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**ABSTRACT**

The basic goal of the Correlated Curriculum Program (CCP) is to upgrade the education of the "general" or nonacademic student. Since the students have not responded to traditional teaching methods, emphasis is placed on "learning by doing." To attain this objective the students explore career opportunities through skill-tryouts for clusters of jobs in working in a store, an office, a warehouse, a transportation company, the service industry, the government, and in planning a business career. Each of these topics is accompanied by suggestions and additional resource activities. Included are a store visit report form, an observation report form, a cash register practice sheet, a display project workshop activity and worksheet, and a list of references and sources for obtaining speakers. (BP)

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**CURRICULUM PROJECT REPORT**

**Experimental Edition  
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**CORRELATED CURRICULUM PROGRAM**

**Introduction to Business Careers**

**(Level I)**

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**December 1969**

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**BUREAU OF CURRICULUM DEVELOPMENT  
BOARD OF EDUCATION • CITY OF NEW YORK  
181 Livingston St., Brooklyn, New York 11201**

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BOARD OF EDUCATION OF THE CITY OF NEW YORK  
CORRELATED CURRICULUM PROGRAM

BUSINESS CAREERS -- LEVEL I

INTRODUCTION TO BUSINESS CAREERS

Introduction

The basic goal of the Correlated Curriculum Program is to upgrade the education of the "general" or non-academic student. Many of these students have demonstrated rebellious or apathetic attitudes towards school as a result of repeated failure and lack of motivation. Since students have not responded with success to traditional teaching methods, Introduction to Business Careers places emphasis on 'learning by doing.' This activities approach will hopefully give the student the opportunity to acquire a realistic understanding of the training needed to prepare for careers in business and to become aware of his own interests and abilities as a basis for making an intelligent career choice. Students will have the opportunity to explore career opportunities in business through skill-tryouts for clusters of entry level jobs found in manufacturing, wholesaling, retailing, storing, transporting, financing and risk-bearing businesses and their counterparts in civil service.

Aims and Objectives

1. To explore career opportunities in business through skill tryouts for clusters of entry jobs found in manufacturing, wholesaling, retailing, warehousing, transporting, financing, and risk-bearing businesses and in their counterparts in civil service.
2. To help students acquire a realistic understanding of the training needed to prepare for these occupations.
3. To provide students with activities or tryouts that simulate on-the-job work experience so they may become aware of their interests and abilities as a basis for making an intelligent choice concerning a second tryout period in the second half of the tenth year.
4. To develop desirable work habits and attitudes towards work through the maintenance of on-the-job standards in the realistic skill training activities provided.
5. To help create student awareness of the relationship between Business Careers and the correlated subjects of English, mathematics and science.

Special Techniques

The teacher should assume the role of "trainer" rather than "teacher." The recitation room should simulate as closely as possible the work station or training room as found in business. This environment should

be enhanced with bulletin board pictures showing workers on the job, actual business forms, newspaper and magazine clippings and pamphlets. Business machines, such as duplicating machines and adding machines should be in the room. Students should be encouraged to check the accuracy of their manual arithmetic computations with the adding machine totals.

Worksheets and blank forms should be provided for each "tryout activity." An excellent device for teaching the use of various business forms is to use prepared transparencies on the overhead projector.

Valuable sources of inspiration and information include taking trips to observe workers on-the-job, hearing speakers from business, and viewing films and filmstrips available for classroom use. A listing of trips, guest speakers and visual aids is on page 3.

Students should be given the opportunity to try out beginning skills for each of the job opportunities suggested. The class may be divided into work groups, each assigned to a different work station. Rotate the groups on the work stations to allow all students to try all of the jobs.

#### Provision for Individual Differences

Since more than thirty different jobs are explored in Introduction to Business Careers, students may not demonstrate uniform interest and ability in all of the activities. However, a lack of interest on the part of a student should not be accepted by the teacher as a valid reason for non-performance. A strong effort should be made to motivate students to achieve in each job tryout.

Teachers should seek opportunities to provide individualized instruction while students are completing worksheets or operating machines. A particularly apt student may be called upon to assist another student.

