

DOCUMENT RESUME

ED 109 369

CE 004 154

TITLE Career Education--World of Work: A Curriculum Guide for Kindergarten-Grade Seven Levels. [K-1].

INSTITUTION Weatherford Independent School District, Tex.

NOTE 181p.; For related documents, see CE 004 155-7; Best copy available

EDRS PRICE MF-\$0.76 PLUS POSTAGE. HC Not Available from EDRS.

DESCRIPTORS Behavioral Objectives; *Career Awareness; *Career Education; Career Exploration; Course Content; Curriculum Development; *Curriculum Guides; Educational Objectives; Elementary Education; *Grade 1; *Kindergarten; Learning Activities; Resource Materials; Units of Study (Subject Fields)

IDENTIFIERS World of Work

ABSTRACT

The main emphasis of the career education world of work curriculum guide. (K-1), developed by the Weatherford Elementary Schools, is to inform and orient kindergarten and first grade students to the concept of work rather than prepare them for a specific career. This is achieved through the development of 22 career education concepts that are to be emphasized throughout the program until the students have accepted them and made them a part of their lives. Each of the 60 curriculum units deals with a different occupation and states the grade level, curriculum area, career concepts, and performance objectives. Additional materials are outlined according to the curriculum concept or content, pupil activities, and resource materials. (BP)

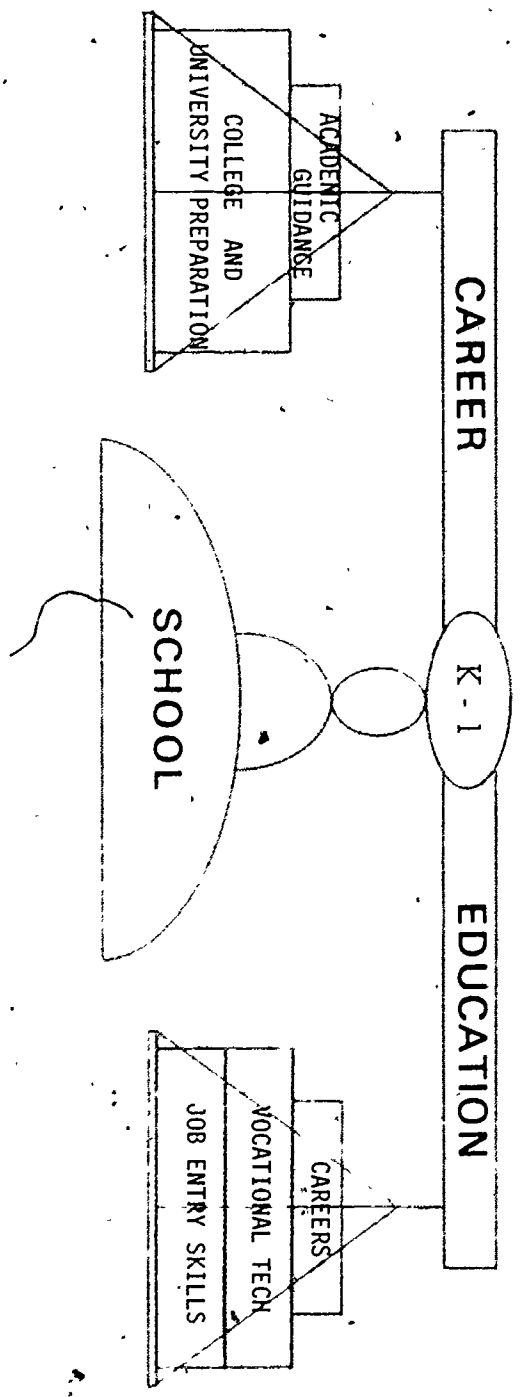
* Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

BEST COPY AVAILABLE GUIDE FOR

APR 22 1915

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING POINTS OF VIEW OR OPINIONS
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

A BETTER BALANCED CURRICULUM



Weatherford Independent School District

Weatherford, Texas

CAREER EDUCATION - WORLD OF WORK

A Curriculum Guide for Kindergarten - Grade Seven Levels

Weatherford Independent School District
P.O. Drawer N
Weatherford, Texas 76086

Raymond E. Curtis
Superintendent

C. Jack Finley
Director, Project RACE

Writing Team Members

Mary Murrell
Coordinator

Earl Zuercher
Coordinator

Lucille Taylor	Kindergarten
Ann Mullin	Kindergarten
Grace Phillips	First Grade
Sandra Ashcroft	First Grade
Mary Jane Jackson	Second Grade
Joy Gill	Second Grade
Lakue Young	Third Grade
Bernice Hackett	Fourth Grade
Annette Burks	Fourth Grade
Tillie Hinshaw	Fifth Grade
Maxine Ward	Sixth Grade
Carol Pyle	Sixth Grade
Pat Bowers	Seventh Grade
Genell Franek	Seventh Grade

PREFACE

It is believed that career education will play an ever increasing role in education due to the decline of jobs requiring little or no skills, coupled with the increasing complexity of the new jobs as they replace old ones as a result of automation and technical changes in the world of work.

It is a tough world if you start out without knowing where you are going. Young career seekers need a great deal of information to get them started on a road to a career. One of the objectives of career education is to establish a relationship between education and work. That is, to make work become possible, meaningful, and satisfying to each individual. By emphasizing the twenty-two concepts of career education, more young people can be directed into the world of work or into colleges in a way to be more meaningful to them. Many young people for whom career education can open new worlds are the very same youth who are presently dropping out of school without a salable skill or a career goal.

In accordance with the agreement reached among the United States Office of Education, National Institute of Education and the office of the Assistant Secretary for Education, these major objectives

of career education have been agreed upon:

1. to improve the quality of career choice,
2. to improve individual opportunities for career entry, and
3. to improve individual opportunities for career progression.

The above objectives are long-term and ultimate destination.

The short term objectives of career education are:

1. introduce the student to the world of work and to the many ways people make a living,
2. help the student realize work is an important aspect of life,
3. encourage the student to understand that career selection is related to the needs and abilities of the individual.

It is almost impossible to list the goals and objectives of career educa-

tion in a few short statements. In attempting to do so, one is apt to

start categorizing career education as a separate discipline, and this

would defeat the purpose of the entire concept. Students attend school to

acquire reading, writing, and mathematical skills, and also attitudes which

will prepare them to assume the adult role in the world of work. It is the

intent of the Career Education Program to help each student acquire these

attitudes and skills necessary for success in his future career.

The main emphasis of our elementary program is to inform and orient students to the concept of work rather than prepare them for a specific career. To do this, it is felt the twenty-two concepts as listed below must be emphasized from K-7 until students have accepted and made them a part of their life.

1. All work is important
2. People work for various rewards or satisfactions.
3. Some jobs produce goods; others provide services.
4. Any productive worker should be respected.
5. Many people work to make life better for all.
6. Specialization leads to interdependence.
7. Some jobs are needed everywhere while others may be determined by where one lives, by supply and demand, or by changing conditions.
8. Learning basic school skills -- reading, writing, spelling, computation, communication -- is necessary for almost all types of jobs.
9. Training is necessary for most jobs; a well-planned school program can provide effective training.
10. Gaining information about many people and many jobs is part of the development process of choosing a career.

11. Understanding oneself is important in developing school skills and choosing a career.
12. Getting along with people is an important part of job success.
13. Leisure time activities affect career choice.
14. Information about abilities, aptitudes and achievement, and acceptance of this information help individuals make more realistic career decisions.
15. Careers are grouped by fields.
16. Positions are related within career fields.
17. Exploratory work experience helps improve knowledge about careers.
18. Young women as well as young men should prepare for a career.
19. All school subjects have significance for career exploration.
20. Life is a process of change, growth, and development.
21. Career choice may determine whether one will be employed or unemployed.
22. Career choice influences almost every aspect of life.

