Work means different things to different people.

GRADE

22.  
Spec. Ed. Intermediate

20 - begin to develop an awareness that occupational requirement influence the content and direction of educational preparation.

CURR.  
AREA(S)

Social Science

#### WORK WORLD

#### ACTIVITIES

Classify jobs under one of these headings:

1. occupations that require technical training
2. occupations that require college preparation.

#### EVALUATION

Students will know that some jobs require more intensive training than others.

CONCEPT 5 - Work means different things to different people.

GRADE Sp

GEN. OBJ. 21 - recognize the various ways of describing meanings of work.

CURR. So  
AREA(S) La

#### WORK WORLD

#### RESOURCES

School  
(Magazine, news-  
papers).

#### ACTIVITIES

(Continuing activity: Primary I and Intermediate II  
Scrapbook)

In the scrapbook, add a section of jobs that children  
feel they would be qualified to do when they com-  
pleted their education.

The child w  
relate and  
meaning of

5 - Work means different things to different people.

21 - recognize the various ways of describing meanings of work.

23.  
GRADE Spec. Ed. Intermediate

CURR. Social Science  
AREA(S) Language Arts-Reading

#### WORK WORLD

#### ACTIVITIES

(Continuing activity: Primary I and Intermediate II  
Scrapbook)

In the scrapbook, add a section of jobs that children  
feel they would be qualified to do when they com-  
pleted their education.

#### EVALUATION

The child will be able to  
relate and describe the  
meaning of work.

CONCEPT 5 Work means different things to different people.

GRADE Spe

GEN. OBJ. 22 - recognize that work has a personal meaning to every person.

CURR. Soc  
AREA(S) Lan  
Mat

### WORK WORLD

#### RESOURCES

#### ACTIVITIES

School  
Community

Write letters to successful people asking them what they like about their jobs. Have the children read the letters.

Class summat

Use a tape recorder and have children role play:  
Why I think my job is the most interesting job I could have? They could tell how much money they would earn in a week, month and year.

The children  
correlate th  
job opportun

Using a daily newspaper, cut want ads showing job openings.

Make a bulletin board of the letters.

- 5 - Work means different things to different people.
- 22 - recognize that work has a personal meaning to every person.

GRADE	24. / Spec. Ed. Intermediate
CURR. AREA(S)	Social Science Language Arts-Reading Math

WORK WORLD  
ACTIVITIES

Write letters to successful people asking them what they like about their jobs. Have the children read the letters.

Use a tape recorder and have children role play: Why I think my job is the most interesting job I could have? They could tell how much money they would earn in a week, month and year.

Using a daily newspaper, cut want ads showing job openings.

Make a bulletin board of the letters.

EVALUATION

Class summation of the letters.  
The children will be able to correlate their abilities and job opportunities.

CONCEPT 6 - Education and work are interrelated.

GRADE Spec

GEN. OBJ. 17 - recognize that different kinds of work require varying degrees and types of educational preparation.

CURR. AREA(S) Scie  
Soci  
Lang  
Math

#### WORK WORLD

#### RESOURCES

#### ACTIVITIES

#### EVAL

School  
Community  
(Resource person)

Discuss the education and training needed for air transportation.

The class will  
story as a su

Plan a trip to the Shawano Airport.

Mr. Fred Davel, will discuss the local aviation programs. Make a tape recording of this discussion. The discussion should include: how many hours of training one needs to become a pilot; how long a runway is at the Shawano Airport; how fast airplanes fly; how long it would take Mr. Davel to fly from Shawano to Milwaukee.

Build a hanger for a toy airplane. This should be made of wood.

Select books on airports and airplanes for the children to read.

6 - Education and work are interrelated.

17 - recognize that different kinds of work require varying degrees and types of educational preparation.

GRADE

25.  
Spec. Ed. Intermediate

CURR.  
AREA(S)

Science  
Social Science  
Language Arts-Reading  
Math

#### WORK WORLD

#### ACTIVITIES

#### EVALUATION

Discuss the education and training needed for air transportation.

The class will write a cooperative story as a summary for the unit.

Plan a trip to the Shawano Airport.

Mr. Fred Davel, will discuss the local aviation programs. Make a tape recording of this discussion. The discussion should include: how many hours of training one needs to become a pilot; how long a runway is at the Shawano Airport; how fast airplanes fly; how long it would take Mr. Davel to fly from Shawano to Milwaukee.

