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**ABSTRACT**

The document provides a collection of teacher-developed classroom materials for use in seventh, eighth, and ninth grade career development programs. Four packets are offered, presenting classroom materials for English, mathematics, science, and social studies. Each packet includes classroom materials organized according to grade level presenting: an overview, suggested skill objectives, techniques, specific career clusters and objectives, concepts, materials needed, possible activities, classroom questions, and supplementary classroom materials. A bibliography for teachers' use in integrating career development and subject content concludes the document. (BW)

ED103587

# CAREER

SCIENCE



SOCIAL



TECHNICAL



SCIENCE

# DEVELOPMENT

7-8-9

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E00315-2

**CAREER DEVELOPMENT**

Robbinsdale Area Schools  
Independent School District 281  
August, 1971

Developed by the Hosterman Junior  
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THE AUTHORS HAVE ATTEMPTED TO  
SHOW THROUGH THE CLASSROOM  
ACTIVITIES THAT CAREER EXPLORATION,  
INSTEAD OF BEING A DIFFICULT AND  
CLUMSY ADDITION TO THE TEACHING  
PROCESS, ACTUALLY BECOMES AN  
EFFICIENT, AFFECTIVE VEHICLE FOR  
ALL TYPES OF LEARNING.

HOSTERMAN CAREER DEVELOPMENT COMMITTEE

CAREER DEVELOPMENT IN PUBLIC EDUCATION--A NEED NOT YET FULFILLED

A-T-T-E-N-T-I-O-N !

WORKERS MUST LEARN TO RETRAIN  
LAYOFFS INCREASING  
VETERANS CAN'T FIND WORK  
STRIKE SLOWS NATION  
TO GET A GOOD JOB, STAY IN SCHOOL  
WELFARE PAYMENTS INCREASING  
ENGINEERS OUT OF WORK  
DEGREE HOLDERS NO LONGER IN DEMAND

In recent years, quotes such as these have been almost impossible to avoid; they are being heard on television, radio, and on the streets. Written material revolving around an occupational topic is increasing at a geometric rate, yet with all of this publicity, the career casualty list is increasing.

Career casualties are not born, however, but are a product of a rapidly changing technological society. The experiences of life in and out of the classroom have helped few to master a skill which is saleable in the marketplace of industry. Educators need only look at the graveyard of the unemployed to discover that a large portion of the unproductive labor force has just been released from our educational systems. It is this group and its forthcoming members that need to be helped.

True problem solutions can occur only if the early causal events are rectified. The potential to implement meaningful career development programs does lie within the realm of public education. The career clamorings listed above are seldom heard, discussed, or explained within the structure of today's schools. This is not to say that the school program is not changing, for there has been a noticeable revolution in curriculum development and classroom techniques. The obvious exception, however, has been in the area of career development.

We have long passed the time when career exploration and experiences can be left to a segment of the ninth grade social studies program. It is imperative that a curriculum revision occur and it must recognize that the world of work is not static, but is increasingly fluid. Curriculum experiences provided need to be inter-disciplinary or, better still, non-disciplinary in nature.

## CAREER DEVELOPMENT IN PUBLIC EDUCATION--A NEED NOT YET FULFILLED

The student must be allowed to discover through interesting and meaningful (to him) activities that planning for career choices and maintenance is an on-going process. It is made easier by recognition of employment trends, understanding academic and psychological abilities necessary for employment, and utilizing the professional help that exists within the school and the community.

Career development is essentially a process of relating self to occupations. In the exploration and discovery stages, the student should consider broad occupational areas. Part of this process means discovering occupations in which one utilizes his abilities and experiences the consequences of achievement, perhaps through simulation games or on-the-job training.

Usually, the student, with supportive and explorative guidance, does a reasonably good job of developing self-confidence in relation to selecting those experiences which appear to be in keeping with his interests and aptitudes. Frequently, however, adults create frustrating situations by attempting to drive instead of guide learning activities. The best learning situation leading to proper career selection and preparation is an occupational environment incorporating assistance from those who can help the student clarify his abilities, interests, and aptitudes.

The role of the teacher becomes very important if these experiences are to take place in a classroom setting. Being a facilitator in a strongly student-centered learning approach is necessary if the student is to realize where his abilities and weaknesses lie in all aspects of life.

The units developed in these packets will provide, for teachers, specific career clusters related to course content, skill objectives, examples of process for involving students in career development experiences, and a bibliography for teachers' use in integrating career development and subject content.

THE AUTHORS HAVE ATTEMPTED TO SHOW THROUGH THE CLASSROOM ACTIVITIES THAT CAREER EXPLORATION, INSTEAD OF BEING A DIFFICULT AND CLUMSY ADDITION TO THE TEACHING PROCESS, ACTUALLY BECOMES AN EFFICIENT, AFFECTIVE VEHICLE FOR ALL TYPES OF LEARNING.

## EVALUATION SHEET

Teachers are the facilitators of learning in the process of public education. Materials for the students that could contribute to meaningful classroom experiences will only do so if the teacher finds such materials useable within his/her framework of classroom activities.

These packets were developed by teachers, for teachers' use. They are intended as possible ideas to be mingled with the imagination and creativity of each teacher.

It is the intent of this committee to revise and refine these packets.

Your experiences in using the materials will be of invaluable help in doing the revision. Feel free to react to any or all of the questions.

Have you used any of the material?

Yes \_\_\_\_\_

No \_\_\_\_\_

If so, which parts?

Were the activities helpful to you in relating your subject to careers?

Yes \_\_\_\_\_

No \_\_\_\_\_

Did the activities inspire involvement on the part of your students?

Yes \_\_\_\_\_

No \_\_\_\_\_

Has career development taken on a more meaningful position in the classroom?

Comments:

Return to: Hosterman Career Development Committee  
Hosterman Junior High School  
5530 Zealand Avenue North  
Minneapolis, Minnesota 55428

## **INDIVIDUAL DISCIPLINE UNIT FORMAT**

**Introduction**

**Skill Objectives**

**Techniques**

**Overview**

**Career Objectives**

**Specific Concepts**

**Materials Needed**

**Possible Activities**

**Classroom Questions**



## DISCIPLINE INTRODUCTION

### ENGLISH

Because comments made by local business people do indicate a weakness in the area of employee use of English mechanics, the career development models have been structured to help overcome this weakness. The total program designed for junior high English is centered on skills necessary for pursuing an avenue of employment. The student's effective self-appraisal is necessary for the development and completion of the application form in seventh grade. Emphasis in eighth grade is placed on the importance of the information given on the application and from the verbal and non-verbal responses in the personal interview. Culmination of these two projects is found in the ninth grade activities where students complete application forms for actual jobs for which they may be applying in the near future.

#### Suggested Skill Objectives

- Is able to gain information by listening and observing
- Clarifies his purpose or theme
- Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not
- Helps create and preserve an atmosphere in which all members of a group feel secure and eager to participate
- Checks, refines, and eliminates hypotheses, working out new ones where necessary
- Acquires information through reading:
  - Reads for details which support or contradict generalizations and main ideas
  - Is able to interpret tables, graphs, and charts

#### Techniques

- Role playing
- Simulations
- Discussion
- Reading for information
- Films and filmstrips
- Slides
- Observations
- Community resource people

## SEVENTH GRADE ENGLISH

### OVERVIEW

Seventh grade English encompasses:

**Writing**

Creative and practical  
Literary interpretation  
Poetry and prose  
Library work  
Research papers

These are to include, in general:

Communication skills  
Appreciation of literature  
Working knowledge of IMC  
(Instructional Media Center)

Specific teaching concepts to be emphasized  
in the unit presented are:

Communication  
Mechanics of communication  
Need for communication in daily work  
Identification  
Role playing  
Humanization

## SEVENTH GRADE ENGLISH

### Career Objectives

Helping the student view self as a worthy person

Helping the student experience success

Helping the student appreciate his own potentials and interests

Helping the student develop a positive self-image

### Specific Concepts

Role

Identification

Association

Interdependence

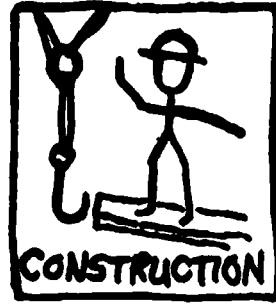
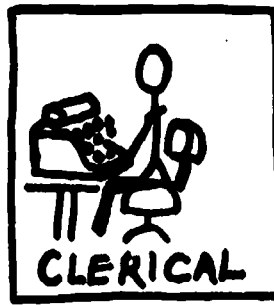
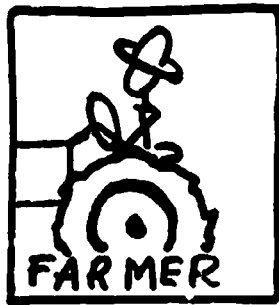
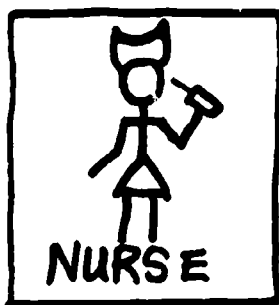
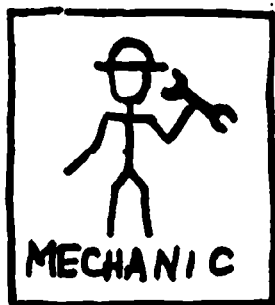
Services

Self

Socialization (values and attitudes)

### Materials Needed

Display materials like those below, on tagboard using magic-marker



Dictionary

Application facsimile segments

Poster materials (magazines, newspapers, tagboard)

### Possible Activities

- I. Utilizing display materials (such as those under "Materials Needed"), this activity would begin with a general discussion of several occupational areas, emphasizing duties and/or responsibilities of each as well as desirable educational training or work experience.
- II. After selecting an occupational area, students would develop posters illustrating some of the many possible, specific jobs within each cluster and submit them for display and discussion.

## SEVENTH GRADE ENGLISH

- III. After making a specific job selection, students would then build an appropriate application form for the job they have selected. Using the application facsimile segments (the application form enclosure divided with dotted lines), the students would then cut and paste together an application which would include all information that in their judgment would be necessary for a prospective employer to know.

SEVENTH GRADE ENGLISH

Application Facsimile Segments:

To be duplicated and divided on dotted lines and distributed to students for use in Activity III.

-----  
Name \_\_\_\_\_ Address \_\_\_\_\_  
\_\_\_\_\_  
City State Zip

-----  
Telephone \_\_\_\_\_  
-----

-----  
Parent \_\_\_\_\_ Address \_\_\_\_\_  
\_\_\_\_\_  
City State Zip

-----  
Age \_\_\_\_\_  
-----

-----  
Sex \_\_\_\_\_  
-----

-----  
Marital Status \_\_\_\_\_  
-----

-----  
Elementary School \_\_\_\_\_ Location \_\_\_\_\_ Years \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

-----  
Secondary School \_\_\_\_\_ Location \_\_\_\_\_ Years \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

-----  
Vocational Technical School \_\_\_\_\_ Location \_\_\_\_\_ Years \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SEVENTH GRADE ENGLISH

.....  
Junior College \_\_\_\_\_ Location \_\_\_\_\_ Years \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

.....  
Business School \_\_\_\_\_ Location \_\_\_\_\_ Years \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

.....  
College or \_\_\_\_\_ Location \_\_\_\_\_ Years \_\_\_\_\_  
University \_\_\_\_\_  
\_\_\_\_\_

.....  
Military Status \_\_\_\_\_  
.....

.....  
Work Experience \_\_\_\_\_ Years \_\_\_\_\_ Why did \_\_\_\_\_  
you leave? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

.....  
Position applied for: \_\_\_\_\_  
.....

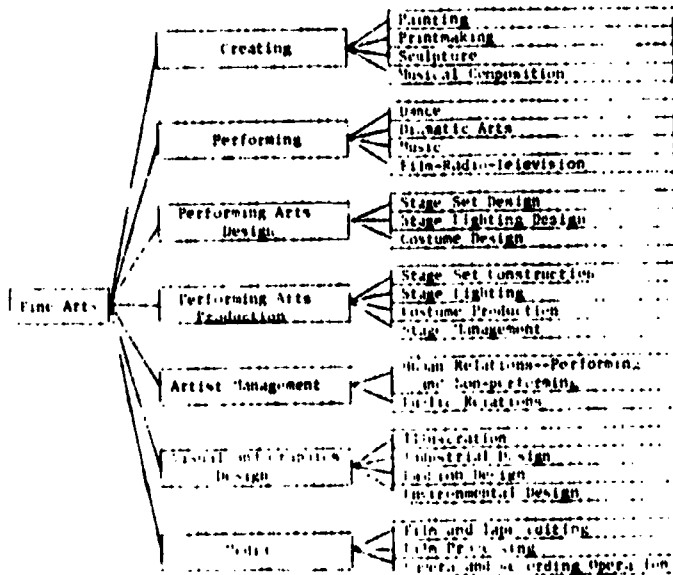
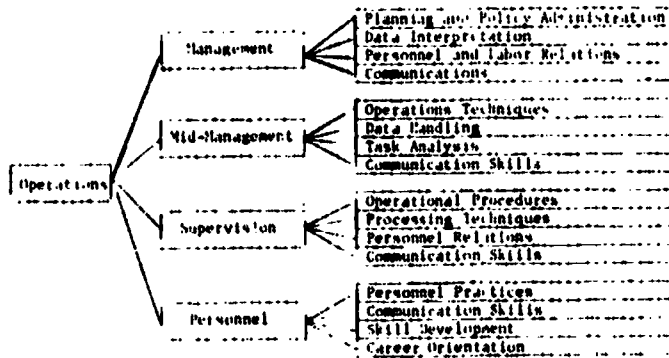
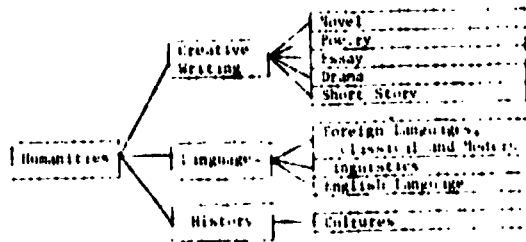
.....  
What are your qualifications for this job? \_\_\_\_\_  
\_\_\_\_\_

.....  
Why are you seeking this position? \_\_\_\_\_  
\_\_\_\_\_

.....  
Do you consider this employment to be temporary or permanent? \_\_\_\_\_  
\_\_\_\_\_



# Cluster for FINE ARTS AND HUMANITIES



14A

## EIGHTH GRADE ENGLISH

### OVERVIEW

Eighth grade English encompasses:

Writing  
Creative and practical  
Literature  
Short story  
Biography  
Novel  
Rock poetry

These are to include, in general: /

Communication /  
Social values and attitudes  
Culture

Specific teaching concepts to be emphasized  
in this unit are:

Communication  
Mechanics of communication  
Need for communication in daily living  
Role playing  
Identification  
Humanization



## EIGHTH GRADE ENGLISH

### Career Objectives

Helping the student expand his knowledge of career-vocational information and identify career opportunities within a community

Helping the student assess the extent to which technological change may affect the employment opportunities and task requirements of a preferred occupation

Helping the student become aware of the variety of the opportunities within each job cluster

### Specific Concepts

Values  
Conflicts  
Civil liberties  
Decision-making process  
Discrimination

### Materials Needed

Newspaper want ads representing:  
Communities of various sizes  
Communities of varied cultural and ethnic backgrounds  
Various time periods of history (i.e., 1910, 1930, 1971)  
Current city newspaper (Minneapolis Star and Tribune)

Examples of interview questions

Copy of the book Body Language (see footnote on following page)

### Possible Activities

- I. Design application form from want ad. (Prior to this activity, it is recommended that the teacher go back and review the seventh grade activity dealing with job applications.)

Using the Minneapolis newspaper as an example of a large metropolitan community, survey the jobs available in terms of areas of employment open and numbers of jobs in each area. In order to show that the demand for various jobs does change, a comparison of the kinds of want ads listed will be made. (See materials listed in item three above.) After surveying the broad aspect of jobs, the students should select the job which seems to best suit their interests and talents. Before the students begin to create a job application for their selected position, the teacher should review the seventh grade English unit in which job applications were constructed by the students from application facsimile segments.

## EIGHTH GRADE ENGLISH

Using these resources, the students will then design a job application and complete it for the specific job which they have selected. These will be retained for use in conjunction with the last activity which will be a simulated job interview.

- II. Non-verbal communication: A person gets a job or not depending upon the information given in response to the questions asked in the interview, written responses on applications, physical appearance, and behavior of the applicant. This activity will emphasize the implication of "body language."

"Within the last few years a new and exciting science has been uncovered and explored. It is called 'body language.' Both its written form and the scientific study of it have been labeled kinesics. Body language and kinesics are based on the behavioral patterns of non-verbal communication. Clinical studies have revealed the extent to which body language can actually contradict verbal communication. Body language can include any non-reflexive or reflexive movement of a part, or all of the body, used by a person to communicate an emotional message to the outside world."<sup>1</sup>

Note: If there is a speech teacher or a person who has had extensive training in dramatics, this would be a good project to teach in connection with that department or to have him teach the unit.

Possible means of demonstrating "body language" could be:

- A. Posture is used to refer to the non-verbal communicative way the body is held, whether in a sitting or a standing position.

Many feelings can be conveyed by the way you stand or sit; some of the things you convey could help you to get a job.

Select one other person in the class, tell only the teacher who this person is. (The teacher should be certain that everyone in the class is being observed by someone else.) Observe this person in terms of his posture while the class is busy in some other project (group discussions can work very well here). Observe the various positions this person assumes and make notes on what you thought when that person was in that certain position. Class discussion can then follow on what some of these various positions were and the meaning they conveyed. Implications for how this could help or hinder you in getting a job should then be discussed further.

- B. Role-playing or pantomimes bring out the movements that denote certain feelings. Following is a list of situations that can be used:

<sup>1</sup> Faust, Julius, Body Language, Pocket Books, New York, N. Y., 1971

## EIGHTH GRADE ENGLISH

FEELINGS	ACTIVITY
Fear	A child just ahead of you steps into the path of a fast-moving automobile.
Nervousness	A pedestrian crossing the street during rush-hour traffic for the first time. (Could be used for fear also.)
Anger	An irate motorist changing a tire on a hot day and he lost one of the lug nuts.
Frustration	A mother getting dinner and setting the table while trying in vain to keep the two-year old out of mischief.
Boredom	A person sitting in an auditorium waiting for two hours for a concert to get started.

Be sure to identify those movements in each section which convey these feelings. Again, implications of these movements during an interview should be discussed.

- C. Have the students observe other students and teachers in a large study hall or resource room and have them list the moods and feeling that were conveyed by certain ways of sitting. In class have the students get into groups of three or four and work up demonstrations on how feelings and moods are conveyed by the way people sit. (Students can be very creative and observant with this; allow them to come up with the ideas.) Following the demonstrations, students can be asked if they were able to see themselves in relationship to what happened in class and how it affected them to see themselves as others see them.
- III. In order to utilize all of the information from the first two activities, job application and the implications of body language, the culminating activity will be the job interview. To effectively structure the job interview activity, aids for the teacher on the techniques of interview are listed.

### A. Basic Rules for Interviewing

1. The interview is a special kind of conversation in which the purpose is either to gather or to supply information.
2. The man who is prepared has his battle half fought.
3. When interviewing, prepare questions beforehand.
4. Make your best appearance.
5. Before every interview with some businessman or executive, stand in front of a long mirror. Imagine you are that executive looking at you for the first time. Don't leave the house until you are sure every inch of your appearance would give the kind of impression that executive would like to see, and you would like to give.
6. The first impression is a lasting one, so make yours a good one.
7. Remember the interview begins the second you make your appearance.
8. Keep the interview moving.
9. Don't monopolize the interview.
10. Treat the person you are interviewing with respect.

## EIGHTH GRADE ENGLISH

11. Closing an interview may be the hardest part. Some people don't wind up; they just run down. When the subject has been adequately covered, summarize and leave.

### B. Specific Information for Job Interviews

1. Learn about the job.
2. Be able to give the personnel manager a concise picture of your abilities and interests.
3. Select the facts about yourself that you should emphasize in the interview.
4. Make a favorable impression - remember Confucius said: "When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it; this is knowledge."
5. Clothes are more important than you may think. Shakespeare: "For the apparel oft proclaims the man...."
6. Your behavior reveals things about you that your words cannot. You would not say, "I am casual and good natured. I am easy to get along with and very courteous. Whatever I do, I am enthusiastic about." To say this would sound conceited. But you can get these qualities across to the employer by your behavior.
7. Your speech is the essence of the interview. "As a vessel is known by the sound, whether it is cracked or not, so men are proved by their speeches, whether they be wise or foolish." Demosthenes
8. You are also entitled to ask some questions, the intelligence you reveal may very well get you the job.
9. End the interview on a positive note. "The tongue is but three inches long, yet it can kill a man six feet high." Japanese Proverb

Ideas for interview questions (to be given to students, to suggest other ideas for questions from them.)

What things did you do during the past year that would be of interest to other people?

What activities outside of school are you interested in and why?

Have you ever had a job? If so, what were your responsibilities?

When you don't have any work to do and you can do anything you want to, what do you choose to do and why?

When you can choose the television shows you want to watch, what shows do you choose and why?

Do you enjoy going for a walk or shopping by yourself or with a friend?

What do you think the purpose of school is?

After work has been done with how to conduct interviews, the following steps should be followed to set up the job interviews in the class:

Review the job applications the students completed in Activity I. Following this, make name tags for personnel directors that will correspond to the jobs being applied for.

Divide the class in half; one group will be the personnel directors and the others will be the ones looking for jobs. Continue the experience

## EIGHTH GRADE ENGLISH

by switching positions.

Students who are the personnel directors should take their places at desks arranged to simulate an office atmosphere; the other students will then bring their job applications to the appropriate personnel director. When this set of interviews is completed, the students will reverse positions.

After all of the interviews are done, class discussion can proceed along the lines of the following questions:

1. What did you learn from what the interviewee did?
2. What did you learn from what the interviewee said?
3. Was there any difference between the information that you obtained?
4. On what information would you base your decision to hire or not hire the individual?

Positive, constructive discussions should follow the interviews to assist students in improving their manner of selling themselves to an employer.

ST. PAUL PIONEER PRESS  
April 5, 1894

HELP WANTED - MALE

WANTED AT ONCE - A GOOD SCANDINAVIAN  
drug clerk, must be registered in  
Minnesota. Address: F.L.N.  
Pioneer Press  
-----

STRONG BOY TO LEARN STEREOTYPING.  
Apply to Northwestern Newspaper  
Union, 1107 Pioneer Press Bldg.  
-----

HELP WANTED TO MAKE THE MERITS of  
Maltese Whisky known to those in  
need of a tonic or suffering with  
grippe. Apply to your druggist.  
-----

WANTED - A COMPETENT TRAVELING SALES-  
man, headquarters at Mpls. to canvass  
the trade of the two cities and  
vicinity. One acquainted with the  
stove trade preferred. Address:  
Bx. Care Nicollet Hotel, Mpls.  
-----

WANTED - AN EXPERIENCED CIGAR SALES-  
man for old established house;  
country trade. K 36, Pioneer Press  
-----

HELP WANTED - FEMALE

WANTED GIRL FOR GENERAL HOUSEWORK,  
must come well recommended.  
727 Marshall Ave.  
-----

WANTED - A FIRST CLASS COOK  
References required. 192 Summit  
-----

WANTED - A HEALTHY WET NURSE -  
357 Marie Ave. St. Paul  
-----

WANTED - YOUNG GIRL 14 to 15 years  
old to take care of a baby. Inquire  
727 Ashland  
-----

MINNEAPOLIS TRIBUNE  
December 7, 1897

HELP WANTED - MALE

ABLE CHRISTIAN MEN OF GOOD ADDRESS  
to extend the new home culture work;  
permanent, high grade employment;  
only strong, reliable men need apply.  
406 Delaware St. S. E.  
-----

A FEW GOOD HUSTLERS - 36 CENTRAL AVE.  
-----

WANTED FOR U.S. ARMY - Able-bodied,  
unmarried men, between ages of 21-30,  
citizens of the United States, of  
good character and temperate habits,  
who can speak, read and write English.  
For information apply, preferably by  
letter, to Recruiting Officer, Fort  
Snelling, Minnesota  
-----

WANTED - EXPERIENCED MALE STENOGRAPHER  
and type writer; must master Scandi-  
navian and English; good moral character.  
Apply, with references, K 95, Tribune  
-----

HELP WANTED - FEMALE

COMPETENT CHILD'S NURSE OR MAID. Irish  
or German preferred, two children in  
family, four and eight years. Reply  
to Mrs. Samuel Hill, 1910 Stevens Ave.  
Minneapolis  
-----

LADY WHO UNDERSTANDS ELECTROLYSIS - can  
secure steady employment. Address at  
once giving references and experiences.  
X 54, Tribune  
-----

AN EDUCATED young lady of good address;  
must be an experienced canvasser. Can  
procure good position.  
-----

GIRL FOR HOUSEWORK - WASHING SENT OUT;  
no furnace to tend; central location  
105 Spruce Place, near Grant St.  
-----



MINNEAPOLIS SUNDAY TRIBUNE  
August 1, 1920

HELP WANTED - MALE

STENOGRAPHERS - Three openings in Minnesota. Young men to learn. milling business. Light dictation, \$1,000 to \$1,500  
-----

BKPR. - Minn. Familiar with Real Estate paper. \$1,500  
-----

MGR. ASST. BUYER - Grain elevator \$1,500  
-----

WANTED - YOUNG MAN OVER 20 TO ASSIST bookkeeper in large downtown store. Must be good penman and accurate at figures. \$75 to \$80 to start. Address in own handwriting. Address: R 1997, Tribune  
-----

3 SALESMEN, LIVE WIRES, TO SELL electrical appliances. An opportunity to make some real money and learn the business. Large advertising campaign starts Aug. 1. Ask for Mr. Morton. Great Western Stove Co. 312 Henn. Ave.  
-----

- 10 CARPENTERS
- 65 BUILDING LABORERS
- 1 A-1 STEAM FITTER
- 2 CAR WASHERS
- 40 COMMON LABORERS
- 10 WAREHOUSEMEN
- 2 JANITORS
- 2 NIGHT WATCHMEN
- 10 TRUCKERS
- 3 WOOD MACHINE OPERATORS
- 2 BENCH MECHANICS
- 6 TINNERS
- 4 CEMENT FINISHERS
- 3 TEAMSTERS
- 8 ELECTRICIANS

CITIZENS ALLIANCE FREE EMPLOYMENT BUREAU, 212 7th ST. S.  
NO FEE CHARGED  
-----

HELP WANTED - MALE (cont.)

MAN TO DRIVE TEAM AT ONCE TO DELIVER wood and coal. Cedar Ave. Fuel Co. 630 Cedar Ave. Atlantic 1370  
-----

TEN HARVEST HANDS IN THE RED RIVER VALLEY. \$5.00 per day and board. Want these men to go out tonight. Apply 111 Marquette N.W. Employment Co.  
-----

BLACKSMITH, EXPERT, who understands spring work. Best pay, steady job. Standard Spring Co. 409 S. 5th St.  
-----

BUSHELMAN: Wanted at once. Steady year round work. C. A. Ervig, 322 - 20th St.  
-----

HELP WANTED - FEMALE

SALESWOMEN WANTED FOR VARIOUS DEPARTMENTS. APPLY SUPERINTENDENT, BALCONY, L. S. DONALDSON COMPANY  
-----

Steno. - Auto Sales \$100  
Steno. - Publishing house \$100  
Steno. - Manufacturing \$100  
Biller - three - \$75-\$85  
Cashier - Record work \$18  
Typist - Good demand  
Filing - Young experienced girl \$15-\$17  
THE BROWN BUREAU, 700 PALACE  
-----

CHAMBERMAIDS AND HALL MAID WANTED  
Apply housekeeper, 8th floor, YMCA  
-----

DISHWASHER WANTED - APPLY TWIN CITY LUNCH - 315 Marquette.  
-----

MINNEAPOLIS SUNDAY TRIBUNE  
August 5, 1934

MINNEAPOLIS SUNDAY TRIBUNE  
December 2, 1934

(Because of economic conditions, the  
want-ads for this date were extremely  
limited. Most ads were for salesmen.)

HELP WANTED - MALE

MARRIED MAN about 30 years of age,  
capable of selling dairy products  
to regular route of retail trade  
in city. To wear well with the  
customers since most of the  
business is repeat orders. Salary  
plus bonus in accordance with  
proven results. Write T 15  
Tribune.

-----  
FLOUR SALESMEN for retail grocery  
trade. Twin Cities and rural area.  
Liberal commission; state experience  
and all details. Write M 1166  
Tribune.

-----  
WANTED - Used Car Salesman with car,  
one who can sell. No orders takers  
need apply. Apply in person to:  
Mr. Higbee, Grossman Chev. Co.

-----  
MAKE \$50 WEEKLY. Buy old inner-  
tubes for 2¢, sell for 90¢.  
Complete instructions - 25¢.  
Seibers, Box 2734, B & L Station,  
Minneapolis

-----  
EXPERIENCED MAGAZINE SALESMAN,  
best proposition on market  
Sure sales. We train you.  
Mr. Blake 1040 Lumber Ex. Bldg.

-----  
EXPERIENCED CHEF WITH GOOD  
references wanted. Good wages.  
315 14th St. S. E.

HELP WANTED - FEMALE

HOUSEKEEPER - Take full charge. 3 in  
family, in city. P.O. Box 4, Mpls.

-----  
WOMAN who understands Swedish, to care  
for woman invalid. State age.  
\$15 per week. Write H 023 Tribune

-----  
ENTERTAINERS WANTED. Auditions, Big  
demand and agents wanted. Arthur  
Malmberg, 3544 32nd Ave. S.