#### Measurement and Evaluation

This course is exploratory and intended to guide students in making an intelligent choice concerning a second tryout period in the second half of the tenth year. Not all students will demonstrate an equal amount of enthusiasm, interest or aptitude for a future in business. The individual student should not be penalized for failure to achieve in any one area of the curriculum, but should be judged by the following criteria:

- . class performance including participation in class discussion and assigned work
- . knowledge of job opportunities in business
- . ability to perform skills required on a job in business
- . development of desirable work habits and attitudes towards work
- . completion of assigned home work

Procedures for evaluation of progress may include: classroom recitation, oral and written reports, projects, demonstrated ability to perform on a job, and tests.



References

SOURCE

B.A.V.I.  
131 Livingston Street  
Brooklyn, New York 11201

National Association of  
Manufacturers  
Film Bureau  
277 Park Avenue  
New York, New York 10017

McGraw-Hill Book Co., Inc.  
330 West 42 Street  
New York, New York 10036

SPEAKERS

Speakers Bureau, Administrative Management Society, 32 West 40 Street,  
New York, New York LW 4-2641.

Greyhound Bus Company, 601 8th Avenue, New York, New York.

New York State Food Merchants Association, Inc., 641 Lexington Avenue,  
New York, New York 10022.

Speakers Bureau, Sales Executive Club of New York, Hotel Roosevelt,  
45th Street & Madison Avenue, New York, New York 689-5117.

United Parcel Service, 643 West 43 Street, New York, New York 10036.

FILMS

"Airfreight"  
"Behind the Scenes at the Supermarket" --  
Film Association  
"Office Occupations" -- J.A.V.

"Miracle Market -- A Supermarket"

FILMSTRIPS

"Your Retail Store"

<u>TOPIC</u>	<u>SUGGESTIONS</u>
<b>ORIENTATION</b> (1-2 lessons)	Duplicate and distribute copies of an orientation letter. (See page 15 for sample letter.) Ask students to read the letter silently and to be prepared to answer the question: "What will you study in the CCP?"
What will you study in the Correlated Curriculum Program?	Summarize on the blackboard. Ask students to take notes on the back of their orientation letters and to place the letters in their notebooks.
How is classwork in the CCP different from the work in other classes?	Duplicate and distribute copies of the CCP course offerings in business. (See pages 16 and 17 for annotated course offerings in business careers.) Discuss the course offerings with the class.
What will you study if you decide on a career in business?	
<b>WORKING IN A STORE</b>	To make students aware of the various types of stores, ask them to visit as many different stores as feasible. Prepare a store visit report form, duplicate it and distribute it to the students. (Sample store visit report form is on page 18.) Review the use of the form with the students. Ask students to complete the forms after they have visited the stores. Discuss the kinds of jobs observed, skills needed to obtain and hold the jobs, opportunities for advancement, working conditions. Note that students did not observe personnel engaged in sales-supporting activities on this visit.
<b>Kinds of Stores</b> (2 lessons)	To observe sales-supporting activities, plan a class visit to a large retail organization such as a department store, a supermarket, a discount store, a variety store. Prepare, duplicate and distribute an observation report. (Sample observation report is on page 19.) Review the use of the form with the students. Ask students to record their observations on the form. Discuss observations and answer questions about the visit. Discuss entry jobs and opportunities for advancement.
Food stores	
Small stores	
Supermarkets	
Clothing stores	
Apparel stores	
Shoe stores	
Home furnishing stores	
Appliance stores	
Furniture stores	
Multi-line stores	
Department stores	
Discount stores	
Variety stores	

Additional Activities

Show films:

- "Behind the Scenes at the Supermarket,"  
Film Associates of California;
- "Miracle Market -- A Supermarket," National  
Association of Manufacturers.

Show filmstrip:

- "Your Retail Store," McGraw-Hill Book Co., Inc.

TOPIC

SUGGESTIONS

To summarize jobs available in stores utilize a chart similar to the one below. The chart may be drawn on the chalkboard or duplicated and distributed to the students. Work not completed in class may be assigned as homework.