Build a hanger for a toy airplane. This should be made of wood.

Select books on airports and airplanes for the children to read.

### CAREER PLANNING AND PREPARATION

Career Planning and Preparation is an informational and decision making process. Personal information is essential for one's growth and development. This necessitates making the information available to the individual is ready rather than at the convenience of the provider of information. The information process extends over a lifetime as the individual utilizes information pertinent to areas of his life at a depth that has meaning to him. Information should serve the purpose of keeping the individual abreast of changes; but, even more important, it can also help him be prepared for change. The individual lives in a constant state of change and development. This development of the individual occurs in all areas: educational, the occupational, the personal and the social. The developmental approach calls for the collecting and utilizing of information sequentially by individuals over an extended period of time. A state of readiness and their desired purposes are crucial. Decision making at each stage of development may be regarded as the end result of acquiring and processing information.

Recent occupational changes in America require new skills, techniques and knowledge. Certain occupations are being replaced with new ones and workers are being retrained or their education broadened for new roles. Education and training are major factors in determining job opportunities. The rate of change in new jobs and new machines is governed to some extent by the rate workers are educated or retrained. An industry cannot afford to install new machines nor create new jobs faster than individuals can be educated. The educational potential (including training) or availability of individuals is a major determinant of the rapidity of change for each business or industry. Education is becoming more of a determinant of occupations than occupations are of education. The education possessed by an individual, his potential, and his willingness to obtain more education are key to his occupational maturity, or lack of it, throughout his life.

There is little question regarding the tremendous influence that friends and family play in the decisions of young people. Value and attitude transmittal and formation are centered in family and peer relationships. It becomes imperative for the individual to determine which information is relevant to him and how to personalize it.<sup>3</sup>

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<sup>3</sup>Ibid., p. 20.

## CAREER PLANNING AND PREPARATION

Planning and Preparation is an informational and decision making process. Personalized information is for one's growth and development. This necessitates making the information available when it is ready rather than at the convenience of the provider of information. The information extends over a lifetime as the individual utilizes information pertinent to areas of his concern and that has meaning to him. Information should serve the purpose of keeping the individual abreast of change, but, even more important, it can also help him be prepared for change. The individual is in a state of change and development. This development of the individual occurs in all areas -- the occupational, the personal and the social. The developmental approach calls for the sequential utilizing of information by individuals over an extended period of time. Their readiness and their desired purposes are crucial. Decision making at each stage of development is regarded as the end result of acquiring and processing information.

Occupational changes in America require new skills, techniques and knowledge. Certain jobs are being replaced with new ones and workers are being retrained or their education is for new roles. Education and training are major factors in determining job opportunities. The change in new jobs and new machines is governed to some extent by the rate workers can be retrained. An industry cannot afford to install new machines nor create new jobs at a faster rate than individuals can be educated. The educational potential (including training) of an individual is a major determinant of the rapidity of change for each business or industry. Therefore, education is becoming more of a determinant of occupations than occupations are of education. The readiness possessed by an individual, his potential, and his willingness to obtain more education may be a determinant of occupational maturity, or lack of it, throughout his life.

One of the questions regarding the tremendous influence that friends and family play in occupational development of young people. Value and attitude transmittal and formation are centered in family and relationships. It becomes imperative for the individual to determine which information is pertinent and how to personalize it.<sup>3</sup>

CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE K

CURR. So  
AREA(S) (S)

#### CAREER PLANNING AND PREPARATION

#### RESOURCES

#### ACTIVITIES

School  
(Kindergarten Social  
Science Unit-"School")

Discuss with students their job at school. Emphasize how each person should do his best in order to prepare for first grade.

The student  
to tell some  
help to pre  
first grade

Early in the year, introduce a copy of a booklet which includes things which student should be able to do by the end of the year. Title - My Happy Book.

Teacher

Mimeographed sheets  
for each child for each  
page of student booklet.

1. Eight basic colors
2. Count and print numerals 1 through 10
3. I can skip
4. Mother's first name
5. Father's first name
6. Address
7. Telephone number
8. Print own name
9. Cut a circle
10. Tie shoes

When a child can do each of the things listed, he can color the page for his booklet. When all are completed he may take booklet home.

6 - Education and work are interrelated.

9 - awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE K

2.