-----  
STRONG CATHOLIC GIRL, thoroughly  
experienced, good with children,  
good pay if capable. CH 1848

-----  
WANTED - Musician for country tavern.  
Piano or string instruments preferred  
Also lady entertainer. Write T 169  
Tribune



HELP WANTED - MEN

ASSEMBLERS - Rotating shift  
DONALDSON COMPANY, INC.  
655 Pelham Blvd.  
St. Paul Midway District  
-----

BODY MAN - PAINTER to take over  
complete body shop, percentage  
deal. Excellent opportunity  
for right man. Fenton Chev. Co.  
Litchfield, Minn.  
-----

GRAIN SHOVELERS - Experience  
preferred but not necessary,  
unloading wheat only. Apply  
Robin-Hool Elevator, Hiway 7  
and Salen Ave. or Phone Wh 0488,  
after 4 P.M., call WH 4470.  
-----

\$1.15 to \$1.95 per hour  
Day Shift  
Boeing Airplane Co.  
405 Loeb Arcade - 5th & Henn.  
-----

Lathe - Men - Experienced  
Du - 2984  
-----

LINOTYPE operator, experienced  
preferred, but will take begin-  
ner. Single preferred because  
of housing situation. Drinkers  
need not apply. County seat,  
100 miles east of Twin Cities.  
Barron County News Shield,  
Barron, Wisc.  
-----

PHOTOGRAPHER. Dark-room man;  
thorough experience and all around  
portrait work essential. Steady  
position, good salary assured.  
AGGORD STUDIO 55 S. 85th  
-----

PRESSER - Exp. Comb. wool-presser.  
Steady work, good wages. NO  
floaters. Model Launderers  
19th st. and Henn. S.  
-----

HELP WANTED - WOMEN

POWER MACHINE OPRS. We have many  
openings for operators including:  
SPECIAL MACHINE OPRS.  
to sew on sportswear  
MUNSINGWEAR, INC. 275 Lyndale N.  
-----

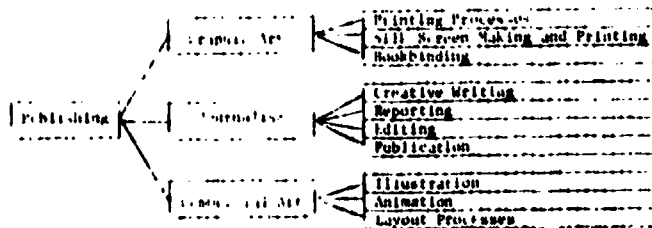
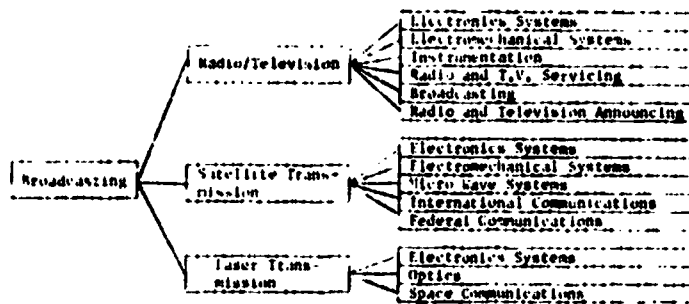
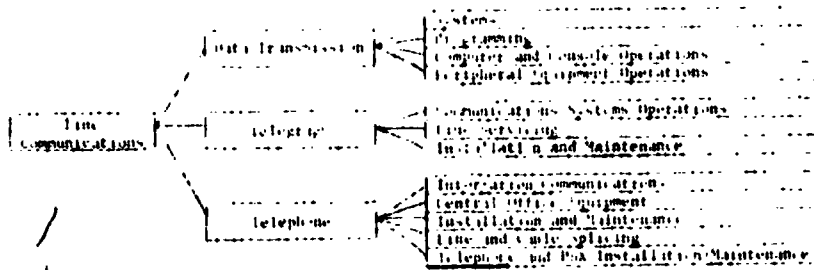
ANCHOR CASUALTY CO. University Ave.  
at City Limits - several good positions  
Stenographic  
Dictaphone  
Typing  
Filing  
Permanent work with good future.  
5 day week, many employee benefits.  
Call Miss Brown - NE 4054  
-----

DAYTON'S  
SALESWOMEN FOR  
TEMPORARY  
EMPLOYMENT  
APPLY EMPLOYMENT OFFICE 9th FLOOR  
-----

STOCK GIRL - full time. Interview  
Tuesday between 8 and 9 A.M. only.  
Amlunon, Co.  
-----

TELEPHONE OPERATOR, TYPIST  
N.W. Warehouse Co.  
301 N. 7th St.  
-----

# Cluster for COMMUNICATION AND MEDIA



2417

## NINTH GRADE ENGLISH

### OVERVIEW

Ninth grade English encompasses:

- Composition and grammar
- Literature
  - Mythology
  - Romance
  - Biography
  - Poetry
  - Shakespeare

These are to include, in general:

- Communication
- Culture
- Literary heritage

Specific teaching concepts to be emphasized in the unit presented are:

- Role
- Association
- Interdependence
- Services
- Socialization
- Self

## NINTH GRADE ENGLISH

### Career Objectives

Helping the student explore interrelationships and interdependence between jobs

Helping the student evaluate the relevance of his own aptitudes and abilities for broad occupational areas

Helping the student examine occupations in terms of his current life context, considering such factors as personal and parental aspirations, family background, personal values, etc.

Helping the student identify the personal compromises he may have to make in order to attain a chosen occupational goal

### Specific Concepts

Role	Money and credit
Association	Culture
Interdependence	Environment
Services	Incentives
Socialization	Competition
Self	Institutions
Scarcity	Models
Resource	Status
Distribution	Labor

### Materials Needed

Specific job applications from various employers

Personnel representative from industry, obtained through community resource program

Sample letter of inquiry about employment to various industries

Video-tape, if available, or tape recorder

### Possible Activities

- I. Job Opportunity Exploration: To stimulate interest in this activity, have the students list jobs and places of employment they would be interested in. As a class project (or on an individual basis), develop a good letter of inquiry to one of the places of business already mentioned or one of particular interest in your community.

As an example, see the sample on the following page:

## NINTH GRADE ENGLISH

### Sample Letter of Inquiry

July 27, 1971  
5530 Zealand Avenue North  
Minneapolis, Minnesota 55428

McDonald's Restaurants  
8030 Nicollet Avenue  
Minneapolis, Minnesota

Dear Sir:

This letter is written to inquire about the possibility of jobs for teen-agers in your industry. We are working on a career development unit in English and would like to explore the job requirements of your company. In our work we have recognized the importance of the job application and emphasis is being placed on the necessity of these being completed satisfactorily. In order to assist us in our study, we would appreciate being able to study your application for employment.

We would appreciate receiving an application form from you at your earliest convenience. We thank you in advance for your co-operation in this matter.

Sincerely yours,

Johnny Eager

After receiving replies from these companies, the students will complete one of the application blanks with special care taken to emphasize mechanics. Added incentive can be achieved by referring to Activity II.

- II. Personnel Representative Interview: (Prior to this activity, the teacher will contact the community resources program and line up prospective employers to come and conduct interviews in the classroom. Also, arrangements should be made to have the interview video-taped or taped for future study, if possible. After students have completed the application blanks, a prospective employer will review the applications and select students to be interviewed. Allow time in class for the visitor to react to the interview, to discuss interviewing procedure and to answer student questions.

Methods for critiquing Activity II would be:

1. Have the students dramatize job interviews showing desirable and undesirable conduct for job applicants.
2. Re-play of video tape or tape for classroom discussion.

# APPLICATION FOR EMPLOYMENT

**Target Stores Inc.**  
AN EQUAL OPPORTUNITY EMPLOYER

Name: LAST FIRST MIDDLE INITIAL M A D E N NAME Social Security Number \_\_\_\_\_ Date \_\_\_\_\_  
 Present Address: STREET CITY STATE ZIP Phone No. Do you Rent? Own Other  
 Previous Address: STREET CITY STATE ZIP Date of Birth MO. DAY YEAR Sex M F  
 Marital Status: Single Married Divorced Separated Occupation of Spouse Number of Dependents  
 In case of an emergency notify: Address RELATIONSHIP Phone No.  
 How were you referred to Target Stores?  
 Have you every been employed by Target Stores Inc.? Yes  No  If yes, when \_\_\_\_\_ Relatives in Target Stores \_\_\_\_\_  
 Friends in Target Stores Inc. \_\_\_\_\_ Are you a U.S. Citizen? Yes  No   
 Have you served in the Armed Forces? Yes  No  If yes, type of discharge? \_\_\_\_\_ What is your Present Draft Status? \_\_\_\_\_  
 Have you ever been arrested? Yes  No  Have you ever been convicted of a crime, misdemeanor, felony? Yes  No

Do You Desire: Full Time \_\_\_\_\_ Hours Available \_\_\_\_\_ Days Available \_\_\_\_\_ Position Applying For \_\_\_\_\_ Minimum Salary Required \_\_\_\_\_  
 Part Time \_\_\_\_\_ Interest in other work \_\_\_\_\_ WPM \_\_\_\_\_ Office Machines you operate \_\_\_\_\_  
 Related Experience: \_\_\_\_\_  
 Do you type? Yes  No  WPM \_\_\_\_\_ Take Dictation? Yes  No  WPM \_\_\_\_\_

**PLACEMENT INFORMATION**

**MEDICAL INFORMATION**

Have you ever received benefits for any injury or illness that was incurred as a result of employment? Yes  No  If Yes, explain. \_\_\_\_\_  
 Have you consulted, been examined or treated by a physician, osteopath, chiropractor, etc. within the past 5 years? Yes  No  If Yes, explain. \_\_\_\_\_  
 Height \_\_\_\_\_ Weight \_\_\_\_\_

EDUCATION	Name of School	Circle Last Year Completed	Year Grad.
Grade School		1 2 3 4 5 6 7 8	
High School		1 2 3 4	
College Business or Trade Schools		1 2 3 4	
If you attended a college or university state Major _____ Minor _____			
GPA — Extra curricular activities _____			

**PREVIOUS EMPLOYMENT**

	Employer and Address	Immediate Supervisor	Started Mo. Yr.	Left Mo. Yr.	Position Held	Pay Rate (Salary)	Reason for Leaving
List last 5 Employers							
Last or Present Job							
Second Previous							
Third Previous							
Fourth Previous							
Fifth Previous							

COMPLETE REVERSE SIDE



**WELCOME to Country Club Markets, Inc.** We are happy to consider you as an applicant, and we ask that you complete all the blanks on this form, so that we can give you full consideration.

NAME \_\_\_\_\_ DATE \_\_\_\_\_ HOME PHONE NO. \_\_\_\_\_  
 (First) (Middle) (Last)

PRESENT ADDRESS \_\_\_\_\_  
 (No.) (Street) (City) (Zone) (State)

POSITION APPLIED FOR \_\_\_\_\_ Full Time  Part Time  Salary Expected \_\_\_\_\_

Sex: Male  Female  Date of Birth \_\_\_\_\_ 19\_\_\_\_ Height \_\_\_\_\_ ft. \_\_\_\_\_ in. Weight \_\_\_\_\_ lbs.  
 Social Security Number \_\_\_\_\_

Single  Married  Separated  Engaged  Widowed  Divorced  Date of Marriage \_\_\_\_\_  
 No. of Children \_\_\_\_\_ Their Ages \_\_\_\_\_ No. Other Dependents \_\_\_\_\_ Ages \_\_\_\_\_  
 Are You a Citizen of the U.S.? Yes  No  Birth Certificate or Maiden Name \_\_\_\_\_

Do you: Own Your Home?  Rent?  Live With Relatives?  Board?  With Friends?  Other \_\_\_\_\_  
 Is Your Wife (Husband) Employed? No  Yes  What Kind of Work? \_\_\_\_\_  
 If Married Woman, First Name of Husband \_\_\_\_\_  
 In Case of Emergency, Notify \_\_\_\_\_  
 (Name) (Relationship) (Phone)

**EDUCATION**

Type of School	Name and Address of School	Courses Majored In	Circle Last Year Attended	Graduate? Give Degrees	Last Year Attended
Elementary			5 6	Yes <input type="checkbox"/> No <input type="checkbox"/>	19
Jr. High School			7 8 9	Yes <input type="checkbox"/> No <input type="checkbox"/>	19
High School			10 11 12	Yes <input type="checkbox"/> No <input type="checkbox"/>	19
College			1 2 3 4	Yes <input type="checkbox"/> No <input type="checkbox"/>	19
Business School	A.				19
	B.				19
Correspondence or Night School	A.				19

List Scholastic Honors and Extra Curricular Activities \_\_\_\_\_

How Did You Happen to Apply at Country Club? (Applied Voluntarily, Answered Want Ad, Referred by Country Club Employee) \_\_\_\_\_

List Relatives Now Working for Country Club and Their Relationship \_\_\_\_\_

Were You Ever Employed by Country Club? Yes  No  If So, When and Where? \_\_\_\_\_

**PERSONAL**

Do You Have Any Physical Defects? \_\_\_\_\_  
 What Operations, Illnesses, or Accidents Have You Had in Recent Years? \_\_\_\_\_  
 Are You Willing to Take a Physical at Company Expense? \_\_\_\_\_ Have You Ever Been Committed to an Institution? \_\_\_\_\_  
 Are You An Alcoholic Now? Yes  No  Have You Ever Been? Yes  No   
 Have You Ever Been Arrested for Anything Other Than Traffic Violations? Yes  No   
 Are You Now, or Have You Ever Been a Member of the Communist Party? Yes  No   
 Are You Willing to Take a Polygraph (lie detector) Test Any Time During Your Employment with Country Club? Yes  No

If You Are Applying for Part Time Work, What Hours Are You Available? 33  
 Monday \_\_\_\_\_ Tuesday \_\_\_\_\_ Wednesday \_\_\_\_\_ Thursday \_\_\_\_\_ Friday \_\_\_\_\_ Saturday \_\_\_\_\_

(COMPLETE OTHER SIDE) 30  
 Over





FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

# APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location	Rate
Position	Date

## PERSONAL

Date: \_\_\_\_\_

Name \_\_\_\_\_ Social Security No. \_\_\_\_\_  
Last First Middle Initial

Present address \_\_\_\_\_ Telephone No. \_\_\_\_\_  
No. Street City State Zip

How long have you lived at above address? \_\_\_\_\_ Are you a citizen? \_\_\_\_\_

Previous address \_\_\_\_\_ How long did you live there? \_\_\_\_\_  
No. Street City State Zip

Date of birth \_\_\_\_\_ Sex: M F Height \_\_\_\_\_ ft. \_\_\_\_\_ in. Weight \_\_\_\_\_ lbs.  
Month Day Year

Marital Status: Single  Engaged  Married  Separated  Divorced  Widowed  Date of Marriage \_\_\_\_\_

Number of dependents including yourself \_\_\_\_\_ Number of children \_\_\_\_\_ Their ages \_\_\_\_\_

Does your wife/husband work? \_\_\_\_\_ If yes, what kind? \_\_\_\_\_ His or her earnings \$ \_\_\_\_\_ per week

Do you own your own home? \_\_\_\_\_ Pay rent? \_\_\_\_\_ Monthly rent (if you rent) \_\_\_\_\_ Own a car? \_\_\_\_\_

Do you have any physical defects? \_\_\_\_\_ If yes, describe \_\_\_\_\_

Have you had a major illness in the past 5 years? \_\_\_\_\_ If yes, describe \_\_\_\_\_

Have you received compensation for injuries? \_\_\_\_\_ If yes, describe \_\_\_\_\_

Position(s) applied for \_\_\_\_\_ Rate of pay expected \$ \_\_\_\_\_ per week

Would you work Full-Time \_\_\_\_\_ Part-Time \_\_\_\_\_ Specify days and hours if part time \_\_\_\_\_

Were you previously employed by us? \_\_\_\_\_ If yes, when? \_\_\_\_\_

List any friends or relatives working for us \_\_\_\_\_

Name Relationship

Name Relationship

Have you ever been convicted of a crime? \_\_\_\_\_ If yes, describe in full \_\_\_\_\_

If your application is considered favorably, on what date will you be available for work? \_\_\_\_\_ 19\_\_\_\_

Person to be notified in case of accident or emergency \_\_\_\_\_

Name

Address

Phone Number

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company? \_\_\_\_\_

The Civil Rights Act of 1964 prohibits discrimination in employment practice because of race, color, religion, sex or national origin. PL 90-202 prohibits discrimination because of age.

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 Printed in U.S.A.



## RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Years Attended		Check Last Year Completed				Did You Graduate?	List Diploma or Degree
			From	To	5	6	7	8		
Elementary									<input type="checkbox"/> Yes <input type="checkbox"/> No	
High									<input type="checkbox"/> Yes <input type="checkbox"/> No	
College									<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other (Specify)									<input type="checkbox"/> Yes <input type="checkbox"/> No	

## MILITARY SERVICE RECORD

What is your present Selective Service classification? \_\_\_\_\_

Were you in U.S. Armed Forces? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, what Branch? \_\_\_\_\_

Dates of duty: From \_\_\_\_\_ To \_\_\_\_\_ Rank at discharge \_\_\_\_\_  
Month Day Year      Month Day Year

List duties in the service including special training \_\_\_\_\_  
 \_\_\_\_\_

Have you taken any training under the G.I. Bill of Rights? \_\_\_\_\_ If yes, what training did you take? \_\_\_\_\_  
 \_\_\_\_\_

## PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

**List below all present and past employment, beginning with your most recent**

Name and Address of Company and Type of Business	From		To		Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.					

Name and Address of Company and Type of Business	From		To		Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.					

Name and Address of Company and Type of Business	From		To		Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.					

Name and Address of Company and Type of Business	From		To		Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.					

Name and Address of Company and Type of Business	From		To		Describe in detail the work you did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
	Mo.	Yr.	Mo.	Yr.					

Have you ever been bonded? \_\_\_\_\_ If yes, on what jobs? \_\_\_\_\_  
 May we contact the employers listed above? \_\_\_\_\_ If not, indicate by No. which one(s) you do not wish to be contacted \_\_\_\_\_

The facts set forth above in my application for employment are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal.

**APPLICANT — Do not write on this page  
FOR INTERVIEWER'S USE**

INTERVIEWER	DATE	COMMENTS

**FOR TEST ADMINISTRATOR'S USE**

TESTS ADMINISTERED	DATE	RAW SCORE	RATING	COMMENTS AND INTERPRETATION

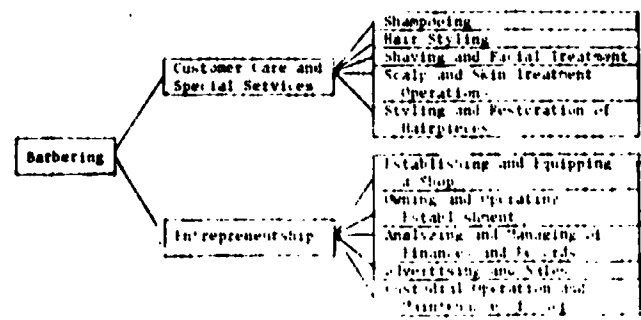
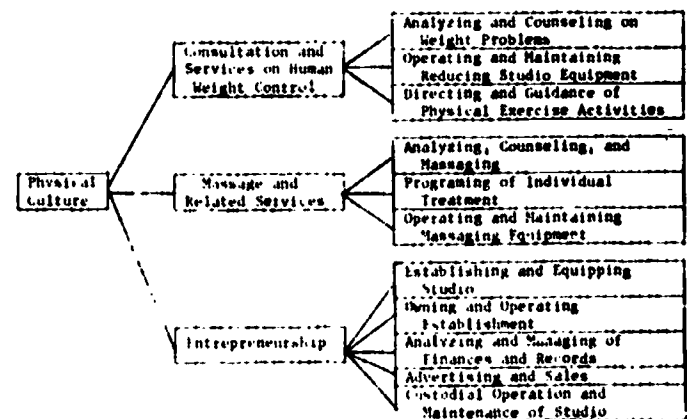
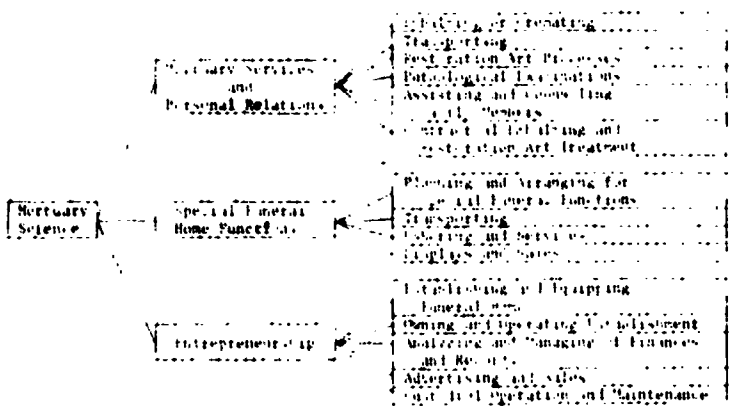
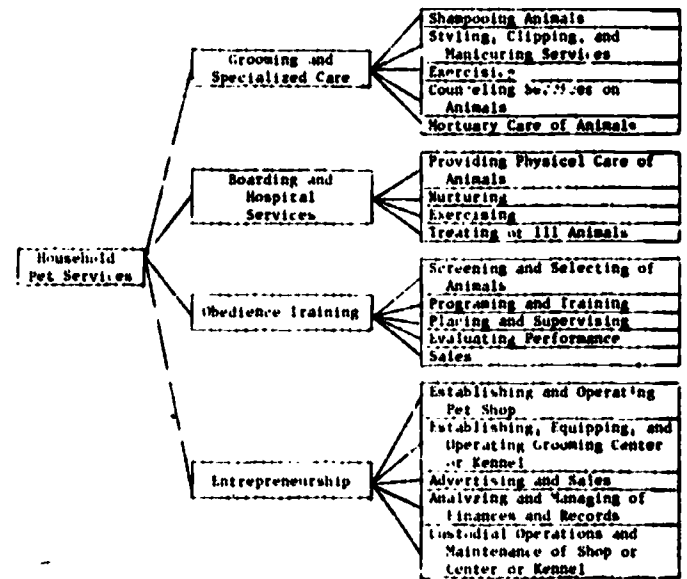
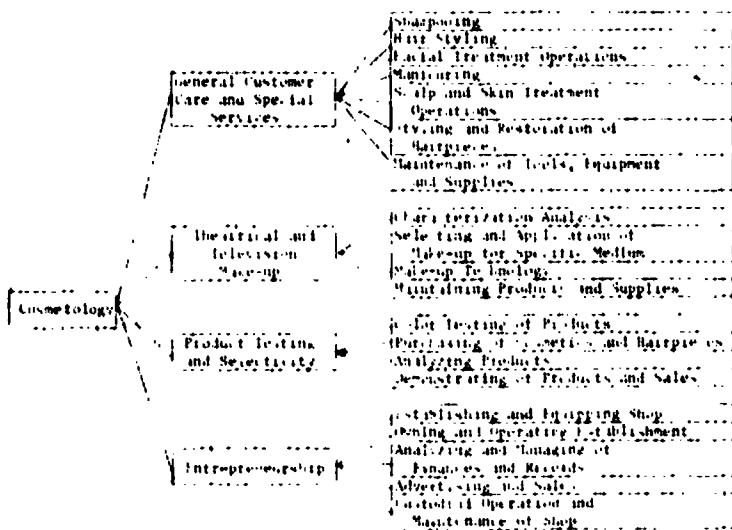
**REFERENCE CHECK**

*Position Number	RESULTS OF REFERENCE CHECK	*Position Number	RESULTS OF REFERENCE CHECK
I		IV	
II		V	
III			

\*See Page 3

This "Application for Employment" is prepared for general usage throughout the United States. V. W. Bimicke Associates, Inc. assumes no responsibility for the inclusion in said "Application" of any questions which may violate local and/or State law.

# Cluster for PERSONAL SERVICES OCCUPATIONS



## **INDIVIDUAL DISCIPLINE UNIT FORMAT**

**Introduction**

**Skill Objectives**

**Techniques**

**Overview**

**Career Objectives**

**Specific Concepts**

**Materials Needed**

**Possible Activities**

**Classroom Questions**

## DISCIPLINE INTRODUCTION

### MATH

Math teachers can increase the effectiveness of their teaching and help their students formulate plans for the future by presenting the occupational implications of math. This can be done by offering a formal unit on careers in math or by taking advantage of opportunities to present occupational information incidentally as they arise.

The purpose of these materials is to present possible activities that are a combination of both approaches. Neither are they the large scale insertion of a formal unit requiring great amounts of class time, nor an incidental approach risking incomplete coverage, but rather a short term activity designed to illustrate the real necessity of varying math competencies in a wide variety of occupations.

#### Suggested Skill Objectives

Is able to gain information by listening and observing

Clarifies his purpose or theme

Is able to empathize with others, seeing things through their eyes,

whether he accepts their viewpoint or sympathizes with them or not

Helps create and preserve an atmosphere in which all members of a group feel secure and eager to participate

Checks, refines, and eliminates hypotheses, working out new ones where necessary

Acquires information through reading:

Reads for details which support or contradict generalizations and main ideas

Is able to interpret tables, graphs, and charts

#### Techniques

Role playing

Simulation

Discussion

Reading for information

Films and filmstrips

Slides

Observations

Community resource people



## SEVENTH GRADE MATH

### OVERVIEW

Seventh grade math investigates:

- Basic concepts
  - Addition
  - Subtraction
  - Multiplication
  - Division

These are to include, in general:

- Set theory
- Numeration systems
- Whole numbers
- Integers
- Factoring and prime numbers
- Fractions
- Decimals
- Ratio and proportion
- Geometry
- Measurement

Specific teaching concepts to be emphasized in the unit presented are:

- Self
- Socialization
- Role
- Identification

## SEVENTH GRADE MATH

### Career Objectives

- Helping the student view self as a worthy person
- Helping the student experience success
- Helping the student appreciate his own potentials and interests
- Helping the student develop a positive self-image

### Specific Concepts

- Role
- Identification
- Association
- Interdependence
- Services
- Self
- Socialization (values and attitudes)

### Materials Needed

- Canoe trip information sheet
- Scale map
- Community resource people
- Names of outfitters from seventh grade science unit

### Possible Activities

- I. Self realization in math: In the activities which follow, the student will be reinforced in his discovery that math is very important to his everyday life. More importantly, most students will become aware that they can succeed in the math that many occupations use.

In this activity, the students are to plan the time-table for a weeks' canoe trip to show them how math is applicable to leisure activities as well as to occupations.

A scale map portraying the size of lakes and distances of portages will be provided each group. (Be sure to include boys and girls in each group). The task(s) of each group will be to determine the maximum distance that the group could cover in a weeks' time. The group will take into consideration:

- A. Length of time (in hours) needed to travel portages as they are related to the terrain and supplies.
- B. Weight of equipment and supplies in relation to both their water and land traveling speed in miles per hour.
- C. Distance (in miles) and speed (per hour) which can be traveled by males.

## SEVENTH GRADE MATH

- D. Distance (in miles) and speed (per hour) which can be traveled by females.
- E. Weather's affect upon water and land travel (in miles per hour).
- F. Time measured in hours needed for rest activities and meals.
- G. Number of canoes needed to carry campers and supplies.
- H. Total distance (in miles) the group can travel in one day's time.

To initiate this activity, the teacher should direct the students into small groups of four to five boys and girls. At this time, the canoe trip information sheet and the scale map of the canoe country should be given to each group. The students, through discussion, will then determine the values of the items on the canoe information sheet. If questions regarding tasks arise, the students could contact community resource people who are directly involved with this type activity. Some examples are guides, outfitters, and/or sporting goods dealers. With information gained from this exercise, the students then will be able to solve the tasks outlined previously in this lesson. The math skills previously acquired will be applied to this activity.

- II. All-school party. This activity exposes students to a situation that all of them are familiar with, but possibly unaware of the math concepts involved.

It will be the students' task to completely plan the events and activities for an all-school party. Arrangements to be made and information to be considered are:

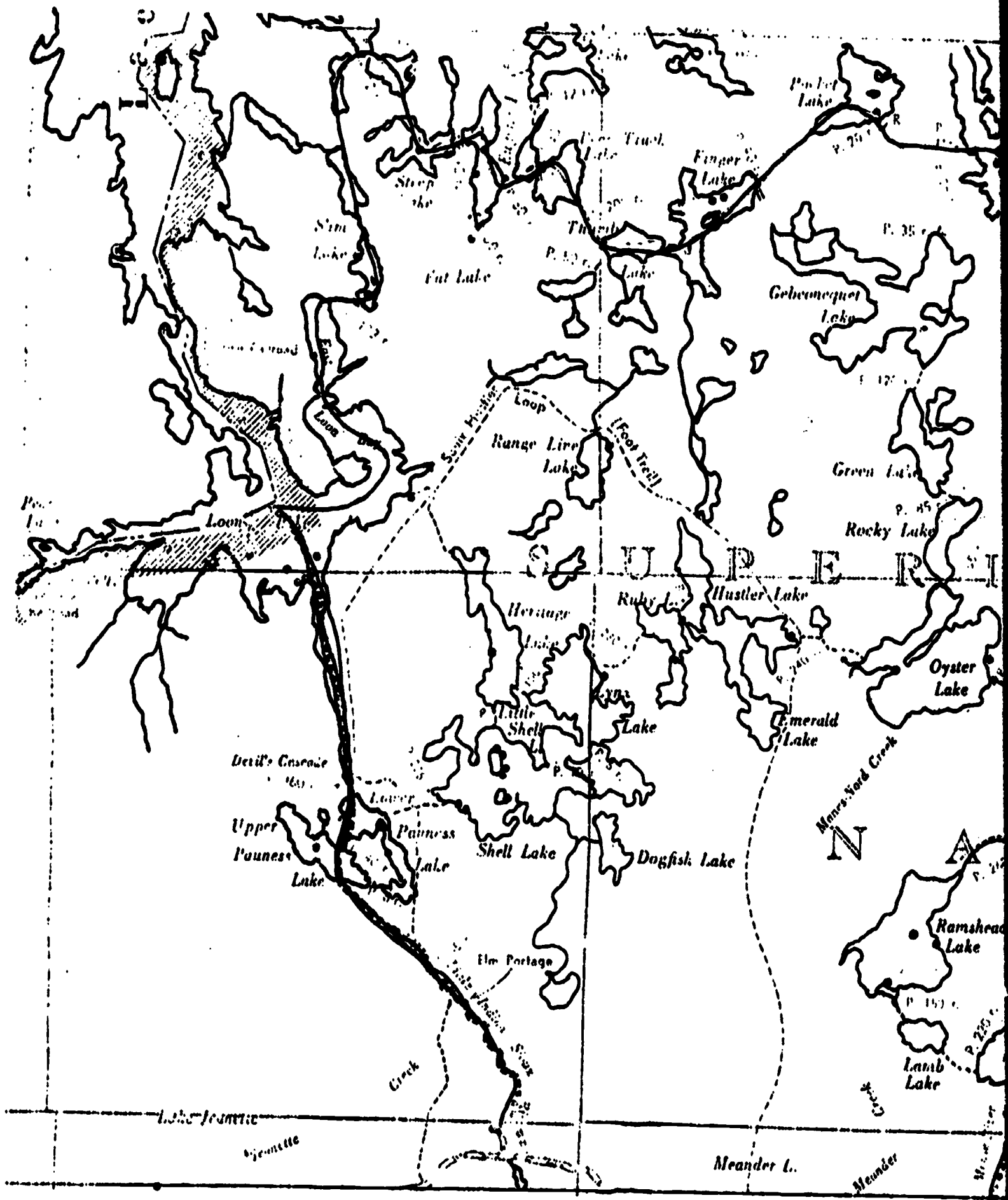
1. Total school enrollment
2. Projected ticket sales
3. Cost of tickets (note: is there any fee for printing tickets)
4. Cost of cleanup and supervision
5. Cost of activities such as fortune-telling, fish pond, dunk for marshmallows in flour
6. Cost of musical entertainment
7. Cost of refreshments
8. Cost of repairs
9. Cost of decorations

Because of the differences in schools and the changes in attitudes about entertainment, individual teachers will have to take this problem from this point. Suggestions for speakers or sources of information include representative from custodial services, musicians' union, and a person working with concessions.