Name of Store	Kind of Store	Kinds of Jobs Available in the Store

Job Opportunities in Stores  
(8 lessons)

Cashier-checker

Demonstrate how to ring sales on the cash register. Duplicate and distribute worksheets for cash register practice. (Sample worksheet is on page 20.) Instruct students to practice ringing sales on the cash register.

Students may be asked to check out actual merchandise. Students may alternate in the roles of customer and cashier.

Discuss the duties of the cashier-checker in supermarkets, in self-service multi-line stores, and in specialty stores.

Display assistant

Duplicate and distribute "Display Project" worksheets. (Sample worksheets are on pages 21, 22.) Instruct students to color, cut out and lay out the items to form a store window display. Ask other members of the class to evaluate the display layouts for:

Color -- Does the merchandise stand out invitingly against the background?

Design -- Are the items arranged so that the eye will focus on the merchandise?

Additional Activities

Students may be asked to arrange actual merchandise in a display area or to construct a "shoe-box" display diorama.

Salesclerk

Have students role-play "sales" from prepared scripts. Include selling situations that demonstrate both good and bad selling techniques. Sales should be completed through the writing of sales checks. Use actual merchandise in selling situations.

Discuss the duties of the salesclerk.

TOPIC

SUGGESTIONS

Stockclerk

Distribute prepared inventory sheets. Price-mark items such as books, reams of paper and items of furniture and ask students to take inventory of items in the room. Students should work in pairs, one calling off the item and price and the other recording on the inventory sheet. By reversing the roles of the pairs of students inventory can be checked for accuracy.

Discuss how shortages are discovered and how they can be prevented.

Discuss the duties of the stockclerk.

WORKING IN AN OFFICE

Kinds of Offices  
(2 lessons)

Explain that all businesses must keep records of business transactions such as sales, orders, payments and wages. The number of people involved in keeping records will depend on the size and nature of the business.

- In stores
- In warehouses
- In transporting companies
- In financial institutions
- In hotels or motels
- Other

Plan a class visit to the office of an insurance company, a bank, a stock exchange firm, a warehouse, a trucking company, or a hotel. Duplicate and distribute observation reports. (Sample observation report is on page 19.) Explain the use of the observation report. After the visit, discuss the workers observed, their duties, skills needed to obtain the job, working conditions, and so forth.

Invite an office manager into the class-room to discuss office jobs.

Additional Activities

Show filmstrip:  
"Office Occupations," JAV

To summarize 'jobs available in offices' utilize a chart similar to the one below. The chart may be drawn on the chalkboard or duplicated and distributed to the students. Work not completed in class may be assigned as homework.

Name of Company	Nature of Business	Kinds of Jobs Available in the Office

Job Opportunities in Offices  
(14 lessons)

Students should have the opportunity to try out beginning skills in each of the office occupations.

<u>TOPIC</u>	<u>SUGGESTIONS</u>
Accounts payable clerk	<p>Distribute 3-column ledger paper and duplicated copies of two transactions. Explain how purchases and payments are posted to an account. Use a transparency on an overhead projector to demonstrate how to post transactions to an account. Have students complete the first transaction as the explanation proceeds. Instruct students to complete the second transaction. While students are completing the work, the teacher will have the opportunity to assist individuals as needed.</p> <p>Additional transactions may be assigned as homework.</p> <p>Discuss the duties of the accounts payable clerk.</p>
Accounts receivable clerk	<p>Follow suggestions for the accounts payable clerk using transactions applicable to accounts receivable transactions.</p> <p>Discuss the duties of the accounts receivable clerk.</p>
Billing clerk	<p>Distribute five completed order forms and five clerk invoice forms. Transparency of one of the order forms may be used on the overhead projector for instructional purposes. Students may complete the remaining invoices in class or at home.</p> <p>Discuss the duties of the billing clerk.</p>
File clerk	<p>Distribute a worksheet containing three columns. Column one will contain a list of names in random order. Columns two and three will be blank. Demonstrate how to index names. Ask students to index the names, using column two for their work. Explain how to alphabetize names. Instruct students to alphabetize the names and list them in column three.</p> <p>Discuss other filing systems. Discuss the duties of the file clerk.</p>
Office machines operator	<p>Machines such as the 10-key adding machine, the full-keyboard adding machine and duplicating machines may be utilized for instructional purposes. Demonstrate how to use the machine. Distribute duplicated worksheets. Instruct students to practice using the machines.</p>