CURR. AREA(S) Social Science (School)

#### CAREER PLANNING AND PREPARATION

##### ACTIVITIES

##### EVALUATION

Discuss with students their job at school. Emphasize how each person should do his best in order to prepare for first grade.

The student will be able to tell some things which help to prepare him for first grade.

Early in the year, introduce a copy of a booklet which includes things which student should be able to do by the end of the year. Title - My Happy Book.

1. Eight basic colors
2. Count and print numerals 1 through 10
3. I can skip
4. Mother's first name
5. Father's first name
6. Address
7. Telephone number
8. Print own name
9. Cut a circle
10. Tie shoes

When a child can do each of the things listed, he can color the page for his booklet. When all are completed he may take booklet home.

CONCEPT	6 - Education and work are interrelated.	GRADE	K
GEN. OBJ.	9 - awareness that different kinds of work require varying degrees and types of educational preparation.	CURR. AREA (\$)	Sc

#### CAREER PLANNING AND PREPARATION

Teacher  
School  
(Kindergarten  
Science Unit-  
"Animals")

Make a list of jobs the farmer does to care for his animals. Discuss what jobs the student could do to help the farmer. Discuss what would happen if the farmer did not take care of his animals.

The students recognize that must be well take care of

6 - Education and work are interrelated.

GRADE K

3.

9 - awareness that different kinds of work require varying degrees and types of educational preparation.

CURR.  
AREA(S)

Science (Animals)

#### CAREER PLANNING AND PREPARATION

Make a list of jobs the farmer does to care for his animals. Discuss what jobs the student could do to help the farmer. Discuss what would happen if the farmer did not take care of his animals.

The students will be able to recognize that the farmer must be well educated to take care of his animals.

CONCEPT 6 - Education and work are interrelated.

GRADE K

GEN. OBJ. 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. AREA(S) So PI

#### CAREER PLANNING AND PREPARATION

##### RESOURCES

##### ACTIVITIES

Community  
(Florist or green  
house, farm, gardens)  
School  
(Class activity using  
magazine pictures,  
Kindergarten Science  
Unit-"Seeds and  
Plants")

Have the students tell the group of people that they know who grow plants for pleasure, income, or as feed for animals. Have the same student or other expand on the type of plants and the purpose for which they are grown. Discuss the educational preparation that the different people would need to do their job. This could also be expanded to include professional horticulturist.

The student  
to explain  
ing of diffe  
requires di  
ledge.

- 6 - Education and work are interrelated.
- 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE K

CURR. AREA(S) Science (Seeds and Plants)

#### CAREER PLANNING AND PREPARATION

##### ACTIVITIES

Have the students tell the group of people that they know who grow plants for pleasure, income, or as feed for animals. Have the same student or other expand on the type of plants and the purpose for which they are grown. Discuss the educational preparation that the different people would need to do their job. This could also be expanded to include professional horticulturist.

##### EVALUATION

The student will be able to explain that the growing of different plants requires different knowledge.

CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 10 - awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

GRADE K

CURR. AREA(S) Mat Num Soc and

# CAREER PLANNING AND PREPARATION

## RESOURCES

## ACTIVITIES

Filmstrip  
(The Wonderful World of Work: "The Junior Homemaker")  
School  
(First Grade Social Science Unit-"Home and Family")

Show the filmstrip "The Junior Homemaker." List ways in which a junior homemaker uses math. Examples are telling time, counting (how many?) keeping records, measuring, reading fractional numbers, knowing value of coins, computing earnings.

The child will relate ways uses fraction

Role play the junior homemaker in various situations. Pretend there are four children and only two apples. What should she do? Continue with similar activities using story problems and fractional numbers.

Write a recipe on the board. Have the recipe read and the quantities matched to objects or chalkboard drawings.

- 6 - Education and work are interrelated.
- 10 - awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

GRADE K 5.  
 CURR. AREA(S) Math (Fractional Numbers-Unit 16  
 Social Science (Home and Family)

CAREER PLANNING AND PREPARATION

ACTIVITIES

EVALUATION

World  
 Junior  
 Social  
 "Home

Show the filmstrip "The Junior Homemaker." List ways in which a junior homemaker uses math. Examples are telling time, counting (how many?) keeping records, measuring, reading fractional numbers, knowing value of coins, computing earnings.

The child will be able to relate ways a homemaker uses fractional numbers.