SEVENTH GRADE MATH

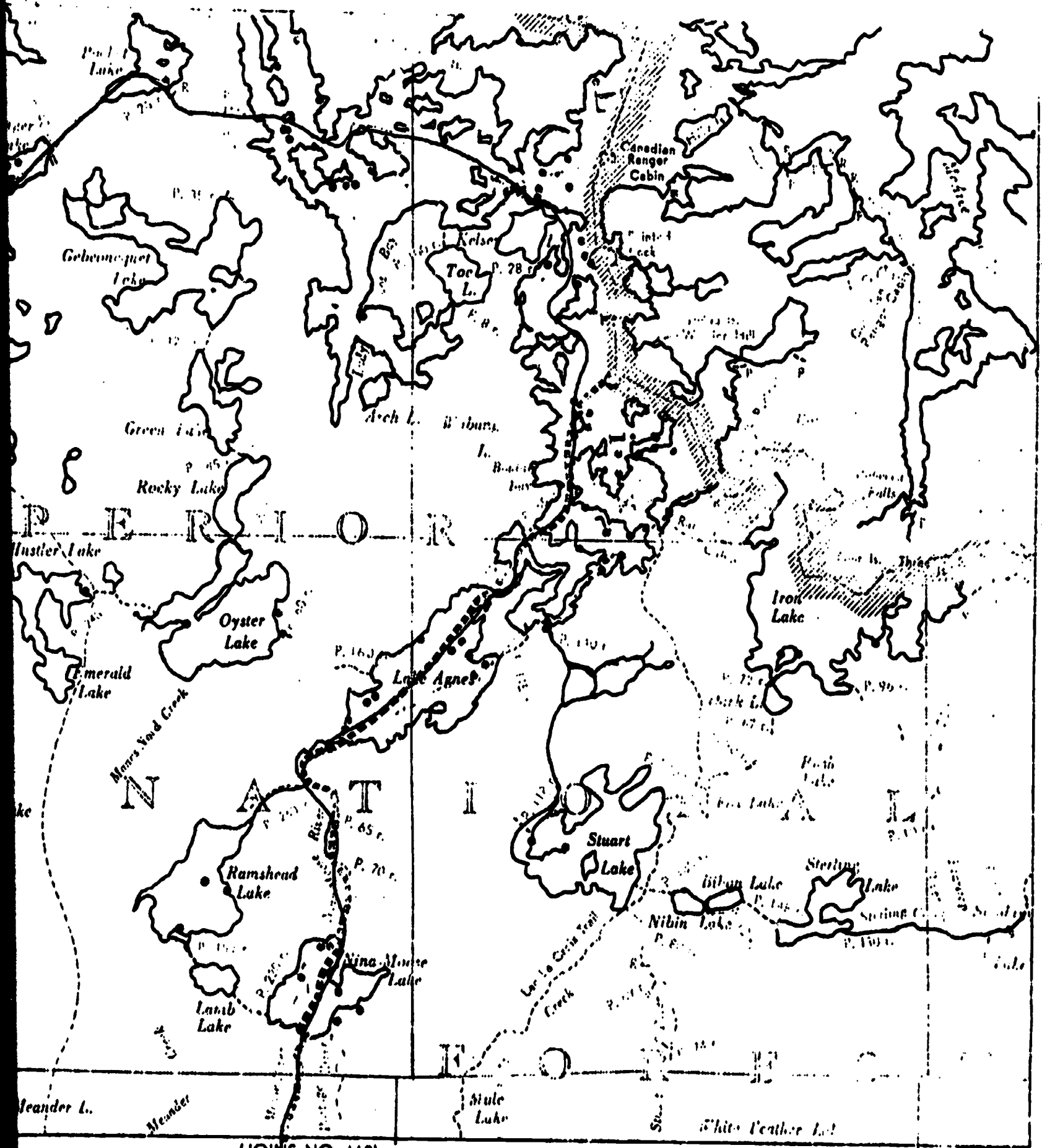
CANOE TRIP INFORMATION SHEET

SPEED ON WATER--MILES PER HOUR BOYS GIRLS	CALM	BREEZY	STORMY
SPEED ON LAND--MILES PER HOUR BOYS GIRLS	LEVEL	HILLY	WET
CARRY CAPACITY--POUNDS BOYS GIRLS	LEVEL	HILLY	WET
CANOE CARRYING CAPACITY--POUNDS 14-FOOT 16-FOOT	CALM	BREEZY	STORMY
REST ACTIVITIES--HOURS MEALS RELAXATION	CALM	BREEZY	STORMY
SUPPLY WEIGHT NEEDED PER CAMPER--POUNDS BOYS GIRLS	SURVIVAL LEVEL	INTERMEDIATE LEVEL	LUXURY LEVEL
SPEED ON WATER--MILES PER HOUR SURVIVAL LEVEL INTERMEDIATE LEVEL LUXURY LEVEL	CALM	BREEZY	STORMY
SPEED ON LAND--MILES PER HOUR SURVIVAL LEVEL INTERMEDIATE LEVEL LUXURY LEVEL	CALM	BREEZY	STORMY



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41A

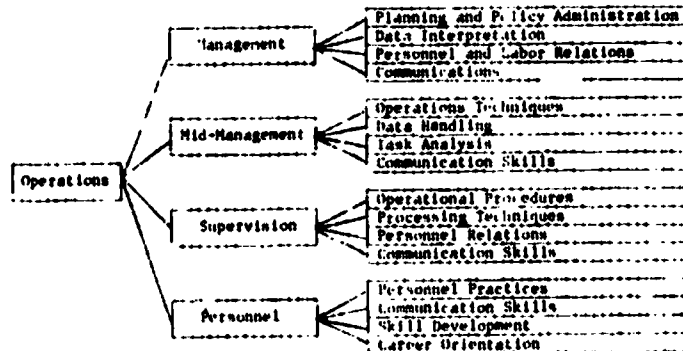
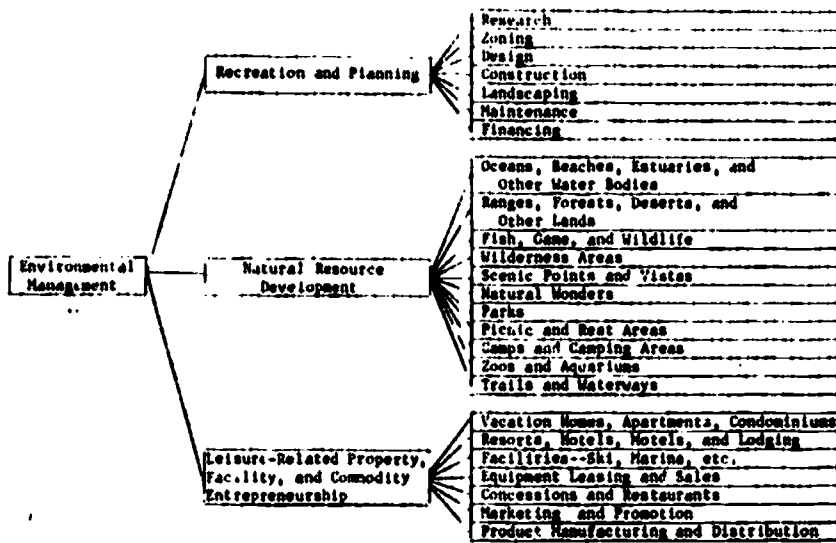


(JOINS NO. 112)

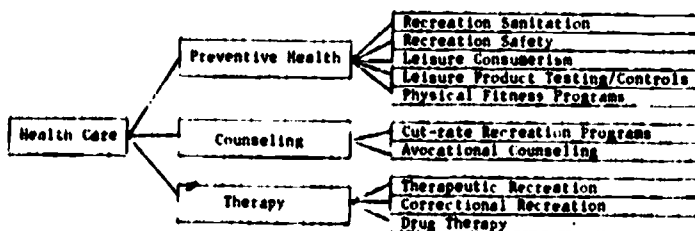
MAP REVISED 1968

41B

# Cluster for HOSPITALITY AND RECREATION



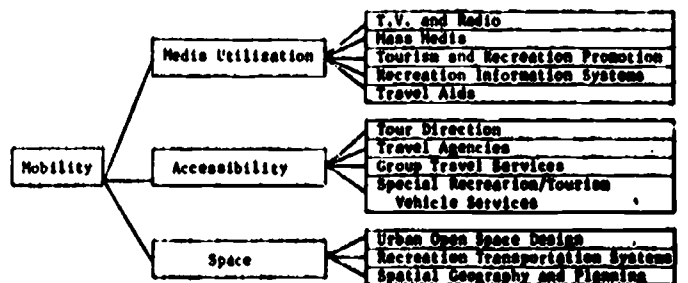
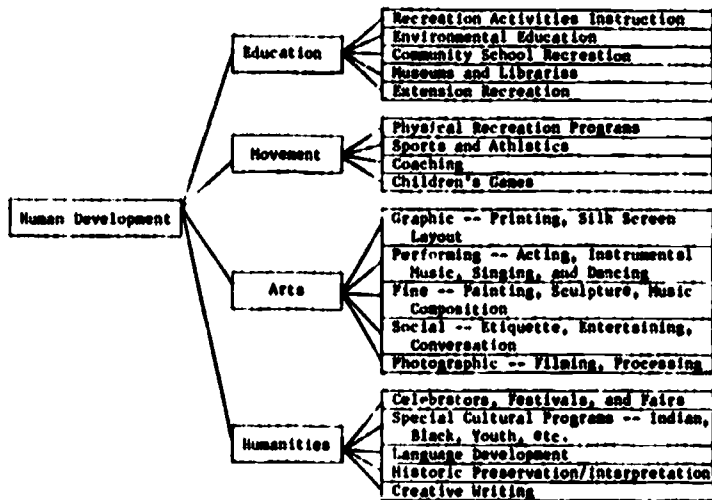
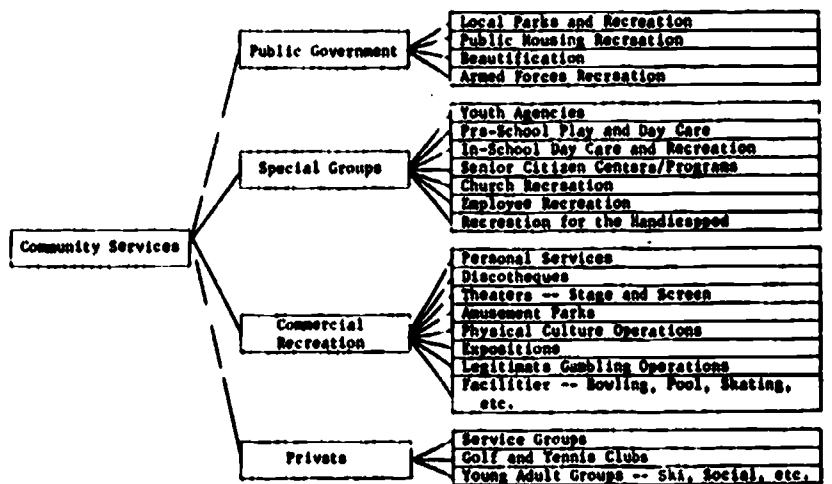
Human Development



41C

# Cluster for

# OSPITALITY AND RECREATION



Administration  
 Relations  
 ...  
 ...  
 ...



## EIGHTH GRADE MATH

### OVERVIEW

Eighth grade math investigates:

- Rational numbers
- Plane figures
- Equations

These are to include, in general:

- Addition, subtraction, multiplication, and division  
of rational numbers
- Geometric figures
- Scientific notation
- Metric system
- Decimal figures
- Probability

Specific teaching concepts to be emphasized in  
the unit presented are:

- Values
- Self
- Association
- Identification

**EIGHTH GRADE MATH**

Career Objectives

Helping the student expand his knowledge of career-vocational information and identify career opportunities within a community

Helping the student assess the extent to which technological change may affect the employment opportunities and task requirements of a preferred occupation

Helping the student become aware of the variety of the opportunities within each job cluster

Specific Concepts

Values  
Conflicts  
Civil liberties  
Decision-making process  
Discrimination

Materials Needed

Math interest sheets  
Sample interview questions

Possible Activities

I. Math is an integral part of all jobs. While some occupations call for the use of technical mathematical concepts almost all jobs use some math. To illustrate this fact each student will select members of his family, friends, or neighbors to interview. Some of the questions which might be asked could be:

1. How much math do you use on your job? (Be specific--example: housewife uses all facets of math every day just in the act of preparing a meal.)
2. What is an example of how you do use math?
3. How much math training did you have in school?
4. Could more training in math change your job opportunities?

After completing the interviews, the student will tabulate the results and report his findings to the class.

After completing the activities above, introduce the math interest sheets. Encourage the students to use the information gained from the interviews as background for the interest rating of each of the job selections.

Students should be encouraged to further pursue job clusters of their high occupational interests as they relate to math.

## EIGHTH GRADE MATH

- II. What's My Line--a math occupations game. This game will utilize the job interest sheets developed in activity I. After picking a job title which holds reasonably high interest for him, the student will explore the mathematical aspects of the job and develop a set of math problems that might be involved in this job choice. A "What's My Line" panel would then be formed, with each student taking his turn on the panel. Each panelist would introduce himself and give a math example illustrating how math is used in his chosen job. Using their math job interest sheets from activity I, the audience would question the panel to discover the specific job each is portraying. When an audience participant discovers one of the panelist's occupations, he would take the panelist's place. This process would continue until all class members have participated in the panel.

EIGHTH GRADE MATH

MATH INTEREST SHEET

	High Interest	Slight Interest	No Interest
<b>OCCUPATIONS FOR WHICH MATH IS A MAJOR DETERMINANT</b>			
Accountant			
System analyst			
<b>OCCUPATIONS FOR WHICH MATH IS A CODETERMINANT</b>			
Airplane inspector			
Airplane mechanic			
Airplane pilot			
Architect			
Astronomer			
Banker			
Broker			
Cashier			
Draftsman			
Economist			
Electrician			
Engineer			
Geologist			
Home Economist			
Machinist			
Marine Engineer			
Meteorologist			
Pharmacist			
Salesman			
Surveyor			
<b>OCCUPATIONS FOR WHICH MATH IS A CONTRIBUTING FACTOR</b>			
Bank teller			
Bookkeeper			
Carpenter			
Clerical Worker			
Construction worker			
Exporter-importer			
Farm manager			
General office clerk			
Insurance clerk			
Inventor			
Merchandise manager			
Medical X-ray technician			
Office machine operator			
Office manager			
Optometrist			
Patternmaker			
Payroll Clerk			
Plumber			
Retail Manager			
Secretary			
Stenographer			
Tax attorney			
Timekeeper			

## NINTH GRADE MATH

### OVERVIEW

Ninth grade math investigates:

Addition and multiplication  
Equations  
Proof

These are to include, in general:

Sets  
Fractions, decimals, and percents  
Negative numbers  
Equations  
Ratio, proportion, and variation  
Vectors  
Proof

Specific teaching concepts to be emphasized in the unit presented are:

Role  
Association  
Interdependence  
Socialization

## NINTH GRADE MATH

### General Objectives

Helping the student explore interrelationship and interdependence between jobs

Helping the student evaluate the relevance of his own aptitudes and abilities for broad occupational areas

Helping the student relate his value concepts to a variety of job choices

Helping the student examine occupations in terms of his current life style, considering such factors as personal and parental aspiration, family background, and personal values

Helping the student identify the personal compromises he may have to make in order to attain a chosen occupational job

### Specific Concepts

Role	Money and credit
Association	Culture
Interdependence	Environment
Services	Incentives
Socialization	Competition
Self	Institutions
Scarcity	Models
Resource	Status
Distribution	Labor

### Materials Needed

Information on metric system  
Community resource people  
"Planning a House" resource sheet

### Possible Activities

#### 1. Planning a house; a study of the construction career cluster.

Because of the wide number of jobs involved in the construction industry, this activity illustrates well the interdependence between various segments of a job cluster. In addition, it is economically significant not only to those employed in the field, but to virtually all members of society.

An integral part of this activity is the developing awareness and listing of the occupations involved in each step of construction. Included with this listing the student should provide examples of the mathematics

## NINTH GRADE MATH

problems involved in each occupation. For the use of the teacher during this activity and for the students at the end of the activity, a number of construction jobs and possible related math problem areas are listed on the enclosed resource sheet.

The teacher will provide for each student a lot plan similar in size and configuration to those common in the local community. Utilizing this parcel of land, the student will design to scale a complete floor plan for single family dwelling in accordance with local building requirements (such as 1000 square foot one floor minimum, set back and sewage disposal).

The steps involved in the process of the planning of the home will be:

1. Design the home
2. Acquire financing
3. Locate the building on the lot and excavate
4. Construct footings and basement
5. Do capping and rough framing
6. Enclose the structure
7. Begin electrical, plumbing, and heating construction
8. Do the interior walls
9. Finish interior construction
10. Finish mechanical construction (heat, electric, plumbing)
11. Have utilities hooked up
12. Do the basic decorating (paint, stain, varnish)
13. Complete the final interior decorating (drapes, carpet, shades)
14. Do the final grading and landscaping

As a part of this activity students could profit greatly from visits by speakers involved in the construction industry and ventures into the community to talk to resource people.

II. Metric measurement in occupations. This activity should culminate the study of metric measurement and conversion. At this time the students should realize the importance of metric conversion in industry. From all indications, the metric system will eventually become a universally accepted system of measurement. At the present time the United States and the United Kingdom are the only countries which do not use the metric system entirely.

In this activity, the student will be assigned the task of investigating the aspects of a job involving metric measurement. The job under investigation will be selected by chance (drawing from the hat). Sample occupations could be:

- Race driver
- Garage mechanic
- Secretary
- Lawyer
- Homemaker
- Doctor
- Pharmacist
- Heavy equipment operator

## NINTH GRADE MATH

Map maker  
Carpenter  
Dressmaker  
Surveyor  
Teacher  
Landscape  
Chemist  
Nurse  
Clerk  
Tool and die maker  
(See job cluster sheets for further material.)

Regardless of what occupation the student selects, the investigation should include the different ways that metric measurement would be used in that job. The activity should show to the student the importance of mastering the metric system for occupational competence.



## NINTH GRADE MATH

### PLANNING A HOUSE RESOURCE SHEET

#### Construction Jobs

Lumber dealer  
Surveyor  
Mason  
Heavy equipment operator  
Carpenter (rough and finish)  
Electrician  
Well driller  
Plumber  
Landscaper  
Painter  
Heating  
Sheet metal  
Sheet rocker  
Taper  
Concrete (cement man)  
Roofer  
Cabinet maker  
Bricklayer  
Flooring  
Carpet layer  
Sewage disposal  
Electrical hookup  
Utility hookup  
Interior decorator  
Combination window installer  
Tile setter

#### Possible Math Areas

Board feet, area  
Area, volume  
Ratio, area  
Ratio, area  
Board feet, measurement, angles  
Ampere hours, watts, ohms, measurement  
Distance, psi  
Psi, distance, measurement  
Area  
Area, proportion  
BTU, volume, area, thermal expansion  
Volume, area  
Area, board feet, expansion  
Area, measurement  
Area, cubic square yards  
Area, square yards  
Measurement  
Ratio, measurement, angles  
Square feet area  
Square feet area  
Depth, volume, area  
Distance, depth  
Distance, depth  
Area, measurement  
Area, measurement  
Area, measurement



## Sylvia Porter

Miss Universe measuring 91-61-91? Her escort a handsome 1.83 meters tall? The two of them hesitating to taste a celebration cake because it includes a mere 15 grams of butter?

Yes, we're going metric.

The National Bureau of Standards of the Department of Commerce has reached the long-awaited decision to recommend nationwide conversion from our present incredibly tangled system of weights and measures to the incredibly simple metric system now in use in virtually all the major nations of the globe—and Commerce Secretary Maurice Stans has asked congressional approval.

The decision is the result of a \$2.5-million study authorized in 1968 under which thousands of corporations, educators, government agencies and consumers were canvassed on their attitudes toward the switchover. Overwhelmingly, they favored the conversion.

It's a certainty we will go metric—although Congress must vote when we'll convert and how we'll pay for it.

It's a certainty, too, that the switch will be coordinated by the federal government, for conversion costs, in terms of retooling, redesigning and repackaging, have been estimated at from \$10 billion to \$100 billion. Particularly hard hit will be small businesses, the machine tool industry, manufacturers of screws and fasteners, industries which will have to repackage and reprice tens of thousands of items.

It defies belief, but the United States, which prides itself on being the industrial leader of the world, has been until now the only great industrial nation not converting to the metric system.

But we are going metric—and one towering reason why is that the cost of not converting is getting too steep. We're losing an estimated \$10 to 20 billion a year in exports simply because of our clumsy, unfamiliar weights and measures. Countless millions are being wasted on scientists and technicians who must make endless conversions back and forth between the two systems. Countless more millions are being lost in expensive and time-consuming errors inherent in the conversions.

In contrast, there are only three basic metric units: The gram for weight, the liter for volume, the meter for length. Everything is divided into units of 10, 100 and 1,000. The prefix "milli" means one/1000th. The prefix "centi" means one/100th. The prefix "deci" means one/10th. The prefix "kilo" means 1,000.

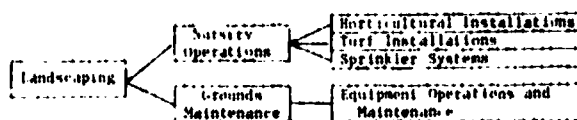
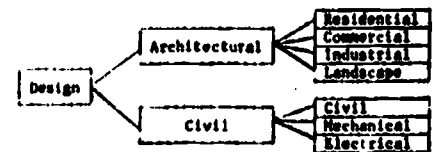
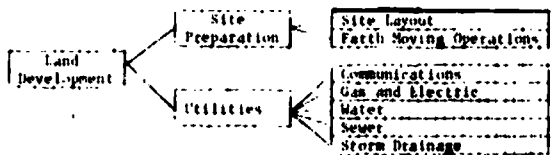
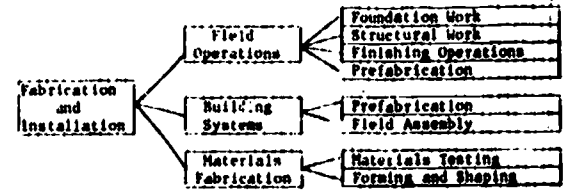
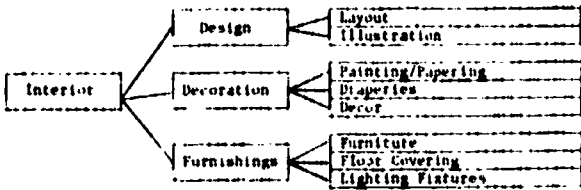
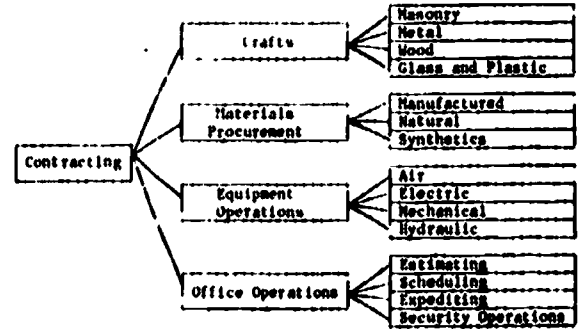
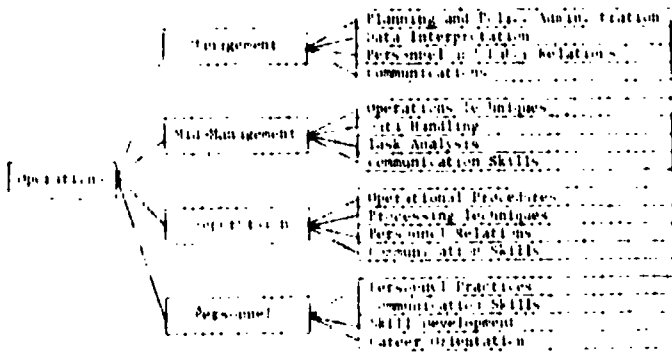
There are 1,000 grams in a kilogram (2.2 pounds); 1,000 meters in a kilometer (little more than a half mile); 1,000 liters in a kiloliter (a liter is a little more than a quart). A centimeter is one/100th of a meter (a meter is a little longer than a yard). A millimeter is one/1000th of a meter.

And that's it. You can learn the whole system in an hour.

(P.S. Her measurements are 36-24-36; his height is six feet; they won't eat that cake with a tablespoon of butter.)

# Cluster for CONSTRUCTION

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## INDIVIDUAL DISCIPLINE UNIT FORMAT

Introduction

Skill Objectives

Techniques

Overview

Career Objectives

Specific Concepts

Materials Needed

Possible Activities

Classroom Questions

## DISCIPLINE INTRODUCTION

### SCIENCE

The purpose of this project is to relate science-oriented occupations to the science curriculum currently used by many schools in the state of Minnesota. These programs are highly objective in nature and do not always lend themselves to furthering career development in the classroom. However, because of its importance in today's technical age, the teacher has a responsibility to find and encourage those students interested in the science-related fields of today and the future.

The materials that follow offer possibilities for inter-disciplinary projects which would assist in making science more related to everyday activities and future job opportunities.

#### Suggested Skill Objectives

Is able to gain information by listening and observing

Clarifies his purpose or theme

Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not

Helps create and preserve an atmosphere in which all members of a group feel secure and eager to participate

Checks, refines, and eliminates hypotheses, working out new ones where necessary

Acquires information through reading:

Reads for details which support or contradict generalizations and main ideas

Is able to interpret tables, graphs, and charts

#### Techniques

Role playing

Simulations

Discussion

Reading for information

Films and filmstrips

Slides

Observations

Community resource people

## SEVENTH GRADE SCIENCE

### OVERVIEW

Seventh grade science explores the world of life around us:

- Cellular nature of food
- Food for life maintenance
- Internal and external control
- Mechanisms of reproduction and inheritances
- Evolution and speciation
- Population structure and dynamics
- Classification of organisms
- Organization of the biosphere
- Interaction of biosphere

These are to include, in general:

- Ecology
- Forestry
- Agriculture
- Wildlife

Specific teaching concepts to be emphasized in the unit presented are:

- Identification
- Role
- Interdependence
- Socialization
- Self

## SEVENTH GRADE SCIENCE

### Career Objectives

- Helping the student view self as a worthy person
- Helping the student experience success
- Helping the student appreciate his own potentials and interests
- Helping the student develop a positive self-image

### Specific Concepts

- Role
- Identification
- Association
- Interdependence
- Services
- Self
- Socialization (values and attitudes)

### Materials Needed

- Films
- Resource personnel
- Copies of the Interest Sheet
- Text: Interaction of Man and the Biosphere
  - Rand McNally and Co., Chicago, Ill., 1970
- Job cluster sheet
- Interest survey sheet
- Camping supplies checklist
- "Food and Drug Inspector," Careers, Inc.,
  - Largo, Fl. 33540, 20¢, 1970
- "Careers in Agribusiness and Industry," Stone, Archie A.,
  - Interstate Printers and Publishers, 19-27 N. Jackson St.,  
Danville, Ill. 61832, \$5.95, 1970
- "Plant Pathologist," Careers, Inc.,
  - Largo, Fl. 33540, 20¢, 1969

In order to clarify the following activities, it might be helpful to point out that the pride of the craftsman is in danger of being lost. People too often work on an assembly line, do their task, and seldom feel they are a part of the finished product. Self-esteem and personal fulfillment should be emphasized. The following activities are intended to reinforce these values and attitudes.

### Possible Activities

- I. Exploration of wildlife conservation: Introduce this activity with a good film and/or speaker dealing with wildlife conservation.

## SEVENTH GRADE SCIENCE

This activity will not only stress the job clusters involved with these areas, but will also emphasize areas which involve almost everyone who enjoys the outdoors. This activity can be used in conjunction with or after a unit dealing with the sections on "Man and Nature" and "Ecological Interactions" in Interaction of Man and the Biosphere.

Because this seventh grade science class has worked well together and has done an outstanding job we have been given permission to go on a canoe trip together this summer. A lot of planning and preparation is necessary before we can leave on our adventure into the wilderness area. Every person will have certain responsibilities for gathering information to be used in planning a successful trip. Some of us probably have not ever been involved in planning a vacation like this, so before we start, let us see what types of things we think are important to have with us. Here is a list of things that may or may not be necessary to take along. Work through these items and be able to tell why you think certain things are important.

- Large steel tackle box
- Food coolers
- Tent repair kit
- Radio
- Extra paddles
- Waterproof matches
- Make up kit for girls
- Prunes
- Baggies
- Extra rope
- Coleman stove and lantern
- Flashlight
- Heavy coat or jacket
- First aid kit

Note: Those items marked with an X are not necessary. (This is for the teachers' information)

We have found that some things are not important to take along, but other things are very necessary. Now let us organize our trip. Some of the things that we are going to have to plan for are:

1. Hunting and fishing
2. Food
3. Transportation--highway and water
4. Investigation of wild life in the area and field trip possibilities
5. Safety, health, and sanitation
6. Supplies (other than food)
7. Itinerary
8. Equipment maintenance and repair

Possible sources of information for these groups are the following:

### Canoe Outfitters:

Voyageur Canoe Outfitters  
1300 14th Avenue  
International Falls, Minnesota 56649



## SEVENTH GRADE SCIENCE

Boundary Waters Canoe Outfitters  
Dept. MT -- Box 447  
Ely, Minnesota 55731

Janet's Outfitters  
Box 9  
Grand Marais, Minnesota 55604

Irv Funk Outfitters  
R. R. 2 Box 51  
Sebeka, Minnesota 56477

Wilderness Waters  
Box 512T  
Grand Marais, Minnesota 55604

Bill Rom  
Ely, Minnesota 55731

BWCA Headquarters  
Ely, Minnesota 55731

When you contact people for information, keep track of the types of jobs these people hold in the field of conservation and recreation.

After each group has gotten all its information, it will make a report to the class about its decisions and about the occupations of the people from whom it received its information. Provision should be made for additional contributions and ideas from the rest of the class.

- II. Food industry resource unit: In connection with, or as a follow-up to the science unit on "How Food Is Used" (Sec. 5 -- text: Interaction of Man and the Biosphere), this activity can be used to relate job opportunities in the food processing industry to the material already covered.

Explore possible job opportunities through the following resource people: (Make use of the community resources program to utilize local people.)

1. Food handler specialist (such as head cook, dietician) to explain the menu, health requirements, and dietetic value.
2. Restaurateur to discuss both state and federal regulations governing food handling.
3. Representative of the food packaging industry to explain packaging and coding.
4. Speaker about truth in packing.
5. Food and drug inspector.
6. Films and other visual aids related to the food industry.

- III. Agriculture: Since we have discussed the food industry in the previous unit, the agriculture job cluster will be used in the third and fourth units.

## SEVENTH GRADE SCIENCE

Give the students the interest survey sheet (which is included in this packet) from which they can assess their level of interest in occupations in the agriculture industry. From this the students will develop an awareness that the agriculture industry is one of many facets.

After students have completed the interest sheets, allow time for a general discussion of the worksheet, and/or a tabulation of the results.

A follow-up by individual students in areas of particular interest can be done in the form of independent study projects, reports, displays, posters, and booklets. Students could also check want ads, farm journals, and/or magazines to find out about job availability.

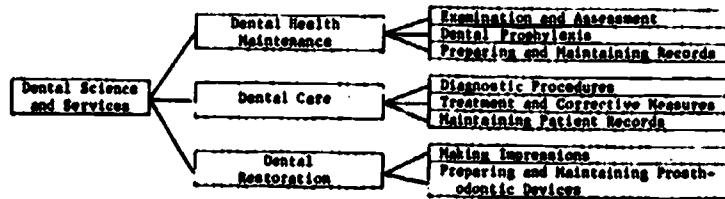
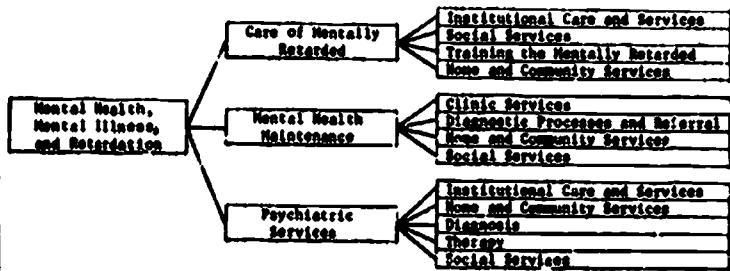
- IV. Occupational awareness: myth and reality: Discuss a variety of occupational categories (forest ranger, lawyer, businessman, veterinarian, teacher, politician). Have students state what they think of when they hear the word lawyer, for example. Some of their reactions might include areas of how these people dress and talk, physical appearance, what they have to do in their work, and the good and bad aspects of their job. During this discussion it may be necessary to repeatedly point out that the students associate certain ideas with particular job titles (stereotypes). After the previously mentioned occupations have been discussed the job category of the farmer should be presented. Students will then follow the same procedure of discussion; however, this time the teacher should make certain that the students are aware that the farmer is a composite of many of the previously mentioned individuals, and is a good example of a worker who does see his product from beginning to end, in many cases.