CONTENTS

PREFACE

KINDERGARTEN CURRICULUM UNITS

Once Over Lightly.....	1
How Do We Come to School.....	2
Self-Awareness.....	3
I Want to Help.....	4
Going to the Dogs!.....	5
Where Do You Live?.....	6
Our Home.....	7
Make Way for Houses!.....	8
Knickknacks.....	9
Let's Make It!.....	10
To Market - To Market.....	11
Who is That?.....	12
My Family Doctor, A Health Friend.....	13
Help, Doctor, Help!.....	14
An Instrument, Please.....	15
Where is My Tooth?.....	16
Route of the Valentines.....	17
Rain, Rain Go Away.....	18
If the Shoes Fit-Wear Them.....	19
May I Help You?.....	20
Match Me.....	21
What's An Office.....	22
Come to the Theater.....	23
"Cow Hands" - Name and Say.....	24
Let's Go!.....	25
Let's Go to the Farm.....	26
For the Good of Us All.....	27
Save the Birds.....	28
What Can I Do Now? (Summer Fun).....	29
By the Sea.....	30

CONTENTS

FIRST GRADE CURRICULUM UNITS

Bugy as a Bee.....	Family Work Activities	31
Fire Fighters.....	Fire Fighting Personnel	32
Goods or Services.....	Workers Who Provide Goods or Services	33
Let's Take a Trip.....	Modes of Transportation	34
A Switch In Time.....	Clothing Construction	35
Mail Call!.....	Postal Service	36
Building a Home.....	Construction Workers	37
Forester.....	Preservation of Plants and Animals	38
Let's Stay Healthy.....	Nursing	39
Law Enforcement Workers.....	Local, State, and Federal Officials	40
The Wicked Witch is Dead!.....	Listening and Music Appreciation	41
Healthy Helpers.....	Health Helpers Who Produce Services and Goods	42
Who Makes Books?.....	Book Manufacturing	43
Babes in Toyland.....	Toy Manufacturing	44
The Farmer in the Dell.....	Farm Production	45
That Will Be Cash.....	Supermarket Workers	46
Pat-a-Cake, Pat-a-Cake.....	Bakery Workers	47
Icky Air.....	Environmental Scientists	48
Dust Chaser.....	Housekeeper	49
Fishing Frolics.....	Fishing For Fun and Profit	50
Food For Thought.....	Nutrition	51
Curtain Time.....	Theatrical Production Workers	52
Blastoff!.....	Aerospace Careers	53
That Will Be 10¢, Please.....	Sales Personnel	54
Make Way For Fun.....	Recreational Activities	55
The Sea Scene.....	Marine Related Occupations	56
Watch That Thumb.....	Carpenters	57
The Zoo Keeper.....	Zoo Management	58
Happiness Is a Clean Environment.....	Ecology	59
High Finance.....	Money and Banking	60

CODE KEY FOR RESOURCE MATERIALS

- James Bowie Elementary School..... (B)
- David Crockett Elementary School..... (C)
- T. W. Stanley Elementary School..... (S)
- William B. Travis Elementary School..... (T)
- Weatherford Middle School..... (MS)
- Region XI Educational Service Center..... (ESC)
- Career Awareness Coordinator K-7..... (Coor.)

ONCE OVER LIGHTLY

Grade - Kindergarten

Curriculum Area: Social Studies, Language Arts

Career Concept: All work is important. Many people work to make life better for all.

Performance Objective: After examining books, posters, and films, the students will become more aware of the work done by many people and be able to discuss how we benefit from the work done by others.

Name Content or	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussions	<ul style="list-style-type: none"> ...participate in a discussion about work. 		
Examining	<ul style="list-style-type: none"> ...examine resource materials showing people at work. 	<p><u>Childcraft</u>, "What Do People Do?", Field Enterprises Educational Corporation, 1965</p> <p><u>Wonderful World of Work Series</u> Edu-Craft, (Coor.)</p> <p><u>Our Working World: Families at Work</u>, Lawrence Senesh, Science Research Associates, 1964, (Coor.)</p> <p><u>What Will I be From A to Z</u>, Donald L. Geib, National Dairy Council, 1973, (B,C,S,T)</p>	

ONCE OVER LIGHTLY

Particular Context or Concept:	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p><u>Come to Work With Us Series</u> <u>Jean and Ned Wilkinson,</u> <u>Sextant Systems, Inc., 1971,</u> <u>(Coor.)</u></p> <p><u>I Want to Be (a, an...)</u> Series, <u>Carla Green, Childrens Press,</u> <u>(B,C,S,T)</u></p> <p><u>A Guide to Fifteen Clusters,</u> <u>Community Helpers, Career</u> <u>Education Pilot Program,</u> <u>Sand Springs, Oklahoma, 1973;</u> <u>(Coor.)</u></p> <p><u>When I Grow Up Series,</u> <u>Mini Productions, 1973,</u> <u>(B,C,S,T)</u></p> <p><u>When I Grow Up, I Want to Be...</u> <u>(Coloring Book), Broadman</u> <u>Press, (Coor.)</u></p>	

ONCE OVER LIGHTLY

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p>Community Careering: A. Community Education Gamebook, Iva M. Bank, Ph.D. Chronicle Guidance Publications, Inc., 1974 (Coor.)</p> <p>Where Our Daddies Work Filmstrip Eye Care, (Coor.)</p> <p>Jenn. Publishing Masters For Community Helpers Jenn. Publications (Coor.)</p> <p>Community Helpers KT 136, Secretary for Visual Education, 1969 (ESC)</p> <p>What Else Do Fathers Do? Just What Do Mothers Do? Edu-Craft, 1971 (Coor.)</p> <p>It's in Your Hands, KT 168 Edu-Graft 1971, (ESr)</p>	

ONCE OVER LIGHTLY

Curriculum content or concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p>"Mothers, What They Do" AIMS Instructional Media Services, 1968</p> <p><u>Fathers, Work Series</u> <u>Mothers Work Too Series</u> Churchill Films, 1968</p> <p>"We All Work", Five Friends at School Series, Holt, Rinehart and Winston, 1967</p> <p><u>Daddy Come Home</u> <u>Let's Help Mommy</u> Childrens Record Guild</p> <p>"New Father Works", 3M Company (14 minutes)</p> <p><u>Job Opportunity Series</u> Encyclopedia Britannica, 1970</p> <p>What Could I Be?, Science Research Associates, 1960</p>	

ONCE OVER LIGHTLY

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing Identifying Discussing	...discuss different kinds of jobs. ...identify some workers who work inside and outside, with and without tools, etc. ...discuss the importance of any work. ... discuss proper respect for all workers. ...discuss how we benefit from the work done by others.	<u>When I Grow Up, I Want to Be...</u> , Instructo, 1970 (Fiannel board kit) <u>What Do People Do All Day?</u> Richard Scarry, Random House, 1968	

ONCE OVER LIGHTLY

Performance Objective: After interviewing their parents, the students will be able to tell the job they do and tell how that job contributes to a better way of life for all.

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Naming	...after an interview with their parents, name their jobs.	Refer to <u>Idea Book</u>	
Telling	...tell three things their parents do at work.		
Pantomiming	...tell one way in which the work done by their parents is helpful to other people.		
Painting	...pantomime jobs done by parents.		
	...make a mural showing parents at work.		

ONCE OVER LIGHTLY

Performance Objectives: After class discussions of many different jobs and workers, the student will be able to name three workers and name one job in which they "think" they would be interested as an adult.

Curriculum Content or Object	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Learning	<ul style="list-style-type: none"> ...examine, with the teacher the Mini Productions posters. Briefly identify the workers depicted. 	<p>When You Grow Up Series Mini Productions 1974 (B,C,S,T)</p>	
Learning	<ul style="list-style-type: none"> ...compile into booklet form a group of drawings showing different kinds of jobs. 		
Learning	<ul style="list-style-type: none"> ...use stick puppets for a parade of workers. 		
Learning	<ul style="list-style-type: none"> ...use stick puppets and any available play tools for matching the appropriate tool to the worker who uses it. 		
Learning	<ul style="list-style-type: none"> ...pantomime the work that would like to do when they are adults. 		
Learning	<ul style="list-style-type: none"> ...tell what they "think" makes the job they pantomimed attractive to them. 		

HOW DO WE COME TO SCHOOL?

Grade -- Kindergarten

Curriculum -- Language Arts - Art - Music

Career Concepts: Many people work to make life better for all

Objective: To assist a display of enlarged "snap-shots" which have been taken of the students as they arrive at school by various modes of transportation, the students will be able to identify these various modes and to know the requirements for drivers of different vehicles, the importance of observing safety rules and the significance of displaying correct behavior as they are transported to and from school.

Pupil Activities
The student (s) will...

Resources

Evaluation and/or
Comments

...observe and discuss pictures made of them as they arrive at school and tell the means of transportation being used.

Prior to the teaching of this unit, the teacher will make or obtain pictures of students arriving at school by various modes of transportation.

...discuss the meaning of the word transportation.

"Snap-shots" made of students arriving at school.

...discover and discuss all means of transportation used by the children.

...match their names to the "snap-shots" on the bulletin board that show how they came to school that morning.

Tag board and felt-tip pens for teacher to use in making student's name tags. Thumb tacks.

HOW DO WE COME TO SCHOOL?

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Reading Matching</p>	<p>...match a name card for each mode of transportation to the correct picture.</p>	<p>Tag board and felt-tip pens for teacher to use in making names of modes of transportation.</p>	
<p>Listening Discussing</p>	<p>...invite a school bus driver to visit the class to relate requirements and duties.</p>	<p>Refer to <u>150 Teachers in Their Own Specialty</u></p>	
<p>Reviewing</p>	<p>...review the many requirements of the bus driver.</p>	<p>"Requirements for School Bus Drivers and Other Drivers of Public Vehicles Which Carry people", <u>Idea Book</u></p>	
<p>Listening Discussing</p>	<p>...discuss safety rules and correct behavior necessary for safety while riding in cars, buses, taxicabs, walking or riding bicycles and tricycles.</p>	<p>"Rules and Behavior for Student Riders and Walkers", <u>Idea Book</u></p>	
<p>Observing Listening Following Directions Asking Questions Imitating</p>	<p>...ask a Scout to come to school and give demonstrations on how bicycles and tricycles should be ridden on streets and sidewalks; as well as the care of bicycles and tricycles.</p>	<p>Refer to <u>150 Teachers in Their Own Specialty</u> Scout</p>	

HOW DO WE COME TO SCHOOL?