Role play the junior homemaker in various situations. Pretend there are four children and only two apples. What should she do? Continue with similar activities using story problems and fractional numbers.

Write a recipe on the board. Have the recipe read and the quantities matched to objects or chalkboard drawings.

CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 10 - awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

GRADE K

CURR. AREA(S) Mat  
Nur

#### CAREER PLANNING AND PREPARATION

##### RESOURCES

School  
(Bulletin board,  
teacher made  
replicas for each  
child to color)  
Book  
(The Little Engine  
Who Could by  
Piper, Watty).

##### ACTIVITIES

Make a bulletin board using a large mountain with numerals 1 through 12. This is to show that many difficult things we need to learn can be achieved if we start at the beginning and persist. Make a replica of each child with his name on it. He may color this. As he can identify each number he ascends the mountain. When he gets to the top, he can take the replica of himself home.

Read story, The Little Engine Who Could use this activity to show the child that he can achieve his job at school and can progress to First Grade. Have students list many reasons Kindergarten children need to be able to recognize numerals from 1 through 12.

##### EVALUATION

The student will  
identify numerals  
12 in proper

6 - Education and work are interrelated.

10 - awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

GRADE

K

6.

CURR.  
AREA(S)

Math (Numerals for  
Numbers-Unit 1)

#### CAREER PLANNING AND PREPARATION

##### ACTIVITIES

Make a bulletin board using a large mountain with numerals 1 through 12. This is to show that many difficult things we need to learn can be achieved if we start at the beginning and persist. Make a replica of each child with his name on it. He may color this. As he can identify each number he ascends the mountain. When he gets to the top, he can take the replica of himself home.

Read story, The Little Engine Who Could use this activity to show the child that he can achieve his job at school and can progress to First Grade. Have students list many reasons Kindergarten children need to be able to recognize numerals from 1 through 12.

##### EVALUATION

The student will be able to identify numerals 1 through 12 in proper sequence.

CONCEPT 6 - Education and work are interrelated.

GRADE K

GEN. OBJ. 10 - awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

CURR. AREA(C) Math tion

#### CAREER PLANNING AND PREPARATION

#### RESOURCES

School  
(Helpers Chart)

#### ACTIVITIES

Helpers' Chart - Each day two children are chosen to do special activities. Point out that:

1. getting the milk requires careful counting so that each child will have a carton.
2. finding the day on the calendar for the group requires careful counting.

Emphasize that competency is usually the results of desire and practice.

EVA

The child will state reasons the use of the order of num

6 - Education and work are interrelated.

GRADE K

7.

10 - awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

CURR. AREA(S) Math (Order Relation-Unit 4

#### CAREER PLANNING AND PREPARATION

##### ACTIVITIES

##### EVALUATION

t) Helpers' Chart - Each day two children are chosen to do special activities. Point out that:

1. getting the milk requires careful counting so that each child will have a carton.
2. finding the day on the calendar for the group requires careful counting.

Emphasize that competency is usually the results of desire and practice.

The child will be able to state reasons for practicing the use of the natural order of numbers.

CONCEPT 6 - Education and work are interrelated.

GRADE K

GEN. OBJ. 10 - awareness the occupational competency requirements influence the kind and degree of one's educational preparation.

CURR. So  
AREA(S) (S  
La

#### CAREER PLANNING AND PREPARATION

##### RESOURCES

##### ACTIVITIES

School  
(Kindergarten Social  
Science Unit-"School,"  
First Grade papers)

Review with student their job at school. Present a sampling of work done by anonymous first graders. Have the children decide which papers seem to be done carefully and which could be improved.

E  
The child s  
state reaso  
work at sch

Ask which papers they think represent a good job at school. Discuss how good work helps us prepare for future.

- 6 - Education and work are interrelated.
- 10 - awareness the occupational competency requirements influence the kind and degree of one's educational preparation.

GRADE

K

8.

CURR.  
AREA(S)

Social Science  
(School)  
Language Arts-Reading

#### CAREER PLANNING AND PREPARATION

##### ACTIVITIES

Social  
"School,"  
papers)

Review with student their job at school. Present a sampling of work done by anonymous first graders. Have the children decide which papers seem to be done carefully and which could be improved.

Ask which papers they think represent a good job at school. Discuss how good work helps us prepare for future.

##### EVALUATION

The child should be able to state reasons for careful work at school.