SEVENTH GRADE SCIENCE

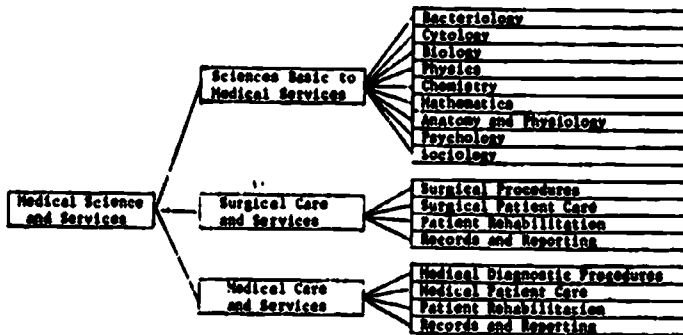
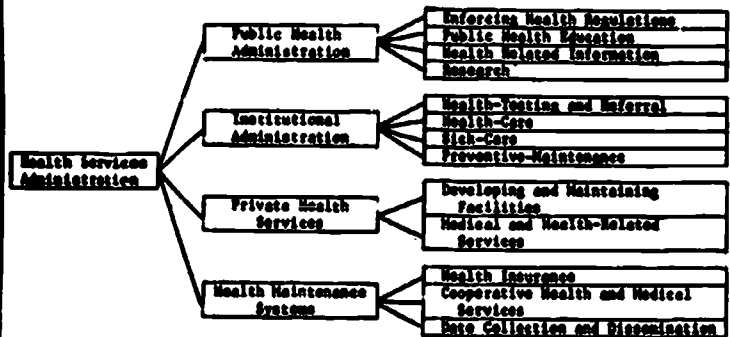
INTEREST SURVEY

	High Interest	Some Interest	Slight Interest	No Interest
<b>AGRICULTURAL PRODUCTION</b>				
Farming and Ranching				
Farm Managers				
Hatcherymen				
Custom Worker				
<b>AGRICULTURAL SUPPLIES</b>				
Grain Elevator Employee				
Garden Center Employee				
Custom Sprayer				
Seed Salesman				
<b>AGRICULTURAL MECHANIZATION</b>				
Agricultural Machinery Service Center Employee				
Agricultural Machinery Dealer				
Agricultural Representative for Electrical Co. or Coop.				
Farm Equipment Operator				
<b>AGRICULTURAL PRODUCTS</b>				
Agricultural Inspector or Grader				
Butcher or Meat Processor				
Frozen Food Processor				
Milk Processor				
Dairy Herd Inspection Agent				
Livestock Buyer				
<b>HORTICULTURE</b>				
Nurserymen				
Florist				
Landscape Aide				
Golf Course Employee				
Arborist				
Gardener				
Greenhouse Operator				
<b>AGRICULTURAL RESOURCES</b>				
Conservation Service Employee				
Wildlife Conservation Officer				
Fish Hatcheryman				
Recreation Farm Manager				
<b>FORESTRY</b>				
Forester				
Saw Mill Operator				
Christmas Tree Grower				
Lumberman				
Logger				
Park Employee				
<b>OTHER AGRICULTURE (SPECIFY)</b>				
Teacher				
County Agent				
Farm Loan Officer				
Farm Insurance Adjuster				

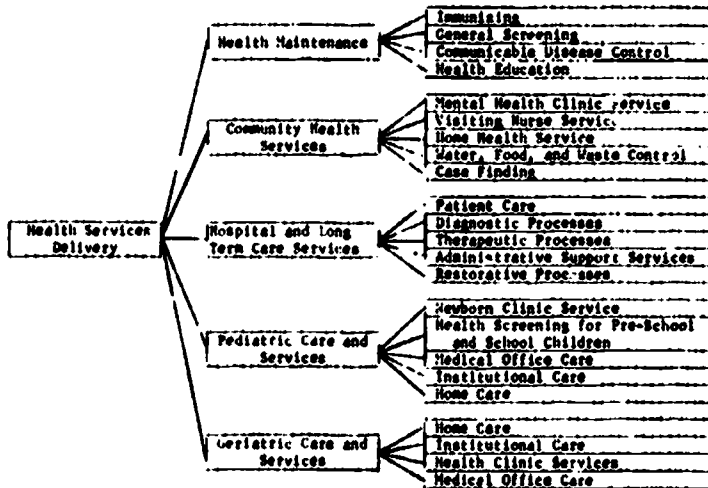
# Cluster for HEALTH OCCUPATIO



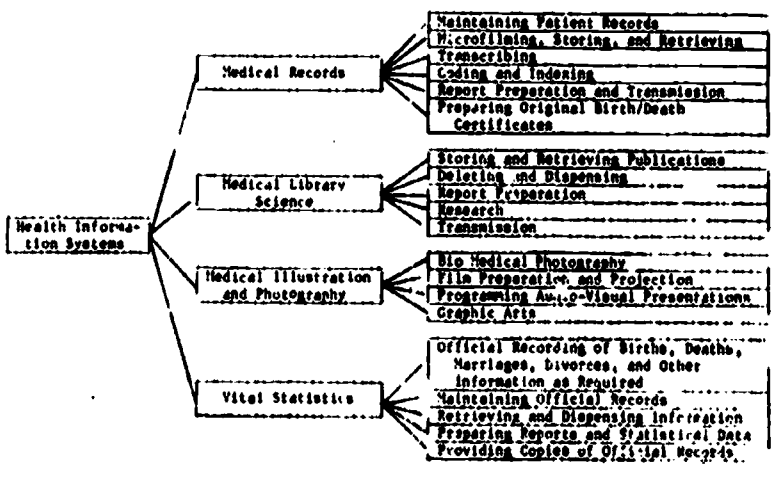
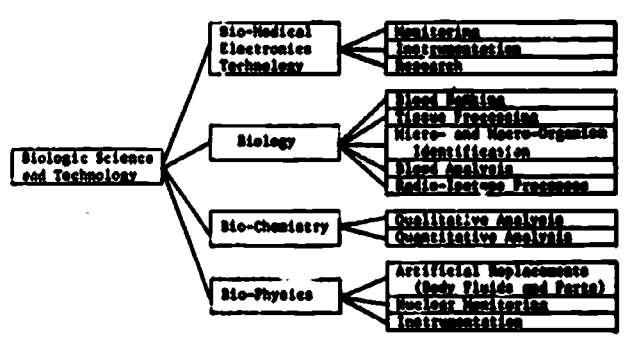
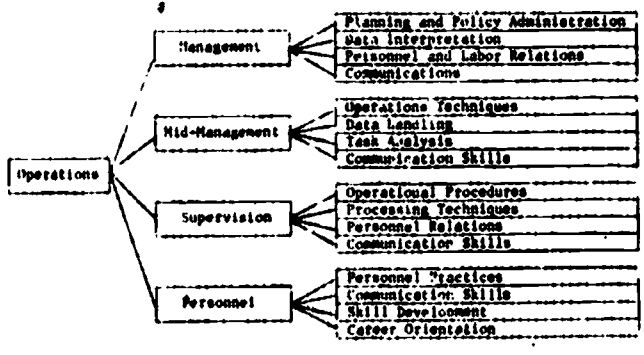
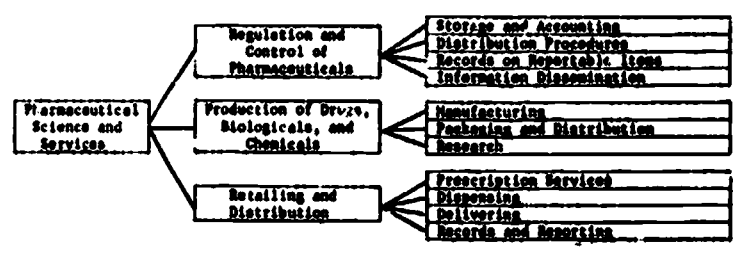
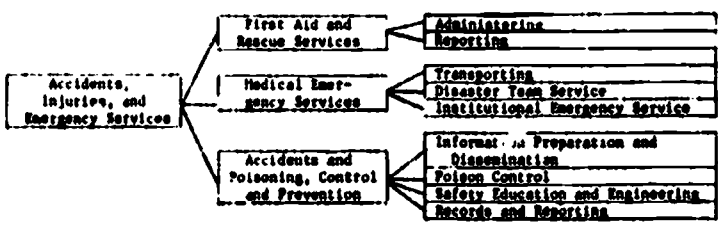
Accidents, Injuries, and Emergency Services



Operations



# ster for CCUPATIONS



## EIGHTH GRADE SCIENCE

### OVERVIEW

Eighth grade science explores the earth:

- Dynamic earth
- Earth cycles
- Earth's biography
- Earth's involvement in space

These are to include, in general:

- Climate
- Oceanography
- Geology
- Astronomy

Specific teaching concepts to be emphasized in the unit presented are:

- Communication
- Humanization
- Environment
- Culture
- Interdependence
- Socialization
- Self
- Identification
- Association

## EIGHTH GRADE SCIENCE

### Career Objectives

Helping the student expand his knowledge of career-vocational information and identify career opportunities within a community

Helping the student assess the extent to which technological change may affect the employment opportunities and task requirements of a preferred occupation

Helping the student become aware of the variety of the opportunities within each job cluster

### Specific Concepts

Values  
Conflicts  
Civil liberties  
Decision-making process  
Discrimination

### Materials Needed

- Filmstrip series: "Oceanography - Understanding Our Deep Frontier,"  
Encyclopedia Britannica series
- Film: "Challenge of the Ocean"
- Film: "Climate and the World We Live in"
- Meteorology: Programmed Unit by Encyclopedia Britannica
- Teacher references: Text: Investigating the Earth, Houghton, Mifflin Co.,  
Boston, 1967
- Berrill, N. J. The Life of the Ocean, McGraw-Hill,  
Clarke, A. C. The Challenge of the Sea, Holt, Rinehart  
and Winston
- "Ask Any Forester," Society of American Foresters, 1010 16th St. N.W.  
Washington, D. C. 20036, 5¢, 1969
- "Opportunities in Oceanography Careers," Vocational Guidance Manuals,  
Universal Publishing and Distributing Corp., 235 E. 45th St.,  
New York, N. Y. 10017, \$1.95, 1969
- Forestry, "Buck Ranger," Alexander, G. L. Chronicle Guidance Publications,  
Inc., Moravia, N. Y. 13118, 35¢, 1969

### Possible Activities

- I. Weather: After or during your study of the unit on climate, arrange to have a local television or radio weather broadcaster speak to the class. (This speaker should be a person who has had training in meteorology. For example, the weathermen from WCCO television and radio have had extensive training in this area.) This person could relate the kinds of tasks involved in preparing the weather presentation. Also, have the speaker describe the many other persons employed by the station that are directly or indirectly related to getting the weather news on the air. With the information they have gained from the speaker and with more investigation into the areas

## EIGHTH GRADE SCIENCE

involved in weather broadcasting, the students could get into a role-playing situation involving a broadcast.

1. Students will have to identify the jobs necessary for weather broadcasting.
2. Students will make written applications for the jobs they would like to have. They will have to state that they have the qualifications and the skills necessary to perform that job.
3. A board, consisting of students and possibly the teacher, will then review the applications and assign the occupations.
4. Facilities should be set up in your classroom which will enable you to do weather forecasting and broadcasting.
5. This project could then be presented for any duration of time; if desirable, regular broadcasts could be set up in the school using the all-school intercom for daily broadcasts.

II. Frontiers under the sea: Because of the pressures of population and pollution on the land masses of the world, man is being forced to seek new habitations beneath the sea. Total earth pollution and resource devastation has made the earth unfit for human life. Within a period of so many months, a certain portion of the inhabitants of the world will be forced to move under the sea. A limited number will be selected to go, and your "ticket" for survival will be the choice of a job that is absolutely necessary to the establishment and continued existence of the colony. It will be the general task of the students during the rest of this activity to determine which occupations they consider necessary in the new culture in order to justify their role in this new environment. They will ultimately have to justify these occupations in front of the class by stating their roles and their necessity to the new environment. The students can gain information for the completion of this project through:

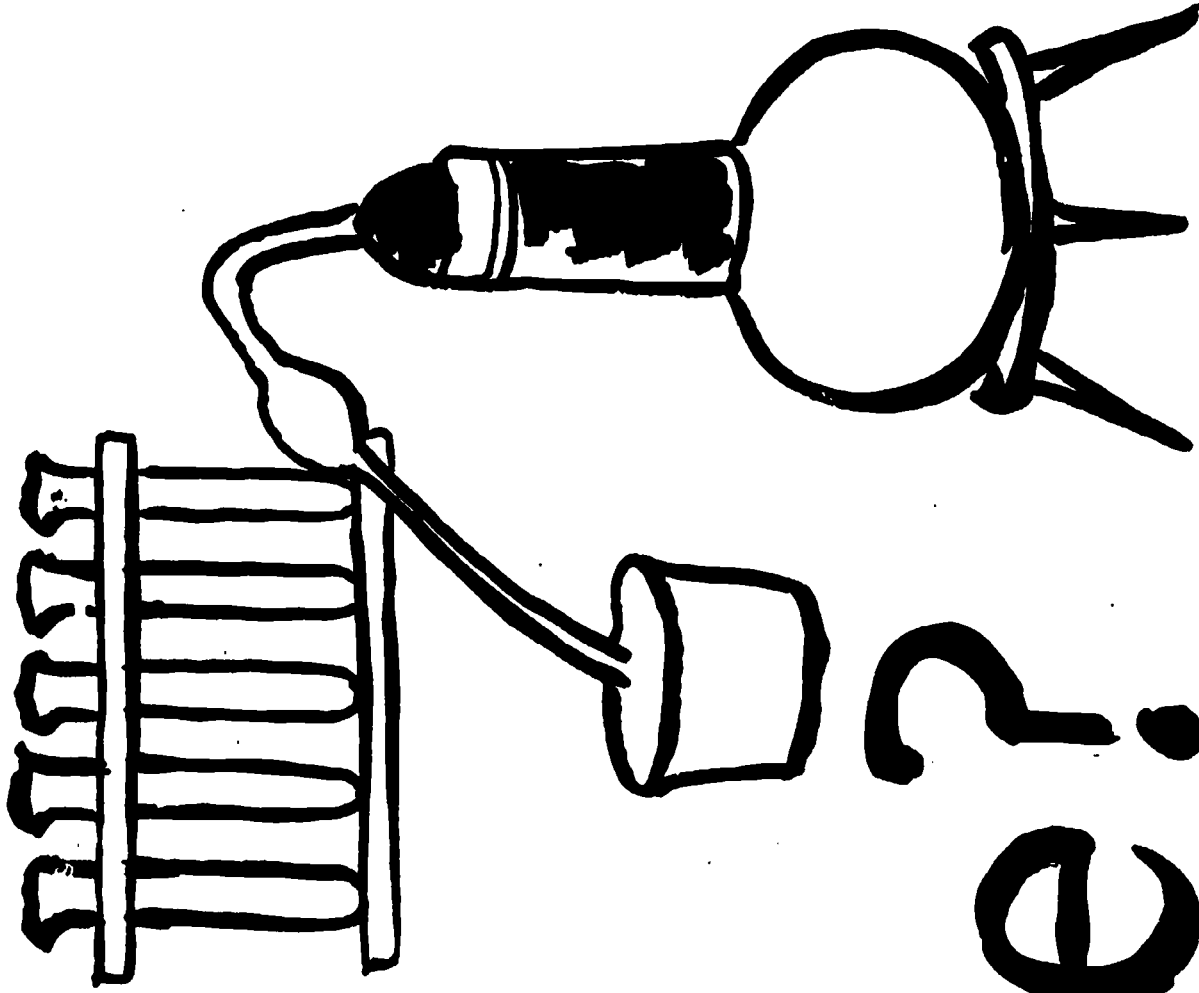
1. Speakers
2. Job cluster sheets
3. Films
4. IMC and guidance office vocational materials and personnel



# Jobs

# in

# Science?



-----  
Place Edinet

Place Edinet  
sheets here

Ask "EDINET"  
(Whos that? Ask your  
teacher or counselor.)

## NINTH GRADE SCIENCE

### OVERVIEW

Ninth grade science explores:

Introduction to physical science

Its purpose is to give all students a beginning knowledge of physical science and offers some insight into the means by which scientific knowledge is acquired.

These are to include, in general:

Mass  
Volume  
Density  
Separation of mixtures  
Thermal expansion  
Elasticity  
Ratio and proportion  
Gases

Specific teaching concepts to be emphasized in the unit presented are:

Interdependence  
Identification  
Role  
Socialization

## NINTH GRADE SCIENCE

### Career Objectives

Helping the student explore interrelationships and interdependence between jobs

Helping the student evaluate the relevance of his own aptitudes and abilities for broad occupational areas

Helping the student examine occupations in terms of his current life context, considering such factors as personal and parental aspirations, family background, and personal values.

Helping the student identify the personal compromises he may have to make in order to attain a chosen occupational goal

### Specific Concepts

Role	Money and credit
Association	Culture
Interdependence	Environment
Services	Incentives
Socialization	Competition
Self	Institutions
Scarcity	Models
Resource	Status
Distribution	Labor

### Materials Needed

Newspapers and magazines  
Bulletin board materials  
Speakers from community resource program  
Census figures from Minnesota Employment Office  
EDINET bulletin board enclosures  
Honeywell EDINET Program  
available from Honeywell, Inc., Minneapolis, Minnesota

### Possible Activities

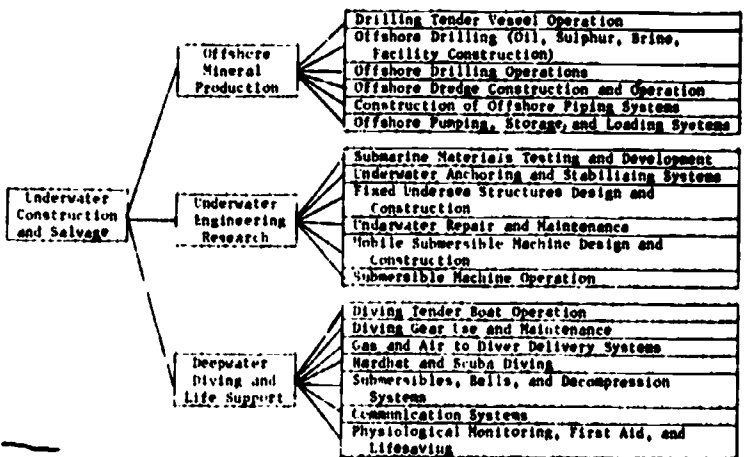
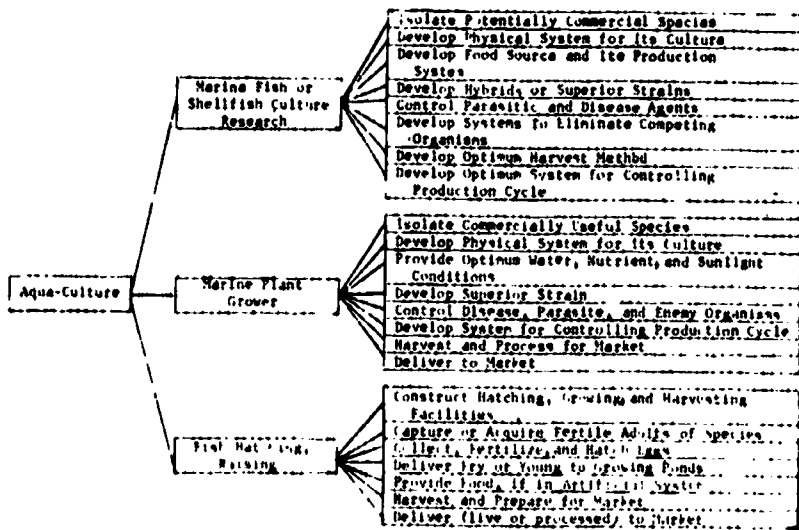
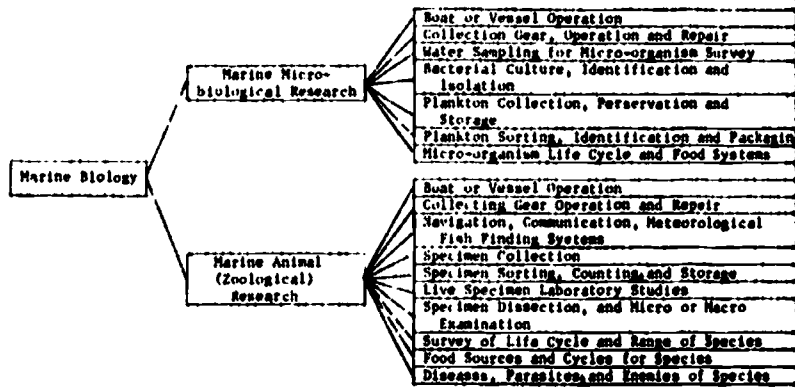
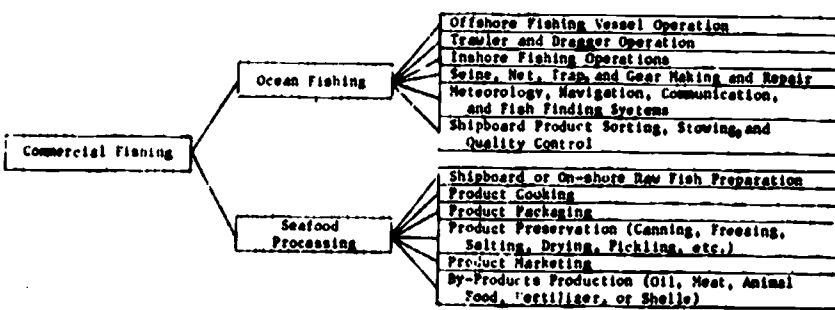
- I. The study of science is, of course, directly related to the preparation for many occupations, but it is also important for the student who does not intend to make a career in this field to realize how important basic scientific understandings are for everyday life. In order to achieve this goal, the students should be given a series of projects which can relate to all science activities during the year. The following are sample projects which should be presented to the students early in the year:
  - A. Have students bring in newspaper and magazine articles describing scientific discoveries and the importance of science in modern times.

Marine Transportation

(See Cluster for Transportation)

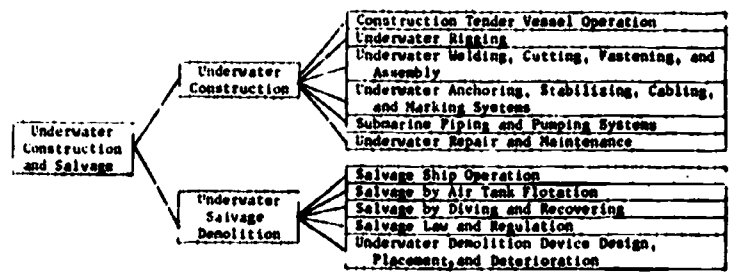
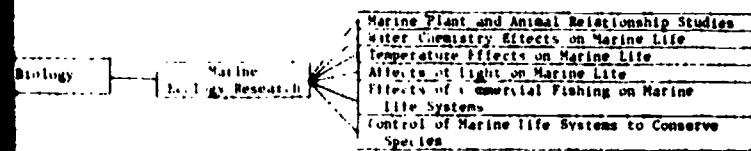
Marine Biology

Marine Ecology Research

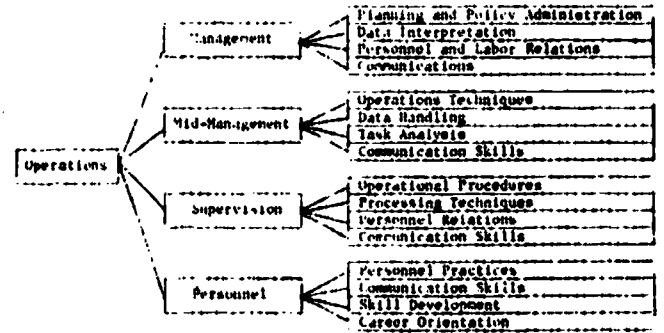
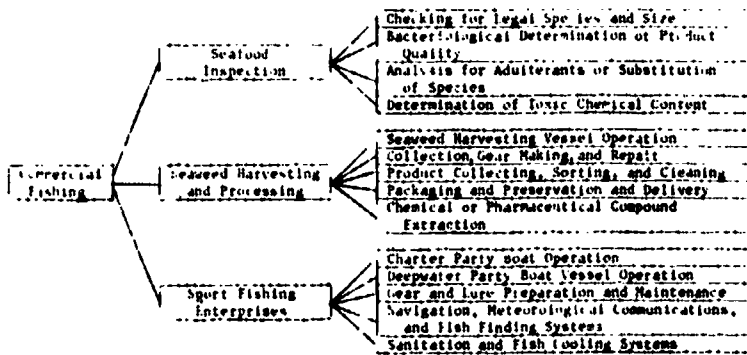


Marine Geographic Exploration

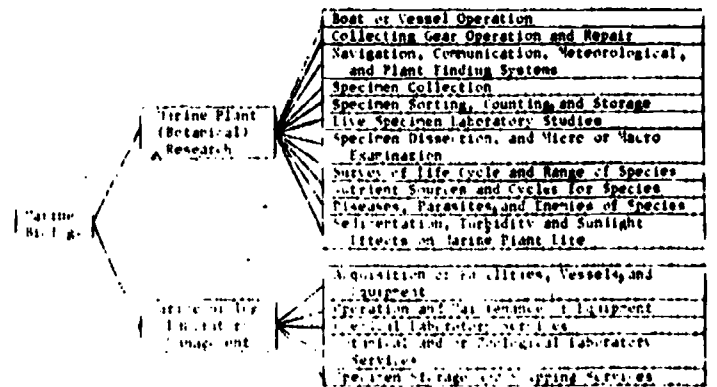
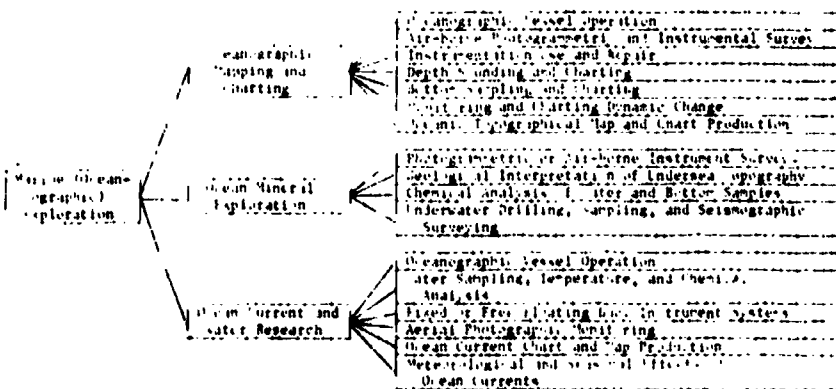
# Cluster for SCIENCE OCCUPATIONS



Operation  
 Operation and Repair  
 for Micro-organisms  
 Identification and  
 Preservation and  
 Identification and Packaging  
 Life Cycle and Food Systems  
 Operation  
 Operation and Repair  
 Communication, Meteorological  
 Systems  
 Operation  
 Counting and Storage  
 Laboratory Studies  
 Operation, and Micro or Macro  
 Cycle and Range of Species  
 Cycles for Species  
 Predators and Enemies of Species



Line,  
 Operation  
 Lines  
 ing Systems  
 Development  
 ing Systems  
 and  
 and  
 on  
 and



## NINTH GRADE SCIENCE

- B. Prepare a bulletin board showing the contributions of science to agriculture, health, transportation, communication, and other fields. Use the bulletin board material as the basis for a class discussion on the importance of science to national defense and the promotion of international affairs.
- C. Have students clip help-wanted advertisements from the classified section of a newspaper. Discuss the importance of scientific occupations in national and international affairs.
- D. Help the class develop a list of hobbies in which scientific knowledge and skills are helpful. Encourage students without hobbies to consider some of those listed.
- E. Ask a representative of one of the local health services to speak to the class on the applications of science in his field.
- F. Have students keep records of their spare-time activities for a week. At the end of the week discuss the applications of science in their recreational pursuits.
- G. Using census figures, compare the number of workers in scientific and related occupations today with the number in previous years to show the employment trends in the various occupations. Relate scientific developments to employment trends in these occupations.

II. Following is a listing of occupations that make use of specific material that is studied in science. Making the students aware of these opportunities and their great diversity will help them to better understand how science relates to them in everyday life and future careers.

### Occupations involving mass calculations

Nurse

Geologist

Housewife

### Elasticity

Metallurgist

Gymnast

Car racing

Furniture manufacturer

### Separation of mixtures

Pharmacist

Liquor manufacturer

Cook

Dietician

Photographer

### Density

Gas station attendant

Boat building

Pilot

Fireman

## NINTH GRADE SCIENCE

### Thermal expansion

- Truck drivers
- Construction engineer
- Bridges
- Housewife
- Chef
- Pop bottlers

### Ratio and proportion

- Baker
- Engineer
- Conservationist
- Teacher
- Race track driver

### Gases

- Coal miner
- Scuba diver
- Chemist
- Fireman
- Refrigeration repairman

### Volume

- "Wise" consumer
- Store clerk
- Carpenter
- Mason
- Photographer

- III. Jobs in Science. This activity is designed to familiarize students with a variety of job opportunities in the field of science.

It is based on the use of the Honeywell Edinet Program which is designed to provide the individual with a wealth of specific career information. If a computer tie-in is not available, these materials are available in print-out form from Honeywell, Inc., Minneapolis, Minnesota.

The fold-out enclosure is a bulletin board display poster. It can be placed permanently, while the Edinet Job Classification half sheets enclosed may be changed periodically.



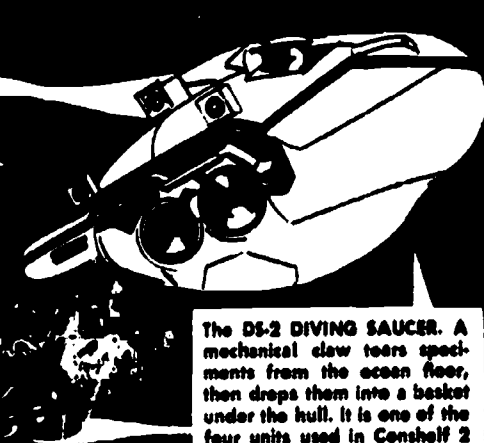
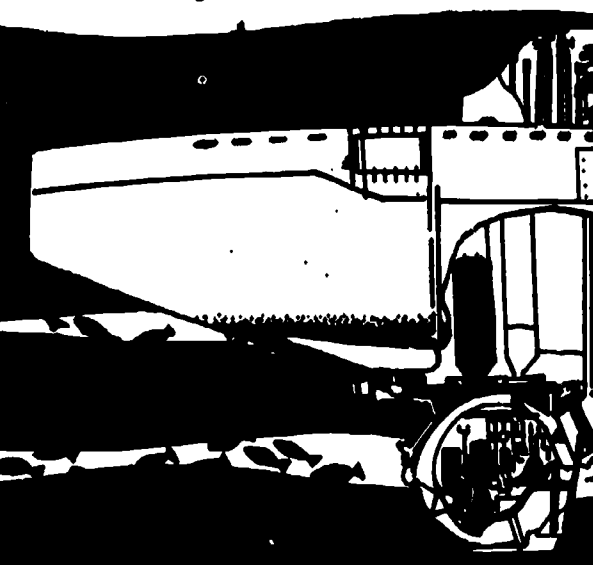
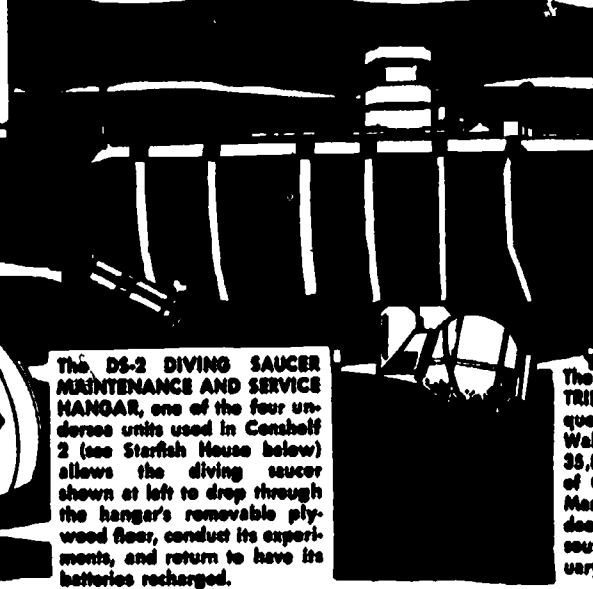
# OCEANOGRAPHY

*Exploring The Wonders of The 7 Seas*

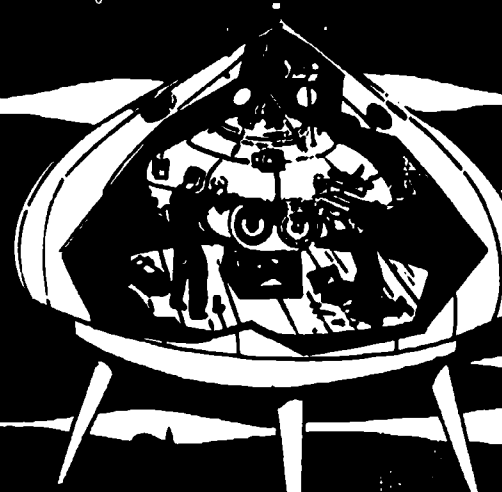
When man first began to explore the mysteries of the ocean, his efforts were crude and dangerous: Prof. Herri-Milne Edwards, of Sorbonne U., who, in 1844, became the first biologist to make a deep sea dive, did so in a clumsy bucket helmet. Today, he undoubtedly would be amazed

at the diverse number of increasingly complex and sophisticated vehicles that enable man to collect an ever enlarging amount of knowledge about the ocean and its uses.