TOPIC

SUGGESTIONS

Payroll clerk

Distribute duplicated payroll list indicating names, hours worked daily, rates of pay, and deductions claimed. Distribute copies of Income Tax deduction charts for the Federal government, the state and the city, Social Security deduction charts, and Disability Insurance deduction charts. Using transparencies on the overhead projector, demonstrate how to compute total wages and deductions. Work not completed in class may be assigned as homework. Adding machines may be used for computations.

Discuss the duties of the payroll clerk.

Receptionist-telephone operator

Students may role-play greeting and directing business visitors. Emphasize courtesy and clarity of directions.

Play "telephone." Whisper a phrase to a student. Instruct the student to relay the message to the next student, and that student to relay the message to another student, and so forth, in quick succession. This will demonstrate how a message may become garbled. Stress the importance of accuracy in delivering business messages.

Distribute "While You Were Out" forms. Dictate messages to the students. Place emphasis on accuracy and legibility.

Use "teletrainer" (available from the New York Telephone Company) to instruct students in proper placing and receiving of telephone calls.

Discuss the duties of the receptionist-telephone operator.

WORKING IN A WAREHOUSE

Kinds of Warehouses  
(2 lessons)

Arrange a trip to a local warehouse or distribution center. Distribute observation reports. (Sample observation report is on page 19.) Discuss the use of the report form. Instruct students to complete the form after the visit. Discuss observations.

Chain store distribution centers  
Manufacturers distribution centers  
Wholesalers distribution centers

The manager of a warehouse may be invited to speak to the class.

To summarize 'jobs available in warehouses' utilize a chart similar to the one below.

Name of Warehouse	Kind of Warehouse	Kinds of Jobs Available in the Warehouse

Job Opportunities in  
Warehouses  
(8 lessons)

Order picker

Prepare and distribute an "Order Picker Project" consisting of: Purchase Orders, Stock Record Cards, and Shipping Memorandum forms. Using the Purchase Orders, the students will list items "picked" from stock on the Shipping Memorandum form. Students will then compute new balances on the Stock Record Cards.

Discuss the duties of the order picker.

Receiving clerk

Prepare and distribute worksheets and "Receiving Record" forms. Complete receiving records for two incoming shipments, one as a model solution and the other for reinforcement.

Discuss the procedure for recording and reporting shipments that include damaged, "short" or "over" containers.

Discuss the duties of the receiving clerk.

Shipping clerk

Using actual merchandise, packing materials, and closing materials, demonstrate how to pack various items of merchandise. Instruct students to select the proper packing materials to pack assigned items of merchandise.

Demonstrate how to address and mark packages. Ask students to address and mark packages packed.

Demonstrate how to weigh packages for parcel post. Ask students to determine postage needed to the packages they have packed.

Discuss the duties of the shipping clerk.

Stock clerk

Prepare and distribute "Bin Ticket" forms, "Stock Record" forms and the information needed to complete three transactions. Demonstrate how to record information of the forms and how to compute "on-hand."

Distribute "Purchase Requisition" forms. Demonstrate how to complete the forms for items that are below "minimum balance" desired.

Discuss the duties of the stock clerk.

## WORKING FOR A TRANSPORTING COMPANY

### Kinds of Transporting Companies (2 lessons)

Airlines  
Bus companies  
Railroads  
Taxi companies  
Trucking companies  
Steamship lines  
Subway lines

Transporting companies carry goods and people from place to place. Visit local terminals to see the carriers in action. Invite a speaker from Greyhound or from another transporting company to speak to the class. (Greyhound carries both people and packages.)

Discuss the functions of each of the kinds of transporting companies.

Distribute copies of Metropolitan Transit Subway or Buslines Maps. Demonstrate how to read the maps.

Distribute copies of bus or railroad timetables. Demonstrate how to read the timetables.