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
<p>Drawing Painting Discussing Listening</p>	<p>The student (s) will...</p> <p>...draw or paint large pictures showing favorite means of transportation.</p> <p>...learn the song "When You Ride a Bicycle" (make up actions for it).</p> <p>...view films on safety.</p>	<p>Easel, tempera paints, brushes, various colors of felt-tip pens, large sheet of newsprint.</p> <p>"When You Ride a Bicycle" Sing a Song of Safety, Irving Caesar Publisher</p> <p>"Bicycle Riding Reminders" MP-1609, AIMS Instructional Media Services (ESC.) (11 minutes)</p> <p>Safety Walk to School MP-1608, AIMS Instructional Media Services, (ESC.) (14 minutes)</p>	
<p>Viewing Listening Discussing Imitating Observing</p>	<p>...listen to stories on safety.</p>		

SELF-AWARENESS

Grade - Kindergarten

Curriculum Area:

Language Arts - Self Awareness

Career Concept:

All work is important. Many people work to make life better for all. Any productive worker should be respected.

Performance Objective:

When asked, the students will be able to tell three things about themselves (using complete sentences).

Curriculum Content	Pupil Activities	Resources	Evaluation and/or Comments
Observing Recalling	<ul style="list-style-type: none"> ...look at themselves in a full length mirror and tell the color of their eyes, hair, clothing... ...describe the shape of their face, the length of their hair, their size as compared to a friend... 	Full length mirror.	
Describing	<ul style="list-style-type: none"> ...stand before the class and introduce themselves. 		
Discussing	<ul style="list-style-type: none"> ...work with a partner and make body tracings of each other - color - and cut out tracings. 		

20

SELF-AWARENESS

Performance Objective: When asked, the students will be able to name four emotional feelings and one appropriate means of coping with each of the emotions.

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Viewing	<ul style="list-style-type: none"> ...view the filmstrip "Circle of Feelings". 	<p>Focus Kit on Self Development "Stage One: Awareness", Science Research Association, (Coor.)</p>	
Discussing	<ul style="list-style-type: none"> ...discuss each of the four emotions -- fear, sadness, happiness and anger. 		
Drawing	<ul style="list-style-type: none"> ...draw appropriate faces for each of the four emotions. 		
Pantomiming	<ul style="list-style-type: none"> ...Pantomime one emotion for the class. 		
Sorting	<ul style="list-style-type: none"> ...use magazine pictures for sorting facial expressions into the four emotions. 		
Completing Sentences	<ul style="list-style-type: none"> ...orally complete open ended sentences Replies may be taped. Example: <p>a. I am happy when _____</p> <p>b. When I am happy I do _____</p> <p>c. I feel sad when _____</p> <p>d. When I am sad I _____</p> <p>e. I feel afraid when _____</p> <p>f. When I feel afraid I _____</p> <p>g. I get mad when _____</p> <p>h. When I get mad I _____</p> <p>i. Most of the time I feel _____</p> <p>j. You may be able to tell how I feel by _____</p>	<p>Tape Recorder.</p>	

I WANT TO HELP

Grade - Kindergarten

Curriculum Area:

Science

Career Concept:

All work is important. Any productive worker should be respected. Many people work to make life better for all.

Performance Objective:

The students will be able to name one way in which they can contribute to "saving our environment" and be able to name one professional who is a helper in the field on conservation.

From SOURCE

Suppl Activities
The student (s) will...

Resources

Evaluation and/or
Comments

Gaining Understanding

...define environment in simple terms after hearing the books Who Wants a Pop Can Park? and/or Litterbugs Come in Every Size.
...discuss ways they may help preserve the environment.

Who Wants a Pop Can Park?
Renee Bartkowski, Rand McNally and Company, 1972.
Litterbugs Come in Every Size,
Norah Smaridge, Golden Press, 1972.
Clean Streets, Clean Water.
Clean Air, Cynthia Chapin, Whitman, 1970.

Discussing

122

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Experimenting	...conduct and observe the following experiments: a. leave food out of refrigerator for two days b. do not empty trash can for a week (or less) c. dump food into a container of water and leave to observe d. leave empty milk cartons out for a day or two e. observe burning trash	<u>Everybody Has A House, and Everybody Eats, M. Green, Scott, 1961.</u>	
Classifying	...classify living things into the areas of plant and animal life.		
Discussing	...discuss three things necessary to both plant and animal life. (air, food, water)		
Sorting	...sort pictures of living things into appropriate stacks showing their natural habitat -- air -- land -- water. ...make a mural showing life in air, land, and water.		

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing	<ul style="list-style-type: none"> ...discuss some people who help care for our environment. ...name, while teacher writes, ways each one may care for our environment. 		
Constructing	<ul style="list-style-type: none"> ...make a bird feeder to observe. 	Refer to <u>Idea Book</u>	
Experimenting	<ul style="list-style-type: none"> ...experiment with "pollution catcher". ...take home to parents the handout sheets: <ol style="list-style-type: none"> a. "Conservation Pledge" b. "Towards a Family Ecology" ...make litter bags for use at home or in the family car. ...walk over school yard and pick up trash. 	Refer to <u>Idea Book</u>	

GOING TO THE DOGS!

Grade - Kindergarten

Curriculum Area: Language Arts, Science, Mathematics, Social Science, Art

Career Concept: All work is important. Many people work to make life better for all.

Performance Objectives: After seeing a dog show and listening to stories about how to train dogs, the students will be able to tell why it is important to train dogs, and name at least three ways dogs may be trained.

Curriculum Content Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Collecting Researching</p> <p>Displaying Discussing Experience Sharing</p>	<p>...bring to class "snap-shots" of their pet dogs or pictures cut from magazines, color books, newspapers and catalogues of other dogs.</p> <p>...display and discuss pictures of their pet dogs and the picture collection of other dogs. They will tell:</p> <p>a. Anything they wish to tell about their pet dogs -- how the dog plays tricks, eats, sleeps ---.</p> <p>b. About a dog they wish to have if they do not have one.</p> <p>...discuss the phrase, "Training your dog" to mean teaching a dog to do as it is asked or commanded, such as: "Sit", "Heel", "Follow" or "Come here".</p>		

GOING TO THE DOGS!

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
<p>Listening Recalling Enumerating - Counting</p>	<p>...after listening to the story, "Training", discuss and enumerate why a dog should be trained.</p>	<p>"Dogs", The World Book Encyclopedia, Field Enterprises Educational Corp. "Dogs - Why Train Them" Idea Book</p>	
<p>Painting Drawing Modeling</p>	<p>...model, paint or draw your favorite dog doing a "funny" trick.</p>	<p>Newsprint or drawing paper, Paints and brushes, easel, felt-tip pens or crayons, modeling clay</p>	
<p>Inviting, Listening Recalling</p>	<p>...invite a resource person to come to school and talk to the class about why dogs should be trained, and the various ways dogs can be trained.</p>	<p>Refer to <u>150 Teachers in Their Own Specialty</u></p>	
<p>Recalling, Enumerating Counting</p>	<p>...after listening to the resource person discussing the importance of training dogs, and ways in which dogs can be trained, be able to give one reason why dogs should be trained, and at least three ways they can be trained.</p>	<p>"Your Dog Can Be Trained" Idea Book "Dogs", <u>The World Book Encyclopedia</u>, op. cit.</p>	

WHERE DO YOU LIVE?

Grade - Kindergarten

Curriculum Area: Social Studies/Science

Career Concept: All work is important. Any productive worker should be respected. Many people work to make life better for all.

Performance Objective: Given a set of picture cards showing different types of construction workers, the pupil will be able to orally identify the workers area of specialization. (wood, metal, masonry, electrical, finishing, heavy equipment operators, engineering or support services)

Curriculum Content	Pupil Activities	Resources	Evaluation and/or Comments
<p>Discussing</p>	<p>...listen as the teacher reads <u>Come to Work With Us in House Construction</u>.</p> <p>...discuss construction workers and the jobs they do as they view the filmstrip.</p> <p>...make a simply designed structure, using Lincoln Logs, k-p Block Sets, Lego Building Blocks.</p> <p>...use mild cartons that have been covered with papier mache or construction paper to make a "brick" structure.</p> <p>...sand a piece of scrap wood and paint it then make a collage of all the pieces of wood.</p>	<p><u>Come to Work With Us in House Construction</u>, Jean and Ned Wilkinson, Sextant Systems, Inc., 1970, (Coor.)</p> <p>"How We Build Houses", X324-A, Eye Gate, (Coor.)</p> <p>Lincoln Log Lego Blocks</p> <p>Milk cartons papier mache construction paper</p> <p>Scrap Lumber Paint Nails or Glue</p>	<p></p>

WHERE DO YOU LIVE?