Shown on this mat are a few of these vehicles.



The DS-2 DIVING SAUCER. A mechanical claw tears specimens from the ocean floor, then drops them into a basket under the hull. It is one of the four units used in Conshelf 2 (see Starfish House below).



The DS-2 DIVING SAUCER MAINTENANCE AND SERVICE HANGAR, one of the four undersea units used in Conshelf 2 (see Starfish House below) allows the diving saucer shown at left to drop through the hanger's removable plywood floor, conduct its experiments, and return to have its batteries recharged.



The STARFISH HOUSE, one unit of a four unit manned undersea research station constructed for CONSHELF 2, the second in a series of a five part deep sea research program conducted by Jacques-Yves Cousteau in June 1963. It explored a section of the Continental Shelf in the Red Sea, a reef known as the Sha'ab Rumi, 25 miles northeast of Port Sudan, Africa. It kept five men in excellent condition for a month at a depth of 36 feet.

The BENJAMIN FRANKLIN, a specially designed research marine commanded by Jacques Piccard during a 31 day, mile journey completed August 14, 1969. Exploring the Stream off the East Coast from Florida to Massachusetts observed marine life and biological specimens, made ocean measurements, took photographs, and measured the depth of the stream, temperature, and salinity. It weighs 130 tons, is 49' long, 20' high.

The inflatable ship AMPHITRITE, part of an airborne oceanographic research unit commanded by Jacques-Yves Cousteau, served as an early carrier for the Diving Saucer shown on left. It is made of air-filled nylon cloth. It can take a five man crew 2000 miles before refueling, was dedicated December 10, 1960.

The research submarine ASHERAH, named for a Phoenician Sea Goddess, takes stereograph photos, can dive to 600 feet, travel at four knots. It enabled archaeologist George F. Bass, of the U. of Penna., to map the wreckage of a Byzantine arsesy, or cargo carrier, that sank more than 1400 years ago near the island of Yassi Ada in the Aegean Sea southwest of Turkey.

The DS-2 DIVING SAUCER MAINTENANCE AND SERVICE HANGAR, one of the four undersea units used in Conshelf 2 (see Starfish House below) allows the diving saucer shown at left to drop through the hanger's removable plywood floor, conduct its experiments, and return to have its batteries recharged.

The U.S.N. BATHYSCAPE TRIESTE, operated by Jacques Piccard and Lt. Don Walsh, U.S.N., descended 35,800 feet to the bottom of Challenger Deep in the Mariana Trench, the world's deepest, located 200 miles southwest of Guam, on January 23, 1960.

The F.N.R.S. 3 was one of the earliest of the bathyscaphes. It was notable for the number of dives it made and its observations of marine life. It explored the so-called DSL (Deep Scattering Layer), described as "a great bowl of living soup" that grows thicker with depth. Operated by Lt. Commander Georges S. Houet.

The STARFISH HOUSE, one unit of a four unit manned undersea research station constructed for CONSHELF 2, the second in a series of a five part deep sea research program conducted by Jacques-Yves Cousteau in June 1962. It explored a section of the Continental Shelf in the Red Sea, a reef known as the Sha'ab Rumi, 25 miles northeast of Port Sudan, Africa. It kept five men in excellent condition for a month at a depth of 36 feet.

The BENJAMIN FRANKLIN, a specially designed research submarine commanded by Jacques Piccard during a 31 day, 1500 mile journey completed August 14, 1969. Exploring the Gulf Stream off the East Coast from Florida to Massachusetts, it observed marine life and biological specimens, made acoustical measurements, took photographs, and measured the speed of the stream, temperature, and salinity. It weighs 120 tons, is 49' long, 20' high.

Courtesy: Apache Paper Co.  
2550 Wabash Ave.  
St. Paul, Minn. 55114  
% Mr. Lyle Deusterhoeft  
647-0127

## EDINET JOB CLASSIFICATIONS

AIR CONDITIONING  
APPLIANCE REPAIR  
ARCHITECTURAL ENGINEER  
BEAUTICIAN  
DAIRY FARMER  
FIREMEN  
DRAFTSMAN  
DRY-CLEANER  
ELECTRICIAN  
ELECTRICAL ENGINEER  
ELECTRONICS  
POLLUTION CONTROL

## EDINET JOB CLASSIFICATIONS

FOUNDRY WORKER  
ATOMIC ENERGY  
LINEMAN  
PHOTOGRAPHY  
MACHINE AND TOOL DESIGNER  
METAL WORKING  
MINING  
MOTOR REPAIR  
MEDICAL ASSISTANT  
PLUMBING AND PIPEFITTING  
PLASTICS  
POLICE SCIENCE  
RADIO AND TELEVISION

## EDINET JOB CLASSIFICATIONS

MECHANIC  
WILDLIFE MANAGER  
NURSERY AND GREENHOUSE OPERATOR  
LOGGING  
LANDSCAPING  
FORESTRY  
FISH (FARMS AND HATCHERIES)  
AGRICULTURAL RESOURCES  
AGRICULTURAL PRODUCT PROCESSING  
AGRICULTURAL POWER AND MACHINERY  
FLORIST  
ACCOUNTING

## EDINET JOB CLASSIFICATIONS

COMPUTER OPERATOR  
COMPUTER PROGRAMMER  
COMMERCIAL ART  
PILOT  
AERONAUTICAL ENGINEER  
AUTOMOTIVE SERVICE  
AUTOMOTIVE BODY AND FENDER  
AVIATION  
BAKER  
BUSINESS MACHINE MAINTENANCE  
CARPENTRY  
CHEMICAL ENGINEER

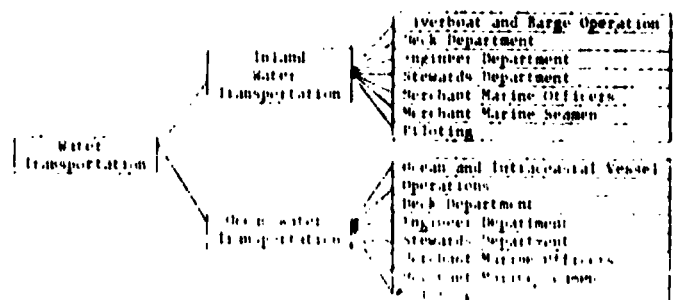
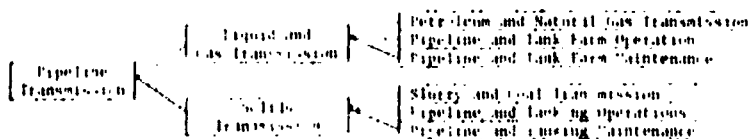
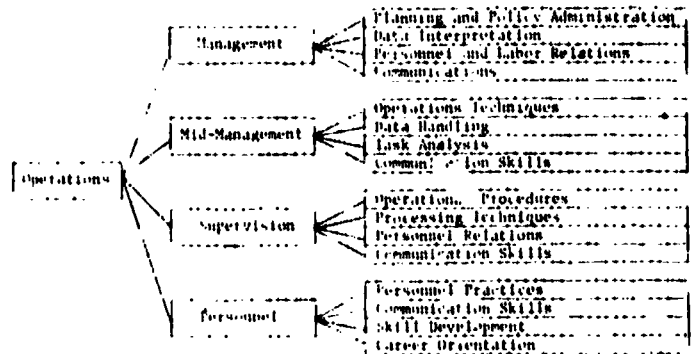
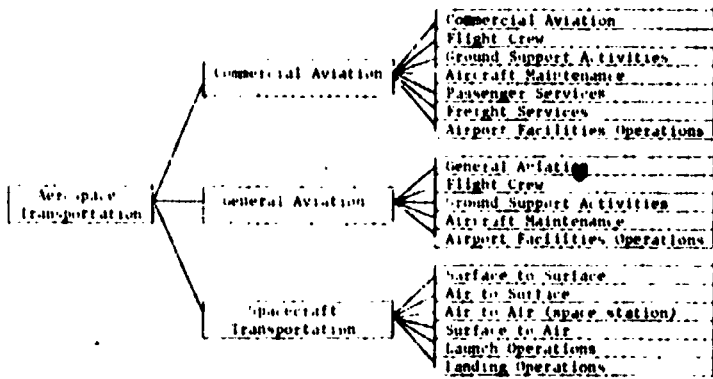
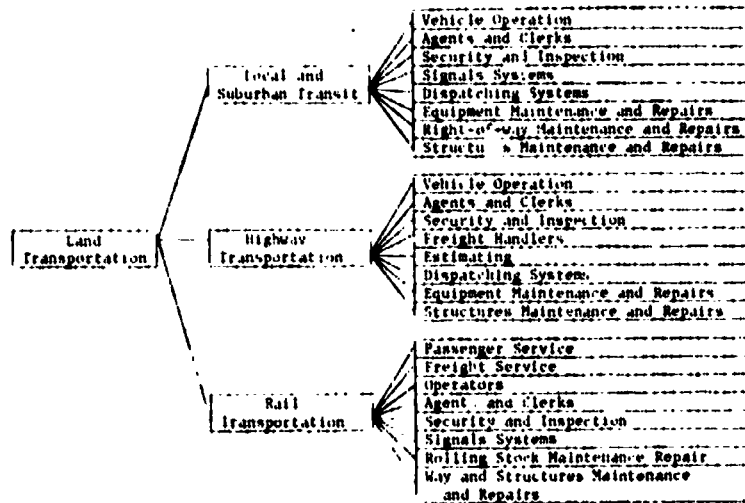
## EDINET JOB CLASSIFICATIONS

ROAD CONSTRUCTION  
SHIP AND BOAT OPERATION  
PRINTING  
SOUND RECORDING  
SURVEYOR  
TRANSPORTATION  
WELDING  
WOODWORKING  
DENTAL ASSISTING  
DENTISTS  
DIETITIANS  
INHALATION THERAPY

## EDINET JOB CLASSIFICATIONS

MEDICAL EMERGENCY TECHNICIAN  
MENTAL HEALTH TECHNICIAN  
UNDERTAKER  
NURSING  
OCCUPATIONAL THERAPY  
PHARMACISTS  
PHYSICIANS AND SURGEONS  
PSYCHIATRIC AIDE  
RADIATION THERAPY  
SANITATION ASSISTANT  
SCHOOL HEALTH AIDE  
VETERINARIAN

# Cluster for TRANSPORTATION



## INDIVIDUAL DISCIPLINE UNIT FORMAT

Introduction

Skill Objectives

Techniques

Overview

Career Objectives

Specific Concepts

Materials Needed

Possible Activities

Classroom Questions



# EDUCATIONAL OPPORTUNITIES FOR CAREER PREPARATION

(This material is provided for step 1 under the directions on other side.)

CODE	NAME	CODE	NAME	CODE	NAME
P85	Universal Airline Personnel School, Inc.	A136	Pipewriter, (Gas and Oil)	A176	Sheetmetal, R.R.
P86	Universal Heavy Construction Schools, Inc.	A137	Pipewriter, Maintenance	A177	Sign Maker, Steel Die
P87	Universal Metal Schools, Inc.	A138	Pipewriter, (Refrigerator)	A178	Silverer and Jeweler, Glass
P88	Universal Training Service, Inc.	A139	Pipewriter, (Steam)	A179	Star-cyper
P89	Victor Business School	A140	Plasterer	A180	Stripper, Litho
P90	Washington School of Art	A141	Plate Maker, Class "g"	A181	Stripper, Litho Color
P91	Wayne School, Inc.	A142	Plate Maker, Litho	A182	Stripper, Litho Lay-out Artist
P92	Weaver Airline Personnel School	A143	Plate Maker, Litho Offset	A183	Stripper and Printer, Photoengraver
P93	William Mitchell	A144	Plate Maker, Rubber	A184	Telex, Dry Wall
		A145	Plate Preparer, Litho Offset	A185	Technician, Dental
		A146	Plumber	A186	Technician, Electronic Control
		A147	Press Assistant, Litho Offset	A187	Technician, Radio and T.V.
		A148	Press Feeder, Lith-Offset	A188	Terrazzo Worker
		A149	Press Feeder, Platen	A189	Tile Setter
		A150	Press Feeder, Assistant, Cylinder	A190	Tool and Die Maker
		A151	Pressman, Combination Cylinder and Platen	A191	Treater, Heat
		A152	Pressman, Class "a"	A192	Tube Reader, Moon
		A153	Pressman, Class "b"	A193	Upholsterer
		A154	Pressman, Cylinder	A194	Upolsterer, Automotive
		A155	Pressman, Gordon	A195	Watchmaker
		A156	Pressman, Harris		
		A157	Pressman, Keely		
		A158	Pressman, Litho Offset		
		A159	Pressman, Mohle		
		A160	Pressman, Platen		
		A161	Pressman, Rotary		
		A162	Pressman, Rotogravure		
		A163	Pressman, Steel and Die		
		A164	Pressman, Web		
		A165	Printer, Class "c"		
		A166	Printer, Job Shop		
		A167	Printer, Photoengraver		
		A168	Roie Maker, Steel Die		
		A169	Serviceeman, Fuel Injection		
		A170	Serviceeman, Scale		
		A171	Serviceeman, Shoe		
		A172	Set-up Man, International Glue		
		A173	Sheetmetal Maintenance		
		A174	Sheetmetal, R.R.		
		A175	Sheetmetal Worker		
		A176	Shoymen, Architectural and Ornamental Iron		
		A177	Sign Maker, Steel Die		
		A178	Silverer and Jeweler, Glass		
		A179	Star-cyper		
		A180	Stripper, Litho		
		A181	Stripper, Litho Color		
		A182	Stripper, Litho Lay-out Artist		
		A183	Stripper and Printer, Photoengraver		
		A184	Telex, Dry Wall		
		A185	Technician, Dental		
		A186	Technician, Electronic Control		
		A187	Technician, Radio and T.V.		
		A188	Terrazzo Worker		
		A189	Tile Setter		
		A190	Tool and Die Maker		
		A191	Treater, Heat		
		A192	Tube Reader, Moon		
		A193	Upholsterer		
		A194	Upolsterer, Automotive		
		A195	Watchmaker		

CODE	NAME
A1	Artist, Commercial
A2	Artist, Lithocolor
A3	Artist, Litho Lay-out and Stripper
A4	Asbestos Worker
A5	Baker
A6	Beekeeper, Class Silverer
A7	Blacksmith
A8	Book Binder, Wood
A9	Bookbinder
A10	Bookmaker
A11	Bricklayer
A12	Buttressmaker
A13	Cabinetmaker
A14	Cameraman, Litho
A15	Cameraman, Motion Picture
A16	Carman (R.R.)
A17	Carpenter
A18	Carpenter, Coach
A19	Chemist Mason
A20	Chemist
A21	Color Matcher and Ink Maker
A22	Compositor
A23	Cook
A24	Cook
A25	Coremaker
A26	Cutter and Auto Glasser, Safety Glass
A27	Cutter, Cloth
A28	Cutter, Die Envelope
A29	Cutter, Fur
A30	Cutter, Glass
A31	Cutter, Granite
A32	Cutter, Heat
A33	Cutter, Paperstock
A34	Cutter, Warehouse Glass
A35	Die Sinker
A36	Draftsman, Architectural
A37	Draftsman, Electrical
A38	Draftsman, Engineering
A39	Draftsman, Mechanical
A40	Draftsman, Ornamental Iron
A41	Electrical Shopman
A42	Electrical Wireman
A43	Electrician, Maintenance
A44	Electrician, Powerhouse
A45	Electrician, (R.R.)
A46	Electroplate
A47	Electroplate, Finisher
A48	Engineer, Operating (Diesel)
A49	Engineer, Operating (Steam)
A50	Engineer, Road
A51	Engineer, Steel Die
A52	Feeder
A53	Finisher, Optical
A54	Finisher, Watchglass
A55	Fitter, Sprinkler
A56	Floor Coverer
A57	Furniture Finisher
A58	Furniture Finisher

CODE	NAME
P85	Universal Airline Personnel School, Inc.
P86	Universal Heavy Construction Schools, Inc.
P87	Universal Metal Schools, Inc.
P88	Universal Training Service, Inc.
P89	Victor Business School
P90	Washington School of Art
P91	Wayne School, Inc.
P92	Weaver Airline Personnel School
P93	William Mitchell

CODE	NAME
A1	Artist, Commercial
A2	Artist, Lithocolor
A3	Artist, Litho Lay-out and Stripper
A4	Asbestos Worker
A5	Baker
A6	Beekeeper, Class Silverer
A7	Blacksmith
A8	Book Binder, Wood
A9	Bookbinder
A10	Bookmaker
A11	Bricklayer
A12	Buttressmaker
A13	Cabinetmaker
A14	Cameraman, Litho
A15	Cameraman, Motion Picture
A16	Carman (R.R.)
A17	Carpenter
A18	Carpenter, Coach
A19	Chemist Mason
A20	Chemist
A21	Color Matcher and Ink Maker
A22	Compositor
A23	Cook
A24	Cook
A25	Coremaker
A26	Cutter and Auto Glasser, Safety Glass
A27	Cutter, Cloth
A28	Cutter, Die Envelope
A29	Cutter, Fur
A30	Cutter, Glass
A31	Cutter, Granite
A32	Cutter, Heat
A33	Cutter, Paperstock
A34	Cutter, Warehouse Glass
A35	Die Sinker
A36	Draftsman, Architectural
A37	Draftsman, Electrical
A38	Draftsman, Engineering
A39	Draftsman, Mechanical
A40	Draftsman, Ornamental Iron
A41	Electrical Shopman
A42	Electrical Wireman
A43	Electrician, Maintenance
A44	Electrician, Powerhouse
A45	Electrician, (R.R.)
A46	Electroplate
A47	Electroplate, Finisher
A48	Engineer, Operating (Diesel)
A49	Engineer, Operating (Steam)
A50	Engineer, Road
A51	Engineer, Steel Die
A52	Feeder
A53	Finisher, Optical
A54	Finisher, Watchglass
A55	Fitter, Sprinkler
A56	Floor Coverer
A57	Furniture Finisher
A58	Furniture Finisher

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For such services or more specific information, assistance may be furnished by any of the following:

- Director  
Division of Apprenticeship  
110 State Office Building  
St. Paul, NY 55101
- Bureau of Apprenticeship and Training  
U.S. Department of Labor  
Room 134, Federal Building  
316 Robert Street  
St. Paul, MN 55101





CODE	NAME	ADDRESS	TYPE
A192	Tube Bender, Moon		
A193	Upholsterer		
A194	Upholsterer, Automotive		
A195	Watchmaker		
For such services of more specific information, assistance may be furnished by any of the following:			
	Director		
	Division of Apprenticeship		
	110 State Office Building		
	St. Paul, MN 55101		
	Bureau of Apprenticeship and Training		
	U.S. Department of Labor		
	Room 136, Federal Building		
	316 Robert Street		
	St. Paul, MN 55101		
	Manpower Services, Local Offices		
	Apprenticeship Information Center		
	Youth Opportunity Center Offices: St. Paul, Minneapolis, Duluth		
<u>HOSPITALS</u>			
	Abbott Hospital School of Nursing		
	Northwestern Hospital School of Nursing		
	Arthur B. Ancker Memorial School of Nursing		
	Fairview Hospital School of Nursing		
	Marquette County General Hospital School of Nursing		
	Marquette Deaconess Hospital School of Nursing		
	Methodist Hospital School of Nursing		
	Marve Hospital School of Nursing		
	St. Barnabas Hospital School of Nursing		
	St. Luke's Hospital School of Nursing		
	The Swedish Hospital School of Practical Nursing		
	Bethesda Lutheran Hospital School of Practical Nursing		
	Miller Hospital Vocational School of Practical Nursing		
	St. Francis Hospital School of Practical Nursing		
<u>VOCATIONAL-TECHNICAL SCHOOLS</u>			
	Albert Las Area Vocational-Technical School		
	Alexandria Area Vocational-Technical School		
	Anoka Area Vocational-Technical School		
	Austin Area Vocational-Technical School		
	Bemidji Area Vocational-Technical School		
	Brainerd Area Vocational-Technical School		
	Candy Area Vocational-Technical School		
	Dakota County Area Vocational-Technical School		
	Detroit Lakes Area Vocational-Technical School		
	Duluth Area Vocational-Technical School		
	Eveleth Area Vocational-Technical School		
	Fairbault Area Vocational-Technical School		
	Greenbush Area Vocational-Technical School		
	Hibbing Area Vocational-Technical School		
	Hutchinson Area Vocational-Technical School		
	Jackson Area Vocational-Technical School		
	Marquette Area Vocational-Technical School		
	Minneapolis Area Vocational-Technical School		
	Northwestern Area Vocational-Technical School		
	Pine City Area Vocational-Technical School		
	Pipestone Area Vocational-Technical School		
	Ramsey-Washington County Area Vocational-Technical School		
	St. Cloud Area Vocational-Technical School		
	St. Paul Area Vocational-Technical School		
	Staples Area Vocational-Technical School		
	Stiefel River Falls Area Vocational-Technical School		
	Wadena Area Vocational-Technical School		
	Wilmont Area Vocational-Technical School		
	Winona Area Vocational-Technical School		
<u>OTHER</u>			
	Boonville-Hilday School of Nursing		
	Crookston School of Practical Nursing		
	ergus Falls Practical Nursing Program		
	Grand Rapids Practical Nursing Program		
	Montevideo Practical Nursing Program		
	Northwestern Area Vocational-Technical School		
	Red Wing School of Practical Nursing		
	Rockwell School of Practical Nursing		
	Job Entry Skills in Best Practice Training		

CODE	NAME	ADDRESS	TYPE
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	St. Luke's Hospital School of Nursing		
	The Swedish Hospital School of Practical Nursing		
	Bethesda Lutheran Hospital School of Practical Nursing		
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	Job Entry Skills in Best Practice Training		



16 & 17 SKILLED, TECHNICAL, AND ENGINEERING OCCUPATIONS

- 1. Subject Management Analysts
- 2. Systems and Processing Systems Occupations
- 3. Cashiers
- 4. Clerical and Billing Occupations
- 5. Clerical Occupations
- 6. Clerical Occupations
- 7. Clerical Occupations
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- 59. Clerical Occupations
- 60. Clerical Occupations

07 HEALTH, MEDICINE, AND RELATED OCCUPATIONS

- 1. Central Supply Technician
- 2. Community Health AID
- 3. Cytology (Cytotechnology)
- 4. Dental
- 5. Dental Assistant
- 6. Dental Hygiene (Associate Degree)
- 7. Dental Laboratory Technology
- 8. Dietetics
- 9. Dietitians
- 10. Electrocardiograph Technicians
- 11. Electroencephalograph Technicians
- 12. Environmental Health (01)
- 13. Environmental Health Assistant (01)
- 14. Food Service Supervisor (09)
- 15. Health Occupations Education, Other (09)
- 16. Hematology
- 17. Histology
- 18. Home Health AIC
- 19. Inhalation Therapy
- 20. Medical Assistant (Assistant in Physician's Office)
- 21. Medical and Dental Technology Occupations
- 22. Medical Emergency Technician
- 23. Medical Laboratory Assistant
- 24. Medical Laboratory Technology
- 25. Medicine and Health Occupations
- 26. Mental Health Technician
- 27. Mental Health Technology
- 28. Mental Health Technology AID
- 29. Miscellaneous Health Occupations Education
- 30. Nursery Science
- 31. Nuclear Medical Technology (16617)
- 32. Nursing
- 33. Nursing Assistants (AID)
- 34. Nursing Assistants (Nurse)
- 35. Nursing Technicians
- 36. Occupational Therapy
- 37. Occupational Therapy Assistant
- 38. Occupational Therapy Assistant (01)
- 39. Occupational Therapy Assistant (02)
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- 96. Occupational Therapy Assistant (59)
- 97. Occupational Therapy Assistant (60)

## DISCIPLINE INTRODUCTION

### SOCIAL STUDIES

A number of schools in Minnesota are presently using the Minnesota Project Social Studies curriculum. Although the materials developed for the project are centered on the study of sociology, political science, and economics, which should be readily adaptable to emphasize career development, little has been done to suggest, specifically, how this might be done.

The examples that are presented here are an attempt to develop a model which can bridge that gap and put into the hands of the social studies teachers a useable structure and philosophy emphasizing career development.

Although these materials are developed with Project Social Studies in mind, this in no way limits their use to only that curriculum. They are equally adaptable to other approaches in the social studies program.

#### Suggested Skill Objectives

Is able to gain information by listening and observing  
Clarifies his purpose or theme

Is able to empathize with others, seeing things through their eyes,  
whether he accepts their viewpoint or sympathizes with them or not

Helps create and preserve an atmosphere in which all members of a group  
feel secure and anxious to participate

Checks, refines, and eliminates hypotheses, working out new ones where  
necessary

Acquires information through reading:

Reads for details which support or contradict generalizations and  
main ideas

Is able to interpret tables, graphs, and charts

#### Techniques

Role playing

Simulations

Discussion

Reading for information

Films and filmstrips

Slides

Observations

Community resource people

## SEVENTH GRADE SOCIAL STUDIES

### OVERVIEW

Project Social Studies for seventh grade explores the basic needs of:

Man  
Physical  
Psychological  
Family  
Physical  
Psychological  
Community (institutions)  
Physical  
Psychological

These are to include, in general:

Communication  
Humanization  
Social values and attitudes  
Environment  
Heritage  
Culture

Specific teaching concepts to be emphasized in the unit presented are:

Role  
Identification  
Association  
Interdependence  
Services  
Self  
Socialization



## SEVENTH GRADE SOCIAL STUDIES

### Career Objectives

- Helping the student view self as a worthy person
- Helping the student experience success
- Helping the student appreciate his own potentials and interests
- Helping the student develop a positive self-image

### Specific Concepts

- Role
- \* Identification
- Association
- Interdependence
- Services
- Self
- Socialization (values and attitudes)

The student, having previously studied the roles of the individual and the individual in the family (including family interactions), now attempts to show the relationship between the individual and his family, other families, and the community in general.

### Materials Needed

Classroom sets of telephone directories representing a large metropolitan area and a rural area

Dictionary of Occupational Titles (D.O.T.)

Career Opportunities for Technicians and Specialists

Occupations for You (Alexandria, Virginia, 1968 OT 006188)

### Possible Activities

- I. In this activity the students will explore the make-up of a community through occupational possibilities. The teacher will initiate the discussion by asking "What occupation would you like to have in a community? How is your occupational choice dependent upon your admiration for a person already in that occupation?" Discuss.

Have the students develop a role-playing scene in which their occupation is portrayed. Upon completion of this activity, have the students read about their occupations and determine if their perception is consistent

## SEVENTH GRADE SOCIAL STUDIES

with reality. Discuss the application, for the students, of this activity to the world of work.

- II. In this activity the students will determine the differences and similarities between job types in rural and urban communities. Divide the class into groups of three to five people; their task is to look through the yellow pages of two telephone directories. One is of a large city; the other is from a small rural town. Through introductory discussion, point out the uses of the directories. Have the students give examples of how the telephone directory has been useful to them. Be sure to point out that services as well as goods are available through the yellow pages. Let each group page through the books. Have them note the size of the two books. Have them hypothesize why there is such a size difference. Let the students compare some of the goods and services available in each book. Discuss the wants and needs of each area. Discuss the occupations available in each area.

### Questions for Class Discussion

Which directory offers more?

Why does a city directory have more goods and services represented?

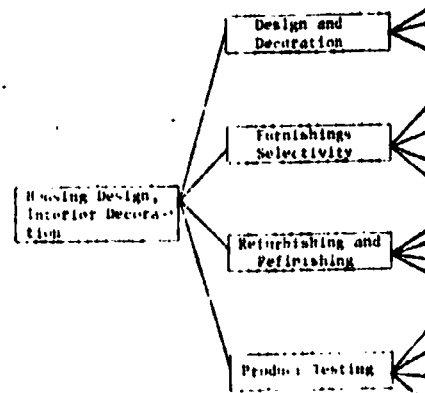
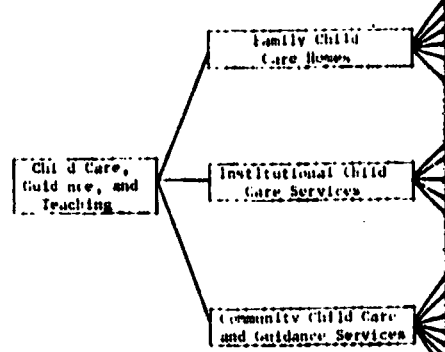
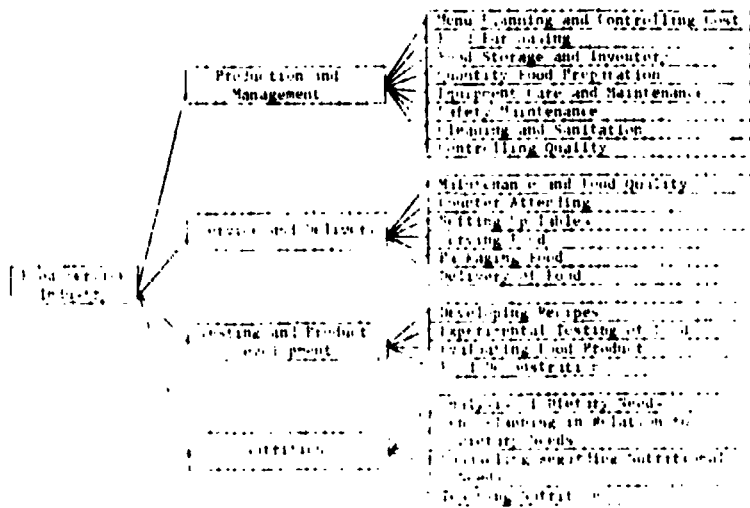
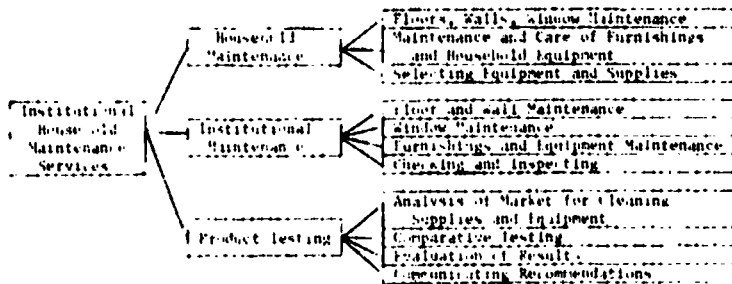
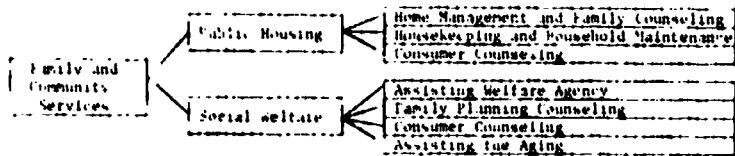
Are there any goods or services found in one directory which was not found in the other?