CONCEPT 6 - Education and work are interrelated.

GRADE 1

GEN. OBJ. 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. Heal  
AREA(S)

#### CAREER AND PLANNING PREPARATION

#### RESOURCES

#### ACTIVITIES

#### EV

Self

Students draw a picture of "When I Grow Up I Want To Be."

Talk about the occupations shown, asking the qualifications needed for that job. Stress that physical fitness and good mental health is important in all occupations.

The teacher responses to physical fitness health with qualifications

6 - Education and work are interrelated.

GRADE 1

9 - awareness that different kinds of work require varying degrees and types of educational preparation.

CURR. AREA(S) Health- P.E.

#### CAREER AND PLANNING PREPARATION

##### ACTIVITIES

Students draw a picture of "When I Grow Up I Want To Be."

Talk about the occupations shown, asking the qualifications needed for that job. Stress that physical fitness and good mental health is important in all occupations.

##### EVALUATION

The teacher will evaluate responses correlating physical fitness and mental fitness and mental health with occupational qualifications.

CONCEPT 6 - Education and work are interrelated.

GEN. OBJ. 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE 1  
CURR. Ma  
AREA(S) So  
bo

#### CAREER PLANNING AND PREPARATION

##### RESOURCES

##### ACTIVITIES

Filmstrip  
(Wonderful World  
of Work "The  
Newspaper Boy")  
School  
(First Grade Social  
Science Unit-  
Neighborhood  
Living"; My  
Weekly Reader)

Show the filmstrip "The Newspaper Boy." List the ways in which a newspaper boy uses math. Examples are counting paper, counting customers, knowing value of coins, knowing comparative value of coins, making change, being on time, knowing house numbers and route, paying his bill, figuring his profit.

Use My Weekly Reader. Choose one child to be the newspaper boy. While he is counting the number of papers needed, give the other children different coins to purchase the paper for eight cents. The newspaper boy must decide if it is the correct set of coins and make change when needed.

EV  
The child will  
state ways a  
uses math.

6 - Education and work are interrelated.

9 - awareness that different kinds of work require varying degrees and types of educational preparation.

GRADE

1

CURR.  
AREA(S)

Math (Money-Unit 15)  
Social Science (Neighborhood Living)

#### CAREER PLANNING AND PREPARATION

##### ACTIVITIES

Show the filmstrip "The Newspaper Boy." List the ways in which a newspaper boy uses math. Examples are counting paper, counting customers, knowing value of coins, knowing comparative value of coins, making change, being on time, knowing house numbers and route, paying his bill, figuring his profit.

Use My Weekly Reader. Choose one child to be the newspaper boy. While he is counting the number of papers needed, give the other children different coins to purchase the paper for eight cents. The newspaper boy must decide if it is the correct set of coins and make change when needed.

##### EVALUATION

The child will be able to state ways a newspaper boy uses math.

CONCEPT 6 - Education and work are interrelated.

GRADE

GEN. OBJ. 9 - awareness that different kinds of work require varying degrees and types of educational preparation.

CURR.  
AREA(S)

#### CAREER PLANNING AND PREPARATION

#### RESOURCES

School  
(SRA Math text,  
p. 199)

#### ACTIVITIES

Sing a song to the tune of "Here We Go Round the Mulberry Bush." Have the children act out the song as they sing it.

List the school activities the children do on specific days of the week. Examples are Monday--Physical education at 8:40; Tuesday--Music at 9:10. Display the list for the children to refer to daily.

Discuss with the children why it is necessary for them to know the time of the day and the day of the week that different special classes are held in order to plan their school work.

The child will identify the week for classes.

6 - Education and work are interrelated.

GRADE 1

9 - awareness that different kinds of work require varying degrees and types of educational preparation.

CURR.  
AREA(S)

Math (Time-Unit 17)  
Music

#### CAREER PLANNING AND PREPARATION

##### ACTIVITIES

Sing a song to the tune of "Here We Go Round the Mulberry Bush." Have the children act out the song as they sing it.

List the school activities the children do on specific days of the week. Examples are Monday-Physical education at 8:40; Tuesday-Music at 9:10. Display the list for the children to refer to daily.

Discuss with the children why it is necessary for them to know the time of the day and the day of the week that different special classes are held in order to plan their school work.

##### EVALUATION

The child will be able to identify the correct day of the week for specific classes.

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