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
	<p>...discuss homes of other living creatures.</p> <p>...discuss likenesses and differences in homes around the world.</p> <p>...discuss and compare modern homes to homes of the past.</p> <p>...identify the area of specialization shown by different workers on a set of picture cards.</p>	<p>"Animal Homes", MP292, Churchill-Wexler Film Production, 1954, (B/W) (11 minutes) (FSC).</p> <p><u>I Want to be a Carpenter</u>, Carla Green, Childrens Press, 1959, (B,C,S,T).</p> <p>"Homes Around the World", MP239, Coronet Films, 1963, (Color) (11 minutes) (FSC).</p> <p>"Shelter", MP547, Encyclopedia Britannica Films, 1955, (B/W) (11 minutes) (FSC).</p> <p>Teacher made picture cards depicting areas of specialization from Performance Objective.</p>	<p>82</p>

OUR HOME

Grade - Kindergarten

Curriculum Area:

Social Studies/Language Arts

Career Concept:

All work is important. Any productive worker should be respected. Many people work to make life better for all.

Performance Objective:

After experiences in setting up the housekeeping center, the student will become more aware of the many people who contribute to the family and their home.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Decision Making	...designate the area of the classroom to be used as the housekeeping area.		
Discussing	...discuss the manner in which the student's homes were selected, what types the dwellings are, and how the dwellings are paid for. (Example: rent/buy)		
Compiling	...compile a list of the large items needed in the housekeeping center. (Example: furniture/appliances)		
Recalling	...orally trace the route each item followed to get to our homes.		

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Compiling	<p>...compile a list of the consumable items within a home. (Examples: food, clothing, linens, etc.)</p>		
Recalling	<p>...orally trace the route several of these items traveled to get to our homes.</p>		
Discussing	<p>...discuss how it is possible to get the home related items through going to school - working - earning money.</p>		
Discussing	<p>...discuss the role of the family as well as outside workers in the upkeep and maintenance of the home.</p>		
Discussing	<p>...discuss the responsibility of the individual family members in cooperating and getting along with each other.</p>		

MAKE WAY FOR HOUSES!

Grade - Kindergarten

Curriculum Area: Social Science - Language Arts - Arts

Career Concept: Many people work to make life better for all. All work is important.

Performance Objective: After listening to stories, viewing pictures, and watching workers use large machinery to prepare the grounds before building a house, the students will be able to name at least five pieces of the machinery and tell how the workers use each piece in the preparation of grounds for house construction.

Curriculum Content	Pupil Activities	Resources	Evaluation and/or Comments
<p>Listening Viewing</p> <p>Collecting, Viewing Categorizing</p>	<p>...discuss the role of a surveyor as he measures to find out the exact size and shape of land in preparation for building.</p> <p>...make a picture collection of machinery used for preparing the grounds before building a house.</p> <p>...listen to stories about the use of large earth moving machinery.</p>	<p>Cut pictures from toy catalogues, magazines, and newspapers.</p> <p>"Large, Heavy, Earth Moving Machinery - Its Use" Idea Book</p> <p>"Let's Build a House", Your World, N. Pope & R.W. Farnons, Tavior Publishing Co., 1971, (R,C,S,T)</p> <p>Come to Work With Us in House Construction, Jean & Ned Wilkinson, Soxant Systems, Inc., 1970, (Coor.)</p>	<p>3/</p>

MAKE WAY FOR HOUSES!

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Viewing Observing	<p>...Visit a sight where the grounds are being prepared for building a house.</p> <p>...make a bulletin board display of the picture collection of large machinery.</p> <p>...match each picture with its name tag.</p>	<p>Picture collection Bulletin board Name tags and felt-tip pens</p>	
Displaying, Matching Problem Solving, Reading Exhibiting, Naming Explaining	<p>...bring to school their large, heavy toy machinery to be used during their "show and tell" period. (They should show their machine, tell its name, and how it is used to prepare grounds for house building.)</p>	<p>Refer to <u>Idea Book</u> op. cit.</p>	
Constructing, Erecting Problem Solving	<p>...use their large toy, earth moving machinery in the sand box to prepare the grounds for the construction of a Lincoln Log house.</p>	<p>Toy earth moving machinery Sand box Lincoln Logs</p>	

KNICKKNACKS

Grade - Kindergarten

Curriculum Area: Language Arts, Art, Social Science, Science

Career Concept: Many people work to make life better for all. Any productive worker should be respected.

Performance Objective: When shown ten real and/or pictures of "knickknack" foods, the students will be able to name their favorite, tell how it is made, and name a worker who helps to make it.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Defining</p> <p>Viewing, Observing</p> <p>Categorizing</p>	<p>...conclude that "knickknack" foods are "fun foods" eaten for pleasure, which may or may not be essential to health or personal well being.</p> <p>...View a display of real and/or pictures of "knickknacks" such as:</p> <ul style="list-style-type: none"> a. candy cones b. ice cream (pictures) c. birthday cake d. doughnuts e. gelatin f. soda pop g. cotton candy h. chewing gum i. bubble gum j. taffy apples k. animal crackers 	<p>"Desserts", <u>Childcraft</u>, Field Enterprises, Volume 7, 1961, (B,C,S,T)</p> <p>Science table for exhibit</p>	<p>33</p>

KNICKKNACKS

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
<p>Listening, Recalling & Identifying</p>	<p>...on different occasions, listen to a story of the following: a. How the candy cane gets its stripes. b. Who first put a hole in the doughnut? c. How do they color ice cream? d. How does my name get on my birthday cake? e. From where does chewing gum get its chew? f. Why can you blow bubbles out of bubble gum? g. What makes relatin shimmer and shake? h. How is the fizz put in soda pop? i. How are taffy apples made? j. Who makes animal crackers? k. How is cotton candy made?</p> <p>...experiment to find the answers to questions and verify the statements made in the above activities.</p>	<p>"Desserts", <u>Childcraft</u>, Field Enterprises, Volume 7, Curtis Publishing Co., 1961, (B, C, S, T) "Cap'n Dow", Le Grand, Volumes 2 & 7 "Hungry Hanson", Ann Lea, Volume 11</p>	<p>Ibid.</p>

RECORDING, Experimenting
 & Identifying

KNICKNACKS

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Observing, Discussing	<p>...at various times, observe the pictures or food display of the "knicknacks" and discuss:</p> <ol style="list-style-type: none"> 1. How each is made. 2. By whom it is each made? 	<p>"Desserts", <u>Childcraft</u>, op.cit. <u>I Want to Be a Baker</u>, Carla Greene, Childrens Press, 1956, (B,C,S,T).</p>	
Painting	<p>...make a large painting of "My Favorite Knicknack Food".</p>	<p>Newsprint - large sheets Tempera paint, brushes</p>	
Modeling	<p>...model a figure of "My Favorite Knicknack Worker".</p>	<p>Modeling clay</p>	
Explaining, Showing, Discussing	<p>...show the class their favorite "knicknack" worker, and tell why they like this worker most.</p>		
Recalling, Answering, Telling	<p>...during an individualized post test, view the food exhibit, name their one favorite food, tell how it is made, and by whom it is made.</p>	<p>"Knicknack" Food Exhibit</p>	

LET'S MAKE IT!

Grade - Kindergarten

Curriculum Area: Art/Social Studies

Career Concept: All work is important. Any productive worker should be respected. Many people work to make life better for all.

Performance Objectives: After a demonstration by a resource person or the teacher, the students will design and produce objects made of clay. Each student may make at least two clay objects -- one for a gift and one for use with the marketing and distribution unit.

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Understanding	...acquire some understanding of the meaning of manufacturing.	<p>"The Factory: How a Product is Made", BFA Educational Media.</p> <p><u>The Lollypup Factory and Lots of Others, Mary Flinn, Doubleday, 1946.</u></p> <p><u>Come to Work with Us in a Toy Factory, Jean and Ned Wilkinson, Sextant Systems, Inc., 1970, (Coor.)</u></p> <p><u>George's New Suit: Where Clothing Comes From, MP1136, Coronet Films, 1955, (FSC).</u></p>	

LET'S MAKE IT!

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Viewing	...view films on working with clay.	<u>Clay Animals</u> , MP862, Young American Films, (ESC) <u>Clay Bowls</u> , MP863, Young American Films, (ESC)	
Examining	...examine <u>Childcraft</u> with teacher for further instruction in working with clay.	<u>Childcraft</u> , Volume Nine, Field Enterprises, Educational Corporation, 1965	
Discuss	...discuss clay objects to be made. ...make at least two clay objects as many as five.		

TO MARKET - TO MARKET

Grade - Kindergarten

Curriculum Area: Social Studies

Career Concept: All work is important. Any productive worker should be respected. Many people work to make life better for all.

Performance Objective: The students will package, price, and deliver previously made items to school carnival "Country Store" for sale at that time.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Observing</p> <p>Discussing</p> <p>Collecting</p>	<p>...observe teacher demonstration of simple ways to package clay objects (Example: colored cellophane paper, clear plastic wrap, clear plastic bags, brown paper bags).</p> <p>...discuss most effective means of packaging.</p> <p>...collect material chosen for packaging.</p> <p>...set up assembly line for packaging.</p> <p>...determine fair price of each object.</p> <p>...apply price tag to product.</p> <p>...deliver products to "Country Store".</p>		

Grade - Kindergarten

Curriculum Area: Social Studies/Language Arts

Career Concept: Many people work to make life better for all.