If you live in a small town, what might be the most important area of interest to you?

If you live in a large city, what might be the most important area of interest to you?

From what has been seen in the yellow pages, where would you like to live? Explain.

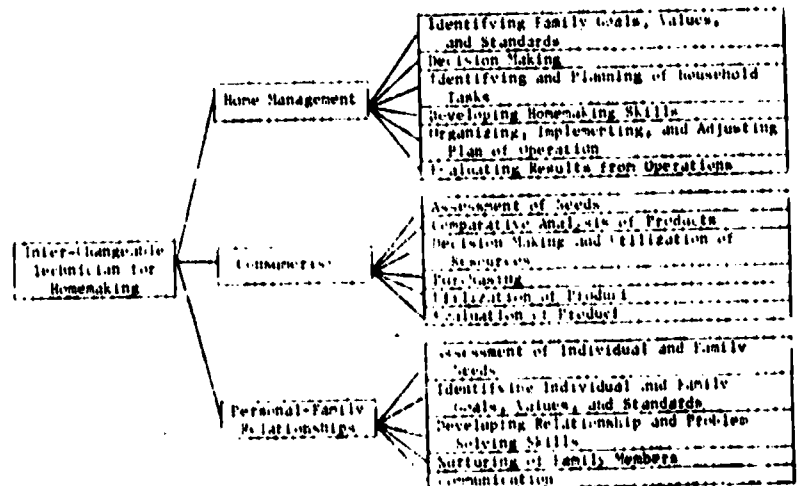
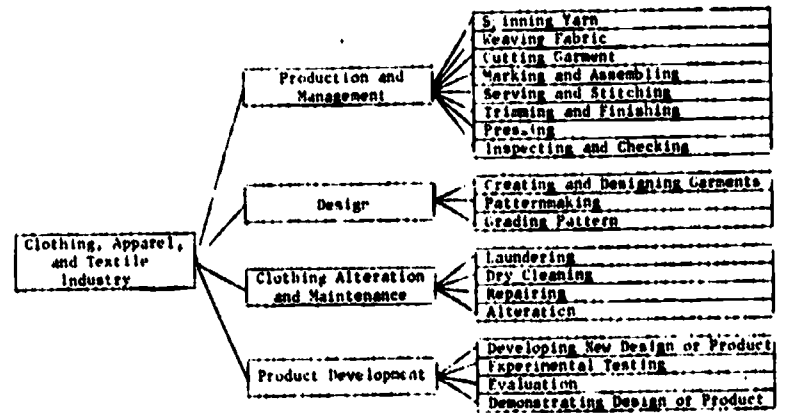
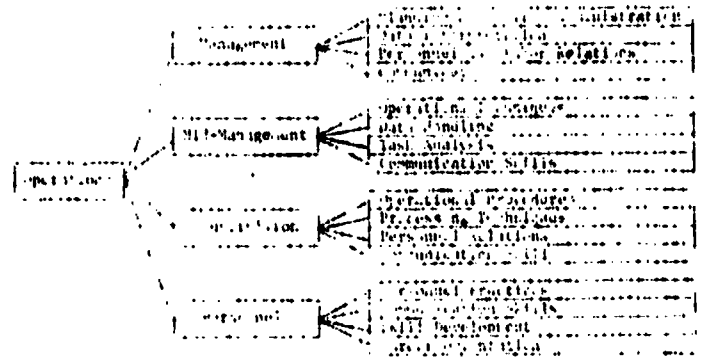
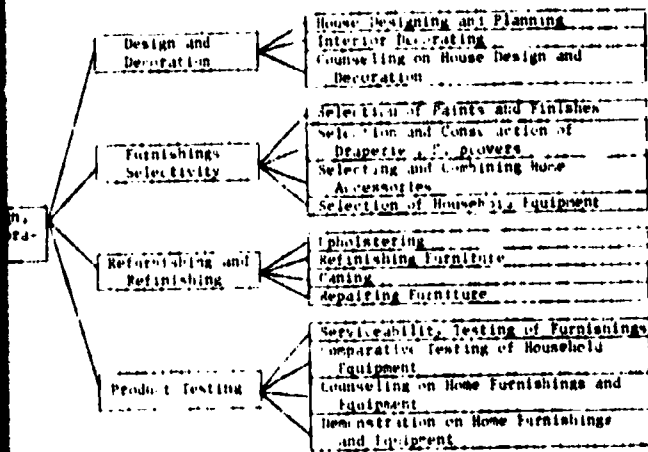
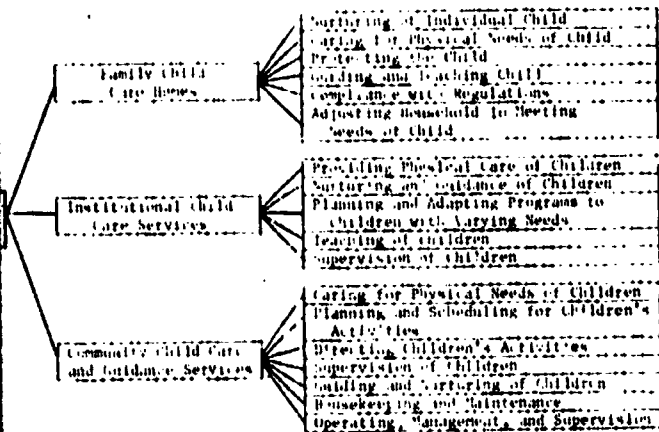
CONSUMER AND HOMEMAKING



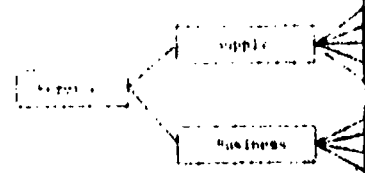
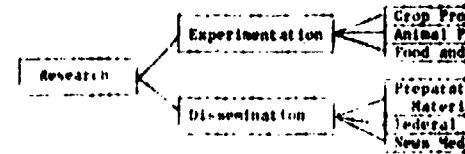
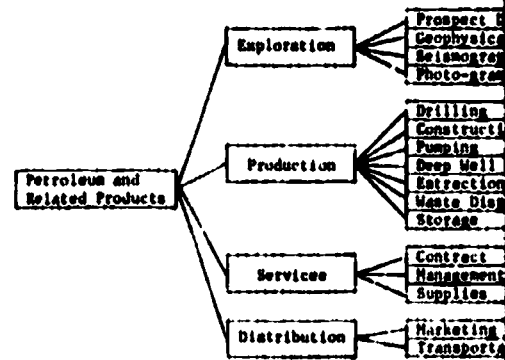
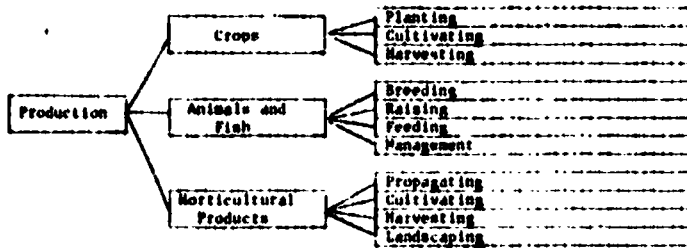
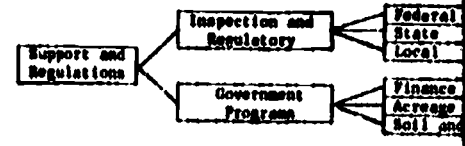
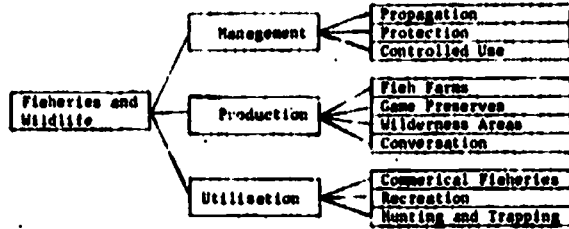


# Cluster for

# HOMEMAKING -- RELATED OCCUPATIONS

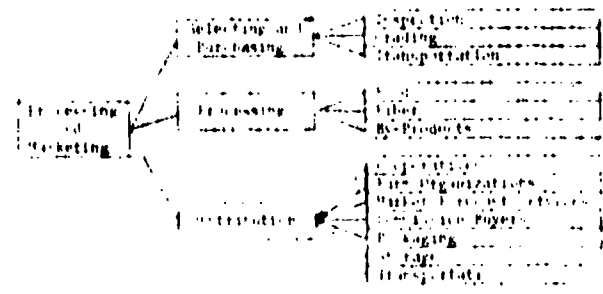
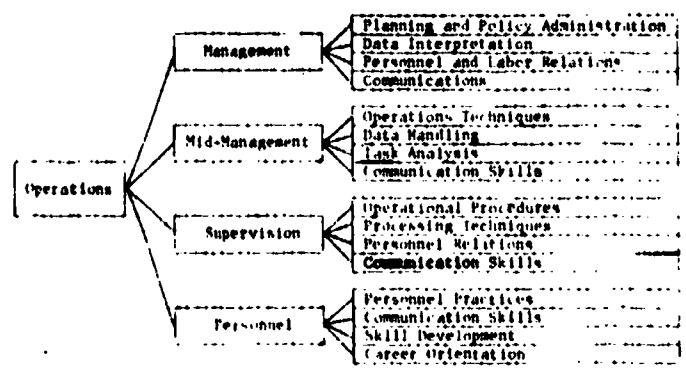
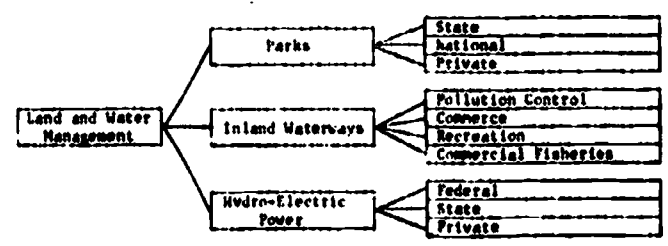
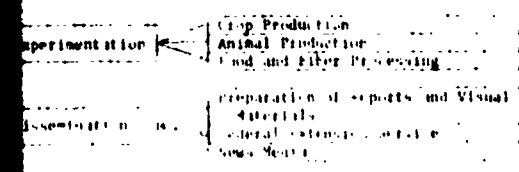
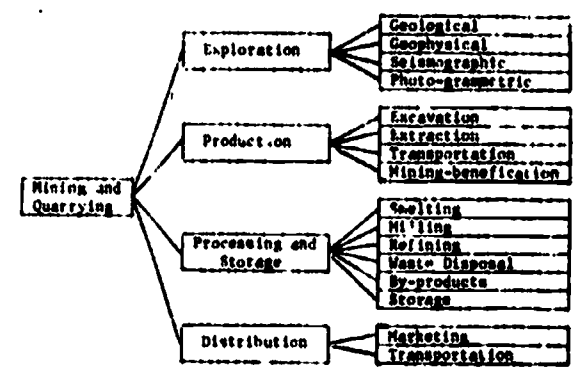
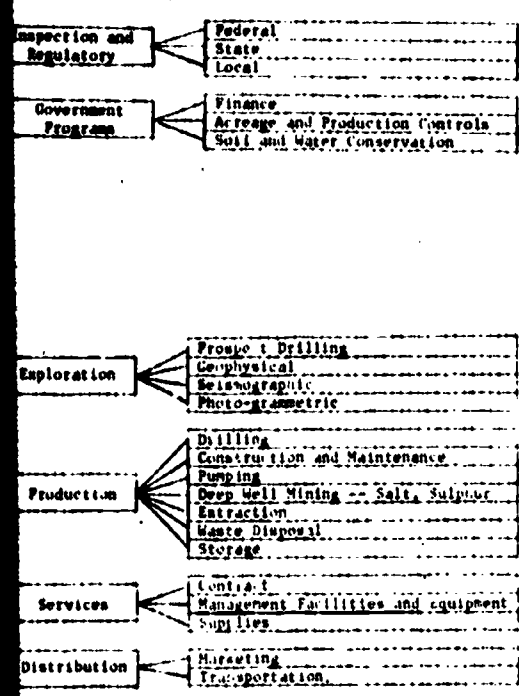


# Cluster AGRI-BUSINESS AND NA



Partnerships  
 Support and Reg-  
 and

# Cluster for MINING AND NATURAL RESOURCES



## EIGHTH GRADE SOCIAL STUDIES

### OVERVIEW

Project Social Studies for eighth grade explores our political system:

Persuasive tactics in a democracy  
Structure of United States government  
Individual rights in a democracy

These are to include, in general:

Propaganda techniques  
Executive unit  
Legislative unit  
    Due process of law  
Judicial unit  
    How a bill becomes a law

Specific teaching concepts to be emphasized in the unit presented are:

Values  
Conflicts  
Civil liberties  
Decision-making process  
Discrimination

## EIGHTH GRADE SOCIAL STUDIES

### Career Objectives

Helping the student expand his knowledge of career-vocational information and identify career opportunities within a community

Helping the student assess the extent to which technological change may affect the employment opportunities and task requirements of a preferred occupation

Helping the student become aware of the variety of the opportunities within each job cluster

### Specific Concepts

Values  
Conflicts  
Civil liberties  
Decision-making process  
Discrimination

### Materials Needed

Community resource people

Local publications

Television commercials that are "outdated" from television stations or advertising agencies

Job descriptions for courtroom personnel and people connected with court proceedings. (Career Planning Guide -- available through the computer system with Honeywell or Dr. Cliff Helling, District 281)

Book on courtroom procedure

### Possible Activities

I. Basic premise for this activity: "Purpose of advertising is to sell what might not be bought."

A. The following example of a study sheet gives the basic information needed for the study of persuasion and propaganda.

"HE WHO WANTS TO PERSUADE SHOULD PUT HIS TRUST NOT IN THE RIGHT ARGUMENT, BUT IN THE RIGHT WORD....GIVE ME THE RIGHT WORD AND THE RIGHT ACCENT AND I WILL MOVE THE WORLD." Joseph Conrad

1. Definition of persuasion: It is the process of securing acceptance of an idea or an action by connecting it favorably

## EIGHTH GRADE SOCIAL STUDIES

with the listeners' (or readers') attitudes, beliefs, and desires. The emphasis is on making the listener want to do what the evidence indicates he should do. Persuasive speeches are used to secure acceptance of conclusion reached through study and investigation.

We use it to designate our attempts to get others to do what we want them to do. In a general sense, a large part of written and oral communication might be called persuasion. Persuasion and propaganda are practically identical. DISTINCTION: Propaganda is dispersed or concentrated; when concentrated upon a few persons it is persuasion.

### 2. The basis of persuasion:

We tend to believe what we want to believe.

We tend to believe, and to do, as we are told.

We tend to act in accordance with our dominant attitudes.

We tend to respond to the emotional connotations of words.

We tend to accept ideas from those we like.

We tend to conform.

We tend, when persuaded, to act immediately.

We tend to regard our action as logical.

### 3. The process of persuasion:

Four factors combine to determine the success of a persuasive speech:

1. The speakers' prestige.

2. The listeners' attitudes towards his proposal.

3. The skill used in constructing the speech.

4. The circumstances under which it was delivered.

### B. The following is a group of possible activities with a variety of ability levels indicated:

1. Group a selection of advertisements according to the age of the people used in the ad (like young, middle-aged, or older). After studying many advertisements, what age group is used the most often, and why is this age group used more than others? (Good for slow-learners)
2. Choose a certain product (like gasoline, detergents, cigarettes, shampoo, cake mixes, automobiles, pre-packaged foods, clothing, sports equipment, televisions, appliances) and work up a presentation showing all the different techniques and devices used to try to sell these products. How do they try to get your interest? Show the different approaches that can be used to sell basically the same product.
3. Make a list of words, present them to the class; have them decide what products they could be used to sell and why? Notice the wide diversity of products that can be sold using the same group of words.

## EIGHTH GRADE SOCIAL STUDIES

4. Suppose you are a Martian archaeologist of the year 4,000 A.D. The only evidence about life in the 20th Century is a can of TV commercials found in the ruins. The can contains commercials about soap, toothpaste, cigarettes, coke, aspirin, gasoline, razor blades, nylons, and Pepsi. Based on the information found in these advertisements, what report would you make on the extinct civilization of the Americans of the 20th Century? (Excellent for good students)
5. Find a food product that is marketed in a particular container. Study the container, front, back and side panels; and then re-design the container to be more attractive and a better salesman for the product. Present this to the class, and be the products' best salesman.

At the conclusion of this lesson, have the students decide which jobs would be involved in the process of each activity.

1. From the activities that you have done, which jobs would be appealing to you? Why?
2. Which jobs from the activity did not appeal to you? Why?
3. Did any of the jobs you explored seem unnecessary?

Suggestion: The nature of this unit lends itself to cooperative interaction between speech and social studies.

### II. Courtroom observation and simulation activity:

- A. Preview Study: In order to help assure a successful observation and simulation, a thorough introductory study of courtroom procedures is mandatory.
- B. Courtroom Observation: This segment of the activity will consist of a field trip visit to a courtroom in action.
- C. Courtroom Simulation: Utilizing the Preview Study and Courtroom Observation, this part of the activity will be initiated with a general discussion and listing on the blackboard or overhead of the occupational spectrum related to the courtroom.

In order to amplify the experience gained in the Courtroom Observation, the viewing of a television courtroom show will now be included. The list that began in general discussion will be further amended and refined, then retained for future reference (when students are satisfied that the list is complete).

At this point the class will be divided into groups of four or five, and using the lists previously developed, write job descriptions for each position. Then, utilizing the IMC and Career Planning (EDINET)



## EIGHTH GRADE SOCIAL STUDIES

materials as well as direct communication with appropriate community resource people, students will make final revisions in the job title/descriptions. Arrangements will now be made for the duplication and distribution of these materials to all participants.

With the job title/description materials, the student will then select an occupation in which he is interested, and feels qualified. In making application for his selected job, the student will supply the following information:

Name  
Occupation applied for  
Description of job and its duties  
His qualifications for the job  
A statement explaining why he is making application for this particular job

Upon completion of the application, the teacher or a board of students will review the applications and award jobs to all participants. It will be at this time that the students will either read a court case transcript or experience through a play, a criminal action which will simulate the judicial process. This simulation will allow the student to contrast his performance of the duties of the selected occupation with the ideal performance as written in the original job descriptions.

### Questions for Class Discussion

What type of occupation is the most important to the legal system?

Was there any occupation portrayed which is not really needed for justice to prevail?

What disappointments did you experience in the performance of your duties?

Did your job description accurately portray what you actually did in the simulation?



# EDUCATIONAL OPPORTUNITIES FOR CAREER PREPARATION

(This material is needed for Step 6 under the directions on other side.)

CODE	COLLEGE	NAME	CODE	NAME	CODE	NAME
C1	Anna Ramsey State Junior College		P85	Universal Airline Paramount School, Inc.	A136	Pipefitter, (Gas and Oil)
C2	Augsburg College		P86	Universal Heavy Construction Schools, Inc.	A137	Pipefitter, Maintenance
C3	Austin State Junior College		P87	Universal Hotel Schools, Inc.	A138	Pipefitter, (Refrigerative)
C4	Benedict State College		P88	Universal Training Service, Inc.	A139	Pipefitter, (Steam)
C5	Bethany Lutheran College		P89	Victor Business School	A140	Plasterer
C6	Bethel College		P90	Washington School of Art	A141	Plate Maker, Glass "B"
C7	Brainerd State Junior College		P91	Wayne School, Inc.	A142	Plate Maker, Litho Offset
C8	Carleton College		P92	Weaver Airline Paramount School	A143	Plate Maker, Litho
C9	College of Saint Benedict		P93	William Mitchell	A144	Plate Maker, Rubber
C10	College of St. Catherine				A145	Plate Preparer, Litho Offset
C11	College of St. Scholastica				A146	Press Ass't-Cant, Litho Offset
C12	College of St. Theresa				A147	Press Feeder, Litho Offset
C13	College of St. Thomas				A148	Press Feeder, Plate
C14	Concordia College (Sawhead)				A149	Press Feeder, A. & J. Line
C15	Concordia College (St. Paul)				A150	Pressman, Combination (Litho & Offset)
C16	Corbett Junior College				A151	Pressman, Class "A"
C17	Dr. Martin Luther College				A152	Pressman, Class "B"
C18	Fergus Falls State Junior College				A153	Pressman, Cylinder
C19	Golden Valley Lutheran College				A154	Pressman, Litho
C20	Graceland Lutheran College				A155	Pressman, Litho Offset
C21	Harline University				A156	Pressman, Mkt
C22	Itasca State Junior College				A157	Pressman, Mkt
C23	Itasca State Junior College				A158	Pressman, Mkt
C24	Itasca State Junior College				A159	Pressman, Mkt
C25	Itasca State Junior College				A160	Pressman, Mkt
C26	Itasca State Junior College				A161	Pressman, Mkt
C27	Itasca State Junior College				A162	Pressman, Mkt
C28	Itasca State Junior College				A163	Pressman, Mkt
C29	Itasca State Junior College				A164	Pressman, Mkt
C30	Itasca State Junior College				A165	Pressman, Mkt
C31	Itasca State Junior College				A166	Pressman, Mkt
C32	Itasca State Junior College				A167	Pressman, Mkt
C33	Itasca State Junior College				A168	Pressman, Mkt
C34	Itasca State Junior College				A169	Pressman, Mkt
C35	Itasca State Junior College				A170	Pressman, Mkt
C36	Itasca State Junior College				A171	Pressman, Mkt
C37	Itasca State Junior College				A172	Pressman, Mkt
C38	Itasca State Junior College				A173	Pressman, Mkt
C39	Itasca State Junior College				A174	Pressman, Mkt
C40	Itasca State Junior College				A175	Pressman, Mkt
C41	Itasca State Junior College				A176	Pressman, Mkt
C42	Itasca State Junior College				A177	Pressman, Mkt
C43	Itasca State Junior College				A178	Pressman, Mkt
C44	Itasca State Junior College				A179	Pressman, Mkt
C45	Itasca State Junior College				A180	Pressman, Mkt
C46	Itasca State Junior College				A181	Pressman, Mkt
C47	Itasca State Junior College				A182	Pressman, Mkt
C48	Itasca State Junior College				A183	Pressman, Mkt
C49	Itasca State Junior College				A184	Pressman, Mkt
C50	Itasca State Junior College				A185	Pressman, Mkt
C51	Itasca State Junior College				A186	Pressman, Mkt
C52	Itasca State Junior College				A187	Pressman, Mkt
C53	Itasca State Junior College				A188	Pressman, Mkt
C54	Itasca State Junior College				A189	Pressman, Mkt
C55	Itasca State Junior College				A190	Pressman, Mkt

### APPRENTICESHIP TRAINING

CODE	NAME	CODE	NAME
A1	Artist, Commercial	A1	Stripper, Litho
A2	Artist, Litho	A2	Stripper, Litho Color
A3	Artist, Litho Lay-out and Stripper	A3	Stripper, Litho Lay-out Artist
A4	Baker	A4	Tag, Dry Wall
A5	Beverly, Glass Silverer	A5	Technician, Dental
A6	Blacksmith	A6	Technician, Electric (Cont.)
A7	Boat Builder, Wood	A7	Technician, Radio and T.V.
A8	Boilermaker	A8	Terrazzo Worker
A9	Bookbinder	A9	Tile Setter
A10	Brazing	A9	Tool and Die Maker
A11	Bricklayer	A9	Treater, Heat
A12	Buttwelder	A9	Tube Bender, Metal
A13	Cabinetmaker	A9	Upholsterer
A14	Cameraman, Litho	A9	Upholsterer, Automotive
A15	Cameraman, Motion Picture	A9	Welder
A16	Carpenter	A9	
A17	Carpenter, Coach	A9	
A18	Cement Mason	A9	
A19	Cheese-maker	A9	
A20	Color Matcher and Ink Maker	A9	
A21	Cook	A9	
A22	Cook	A9	
A23	Cook	A9	
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A51	Cook	A9	
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A54	Cook	A9	
A55	Cook	A9	
A56	Cook	A9	
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A58	Cook	A9	
A59	Cook	A9	

### PRIVATE SCHOOLS

CODE	NAME
P1	Academy for Home Study, Inc.
P2	Academy of Accountancy
P3	Advance Trades School, Inc.
P4	Alexander Hamilton Institute, Inc.
P5	American Automation Training Centers, Inc.
P6	American Hotel School, Inc.
P7	American School
P8	ACT Instruction Schools
P9	ACT Instruction Schools

For more services or more specific information, contact the following:

- Director
- Division of Apprenticeship
- 110 State Office Building
- St. Paul, MN 55101
- Bureau of Apprenticeship and Training
- U.S. Department of Labor
- Room 114, Federal Building
- 316 Robert Street
- St. Paul, MN 55101



Wilmam State Junior College  
 Illinois State College  
 Worthington State Junior College

PRIVATE SCHOOLS

NAME

Academy for Home Study, Inc.  
 Academy of Accountancy  
 Advance Trades School, Inc.  
 Alexander Hamilton Institute, Inc.  
 American Automation Training Centers, Inc.  
 American Hotel School, Inc.  
 American School  
 Art Instruction Schools  
 Atlantic School  
 Atlantic School of California  
 Bell and Howell Schools  
 Brown Institute  
 Capitol Radio Engineering Institute, Inc.  
 Career Academy, Inc.  
 Central Technical Institute  
 Jewelers Institute of Electrotyping  
 Columbia School of Broadcasting  
 Commercial Business School, Inc.  
 Commercial Trade Institute  
 Control Data Institute  
 Dale Carnegie Course: Sponsored by Norris L. Norman and Associates  
 Dale Carnegie: Sponsored by Sam Carlson and Associates  
 DeVry Institute of Technology  
 Diesel Truck Driver Training School, Inc.  
 Diversified Education, Inc.  
 Duluth Business University  
 Elba Systems Corporation  
 Electronic Computer Programming Institute  
 Estelle Compton Models Institute  
 Famous Artists School  
 Famous Photographers School  
 Famous Schools  
 Famous Writers School  
 Foley Sea and Tool Maintenance School  
 Form ID40 The School  
 Gale Institute  
 Lubbe College of Business, Inc.  
 H & R Block Inc. Income Tax School  
 Hanson Mechanical Trade School  
 Hartford Airline Personnel School  
 Humboldt Institute, Inc.  
 IBM Data Processing Education Center  
 Institute of Business and Computer Education  
 Insurance Adjusters School  
 International Correspondence Society, Inc.  
 International Correspondence Schools  
 Interstate Business College  
 Jernum Technical Institute  
 LaSalle Extension University  
 Lewis Hotel-Motel Schools  
 Lincoln Extension Institute, Inc.  
 McDonnell Airline School, Inc.  
 McDonnell Commercial College  
 Medical Institute of Minnesota  
 Minneapolis Business College  
 Minneapolis Drafting School  
 Minnesota Institute of Medical and Dental Assistants  
 Minnesota School of Bartending, Inc.  
 Minnesota School of Business  
 Hotel Management Institute  
 Hotel Managers Training Corporation  
 National Institute of Meat Packing  
 National Reading Institute of Minnesota, Inc.  
 Nettleton Commercial College  
 Northern Technical School of Business  
 Northwest Schools  
 Northwest Technical Institute  
 Northwestern Electronics Institute  
 Palmer Writers School, Inc.  
 Patricia Stevens Career and Finishing School  
 Personal Dynamics, Inc.  
 Piccadilly, Ltd.  
 Professional Business Institute  
 Rambeau School of Business  
 Reading Dynamics of Minnesota  
 Sawyer School of Business  
 Speed Read Plus  
 St. Cloud Business College  
 Sales Training of Twin Cities, Inc.  
 Star Trade School  
 State Bar Review Course  
 United Electronics Institute  
 United Systems, Inc.  
 United Technical Institute

Electrical Shopman  
 Electrical Wireman  
 Electrician, Maintenance  
 Electrician, Powerhouse  
 Electrician, (R. R.)  
 Electroplate, Finishes  
 Electropress, Molds  
 Engineer, Operating (Steam)  
 Engineer, Operating (Steam)  
 Engraver, Hand  
 Engraver, Tool Die  
 Feeder  
 Finisher, Optical  
 Finisher, Watchglass  
 Fitter, Sprinkler  
 Flour Coverer  
 Furniture Finisher  
 Furniture Maker  
 Furrer  
 Glander, Safety Glasscutter and Auto  
 Glander, Stained Glass  
 Gramer, Litho  
 Granite Polisher  
 Granite Sand Blastman  
 Ink Maker, Color Matcher  
 Iron Worker  
 Jeweler  
 Lab Assistant, Litho Chemical  
 Lab Technician, Optical  
 Lather  
 Layout Man, Structural  
 Lens Grinder, Optical  
 Lineman, Combination Telephone  
 Lineman, Electrical Power  
 Lithographer, Class "A"  
 Lock Smith  
 Machine Adjuster, Envelope  
 Machinist  
 Machinist, Automotive  
 Machinist, Composing Room  
 Machinist, Lino Type  
 Machinist, Maintenance  
 Machinist, Printing, Press  
 Machinist, (R. R.)  
 Machinist, Tool Room  
 Machine Operator, Automatic Stitching and Tippling  
 Machine Operator, Folding  
 Machine Operator, Gathering  
 Machine Operator, Glass  
 Machine Operator, Huling  
 Mailer  
 Marble Setter  
 Mating Devices Maker, Rubber and Metal  
 Mechanic, Aircraft and Engine  
 Mechanic, Auto Body and Fender  
 Mechanic, Automobile  
 Mechanic, Business Machine  
 Mechanic, Farm Tractor and Equipment  
 Mechanic, Heavy Equipment  
 Mechanic, Highway Equipment  
 Mechanic, Line Casting Machine  
 Mechanic, Motor Truck and Tractor  
 Mechanic, Plant Maintenance  
 Mechanic, Sewing Machine  
 Metal-Switch, Aircraft  
 Metal Spinner  
 Motor Tester  
 Miller  
 Millwright, Maintenance  
 Millwright  
 Moulder  
 Mounting Maker  
 Offset Press Assistant, Web  
 Operater, Litho  
 Operater, Litho Perforating  
 Operater, Litho Photo Contact Room  
 Operater, Litho Offset Davidson  
 Painter  
 Painter, Automobile  
 Painter, Coach  
 Painter, Sign and Pictorial  
 Pattern Maker  
 Photoengraver, Copper Etcher  
 Photoengraver, Finisher  
 Photoengraver, Layout Man  
 Photoengraver, Proof  
 Photoengraver, Retogenerator  
 Photoengraver, Router and Blotter  
 Photoengraver, Zinc Etcher  
 Photographer, (Commercial)  
 Photographer, Litho Half-Tone Line  
 Photographer, Photoengraver  
 Photographer, (Portrait)

Upholsterer  
 Upholsterer, Automotive  
 Watchmaker

For such services as were specified and furnished by any of the following:

Director  
 Division of Apprenticeship  
 110 State Office Building  
 St. Paul, MN 55101  
 Bureau of Apprenticeship and Training  
 U.S. Department of Labor  
 Room 114, Federal Building  
 116 Robert Street  
 St. Paul, MN 55101  
 Manpower Services, Local Offices  
 Apprenticeship Information Center  
 Youth Opportunity Center Offices

HOSPITALS

Abbott Hospital School of Nursing  
 Northwestern Hospital School of Nursing  
 Arthur B. Ancher Memorial School of Nursing  
 Fairview Hospital School of Nursing  
 Hennepin County General Hospital School of Nursing  
 Lutheran Deaconess Hospital School of Nursing  
 Methodist Hospital School of Nursing  
 Marve Hospital School of Nursing  
 St. Barnabas Hospital School of Nursing  
 St. Luke's Hospital School of Nursing  
 The Swedish Hospital School of Nursing  
 Bethesda Lutheran Hospital School of Practical Nursing  
 Miller Hospital Vocational School of Practical Nursing  
 St. Francis Hospital School of Practical Nursing

VOCATIONAL-TECHNICAL SCHOOLS

Albert Lea Area Vocational-Technical School  
 Alexandria Area Vocational-Technical School  
 Anoka Area Vocational-Technical School  
 Austin Area Vocational-Technical School  
 Bendigo Area Vocational-Technical School  
 Brainerd Area Vocational-Technical School  
 Canby Area Vocational-Technical School  
 Dakota County Area Vocational-Technical School  
 Deer Lake Area Vocational-Technical School  
 Duluth Area Vocational-Technical School  
 Eau Claire Area Vocational-Technical School  
 Faribault Area Vocational-Technical School  
 Granite Falls Area Vocational-Technical School  
 Hutchinson Area Vocational-Technical School  
 Jackson Area Vocational-Technical School  
 Mahanock Area Vocational-Technical School  
 Minneapolis Area Vocational-Technical School  
 Moorhead Area Vocational-Technical School  
 Suburban Minneapolis County Vocational-Technical School  
 Pine City Area Vocational-Technical School  
 Pipestone Area Vocational-Technical School  
 Ramsey-Washington County Area Vocational-Technical School  
 Rochester Area Vocational-Technical School  
 St. Cloud Area Vocational-Technical School  
 St. Paul Area Vocational-Technical School  
 Staples Area Vocational-Technical School  
 Thief River Falls Area Vocational-Technical School  
 Wadena Area Vocational-Technical School  
 Willmar Area Vocational-Technical School

Wanda-Hilway School of Nursing  
 Crosson School of Practical Nursing  
 Fergus Falls Practical Nursing Program  
 Grand Rapids Practical Nursing Program  
 Hastings Practical Nursing Program  
 Becker County School of Practical Nursing  
 New Ulm School of Practical Nursing  
 Red Wing School of Practical Nursing  
 Rochester School of Practical Nursing  
 Job Entry Skills Do Not Require Training

A194  
 A195

CODE

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Dr. Cliff E. Collins, Director of Vocational Education, 281 Hobbside Area School, Minneapolis, Minnesota  
 Dr. James W. Hale, Director of Vocational Education, 833 Cottage Grove School, Minneapolis, Minnesota  
 A comprehensive career selection program which complements this guide is available through Homevocal EDINET.