Distribute copies of bus, railroad, airline or steamship freight-rate charts. Demonstrate how to read a freight-rate chart.

### Job Opportunities with Transporting Companies (6 lessons)

#### Chauffeur-driver

Distribute application forms for driver's license. Demonstrate how to complete the forms. Distribute copies of the written tests required for the license. Discuss answers to the questions.

Discuss the requirements for a "hack" license, a truck driver's license, a bus driver's license.

Discuss the duties of a chauffeur-driver.

#### Materials handler

Prepare and duplicate a worksheet containing illustrations of materials handling equipment, and types of materials to be shipped. Instruct students to match the pictures of the freight to be handled with the equipment suitable for moving it. Discuss the reasons for using the equipment deemed most suitable.

Discuss the skills needed to handle the equipment and the duties performed on the job.



<u>TOPIC</u>	<u>SUGGESTIONS</u>
Ticket agent	Distribute copies of time-tables and rate charts for railroads, buses, or airlines. Ask students to play the roles of a ticket agent and a prospective traveler asking and giving information about departure, arrival and fare information.  Discuss the traits and skills needed by ticket agents, and the duties performed on the job.
Traffic trainee	Prepare and distribute worksheets containing sample pages from the "Index" of the National Motor Freight Classification, a Freight Bill form, and shipping cost problems. Show how to find "class" and "rate" for each cost problem. Using the information, instruct students to prepare a Freight Bill.  Discuss the duties of a traffic trainee.

#### WORKING IN A SERVICE INDUSTRY

Kinds of Service Industries (2 lessons)	Plan a class visit to a service industry. Distribute a visit report form and discuss the use of the form. (Sample form is on page 19 .) Ask students to complete the observation report. Discuss the jobs observed, skills needed to obtain and hold the jobs, opportunities for advancement, working conditions.
Automotive service station	
Bank	
Dry-cleaner-laundry	
Hotel and motel	
Restaurant	
Other	
Job Opportunities in Service Industries (10 lessons)	
Bank teller	Distribute prepared worksheets containing listing of monetary denominations and how they are customarily packaged in quantity. Discuss how to recognize counterfeit coins and bills.  Distribute blank check forms. Complete blank checks. Discuss proper endorsement of checks.  Distribute blank deposit forms. Complete deposit forms.  Role-play accepting deposits. Students learn to verify cash and checks listed on deposit forms. (Use play-money for cash.)  Discuss the duties of the bank teller.

<u>TOPIC</u>	<u>SUGGESTIONS</u>
Clerk, dry-cleaner, laundry	<p>Obtain blank forms from local dry-cleaning and laundering establishments. Duplicate and distribute forms and listings of several transactions. Demonstrate how to complete forms. Instruct the students to complete the remaining forms. Check for legibility, accuracy and neatness.</p> <p>Discuss the duties of the dry-cleaner, laundry clerk.</p>
Gas station attendant	<p>Prepare, duplicate and distribute worksheets: how to pump gas; how to check the oil and water; how to prepare slips for charge customers; how to dispense trading stamps or other "offers." Discuss the word "service" in service station. Instruct students to complete charge slips.</p> <p>Discuss the duties of a gas station attendant.</p>
Hotel, motel, front office clerk	<p>Front office clerks perform duties such as renting rooms, accepting and acknowledging reservations, and handling mail.</p> <p>Prepare, duplicate and distribute room chart indicating room numbers, types of accommodations for each room, and reserved rooms. Prepare a list of requests for rooms on a specific date and demonstrate how a clerk would assign rooms to guests. Have students complete the room assignments.</p> <p>Prepare, duplicate and distribute a listing of room numbers and names of guests assigned to the rooms; a chart of mail slots indicating room numbers; a listing of mail received. Instruct students to indicate the room number next to the mail received, and to shade the mail slots that will be filled when the mail is distributed.</p> <p>Prepare, duplicate and distribute blank reservation acknowledgment postcard forms, and a listing of reservations requested. Instruct students to complete the acknowledgment forms. Check for legibility, accuracy and neatness.</p> <p>Discuss the duties of the hotel or motel front office clerk.</p>
Waiter or waitress	<p>Prepare, duplicate and distribute diagrams of table settings for formal and informal dining. Using actual utensils and tableware, instruct students to practice setting tables.</p> <p>Prepare or obtain a menu. Have students alternate the roles of patron and waiter/waitress, placing and recording orders.</p>

TOPIC

SUGGESTIONS

Instruct students to complete the computations on checks.