Performance Objective: When shown pictures of community workers the students will be able to identify those who help us stay healthy.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Recognition	<p>...discuss and be able to identify pictures of any five of the following workers: doctor, office nurse, school nurse, dentist, pharmacist, dental hygienist, x-ray technician, laboratory technician, physical therapist, optometrist.</p>	<p>Study Prints: <u>Community Helpers</u>, Set I, Set II, Hayes School Publishing Company, 1958, (Coor.) <u>Doctors and Nurses, What Do They Do?</u>, Carla Greene, Harper and Rowe, 1963, (B,S,C,T). <u>Community Helpers Series</u>, "The Nurse", "The Dentist", McGraw-Hill Text Film Division <u>Some Neighborhood Helpers Series</u>, Five Gate, Career Development Resources</p>	

WHO IS THAT?

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Matching</p>	<p>...use teacher made picture cards to match the workers to the tools they use.</p>	<p><u>Come to Work with Us in a Hospital</u>, Jean and Ned Wilkinson, Sextant Systems, (Coor.)</p> <p><u>Peabody Language Kit</u>, Level I, American Guidance Service</p>	
<p>Listening</p>	<p>...listen as teacher reads "Doris Doctor".</p> <p>...discuss their visits to the office of a doctor or dentist and the emergency room or hospital.</p>	<p><u>Busy People and How They Work</u>, Joe Kaufman, Golden Press, 1973, (B,C,S,T)</p>	
<p>Recalling Discussing Study Tour</p>	<p>...visit school nurse's office for weighing and measuring.</p> <p>...learn the song "The School Nurse".</p>	<p><u>"The School Nurse", Music for Young Americans, Book I</u>, American Book Company, 1966.</p>	

MY FAMILY DOCTOR, A HEALTH FRIEND

Grade - Kindergarten

Curriculum Area: Social Science, Language Arts, Art

Career Concept: Many people work to make life better for all

Performance Objective: When shown pictures of the family doctor performing various medical duties, the students will name the duty the doctor is performing and tell how this duty helps people.

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
<p>Identifying, Comparing Experience Sharing Problem Solving</p> <p>Discussing</p>	<p>...view and discuss a bulletin board display which features the family doctor performing various medical tasks.</p> <p>...on different occasions, discuss such questions as:</p> <p>a. Who is a doctor?</p> <p>b. Have you ever gone to see a doctor when you were ill?</p> <p>c. Why did you go to see the doctor?</p> <p>d. What kind of doctor is shown in this picture display?</p> <p>e. Who is your family doctor?</p> <p>f. Name one thing the doctor does to help you.</p>	<p>Pictures cut from magazines or catalogues</p> <p>Teaching pictures</p>	<p>41</p>

MY FAMILY DOCTOR, A HEALTH FRIEND

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Researching, Constructing Identifying, Sharing Categorizing</p>	<p>...attach to a fold-out poster board pictures which show how "Our Family Doctor Helps Us" or place the pictures from the bulletin board into a scrapbook which may be named "Our Family Doctor Helps Us".</p>	<p>Collect pictures from newspapers, posters, magazines. Cardboard, colored craft paper pins and thumb tacks</p>	
<p>Painting, Drawing Sharing, Self-expression</p>	<p>...Paint or draw a large picture showing one way "My Doctor Helps Me".</p>	<p>Easel, tempera paints, brushes, large sheets of newsprint, felt-tip pens</p>	
<p>Listening Interpreting</p>	<p>...listen to several stories and poems read or told concerning the family doctor's medical duties and what the doctor does to help people.</p>	<p>"The Family Doctor", Job Family Series, Number 10, Science Research Association, 1965, (Coor.)</p> <p><u>I Want to Be a Doctor</u>, Carla Greene, The Childrens Press, 1958, (B,C,S,T)</p> <p>"The Doctor", Friendly Helpers for Health and Safety, Elaine Hoffman, et al, Melmont Publishers, Inc., 1954, pp. 17-19, (Coor.)</p>	

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
<p>Role Playing, Pantomiming Game Playing, Problem Solving</p>	<p>The student (s) will...</p> <p>...play the game, "I am the Family Doctor, What Am I Doing?"...</p> <p>...play "Doctor's Office in the Home Center."</p>	<p>"The Doctor", <u>People We Know</u>, No. 1161, The <u>Instructo Corp.</u>, 1967, (Coor.)</p> <p>"Let's Be Doctors", <u>From People in the Neighborhood</u>, No. 3, <u>The Child's World</u>, (Coor.)</p> <p>"Pictures of Doctors and Duties", <u>Peabody Kindergarten Kit</u>, Peabody Press, (Title I)</p> <p>"I Am the Family Doctor" <u>Idea Book</u></p> <p>Collect props of doctor's instruments including:</p> <ol style="list-style-type: none"> 1. tongue depressor 2. head light and reflector 3. small hand flashlight 4. stethoscope 5. fever thermometer 6. bandages and gauze 7. hypodermic needles and syringe 8. uniforms 9. examining table 	

HELP, DOCTOR, HELP!

Grade - Kindergarten

Curriculum Area: Social Science - Social Service - Art - Language

Career Concept: Many people work to make life better for all. All work is important.

Performance Objective: When shown pictures of a group of people who help the family doctor, the student will identify them and tell what each does to assist the doctor.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing, Categorizing Matching, Testing	...while observing a bulletin board display of people who help the family doctor, name the helpers and tell what each one does to help.	Picture cut from catalogues, magazines, newspapers <u>Hospital Helpers</u> "Reception Desk Helpers", SPI24, "Surgical Group Operating", SPI24, "Nurse and Aids", SPI24 Singer, Society for Visual Education, (Coor.) <u>Community Workers and Helpers</u> IF210-4 "Doctor's Office Workers", F210-4, Singer, Society for Visual Education, (Coor.)	44

HELP, DOCTOR, HELP!

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
Categorizing, Matching Problem Solving, Reading Constructing, Painting Drawing, Cutting, Problem Solving Pantomiming Role Playing Listening	...match the name of each helper to the corresponding picture in the bulletin board display. ...make large cardboard models depicting each of the doctor's helpers. ...use the models in role-playing "Doctor's Office" in the Home Center. ...listen to stories about doctor's helpers.	Peabody Kilt, Level Kindergarten, Peabody Press, (Title I) "Doctor's Helper's and Their Duties", <u>Idea Book</u> "Building a Model", <u>Idea Book</u> Cardboard models of doctor's helpers and doctor's office in Home Center The <u>Doctor's Helpers</u> , Jane Belk Moncure, The Child's World, 1969, (Coor.)	A 45

AN INSTRUMENT, PLEASE

Grade - Kindergarten

Curriculum Area: Social Science - Language Arts - Science

Career Concept: Many people work to make life better for all.

Performance Objective: When shown a display of a family doctor's basic instruments, the students will name any five and tell which ones their family doctor has used to test them when they are ill.

Curriculum Content	Pupil Activities (The student (s) will...)	Resources	Evaluation and/or Comments
<p>Researching, Collecting Selecting, Assembling</p>	<p>...collect and assemble a variety of instruments used by the family doctor.</p>	<p>Table for assembling doctor's instruments (real and/or pictures)</p>	
<p>Conversing, Problem Solving Sharing, Viewing, Observing</p>	<p>...view the instruments collected, name them, tell which were used by their family doctor during their last visit.</p>	<p>Tab board, felt-tip pens for printing instrument's names</p>	
<p>Matching, Categorizing Observing, Reading Problem Solving</p>	<p>...match name of instrument to the corresponding instrument on the science table.</p>	<p>Refer to <u>Idea Book</u></p>	
<p>Recalling, Observing Problem Solving</p>	<p>...do the work sheet "Match the Instruments to the Illness".</p>	<p>Refer to <u>Idea Book</u></p>	
<p>Pantomiming, Problem Solving, Observing Viewing, Conversing Discussing</p>	<p>...play the games "What Doctor's Instrument Am I" and "What Am I Doing?".</p>	<p>Refer to <u>Idea Book</u></p>	

46

AN INSTRUMENT, PLEASE

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Viewing, Problem Solving Telling, Answering	...take an oral individualized post test such as: a. view the instruments b. tell their names c. answer: How does the doctor use them to examine people?		

WHERE IS MY TOOTH?

Grade - Kindergarten

Curriculum Area: Social Studies - Language Arts

Career Concept: Many people work to make life better for all.

Performance Objective: When shown pictures of ten health workers the student will be able to identify the following workers: dentist, dental hygienist, receptionist, and orthodontist.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Listening	<ul style="list-style-type: none"> ...listen as the dentist tells how he helps us. 	<p>150 Teachers in Their Own Specialty</p>	
Singing	<ul style="list-style-type: none"> ...learn the song "The Dentist". 	<p>"The Dentist", Music for Young Americans, American Book Co., 1966.</p>	
Observing	<ul style="list-style-type: none"> ...go on a study tour to a dentist's office. 	<p>Mini Page, Fort Worth Star Telegram, February 3, 1974, (Coor.)</p>	
Recalling	<ul style="list-style-type: none"> ...name the different workers seen in the dentist's office as the teacher makes a list of them. 	<p>"A Bibliography of a Tooth", Colgate Company</p>	
Listening	<ul style="list-style-type: none"> ...discuss with the class the approximate ages at which the following occurred: 	<p>"All about Teeth", Scott Foresman Company</p>	
Recalling	<ul style="list-style-type: none"> a. eruption of first baby tooth 		
Discussing	<ul style="list-style-type: none"> b. loss of first tooth 		
Discussing	<ul style="list-style-type: none"> c. eruption of first permanent tooth. 		