**DIRECTIONS**

This is a list of about 500 careers or career areas organized into several categories. It includes the entire range of jobs available in the United States. Some of these 500 careers have several additional titles that are related to the ones listed. This list represents careers requiring all levels of education and training. They are listed in the several categories by skill emphasis so be sure to read over all titles in each of the categories. The numbers in parentheses following a career refer to other related career areas that should also be reviewed.

Read the directions carefully. This information will help you in your career planning by providing you with: (1) the breakdown of these occupations into related jobs, (2) sources of information for further study, (3) sources of educational and training requirements and post-high school institutions offering courses of study in these areas.

1. Read over all of the titles.
2. Select those occupations which interest you.
3. Bring your request to the counseling office and you will receive printed information relating to areas 1, 2, and 3 above.

**AGRICULTURE, FISHERY, FORESTRY, ENVIRONMENT AND ECOLOGY (00-0000)**

37. Obstetrical Technician (16617)
38. Occupational Therapy
39. Ophthalmic
40. Ophthalmic Dispensing
41. Optometrist Assistant
42. Orthopedic Assisting
43. Orthotics
44. Orthopedics
45. Osteopaths
46. Pharmacists
47. Physical Therapy
48. Physicians and Surgeons
49. Prosthetics
50. Psychiatric Aid
51. Psychology Occupations
52. Radiation Therapy
53. Radiological Health Technicians (10617)
54. Radiologic Technicians (X-Ray)
55. Rehabilitation
56. School Health Aids
57. Surgical Technicians (Operating Room Technician) (16617)
58. Veterinarians

**HOME ECONOMICS AND PERSONAL HOME SERVICE OCCUPATIONS**

1. Child and Guidance of Children
2. Child Development
3. Clothing Management, Production, and Services
4. Clothing and Textiles
5. Comprehensive Homemaking or Home Economics
6. Consumer Education
7. Family Health (07)
8. Family Relations
9. Food and Nutrition (04 - 16617)
10. Food Management, Production, and Services (04 - 16617)
11. Home Furnishings, Equipment, and Services
12. Home Management
13. Home-making, other
14. Home-making: Preparation for Personal, Home, and Family Living
15. Home-making and Home Furnishings
16. Institutional and Home Management and Supporting Service

**14 CLERICAL, BUSINESS, OFFICE, LAW, COMMUNICATIONS, PUBLIC SERVICE, AND TRANSPORTATION OCCUPATIONS**

1. Accountants
2. Accounting and Auditors
3. Accounting and Computing Occupations
4. Administrative Assistants (04)
5. Administrative Specialization Occupations (04)
6. Agents and Appraisers
7. Archivists
8. Bookkeepers
9. Budget and Management Analysis Occupations
10. Budget Management Analysts
11. Business Data Processing Systems Occupations
12. Cashiers
13. Clerical and Office Supervisors
14. Clerk-Typists
15. Communications Systems Clerks and Operators
16. Computer and Console Operators
17. Correspondence Clerks
18. Data Methods and Procedures Analysts
19. Duplicating Machine Operators
20. File Clerks
21. Freight Clerks
22. Freight and Shipping Clerks
23. Freight and Shipping Supervisors
24. Freight and Shipping Supervisors
25. Freight and Shipping Supervisors
26. Freight and Shipping Supervisors
27. Freight and Shipping Supervisors
28. Freight and Shipping Supervisors
29. Freight and Shipping Supervisors
30. Freight and Shipping Supervisors

41. Commercial Art Occupations
42. Commercial Artists Occupations
43. Commercial Fishery Occupations
44. Commercial Photography Occupations
45. Commercial Pilot Training
46. Communications
47. Compositions, Makeup, and Typesetting
48. Computer Programming
49. Construction and Maintenance Trades
50. Construction Industry Managers and Officials
51. Cook/Chef (09 - 04)
52. Cooling
53. Cosmetology
54. Custodial Service
55. Dairy Technology
56. Dental Hygiene (Associate Degree) (07)
57. Designers
58. Die Sinking
59. Diesel Mechanic
60. Drafting
61. Dressmaking
62. Dry-wall Installation
63. Electrical Appliances
64. Electrical Engineering
65. Electrical Occupations
66. Electric Power Generating Plants
67. Electric Welding
68. Electricity
69. Electromechanical Technicians
70. Electromechanical Technology
71. Electronic Technology
72. Electronics Occupations
73. Energy Conversion
74. Engineering -- Related Technology
75. Environmental -- Control Technology (01)
76. Fabric Maintenance Services
77. Fire and Fire Safety Technology
78. Fireman Training
79. Food Processing Technology (09)
80. Food Services Supervisor (09)
81. Foremanship, Supervision and Management Development (04)
82. Forestry Technology (01)
83. Foundry
84. Gas Appliances
85. Gas Welding
86. General Continuation
87. Geology Occupations
88. Glassing
89. Graphic Arts Occupations
90. Ground Operations
91. Health-Related Technology (07)
92. Heating
93. Heavy Equipment (Construction)
94. Home Economics-Related Technology (09)
95. Hospital Children's Division Assistant (07)
96. Industrial Atomic Energy
97. Industrial Electricians
98. Industrial Electronics
99. Industrial Engineering
100. Industrial Technology
101. Industrial Uses of Radiisotopes
102. Instrumentation, Operation, and Maintenance of Reactors
103. Instrumentation Technology
104. Instruments (Other than Watcher and Clocks)
105. Interior Decorators (04)
106. Interior Decorators Assistant (04)
107. Landscaping
108. Law Enforcement Training
109. Leatherworking
110. Lineman
111. Lithography, Photography, and Platemaking
112. Machine and Tool Design
113. Machine Shop
114. Machine Tool Operation
115. Maintenance, Heavy Equipment
116. Manufacturing Industrial Managers and Officials
117. Marble Engraving
118. Masonry
119. Mathematics (Occupations in) (04)
120. Mathematics and Physical Sciences Occupations
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- 11. Law Enforcement Training
- 12. Leathers, Furs, and Fur Products
- 13. Linen
- 14. Lithography, Photography, and Plate-making
- 15. Makers and Repairers of Musical Instruments
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37 HEALTH, MEDICINE, AND RELATED OCCUPATIONS

- 1. Central Supply Technician
- 2. Community Health Aide
- 3. Cyclotron Operator
- 4. Dental Assistant
- 5. Dental Hygiene (Associate Degree)
- 6. Dental Laboratory Technology
- 7. Dentists
- 8. Dietitians
- 9. Electroradiograph Technicians
- 10. Electrocardiograph Technicians
- 11. Electroencephalograph Technicians
- 12. Environmental Health (AI)
- 13. Environmental Health Assistant (AI)
- 14. Food Service Supervisor (AI)
- 15. Health Occupations Education, Other (AI)
- 16. Herpetology
- 17. Histology
- 18. Home Health Aide
- 19. Inhalation Therapy
- 20. Medical Assistant (Assistant in Physician's Office)
- 21. Medical and Dental Technologist Occupations
- 22. Medical Emergency Technician
- 23. Medical Laboratory Assisting
- 24. Medical Laboratory Technology
- 25. Medicine and Health Occupations
- 26. Mental Health Technician
- 27. Mental Health Technology
- 28. Mental Retardation AID
- 29. Miscellaneous Health Occupations Education
- 30. Nursery Science
- 31. Nuclear Medical Technology (BS/AT)
- 32. Nursing
- 33. Nursing Assistance (AID)
- 34. Nursing (Associate Degree)

# NINTH GRADE SOCIAL STUDIES

## OVERVIEW

Ninth grade social studies develops an understanding of:

- Economics as a realm of study
  - Scarcity
  - Resources
  - Wants and needs
- Comparative world economic system
  - Value
  - Incentive
  - Environment
  - Resources
  - Production and distribution
- Free enterprise
  - Distribution
  - Price
  - Supply and demand
- Income flow
  - Money
  - Business, government and the consumer
- Big business
  - Wages
  - Unions
  - Management
  - Compromise

These are to include, in general:

- Communication
- Humanization
- Social values and attitudes
- Environment
- Heritage
- Culture

Specific teaching concepts to be emphasized in the unit presented are:

- Scarcity
  - Distribution
    - Supply and demand as a reflection of consumer preference, technological change, resource availability and economic conditions
- Labor
  - Skills
  - Wages
  - Working conditions



## NINTH GRADE SOCIAL STUDIES

### Career Objectives

Helping the student explore interrelationship and interdependence between jobs

Helping the student evaluate the relevance of his own aptitudes and abilities for broad occupational areas

Helping the student relate his value concepts to a variety of job choices

Helping the student examine occupations in terms of his current life style, considering such factors as personal and parental aspiration, family background, and personal values

Helping the student identify the personal compromises he may have to make in order to attain a chosen occupational job

### Specific Concepts

Role	Money and credit
Association	Culture
Interdependence	Environment
Services	Incentives
Socialization	Competition
Self	Institutions
Scarcity	Models
Resource	Status
Distribution	Labor

### Materials Needed

Visual materials including slides, filmstrips, films, magazines, and newspapers portraying a variety of occupations

Contract Bargaining simulation game

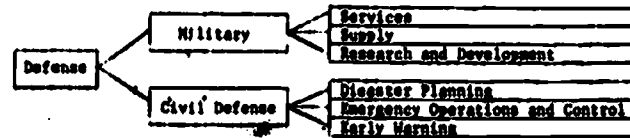
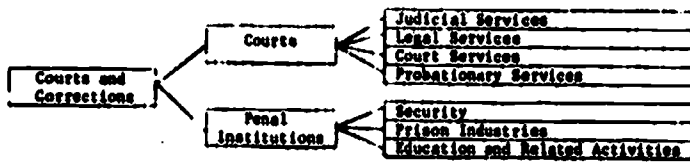
Speakers provided by community resource program

### Possible Activities

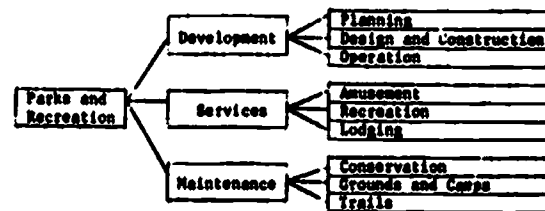
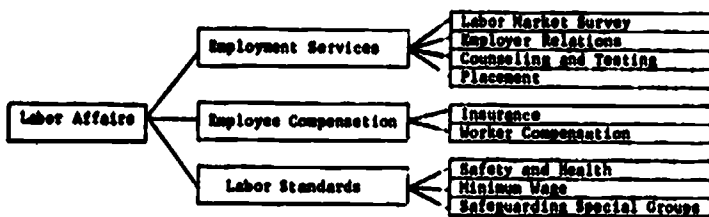
- I. Supply and demand in the job market. The purpose of this activity is to illustrate that the chances of a person getting a desired job depend not only on his qualifications, but upon how many jobs are available and how many applicants there are.

Jobs and opportunities for employment are closely related to geography and resources, economic conditions, technological development, and consumer wants. Shipping, ship building, mining, and farming are typical of many

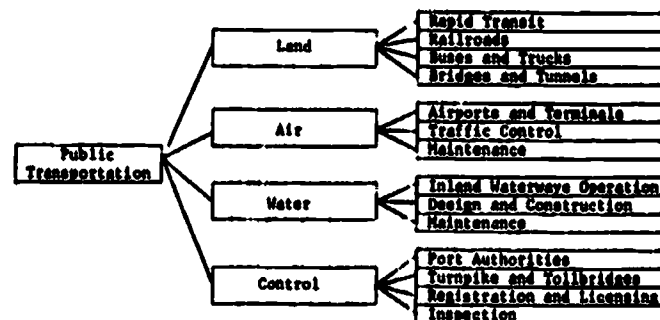
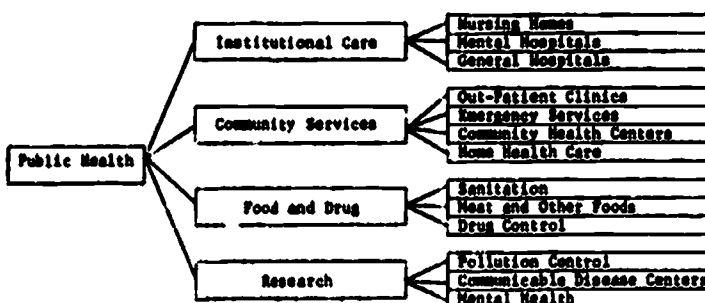
# Cluster for PUBLIC SERVICE



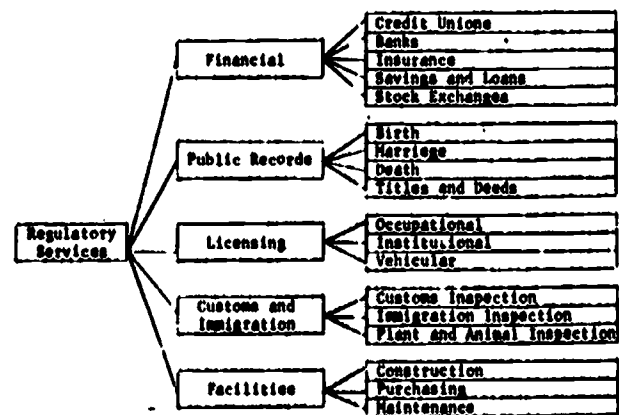
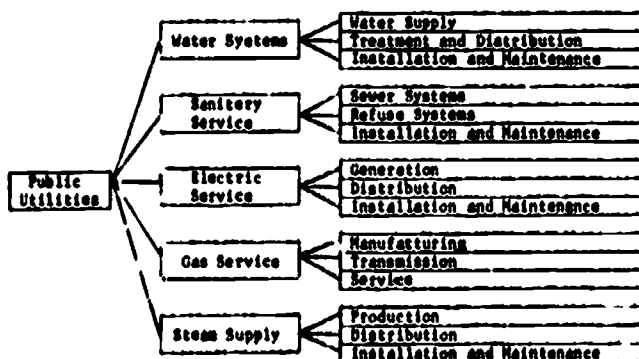
Financial



Highways



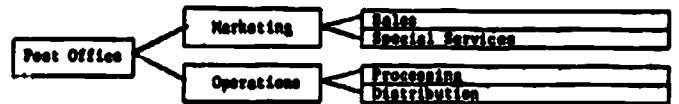
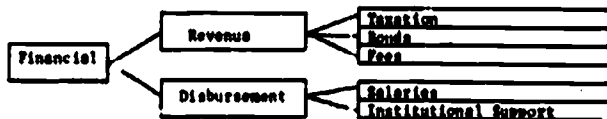
Police and Fire



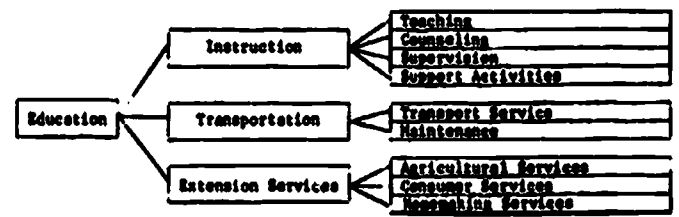
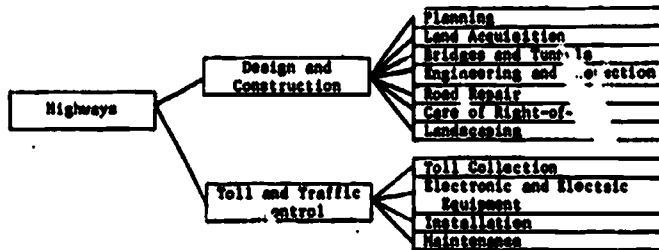
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# Cluster for PUBLIC SERVICE

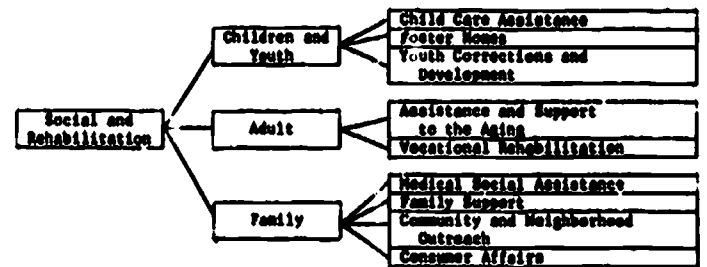
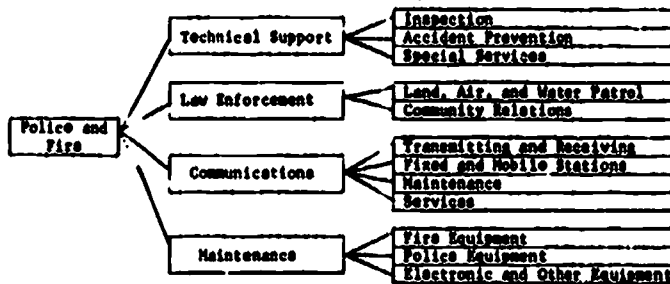
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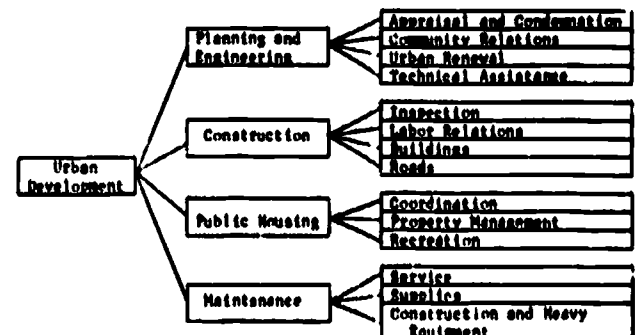
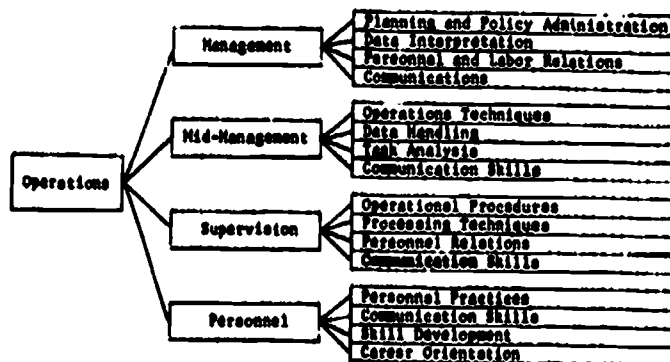
Planning  
Design and Construction  
Operation  
Amusement  
Recreation  
Lodging  
Conservation  
Grounds and Camps  
Trails



Rapid Transit  
Railroads  
Buses and Trucks  
Bridges and Tunnels  
Airports and Terminals  
Traffic Control  
Maintenance  
Inland Waterways Operation  
Design and Construction  
Maintenance  
Port Authorities  
Turnpike and Tollbridges  
Registration and Licensing  
Inspection

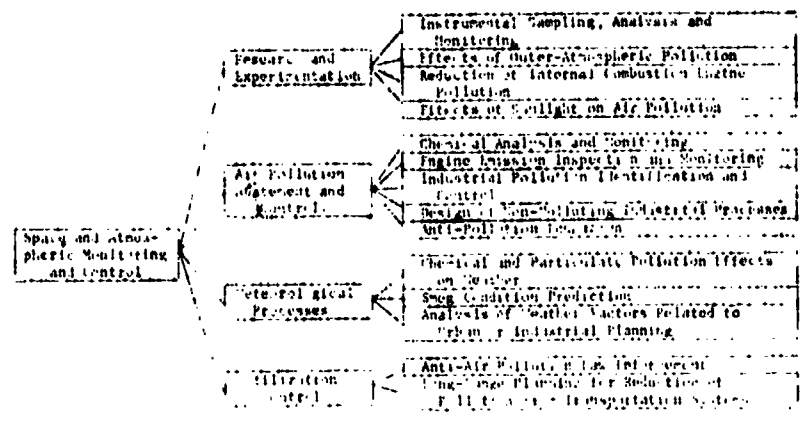
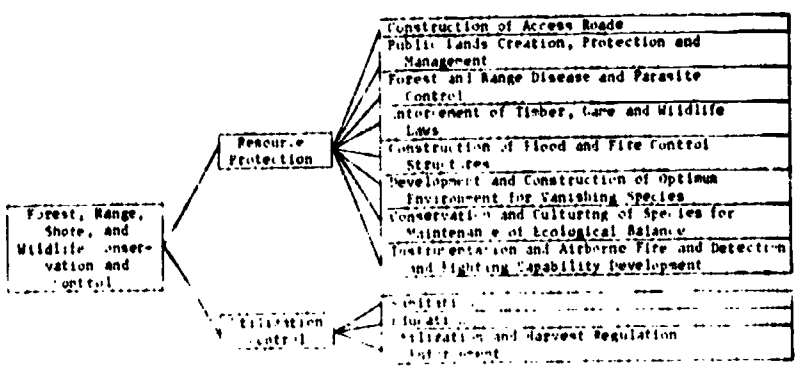
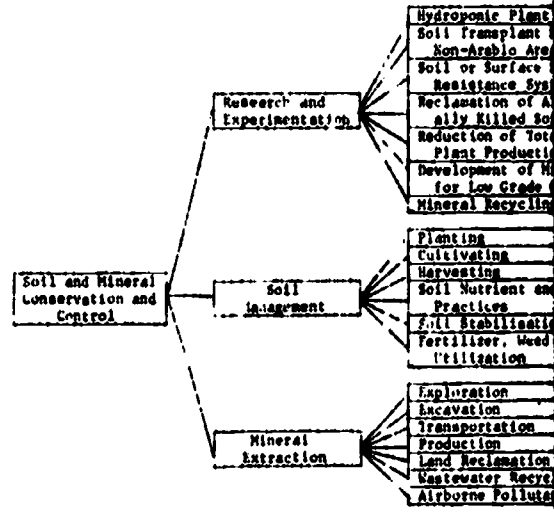
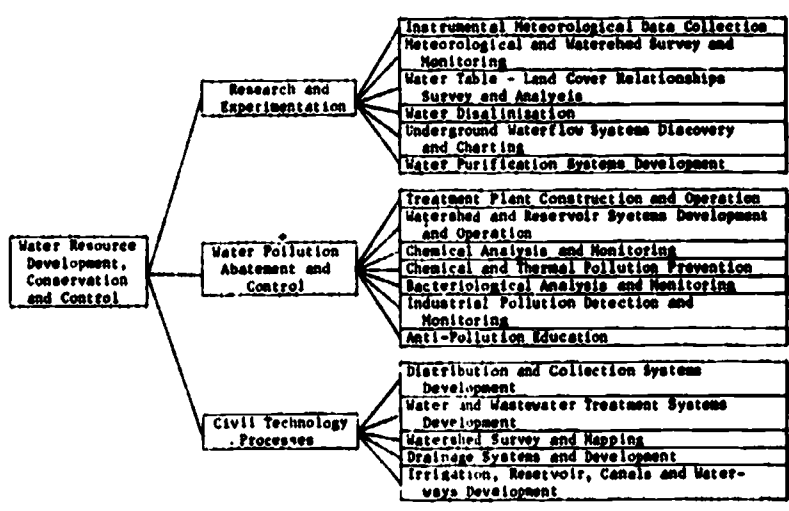
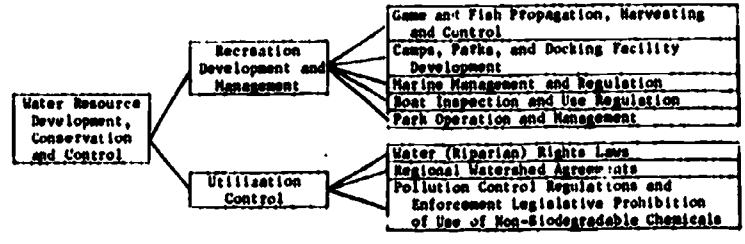
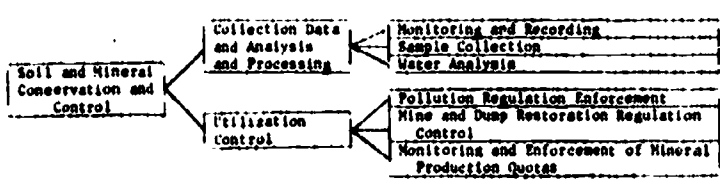


Credit Unions  
Banks  
Insurance  
Savings and Loans  
Stock Exchanges  
Birth  
Marriage  
Death  
Titles and Deeds  
Occupational  
Institutional  
Vehicular  
Customs Inspection  
Immigration Inspection  
Plant and Animal Inspection  
Construction  
Purchasing  
Maintenance

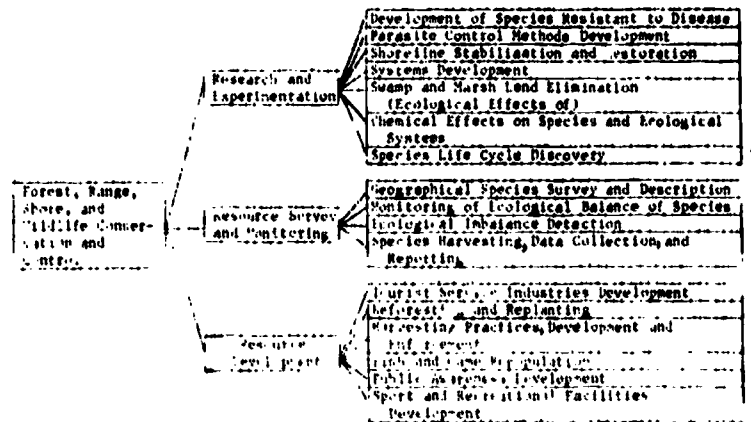
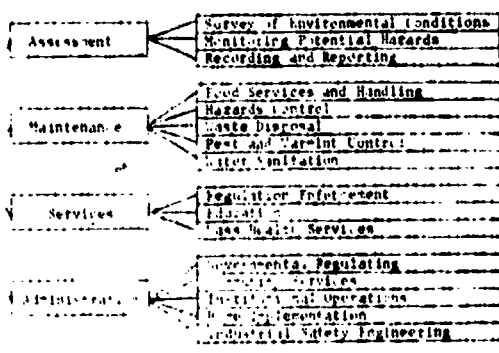
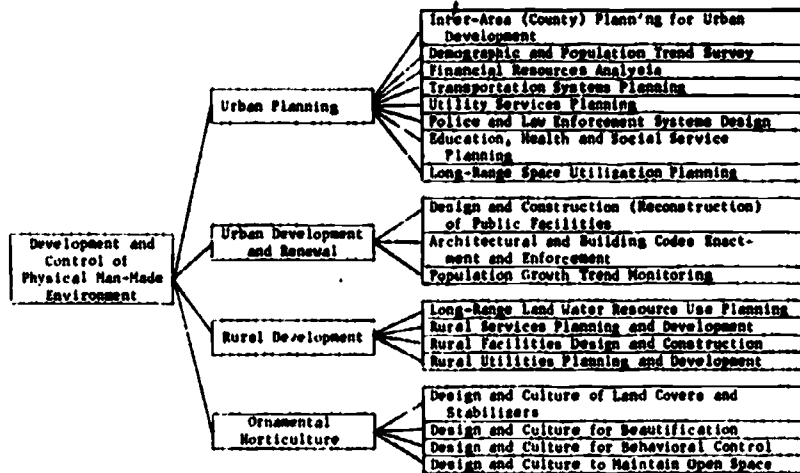
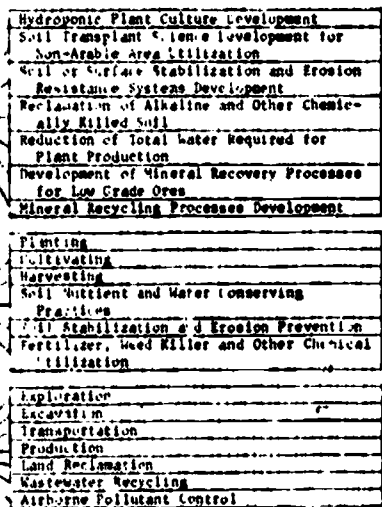
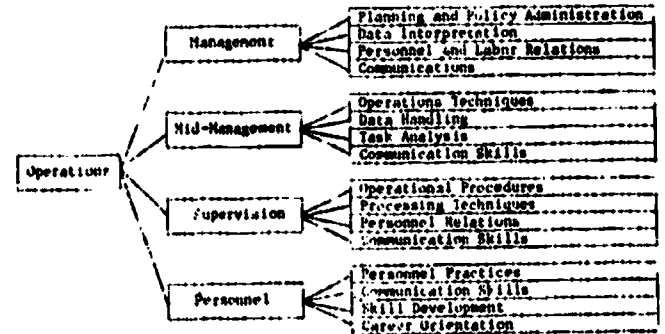
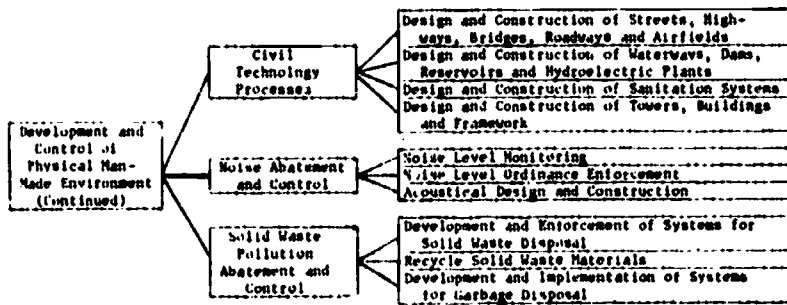




# Cluster f ENVIRONM



# Cluster for ENVIRONMENT



## NINTH GRADE SOCIAL STUDIES

industries which must be located in certain areas because of geographical or resource availability imperatives. A relatively depressed economic situation can influence general job availability, while specific cutbacks in government or big business spending can drastically influence certain job clusters (for example, the aircraft and construction industries). Changes in technology are increasingly influencing the patterns of job availability, making some positions obsolete and creating others. One field in which this is immediately apparent is in the area of agriculture. Thirty out of every hundred people were involved in farming in 1900, while today only four in a hundred make their living this way. Consumer wants vary greatly, but geographical areas which have experienced radical increases in population concentration will certainly provide many and varied job opportunities.