Discuss the duties of a waiter/waitress.

WORKING FOR THE GOVERNMENT

Kinds of Government Agencies  
(2 lessons)

- Federal agencies
- State agencies
- City agencies
- Local government agencies

Agencies of the government are listed in the telephone directory under New York City, New York State and United States Government. Instruct students to find the listings and to count and record the number of different agencies listed for each.

Prepare a listing of beginning jobs. Determine the agency that would require that type of worker. For example:

Beginning Jobs	Agency		
	U.S. Government	N.Y.State	N.Y.C.
Account clerk			
Assistant stockman			
Beginning office worker			
Clerk			

(Note: Some jobs are available in many agencies, e.g., clerk, office worker, etc.)

Job Opportunities in Government Agencies  
(6 lessons)

- Beginning office worker
- Cashier
- Clerk
- File clerk
- Mail handler
- Messenger
- Office machines operator
- Parking enforcement agent
- Post office clerk-carrier
- Stockman
- Telephone operator
- Typist

Duplicate and distribute civil service examination questions for selected job opportunities. Discuss answers to the questions.

<u>TOPIC</u>	<u>SUGGESTIONS</u>
PLANNING A BUSINESS CAREER (4 lessons)	
Interest and Aptitude Evaluation	Prepare and distribute "Interest and Aptitude Evaluation" forms. Instruct students to complete the evaluation forms.
Planning Career Goals	Discuss jobs available in business for persons possessing various interests and abilities. Ask students to tentatively plan for several career areas in business.  Prepare and distribute several "Career Goals" forms to each student. Have them complete the forms. (Information such as job titles in the career areas, where jobs are available, and training needed for the jobs should be included on the forms.)

## ORIENTATION TO THE CORRELATED CURRICULUM PROGRAM

To the Student:

The purpose of the Correlated Curriculum Program is to help you improve in your school subjects and to prepare you for the world of work. During the ninth and tenth years in this program you will have the opportunity to try out:

Business Careers  
Health Careers  
Industrial Careers

In the eleventh and twelfth years you will choose the career area that you like best and prepare for your future. In addition, in the twelfth year you will work in the cooperative work-experience program on a job related to the career of your choice.

The Correlated Curriculum Program is different from other high school programs. Your English teacher, mathematics teacher, science teacher, career teacher and a special guidance counselor work together to help you reach your goals. All of the teachers are concerned with your progress and development and are prepared to help you when you need it.

Classwork in the Correlated Curriculum Program is specially planned for you. It is different from other classes you have attended because work in one subject is related to work you do in other subjects. It gives you a chance to see how your career area ties in with English, mathematics and science, and how English, mathematics and science tie in with each other. In the business careers class you will try out for many jobs in the world of business. The work you will do in class will be similar to the work you would do on a job.

Most of the students who have already studied in the program have enjoyed school and improved in their school work. We hope that you will enjoy and benefit from your studies in the Correlated Curriculum Program.

Good luck!

CORRELATED CURRICULUM PROGRAM

Business Careers

In 9A, 9B or 10A:

Introduction to Business Careers  
Correlated Mathematics  
Correlated Science  
Correlated English

Introduction to Business Careers

This course offers students the opportunity to try out skills needed when working in stores, offices, warehouses, transporting companies, service industries, and in civil service.

In 10B:

Business Laboratory  
Correlated Mathematics  
Correlated Science  
Correlated English

Business Laboratory

In the Business Laboratory, students have the opportunity to work at various jobs as they would in the world of business. The jobs include: file clerk, office machines operator, display assistant, payroll clerk, marking machine operator, fluid duplicator operator, cashier, wrapper, and sign printing machine operator.