48

WHERE IS MY TOOTH?

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Checking	<p>...be able to brush their teeth more carefully after seeing a demonstration by a dental hygienist.</p>	<p>150 Teachers in Their Own Specialty See-Quees by Judy, "Brushing Teeth", KT 2235, (ESC)</p> <p>Poster and Booklet: How to Take Care of Teeth, Dairy Council, Inc., Fort Worth-Dallas, P.O. Box 1568, Arlington, Texas, 76010.</p>	
Comparing	<p>...look in a mirror and count the missing tooth spaces. Compare to see who has the fewest and who has the most spaces.</p>	<p>Mirror</p>	
Identifying	<p>...learn the song "Jimmy had a Little Tooth".</p> <p>...point out and name the four dental health workers from a group of ten picture cards.</p>	<p>Refer to <u>Idea Book</u></p> <p>Teacher or commercially made picture cards</p>	

ROUTE OF THE VALENTINES

Grade - Kindergarten
 Curriculum Area: Language Arts - Social Science - Art
 Career Concept: Many people work to make life better for all.
 Performance Objective: While playing "Post Office" during the Valentine Season, the students will become aware of postal workers who help their valentines reach specific destinations.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing Planning Drawing, Patinting, Organizing	...during a class discussion, become aware that each of them plan to send valentines to their grandparents. ...make a wall "freize" which traces the valentines from their origin to their destination.	Prior to beginning this unit, students will erect a post office in the classroom for valentine distribution. "Route of the Valentines", <u>Idea Book</u> "Jobs for Us" and "Follow the Sign to Success", <u>Bulletin Board</u> , Herman Grizzle, Director Career Education, Pilot Program, P.O. Box 974, Sand Springs, Oklahoma, (Coor.) Pictures cut from magazines, drawn, or snap-shots, wrapping paper, tempera, paints, brushes, felt-tip pens	50

ROUTE OF THE VALENTINES

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>WAR Listening Collecting Assembling Matching, Naming Reading</p>	<p>...after viewing a filmstrip and listening to a cassette name various postal workers and their jobs. ...collect pictures of postal workers doing their jobs. ...match name tags to a picture collection of postal workers.</p>	<p>The <u>True Book of Our Post Office and It's Helpers</u>, O. Irene Seurey Miner, Childrens Press, 1955, (Coor.) Refer to <u>Idea Book</u> <u>I Want to Be a Postman</u>, No. 516-01775-6, Childrens Press, (Coor.) (B,C,S,T) Cut pictures from magazines newspaper, posters or use "snap-shots" Tag-board, felt-tip pens <u>People We Know</u>, "The Postman", No. 1161, Instructor Corp., (B,C,S,T)</p>	<p>51</p>

ROUTE OF THE VALENTINES

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Listening</p> <p>Finger Painting Self-expression Study Tour</p>	<p>...listen as the teacher reads <u>Let's Visit the Post Office</u>.</p> <p>...do a finger painting about their trip to the Post Office.</p> <p>...visit the Post Office.</p>	<p><u>Let's Visit the Post Office</u> Billy Pope and Ramona Ware Rammons, Taylor Publishing Co., 1971, (B,C,S,T)</p> <p>Finger paint, paper</p>	

RAIN, RAIN GO AWAY

Grade - Kindergarten

Curriculum Area: Science, Language Arts, Social Science, Art, Mathematics

Career Concept: All work is important. Many people work to make life better for all.

Performance Objective: After observing the weather and keeping a weather chart, the students will be able to tell the meaning of the word, weather; name three kinds of weather; and give one reason why we should study weather.

Curriculum Content	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
<p>Use of the Problem Solving</p> <p>Viewing Recalling</p> <p>Defining</p>	<p>...Look outdoors, each day, in order to observe and find the answers to:</p> <p>a. What is happening in the sky?</p> <p>b. Is anything falling from the sky? If so, what is it?</p> <p>c. How do you feel when you go outdoors?</p> <p>...view films on the weather.</p> <p>...define weather to mean all the daily changes of air or atmosphere which take place outdoors.</p>	<p>Refer to <u>Idea Book</u></p> <p>"Weather Chart Calendar"</p> <p>"Weather for Beginners", MP414, Coronet Films, (ESC)</p> <p>"Lightening and Thunder", MP527, Coronet Films (ESC)</p> <p>"Weather", <u>The World Book Encyclopedia</u>, Field Enterprises Educational Corp.</p>	



RAIN, RAIN GO AWAY

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
<p>Observing, Recording Sharing</p>	<p>...use a purchased weather chart to record the weather each morning and take turns being the weather reporter each day.</p>	<p>"Daily Weather Chart", <u>Idea Book</u></p>	
<p>Painting Finger Painting</p>	<p>...define weather reporter to mean an individual who tells what kind of weather is existing outdoors now, and weather forecaster as a person who tells what kind of weather is likely to occur.</p> <p>...paint a big picture or do a finger painting of the weather they like most.</p>	<p>"Weather", <u>The World Book Encyclopedia</u>, op. cit.</p>	
<p>Collecting, Researching Categorizing, Displaying</p>	<p>...collect weather pictures and categorize them into the following classifications for a bulletin board display:</p> <ul style="list-style-type: none"> a. sunny (hot) weather b. cloudy weather c. rainy (fog-mist-dew) weather d. snowy weather (sleet-hail) e. windy weather f. cold weather 	<p>Big sheets of newsprint, easel brushes, tempera paint, finger paint paper, finger paints</p> <p>Cut pictures from color books magazines, catalogues</p>	<p>54</p>

RAIN, RAIN GO AWAY

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Viewing Listening	...view the pictures from the story book, and listen to the tape.	I Want to Be a Weatherman, Eugene Baker, Childrens Press, 1972, (Coor.) (Book Bag)	
Taking a Study Tour Listening, Observing,	...visit the local weather station to learn "why the study of weather is important".	Refer to 150 Teachers in Their Own Specialty	
Recalling, Discussing Classifying Listening	...after returning from a visit to the local weather station, review: a. Why should we study weather? b. What makes weather?	"Weather" The World Book Encyclopedia, op. cit. Refer to Idea Book "Why Study Weather?" "What Makes Weather?"	
Discussing Defining Displaying	...from time to time, talk about weather terms, and show pictures to represent each term: a. meteorologist b. air c. temperature d. wind e. moisture f. precipitation g. air pressure h. humidity	"Weather", The World Book Encyclopedia, op. cit. Pictures to represent various weather terms "Weather Terms", Idea Book	

RAIN, RAIN GO AWAY

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Collecting Arranging Displaying Recalling Experimenting Observing	<ul style="list-style-type: none">...arrange simple weather instruments for observation and discussion:a. barometer - measures air pressureb. weather or wind vane - tells the direction of windc. anemometer - measures how fast the wind is movingd. rain gauge - measures precipitatione. thermometer - measures heat or cold. <p>...perform simple weather experiments:</p> <ul style="list-style-type: none">a. find out the direction from which the wind is blowingb. watch changes in temperature and record dailyc. measure precipitationd. measure air pressuree. measure how fast wind moves per hour.	<p>"Weather", <u>The World Book Encyclopedia</u>, op.cit.</p> <p><u>Ibid.</u></p>	

RAIN, RAIN GO AWAY

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Testing Evaluating Discussing Reasoning Skillink	...at various times, on different days, take individual post tests such as: a. What is weather? b. (Use the bulletin display of weather pictures) Name three different kinds of weather and point to the picture showing each kind. c. Why do we want to study or talk about weather?	Display of weather pictures, purchased weather chart, weather chart calendar "Weather" <u>The World Book Encyclopedia</u> , op. cit.	

IF THE SHOES FIT -- WEAR THEM

Grade - Kindergarten

Curriculum Area: Language Arts, Social Science, Art, Science

Career Concept: Many people work to make life better for all. All work is important.

Performance Objective: After a study of special shoes and boots, the student will be able to match pairs of shoes or boots to the workers who use them, and tell how particular shoes and boots are used to help the workers do their job.