- A. Supply in the job market. For this activity the teacher will divide the class into groups of four or five members. At the outset, the task of each group will be to arrive at a limited number of job categories to cover all occupational areas, to write job descriptions, and to project, tentatively, the financial rewards for each category. Then as a group, the students will pick 10 adults in the community who are well known to them. Next the students will determine how many of the chosen adults could do the job in each category, and what their current wage level might be. The group should check on the accuracy of their work by using the vocational information materials in the IMC and the guidance office. Finally each group will report their findings to the entire class by answering these questions:

List your job categories

How many of your 10 adults could do the job in each of the categories?

Is there a relationship between the number of people who can do a job and wages? If so, what is the relationship?

Would this information be of any value to you in planning your exploration, training, and acceptance of a job?

- B. Demand in the job market. Initially students will browse through community newspaper want ads noting formats and kinds of information provided. Once again the class may be divided into groups of four or five. (There may be an advantage in retaining groups from activity A.) Using the job categories developed in activity A, students will ascertain which categories are represented in the want ads and the strength of demand for these positions as indicated by the number of ads present in an assortment of newspapers from around the country. Newspapers from varying locales will reflect differences in physical setting, resource availability, economic conditions, population growth, density, seasons of the year, and points in time passed.

Each group will then create an occupational prospectus for the year 1900, for the present time, and for the year 2000. Job categories should be similar to those previously developed. Included in the

## NINTH GRADE SOCIAL STUDIES

activity should be a variety of locations in the United States that are to be assigned by the teacher.

The prospectus should describe how employment in 1900 was affected by climate, resources of the area, technology, population, and geographic location. The students should designate which jobs predominate in each designated area.

Similar prospectuses should be developed for the present time and the year 2000.

- C. Supply and demand in occupational decision making. The teacher, from occupational schematics developed in activity B, will make a comprehensive list of jobs available at the present time. The students, using these lists, will then determine from interviews, community newspapers, and intuition whether demand in our geographical area for each occupation listed is low, average, or high. This process will be repeated for supply in these occupations. After obtaining the information, students will hypothesize at what level the wage for each occupational group will fall. This activity may be used with a check list form like the one enclosed.

- II. A. Assessing observable factors contributing to job satisfaction. This activity would be initiated through a general class discussion in which the students would first develop a definition of the term job satisfaction and then, with the help of the teacher, write a list of those factors which the students feel are pivotal to job satisfaction.

Next, a presentation of visual materials (such as slides and films) portraying various aspects of a multitude of occupations would be made. It would be the students' task to assess the working conditions for these jobs according to the list previously detailed. Before further discussion of this assignment in class, the student will utilize other sources of information (such as newspapers, magazines, T.V.) to gather other data in order to expand the scope of his knowledge of working conditions.

Utilizing information gained from these sources, and after a re-run of selected segments of the previous visual presentation, students will decide what job satisfaction factors can be determined by observation. (The purpose of this activity is to make evident to students the information about a job that may be obtained by a discerning observer.)

- B. Expanding awareness of job satisfaction factors. In this activity, elements of job satisfaction are expanded beyond those immediately visible to the inexperienced inquirer. Added to this activity will be a presentation of common methods to modify those factors which contribute to job satisfaction. The concept of mutual responsibility of management and labor will be discovered.

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**Contract Bargaining Simulation:** This activity will work well after the students are acquainted with the perfect market condition and/or factors of production. It gives them the opportunity to use their knowledge of the market flow as well as to develop this knowledge as the simulation takes place. If desired, many concepts such as fringe benefits and industrial structure may also be developed from this simulation.

Divide the class into groups of no more than six. Designate half of these people as employees and the other half as management personnel. Pass out the simulation papers (included in this packet). Read the first two pages with the entire class. This is general background information. The last page represents information given only to labor or management. These papers should not be discussed by everyone. They discuss the elements of job satisfaction for each side. If it is possible to meet with only half of the class at a time, meet with labor and management individually, reviewing their specialized information. After students understand the situation generally, have them start bargaining for a contract. The first session will be slightly confusing and no agreement will be reached. At this time have both sides meet within their respective groups (employee/employer). Have each group discuss what has taken place in their respective negotiation sessions and develop strategy for the forthcoming sessions.

Continue this process until a contract agreement is reached. Through this compromising process, the student should develop a better understanding of job satisfaction such as wages, seniority, holidays, fringe benefits, hours of work, and physical setting.

### Questions:

What is the most important factor in job satisfaction? (No single answer)

Could factors influencing job satisfaction (seniority, paid holidays, air conditioning) be considered wages?

Do you think the factors influencing job satisfaction are the same today as they were fifty (forty, twenty) years ago? Explain.

- C. ".....From the horse's mouth." Invite employees or employers into the class. With emphasis on extensive student-speaker interchange, ask these people to discuss their occupations--the responsibilities as well as the material and psychological rewards. Previously instruct the students that it is their task to assess the importance of the various job satisfaction aspects of the occupations presented.



## NINTH GRADE SOCIAL STUDIES

### CONTRACT BARGAINING SIMULATION

#### Part 1. General Information

During almost every year workers and employers must try to agree on the way they will work together in the coming year. When both the workers and the employers do agree, they sign a contract that requires them to keep the promises they have made to each other. If they don't sign a contract, then the workers often refuse to work and may go on strike.

This game should show you, as a player, what happens between the employer and the workers, when they try to agree on working conditions for the next year. To help you get a clearer picture of what is happening, you will be given a job as an employer or as a member of the workers' union. Your success in getting a good contract for your group depends on how much you know about items being bargained for and the arguments of both the employers and the union.

You will have a day to study the information you have been given. Then you will have one meeting together with others that have the same job you do, to discuss common problems. After the meeting, you will meet with someone from the other group and try to reach an agreement about next year's contract. You will be given satisfaction points for each of the items from the demands page that you get the other group to agree to on the contract. You will be ranked with the rest of the class on the number of points you can get.

The information on this page is available to both groups, but your group is the only one to have the information on the demands page. Be sure that no one from the other group sees your demands page.

#### General information about the employer

The employer, Moo Juice, Inc., is the largest seller of milk in the Minneapolis area. Moo Juice has four competitors. These competitors are changing their methods and hope to take some of the milk business going to Moo Juice. The government controls the milk price so Moo Juice cannot change its prices.

#### General Information about the union

The union, Milk Maids Local 1, as part of the AFL-CIO represents the 150 workers at Moo Juice. It would take three to four weeks to train replacements for the workers. There are not enough non-union workers to operate the Moo Juice plant if there is a strike.

The history of labor relations between Moo Juice and Milk Maids Local 1  
Moo Juice has reported a steady but moderate increase in profits and productivity over the past eight years. In the past the company has generally been successful in getting a contract more favorable to themselves than to the employees. It is a well known fact that if a strike took place for a long period of time, the government would step in and try to settle the problem. This happened once before and the Milk Maids Local then made large gains for the workers.

## NINTH GRADE SOCIAL STUDIES

It must be noted that Moo Juice, in the past, has not granted any of the union's demands unless their competitors were forced to give these working conditions to their employees first.

The union would find a strike difficult but not impossible for many of its members do not want a strike.

### Other policies

Government policy has set a wage-price guidepost of 3.4 percent for the dairy selling industry. This guidepost is based upon the 1969 productivity and wage levels.

## NINTH GRADE SOCIAL STUDIES

### List of Demands

#### Bargaining Demands of Management and Union

	<u>Current Agreement</u>	<u>Union Demands</u>	<u>Management Demands</u>
<b>Wages:</b>	\$3 /hr.	10 percent increase	No increase
	Time and one-half for overtime	Double time for overtime	Stay and time and one-half for overtime
<b>Hours:</b>	40-hour standard	36-hour standard, overtime payable after 36 hours	Keep 40-hour standard
<b>Cleanup time:</b>	Cleanup on own time	15 minutes paid cleanup time	No paid cleanup time
<b>Seniority:</b>	Department seniority	Plant-wide seniority	Department seniority to be kept
<b>Paid Holidays:</b>	Seven (7)	Wants eighth paid holiday	Wants only seven paid holidays

#### Industry patterns:

- a. The union has been averaging about seven percent in wage gains with Moo Juice's competitors on wage increase in recent contracts.
- b. In the last contracts with two of Moo Juice's competitors, the Milk Maids have won double time for overtime.
- c. In the last contracts with Moo Juice's largest competitor, the union got a 37½-hour week.
- d. In all contracts with Moo Juice's competitors, the union has won 15 minutes of paid cleanup time.
- e. The union has not yet won plant-seniority in any other plant.



## NINTH GRADE SOCIAL STUDIES

### Part II. Union demands and information available only to the union

#### 1. Importance and value of union demands

<u>Demand</u>	<u>Rank (1 = most important)</u>	<u>Satisfaction Points</u>
Wages	1	10
Cleanup time	2	6
Plant-wide seniority	3	5
36-hour week (standard)	4	3
Eighth paid holiday	5	<u>1</u>
	Total points	25

#### Reasons for Demands

Wages are ranked first because of the increases in the ability of the employees to make things and because the company profits have increased without labor making gains. The younger members of the union (about 40 percent) really want a wage increase.

Cleanup time is second in importance because the membership feels a large part of the increase in their ability to make things has come from unpaid cleanup time. Remember that other firms have paid cleanup time. Milk Maids' officials (you) think that unpaid cleanup time for all the workers adds up to 1875 hours per week, or \$5625 per week in "lost" wages. Older workers with high numbers of years experience (30 percent of the membership) are particularly bothered by this.

Plant-wide seniority (number of years of experience on the job) is third because some departments have a large number of experienced workers. In times of slow business, these more experienced men cannot move into other departments and therefore must be laid off. Older members of the union are the reason for this demand, to the strong dislike of the younger members. The older members appear to be the more powerful group in the union, but could not convince the younger members to go along without a hard fight in the union.

The 36-hour week is wanted by all members of the union because "shorter hours mean more pay in overtime." This 36-hour week can take any form, but they would like the four-hour cutback in work time to be on Friday afternoon. If a 36-hour week cannot be won, then you should try a less-than-40-hour week. This demand is viewed as a good item to trade for something else.

Finally, the low satisfaction of the eighth paid holiday suggests its purpose in the list of demands is to trade for something else.

## NINTH GRADE SOCIAL STUDIES

### 2. Other information

The union estimates that its strike fund will allow the Milk Maids to make a 30-day strike. It is possible the union could get money from the National Teamsters Union that they are members of, but this depends on the outcome of a national trucking contract being worked on at this time by the Teamsters. Help is unlikely if the National Teamsters go on strike.

Note: It may be helpful to look at the importance of the demand to the Milk Maids in deciding your willingness to strike. Also consider weapons available other than strikes, and how long it would take to make up lost wages from a strike.

## NINTH GRADE SOCIAL STUDIES

### Part II. Management demands and information available only to management

#### 1. Importance and value of management demands

<u>Demand</u>	<u>Rank (1 = most important)</u>	<u>Satisfaction Points</u>
Wages	1	10
Department seniority	2	8
40-hour standard week	3	6
Unpaid cleanup time	4	3
Only 7 paid holidays	5	<u>1</u>
	Total points	28

#### Reasons for Demands

As a part of Moo Juice management, you feel wages must not increase for several reasons. First, Moo Juice is losing some of its customers to other milk sellers. If management is to keep from losing customers, it feels it must keep the profit and the ability to make things the same as they are now. An increase in wages could result in the layoff of eight to ten men, some of them workers with much experience. Secondly, a large wage increase asked by the union would raise Moo Juice's wage costs, both regular and overtime, by a large amount. Finally, management feels the guideline for the dairy selling industry is too high and out of date. The guideline seems to favor the other milk sellers and not Moo Juice. Moo Juice would also like to keep department seniority because of the high costs of plant-wide seniority, especially when the forcing of a worker with more experience off the job actually takes place. Secondly, some key jobs in a few departments require special training. This training is expensive and takes a long time.

Keeping the 40-hour standard work week is also important. Cost of overtime and the loss in the amount made because of the worker being more tired are two reasons already mentioned. Moo Juice management also feels the number of workers will have to be increased by 10 percent to keep the present level of making milk. If Milk Maids get any paid cleanup time, keeping the standard work week will be important to keep cost down.

Management is willing to give some paid cleanup time because other companies are already doing it, but does not want to give 15 minutes. The cost of giving 15 minutes of paid cleanup time is about \$5,625 per week.

The low cost (\$3,600 per year) of the eighth paid holiday makes this a useful exchange item. Note its low satisfaction to management.

## NINTH GRADE SOCIAL STUDIES

### 2. Other information

Moo Juice thinks it can bear a strike for about 40 days without long-run damage to its profits or ability to make things. However, management must not forget its contracts to sell milk to five suppliers and the experience under government settlement of the previous contract.

ST. PAUL PIONEER PRESS  
April 5, 1894

HELP WANTED - MALE

WANTED AT ONCE - A GOOD SCANDINAVIAN  
drug clerk, must be registered in  
Minnesota. Address: \* F.L.N.  
Pioneer Press  
-----

STRONG BOY TO LEARN STEREOTYPING.  
Apply to Northwestern Newspaper  
Union, 1107 Pioneer Press Bldg.  
-----

HELP WANTED TO MAKE THE MERITS of  
Maltese Whisky known to those in  
need of a tonic or suffering with  
grippe. Apply to your druggist.  
-----

WANTED - A COMPETENT TRAVELING SALES-  
man, headquarters at Mpls. to canvass  
the trade of the two cities and  
vicinity. One acquainted with the  
stove trade preferred. Address:  
Bx. Care Nicollet Hotel, Mpls.  
-----

WANTED - AN EXPERIENCED CIGAR SALES-  
man for old established house;  
country trade. K 36, Pioneer Press  
-----

HELP WANTED - FEMALE

WANTED GIRL FOR GENERAL HOUSEWORK,  
must come well recommended.  
727 Marshall Ave.  
-----

WANTED - A FIRST CLASS COOK  
References required. 192 Summit  
-----

WANTED - A HEALTHY WET NURSE -  
357 Marie Ave. St. Paul  
-----

WANTED - YOUNG GIRL 14 to 15 years  
old to take care of a baby. Inquire  
727 Ashland  
-----

MINNEAPOLIS TRIBUNE  
December 7, 1897

HELP WANTED - MALE

ABLE CHRISTIAN MEN OF GOOD ADDRESS  
to extend the new home culture work;  
permanent, high grade employment;  
only strong, reliable men need apply.  
406 Delaware St. S. E.  
-----

A FEW GOOD HUSTLERS - 36 CENTRAL AVE.  
-----

WANTED FOR U.S. ARMY - Able-bodied,  
unmarried men, between ages of 21-30,  
citizens of the United States, of  
good character and temperate habits,  
who can speak, read and write English.  
For information apply, preferably by  
letter, to Recruiting Officer, Fort  
Snelling, Minnesota  
-----

WANTED - EXPERIENCED M : STENOGRAPHER  
and type writer; must master Scandi-  
navian and English; good moral character.  
Apply, with references, K 95, Tribune  
-----

HELP WANTED - FEMALE

COMPETENT CHILD'S NURSE OR MAID. Irish  
or German preferred, two children in  
family, four and eight years. Reply  
to Mrs. Samuel Hill, 1910 Stevens Ave.  
Minneapolis  
-----

LADY WHO UNDERSTANDS ELECTROLYSIS - can  
secure steady employment. Address at  
once giving references and experiences.  
X 54, Tribune  
-----

AN EDUCATED young lady of good address;  
must be an experienced canvasser. Can  
procure good position.  
-----

GIRL FOR HOUSEWORK - WASHING SENT OUT;  
no furnace to tend; central location  
105 Spruce Place, near Grant St.  
-----

HELP WANTED - MALE

STENOGRAPHERS - Three openings in Minnesota. Young men to learn milling business. Light dictation, \$1,000 to \$1,500  
-----

BKPR. - Minn. Familiar with Real Estate paper. \$1,500  
-----

MGR. ASST. BUYER - Grain elevator \$1,500  
-----

WANTED - YOUNG MAN OVER 20 TO ASSIST bookkeeper in large downtown store. Must be good penman and accurate at figures. \$75 to \$80 to start. Address in own handwriting. Address: R 1997, Tribune  
-----

3 SALESMEN, LIVE WIRES, TO SELL electrical appliances. An opportunity to make some real money and learn the business. Large advertising campaign starts Aug. 1. Ask for Mr. Morton. Great Western Stove Co. 312 Henn. Ave.  
-----

- 10 CARPENTERS
- 65 BUILDING LABORERS
- 1 A-1 STEAM FITTER
- 2 CAR WASHERS
- 40 COMMON LABORERS
- 10 WAREHOUSEMEN
- 2 JANITORS
- 2 NIGHT WATCHMEN
- 10 TRUCKERS
- 3 WOOD MACHINE OPERATORS
- 2 BENCH MECHANICS
- 6 TINNERS
- 4 CEMENT FINISHERS
- 3 TEAMSTERS
- 8 ELECTRICIANS

CITIZENS ALLIANCE FREE EMPLOYMENT BUREAU, 212 7th ST. S.  
NO FEE CHARGED  
-----

HELP WANTED - MALE (cont.)

MAN TO DRIVE TEAM AT ONCE TO DELIVER wood and coal. Cedar Ave. Fuel Co. 630 Cedar Ave. ATLantic 1370  
-----

TEN HARVEST HANDS IN THE RED RIVER VALLEY. \$5.00 per day and board. Want these men to go out tonight. Apply 111 Marquette N.W. Employment Co.  
-----

BLACKSMITH, EXPERT, who understands spring work. Best pay, steady job. Standard Spring Co. 409 S. 5th St.  
-----

BUSHELMAN: Wanted at once. Steady year round work. C. A. Ervig, 322 - 20th St.  
-----

HELP WANTED - FEMALE

SALESWOMEN WANTED FOR VARIOUS DEPARTMENTS. APPLY SUPERINTENDENT, BALCONY, L. S. DONALDSON COMPANY  
-----

Steno. - Auto Sales \$100  
Steno. - Publishing house \$100  
Steno. - Manufacturing \$100  
Biller - three - \$75-\$85  
Cashier - Record work \$18  
Typist - Good demand  
Filing - Young experienced girl \$15-\$17  
THE BROWN BUREAU, 700 PALACE  
-----

CHAMBERMAIDS AND HALL MAID WANTED  
Apply housekeeper, 8th floor, YMCA  
-----

DISHWASHER WANTED - APPLY TWIN CITY LUNCH - 315 Marquette.  
-----

(Because of economic conditions, the want-ads for this date were extremely limited. Most ads were for salesmen.)

HELP WANTED - MALE

MARRIED MAN about 30 years of age, capable of selling dairy products to regular route of retail trade in city. To wear well with the customers since most of the business is repeat orders. Salary plus bonus in accordance with proven results. Write T 15 Tribune.

FLOUR SALESMEN for retail grocery trade. Twin Cities and rural area. Liberal commission; state experience and all details. Write M 1166 Tribune.

WANTED - Used Car Salesman with car, one who can sell. No orders takers need apply. Apply in person to: Mr. Higbee, Grossman Chev. Co.

MAKE \$50 WEEKLY. Buy old inner-tubes for 2¢, sell for 90¢. Complete instructions - 25¢. Seibers, Box 2734, B & L Station, Minneapolis

EXPERIENCED MAGAZINE SALESMAN, best proposition on market. Sure sales. We train you. Mr. Blake 1040 Lumber Ex. Bldg.

EXPERIENCED CHEF WITH GOOD references wanted. Good wages. 315 14th St. S. E.

HELP WANTED - FEMALE

HOUSEKEEPER - Take full charge. 3 in family, in city. P.O. Box 4, Mpls.

WOMAN who understands Swedish, to care for woman invalid. State age. \$15 per week. Write H 023 Tribune

ENTERTAINERS WANTED. Auditions, Big demand and agents wanted. Arthur Malmberg, 3544 32nd Ave. S.

STRONG CATHOLIC GIRL, thoroughly experienced, good with children, good pay if capable. CH 1848

WANTED - Musician for country tavern. Piano or string instruments preferred. Also lady entertainer. Write T 168 Tribune



HELP WANTED - MEN

ASSEMBLERS - Rotating shift  
DONALDSON COMPANY, INC.  
666 Polham Blvd.  
St. Paul Midway District  
-----

BODY MAN - PAINTER to take over  
complete body shop, percentage  
deal. Excellent opportunity  
for right man. Fenton Chev. Co.  
Litchfield, Minn.  
-----

GRAIN SHOVELERS - Experience  
preferred but not necessary,  
unloading wheat only. Apply  
Robin-Hool Elevator, Hiway 7  
and Salen Ave. or Phone Wh 0488,  
after 4 P.M., call WH 4470.  
-----

\$1.15 to \$1.95 per hour  
Day Shift  
Boeing Airplane Co.  
405 Loeb Arcade - 5th & Henn.  
-----

Lathe - Men - Experienced  
Du - 2984  
-----

LINOTYPE operator, experienced  
preferred, but will take begin-  
ner. Single preferred because  
of housing situation. Drinkers  
need not apply. County seat,  
100 miles east of Twin Cities.  
Barron County News Shield,  
Barron, Wisc.  
-----

PHOTOGRAPHER. Dark-room man;  
thorough experience and all around  
portrait work essential. Steady  
position, good salary assured.  
AGCORD STUDIO 55 S. 85th  
-----

PRESSER - Exp. Comb. wool-presser.  
Steady work, good wages. NO  
floaters. Model Launderers  
19th st. and Henn. S.  
-----

HELP WANTED - WOMEN

POWER MACHINE OPRS. We have many  
openings for operators including:  
SPECIAL MACHINE OPRS.  
to sew on sportswear  
MUNSINGWEAR, INC. 275 Lyndale N.  
-----

ANCHOR CASUALTY CO. University Ave.  
at City Limits - several good positions  
Stenographic  
Dictaphone  
Typing  
Filing  
Permanent work with good future.  
5 day week, many employee benefits.  
Call Miss Brown - NE 40<sup>th</sup>  
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DAYTON'S  
SALESWOMEN FOR  
TEMPORARY  
EMPLOYMENT  
APPLY EMPLOYMENT OFFICE 9th FLOOR  
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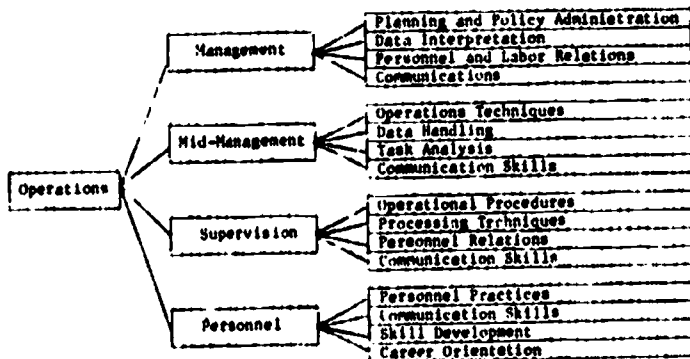
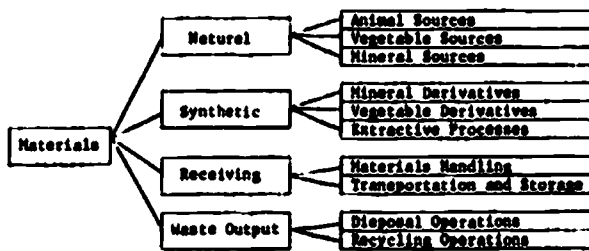
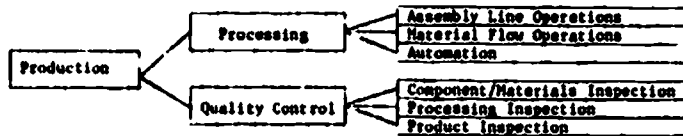
STOCK GIRL - full time. Interview  
Tuesday between 8 and 9 A.M. only.  
Amlunen, Co.  
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TELEPHONE OPERATOR, TYPIST  
N.W. Warehouse Co.  
301 N. 7th St.  
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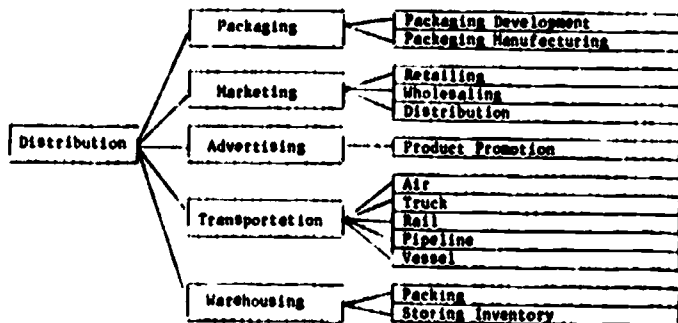
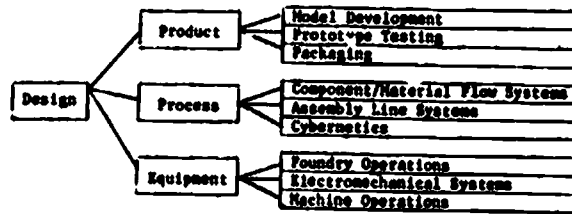
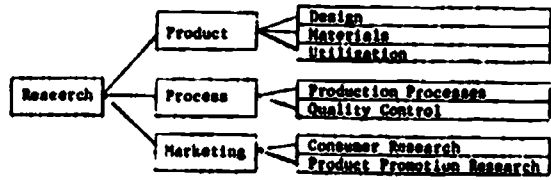




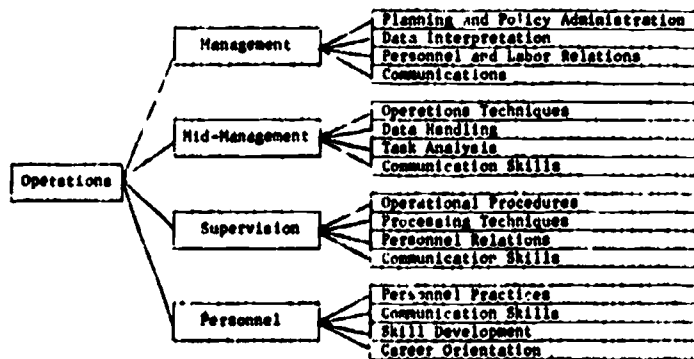
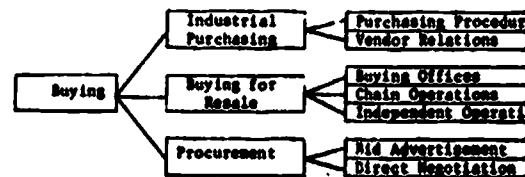
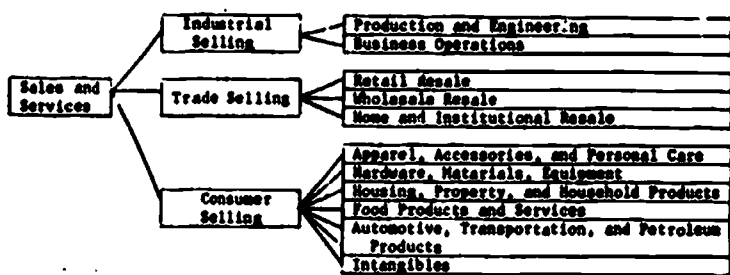
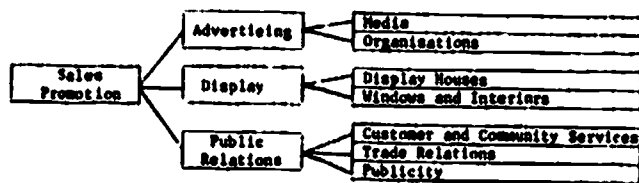
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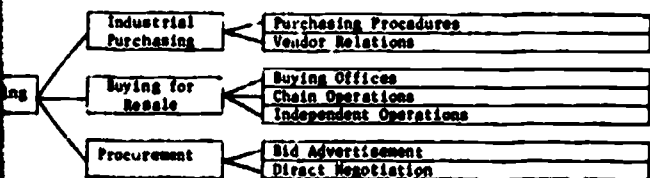
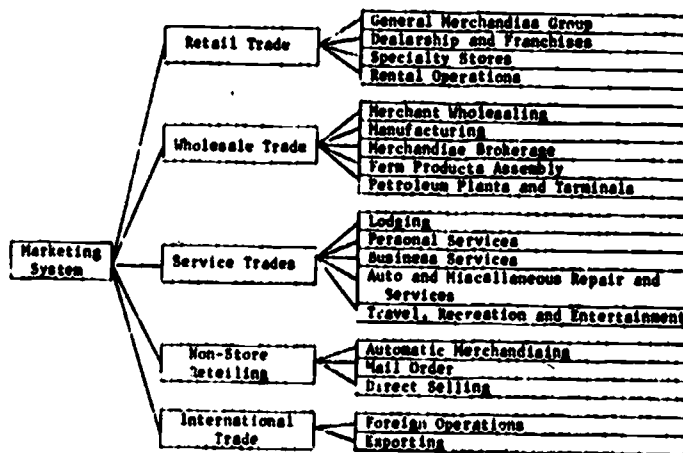
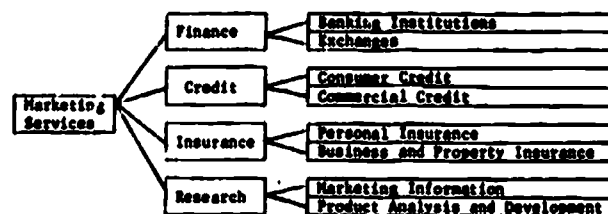
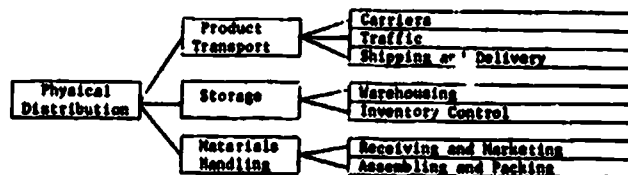


# Cluster for MARKETING AND DISTRIBUTION



# Cluster for

# AND DISTRIBUTION OCCUPATIONS



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