In the 11th year:

Distributive Education  
Business Practices  
Typing  
Correlated English

Distributive Education

Students explore the role of distribution in the American economic system. Skill training is provided for jobs such as receiving clerk, shipping clerk, stock clerk, sales clerk, recordkeeping clerk and various jobs in the transportation industry. Students have the opportunity to investigate career goals and learn how to find a job. In the second half of the eleventh year emphasis is placed on non-textile and textile merchandise information.

## Business Practices

Work in Business Practices correlates with the work in Distributive Education. Students learn to apply skills for jobs such as salesclerk, stock clerk, traffic trainee, shipping clerk and bookkeeping assistant. Emphasis is placed on routines and arithmetic applications. In the second half of the eleventh year students perform skills for jobs in the following clusters: mail clerk, messenger, clerks who file, record clerks and data processing clerks.

In the 12th year:

Civil Service  
Typing  
Correlated English  
Work Experience

### • Civil Service

Students explore career opportunities in civil service, learn how to apply for civil service jobs, learn skills to meet entry requirements for selected civil service jobs and prepare for civil service examinations. Training is provided for jobs such as: Beginning Office Worker, Cashier, Clerk, College Office Assistant, File Clerk, Hospital Clerk, Mail Handler, Messenger, Office Appliance Operator, Office Machines Operator, Parking Enforcement Agent, Parking Meter Collector, Post Office Clerk-Carrier, Railroad Clerk, Stockman, Storekeeper, Tabulating Machine Operator, Telephone Operator, Typist, Unemployment Insurance Claim Clerk.

### Work Experience

Students work in the alternate week work experience program on a job in business or civil service. Students work one week and attend school one week. Students are paid at the current salary for the job held.

STORE VISIT REPORT FORM

Name \_\_\_\_\_ Class \_\_\_\_\_

Date of Visit	Name and Location of Store Visited	Kind of Store	Workers Observed	Kind of Work Each Worker Was Doing
		<u>FOOD STORE</u> Small Store		
		Supermarket		
		<u>CLOTHING STORE</u> Specialty Store (Shoe store, Ladies' clothes, Mens' clothes)		
		Home Furnishing Store		
		Appliance Store		
		Furniture Store		
		Multi-line Stores Department Stores Discount Stores Variety Stores		



OBSERVATION REPORT -- CLASS VISIT

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Name of business visited \_\_\_\_\_  
Address \_\_\_\_\_  
Kind of business \_\_\_\_\_

Jobs observed	What Worker Was Doing	Machines Used (if any)	Skills Required on the Job

Job that interested me \_\_\_\_\_ Why \_\_\_\_\_

Questions: \_\_\_\_\_

Comments: \_\_\_\_\_

Cash Register Practice

Instructions: Ring each sale on the cash register. Check your totals with the answers below. Attach the sales tapes to this work sheet.

(1)	14.63	(2)	46.05	(3)	21.15	(4)	5.79
	5.96		5.90		4.05		64.58
	243.65		33.42		62.59		8.73
	50.42		16.18		7.05		9.06
	6.89		.65		14.18		15.78
	7.34		47.15		127.35		4.38
	15.24		35.12		42.63		146.58
	18.29		4.59		8.79		35.19
	7.54		60.30		119.27		62.43
	12.18		5.79		47.09		5.10
(5)	47.15	(6)	0.17	(7)	20.70	(8)	74.78
	165.27		40.29		4.78		5.03
	18.64		162.15		35.27		60.57
	4.90		70.03		8.96		5.19
	30.21		5.97		147.69		21.43
	7.59		16.29		75.21		108.75
	.63		4.26		822.46		16.22
	46.08		35.11		35.09		7.89
	7.21		178.56		5.46		14.53
	14.62		3.97		21.17		82.19

Answers

1. \$ 382.14  
2. 255.15  
3. 154.15  
4. 357.62

5. \$ 893.47  
6. 342.30  
7. 524.78  
8. 1176.59

## DISPLAY PROJECT WORKSHEET

Instructions: Select the items from each group that you wish to include in your window display plan. Color them. Cut them out. Arrange them in the space provided. Paste the items in position desired.

DISPLAY PROJECT WORKSHEET

Display Plan Window 1

1

Display Plan Window 2