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
Collecting	<ul style="list-style-type: none"> ...from large pictures, make a picture collection of work shoes and boots used by various workers in the performance of their jobs. 	<ul style="list-style-type: none"> Bulletin board, enlarged pictures of shoes and boots 	
Displaying Arranging	<ul style="list-style-type: none"> ...make a bulletin board display with pictures from the above activity. 	<ul style="list-style-type: none"> "Real" shoes and boots Table 	
Collecting Arranging	<ul style="list-style-type: none"> ...collect "real" work shoes and boots. Arrange this collection on a table. 	<ul style="list-style-type: none"> "Boots and Shoes", Childcraft, What People Do, Field Enterprises Educational Corp., 1966, (B.C.S.T) 	
Listening Recalling Categorizing	<ul style="list-style-type: none"> ...listen to stories about various work shoes and boots which tell how the shoes and boots are constructed; by whom they are worn; and what the worker does who wears them. 	<ul style="list-style-type: none"> Refer to <u>Idea Book</u> 	

58

IF THE SHOES FIT -- WEAR THEM

8

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Matching Recalling Problem Solving</p>	<p>...match a tag board picture of the shoes or boots to a stand-up picture of the worker. ...use two sets of labels (one set for work shoes and boots -- the other set for the stand-up workers) Match the name of the worker to the name of the work shoe or boot.</p>	<p>Tag board Stand-up figures of workers Work shoes and boots Labels for workers Labels for shoes and boots</p>	
<p>Reading Recalling</p>	<p>...make a picture of their favorite worker and matching shoes or boots. ...discuss the display of work shoes and boots and tell how each pair helps its corresponding worker.</p>	<p>Easel, paints, crayons or felt-tip pens, brushes, Newsprint or drawing paper Display of shoes and boots</p>	
<p>Painting Drawing Discussing Recalling Matching Testing</p>	<p>...take a post test. a. When the worker's name or job is given, the student will "point out" the pair of shoes or boots used. b. When pairs of shoes or boots are "held up" or "pointed out", the student will tell which workers use them and how the shoes or boots help the workers do their jobs.</p>		<p>59</p>

MAY I HELP YOU?

Grade - Kindergarten

Curriculum Area: Social Studies, Language Arts

Career Concept: All work is important. Any productive worker should be respected. Many people work to make life better for all.

Performance Objective: The students will identify at least five persons who provide a personal service for them or their family.

Lesson Content	Pupil Activities	Resources	Evaluation and/or Comments
Identifying	...use picture cards to identify workers who do something to help them.	<p><u>Peabody Language Development Kit</u>, Level I, American Guidance Service</p> <p>"People We Know", Instructor Picture Set, #1161, (B,C,S,T)</p> <p><u>Busy People Book</u>, Joe Kaufman, Golden Press, Western Publishing Co., 1973, (B,C,S,T)</p> <p><u>About Friendly Helpers Around Town</u>, Elaine Hoffman, et al, Childrens Press, 1967</p> <p><u>Neighborhood Friends and Helpers</u>, #127, Slinger, Society for Visual Education</p>	
Naming	...name at least five persons who have provided a personal service for them. (Babysitter, house-keeper, maid, hotel/motel workers, barbering/cosmetology, laundry/dry cleaning, domestic animal helpers, food and beverage preparation.)		
Describing	...describe the personal service received.		
Role Playing, Pantomiming	...role play or pantomime the service.		

29

MATCH ME

Grade - Kindergarten

Curriculum Area: Social Studies

Career Concept: All work is important. Any productive worker should be respected.
 Many people work to make life better for all.

Performance Objective: When given a set of pictures of communications workers and a picture set of the worker's medium, the pupils will be able to orally identify the following categories: Journalism, Motion pictures, Telephone/Telegraph, Recording, Radio/T.V. broadcasting, and Satellite/Lazer transmission.

Curriculum Content or Concept	Pupil Activities This student (s) will...	Resources	Evaluation and/or Comments
Observing	...take a study tour of a news-paper, the high school journalism class, the telephone office and a radio station, and discuss the sights and sounds of each place visited.	<p><u>Community Helpers Cards, Set I, Mary Jackson Films, T.S. Denison & Co., Inc., (Coor.)</u></p> <p><u>Let's Visit the Telephone Company, Billy Pope and Ramona Emmons, Taylor Publishing Co., (B,C,S,T)</u></p> <p><u>Let's Visit a T.V. Station, Billy Pope and Ramona Emmons, Taylor Publishing Company, (B,C,S,T)</u></p> <p><u>Let's Visit the Newspaper, Billy Pope and Ramona Emmons, Taylor Publishing Co., 1968, 1971, (B,C,S,T)</u></p>	<p>19</p>

Curriculum Content or Concept	Puppl Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Interviewing Reporting</p>	<p>...ask other students for "news" items and then report this news to the class.</p> <p>...compile a class phone book to include other important phone numbers. (Example: Fire Dept.)</p> <p>...make a class movie using a movie camera.</p> <p>...use a tape recorder.</p> <p>...discuss a television program that was transmitted by a communications satellite.</p> <p>...participate in a discussion about the equipment used in each of the six fields of communications. The teacher may list these on a chart.</p>	<p><u>I Want to Be a News Reporter</u>, Carla Greene, Childrens Press, 1958, (B,C,S,T)</p> <p><u>Let's Publish a Book</u>, Billy Pope, Taylor Publishing Co., 1968, (B,C,S,T)</p> <p><u>Your Voice and The Telephone</u>, MP 4101, Bell Telephone, (ESC)</p> <p>Movie camera, film, projector</p> <p>Tape recorder</p> <p><u>Space Travel</u>: A reprint from <u>The World Book Encyclopedia</u>, 1969, (Coor.)</p>	<p>62</p>

MATCH ME

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p>Additional Resources:</p> <p>"Careers in Printing", Colonial Films, Inc. (B,C,S,T)</p> <p>Careers in Printing, Mary Davis, Lerner Publications Co., 1973, (B,C,S,T)</p> <p>Come to Work With Us in a Newspaper, Jean and Ned Wilkinson, Sextant Systems, Inc., 1971, (Coor.)</p> <p>The World of Work Series, "The Newspaper Boy", Edu-Craft, (Coor.)</p> <p>"Careers With a Television Station", Colonial Films, Inc. (B.C.S.T)</p> <p>Careers With a Television Station, JoAnne Ray, Lerner Publications Co., (B.C.S.T)</p>	

63

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p><u>Community Workers and Helpers, Group II, "Television Workers", Society for Visual Education, F210-8, (Coor.)</u></p> <p><u>Come to Work With Us in a T.V. Station, Jean and Ned Wilkinson Sextant Systems, Inc., 1970, (Coor.)</u></p> <p><u>"Careers At a Telephone Company, Colonial Films, Inc., (B.C.S.T)</u></p> <p><u>Careers At a Telephone Company, Lerner Publications Co., (B,C,S,T).</u></p> <p><u>Come to Work With Us in a Telephone Company, Jean and Ned Wilkinson, Sextant Systems, Inc 1971, (Coor.)</u></p> <p><u>"Telephone Workers", Edu-Craft, (Coor.)</u></p> <p><u>Instructor Pictures Sets, Set I, "Telephone Line Person", "T.V. Repair Person", (Coor.)</u></p>	

64

WHAT'S AN OFFICE?

Grade - Kindergarten

Curriculum Area: Social Studies

Career Concept: All work is important. Any productive worker should be respected. Many people work to make life better for all.

Performance Objective: After visiting at least one business office, the students will be able to name three workers in any office and name an office machine used by each of the three workers.

Curriculum Content or Concept	Pupil Activities This student (s) will...	Resources	Evaluation and/or Comments
Listening	<ul style="list-style-type: none"> ...listen as the teacher reads the book <u>Come to Work With Us in a Bank</u>. ...make a study tour of a bank, insurance office, and/or real estate office. 	<p><u>Come to Work With Us in a Bank</u>, Jean and Ned Wilkinson, Sex-tant Systems, Inc., 1971 (Coor.)</p>	
Observing	<ul style="list-style-type: none"> ...make a study tour of the school office. 		
Observing	<ul style="list-style-type: none"> ...name the office workers seen during the study tours. 		
Naming	<ul style="list-style-type: none"> ...name the business machines seen in the offices. 		
Naming	<ul style="list-style-type: none"> ...cooperate with other class members to set up a "play" office. 		
Cooperating			

59

65

WHAT'S AN OFFICE?

Curriculum Interest or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Role Playing	<p>..take turns performing the different roles of an office worker.</p> <p>..use the following in the play office:</p> <ul style="list-style-type: none"> Inter-phone Telephone Typewriter Tape recorder (dictation) 	<p>Bell Telephone Telezonia Kit</p>	

CCME TO THE THEATER

Grade - Kindergarten

Curriculum Area: Language Arts - Music

Career Concept: All work is important.

Performance Objective: After a study tour to a college Fine Arts Department, the students will participate in the writing and/or production of a short musical drama and be able to name five workers in the area of Fire Arts and Humanities.

Curriculum Content or Concept	Pupil Activities This student (s) will...	Resources	Evaluation and/or Comments
Observing	<ul style="list-style-type: none"> ...take a study tour to a college to observe the art and music departments. 		
Decision Making	<ul style="list-style-type: none"> ...choose a subject to write about or use any short play appropriate to season or need. 		
Planning Listing	<ul style="list-style-type: none"> ...Plan the presentation of a short production by discussing and listing needed props, equipment and costumes. 		
Singing	<ul style="list-style-type: none"> ...select and learn appropriate songs. 		
Creating	<ul style="list-style-type: none"> ...use available rhythm band instruments or make simple instruments for accompaniment. 	<p>Music and Instruments for Children to Make, John Hawkins and Martha Faulhaber, Scholastic Book Services, 1970.</p>	

69

87

COME TO THE THEATER

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
	<ul style="list-style-type: none"> ...use paint, paper, boxes ... for making background scenery and props. ...make appropriate head dresses and/or costumes. ...Present musical drama for parents. 		

"COW HANDS" - NAME AND SAY

Grade - Kindergarten
 Curriculum Area: Language Arts, Science, Social Science, Art
 Career Concept: Any productive worker should be respected. All work is important.
 Performance Objective: After visiting a ranch, the students will be able to recall at least five sayings of the "cow hands", and give the names of five different pieces of ranch equipment.

Curriculum Content or Concept	Pupil Activities The Student (s) Will...	Resources	Evaluation and/or Comments
Viewing Observing Study Tour Conversing Discussing Observing Taking Pictures Displaying, Exhibiting Labeling, Matching Reading	...view the film, "The American Cowboy". ...visit a ranch and do the following: a. Talk with the "cow hands". b. Observe and learn about different kinds of ranch equipment: 1. buildings 2. tools 3. animals (cows, horses) 4. clothing. c. Take pictures (for enlargement) of various equipment and activities. d. Listen for "cow hand" sayings. ...display, label and match caption to the pictures made of ranch activities and equipment.	"The American Cowboy", MP70287, Ford Motor Co., (FSC). Refer to <u>150 Teachers in Their Own Specialty</u> , Camera	Enlarged pictures Two sets of labels (name) one for picture caption - another for matching.

"COW HANDS" - NAME AND SAY

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Recalling Discussing Categorizing</p> <p>Researching Constructing Collecting, Labeling</p> <p>Role-Playing Problem Solving Answering Making Complete Sentences</p> <p>Modeling Constructing Sewing</p>	<p>...discuss: a. names for ranch equipment b. "cow hand" sayings.</p> <p>...collect pictures of ranch equipment for scrapbook. Label the pictures.</p> <p>...play the game, "What Does It Mean?" "Act out" sayings. Make complete sentences using sayings.</p> <p>...make "ranch" models such as: cows, horses, ranch house, "cow hands" and other equipment.</p>	<p>"Cow Hands" - Name and Say", "What Does It Mean?", <u>Idea Book</u></p> <p>Draw pictures or collect from magazines, catalogues and coloring books</p> <p>"What Does It Mean?", <u>Idea Book</u></p> <p>Modeling clay, pipe cleaners, socks, old glove, stuffing and broomstick</p> <p>Small wooden box Sand, the above models</p> <p><u>Make-It Book</u>, Arranged and compiled by J. Peter and McCall's Magazine, Golden Press, 1953, pp.120-212.</p>	<p>70</p>

"COW HANDS" - NAME AND SAY

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
Listening Recalling	<p>...listen to <u>I Want to Be a Cowboy</u>.</p>	<p><u>I Want to Be a Cowboy</u>, Carla Greene, Childrens Press, (B, C, S, T)</p>	
Drawing Painting	<p>...paint a large picture of a ranch scene.</p>	<p>Easel, tempera paints, brushes Newsprint (9" x 12")</p>	
Testing Recalling Answering	<p>...take individualized post tests: a. Give names of at least five different kinds of ranch equipment while viewing pictures. b. Give the meanings of five "cow hand" sayings after hearing the sayings repeated.</p>	<p>Collection - enlarged ranch pictures of equipment "What Does It Mean", <u>Idea Book</u></p>	

71

LET'S GO!

Grade - Kindergarten

Curriculum Area: Social Studies

Career Concept: All work is important. Any productive worker should be respected.
 Many people work to make life better for all.

Performance Objective: After looking at study prints, filmstrips, films and hearing stories read by the teacher, the pupil will be able to identify five means of transportation--highway, rail, air, pipeline, water, and name one carrier in each field.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Identifying	...identify five different modes of transportation after looking at transportation cards from Peabody Kit and/or hearing stories read by the teacher.	<p>"Travel in America in 1840" MP 50783 (ESC), Coronet Films</p> <p>"Transportation Hodge Podge" MP 51137 (ESC) Film-Clip 18 min.</p> <p>Mall Deliver/Dairy Product Delivery, Edu-Craft, 1971 KT 175 (FSC)</p> <p>Let's Take and Airplane Trip Billy N. Pope, Taylor Publishing Co., 1966 (R,C,S,T)</p> <p>"Ocean Voyage" Encyclopedia Britannica Film MP 51080 (FSC)</p> <p>"City Bus Driver" Encyclopedia Britannica Film</p>	

72

72

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Defining	...define in simple terms that transportation is the moving of things or people.		
Setting	...tell where the different kinds of transportation run. (ex. train, railroad tracks, land, sea, air)		
Matching	...match vehicle to its port of origin. (ex. airplane/hangar)		
Telling	...tell three things that are carried by pipelines.		
Recalling	...tell what means of transportation they have used.		
Discussing	...make a mural of the different modes of transportation. ...discuss a show and tell exhibit collected by the class.	<p>"Airports Serve the Community" AIMS Instructional Media Services 1970, 11 min.</p> <p>"Airport in Jet Age" Churchill Films, 1962 MP 316 (ESC)</p>	

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
		<p>"Truck Transport on the Long Haul" Academy Films (filmstrip)</p>	
		<p>"Ferry Boat" Bally Films AIMS Instructional Media Services</p>	
		<p>"Boats and Ships" Encyclopedia Britannica Films 11 min.</p>	
		<p>"Passenger Train" Encyclopedia Britannica Films 11 min.</p>	
		<p>"Trucks and Trains" Churchill Films MP 321 (ESC)</p>	
		<p>"Trucks that Serve Our City" Tompkins Films MP 51257 (ESC)</p>	
		<p>"Tugboats and Harbors" Churchill Films MP 322 (ESC)</p>	

74

72

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p>"The Airport - Who Works There" B F A Educational Media F/S, 1969</p> <p>Read About the Busman Louis Slobvdkin Franklin Watts, Inc.</p> <p>At the Railroad Station. Reck and Fichter Melmont Press (Coor.)</p> <p>I Know a Truck Driver J. A. Evans Putnam, 1972</p> <p>I Know an Airline Pilot J. A. Evans Putnam, 1970</p> <p>Wings and Wheels Cynthia Chapin, 1933</p> <p>Peabody Language Kit American Guidance</p>	<p>75</p>

LET'S GO TO THE FARM

Grade - Kindergarten

Curriculum Area: Social Studies

Career Concept: All work is important. Any productive worker should be respected. People work to make life better for all.

Performance Objective: After exploring books, seeing films, and going on study tours, the pupils will be able to name the places of work for the following people: Petroleum engineer, driller, pumper, forest ranger, miner, feed store sales person, veterinarian. The child will also be able to tell how we use the product or service of the above named.

Curriculum Content	Pupil Activities	Resources	Evaluation and/or Comments
<p>History - Listening</p>	<p>...look at books and listen as the teacher reads them.</p>	<p>Let's Visit a Farm Let's Visit a Dairy Let's Visit a Mining Company Let's Visit an Oil Company Billy Pope, Taylor Publishing Co. (B,C,S,T) I Want to Be a Coal Miner I Want to Be a Farmer I Want to Be a Dairy Farmer Carla Green, Childrens Press (B,C,S,T) Come to Work With Us in a Dairy Sextant Press (Coor.)</p>	<p>Study Prints: (Coor.) Hayes Publishing Co. "Community Helpers" Poultry Farmer, Set I Dairy Man, Set II</p>

76

LFI'S GO TO THE FARM

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Observing	<ul style="list-style-type: none"> ...visit any related workers with their classmates and teacher. 	<p>Instructor <u>Picture Sets</u>, "<u>Rancher</u>", "<u>Dairy Helpers</u>", Society for Visual Education</p> <p>Study tours: Egg Farm, Dairy Farm, Agricultural Farm, Fruit Farm, Gas well, Seed & Feed Store, Implement Store, Packing Plant, Veterinarian's Clinic</p>	
Naming	<ul style="list-style-type: none"> ...name the workers seen during study tours and tell if they use or need any of the workers products or services. 		
Constructing	<ul style="list-style-type: none"> ...use the <u>farm set</u> to set up a model farm. 	<p>Farm Set (Childcraft) Blocks</p>	77
Modeling	<ul style="list-style-type: none"> ...use clay or papier mache to make appropriate animals and workers to use with model farm. 	<p>Clay, papier mache</p>	

LET'S GO TO THE FARM

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Dictating	...dictate for the teacher to write a story book of farms, farm workers, and products.		
Drawing	...use drawings to illustrate farm book.		
Compiling	...compile a booklet of farm implements that have been cut from magazines.		

Grade - Kindergarten

Curriculum Area: Social Studies, Language Arts

Career Concept: All work is important. Any productive worker should be respected. Many people work to make life better for all.

Performance Objective: The students will be able to identify three groups of workers who provide services for all people, and be able to name one worker in each group.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Identifying	<p>...Identify the areas of, and workers in public services after an examination of research materials.</p> <ul style="list-style-type: none"> Education Protective services Postal service Public utilities Public health Public transportation 	<p>Study Prints:</p> <ul style="list-style-type: none"> "People Who Come to My House", Jane Belk Moncure, The Child's World, 1969, (Coor.) "People in the Neighborhood", Jane Belk Moncure, The Child's World, 1969, (Coor.) "School Friends and Helpers", Set SP126, Society for Visual Education, (Coor.) "Police Department Helpers", Set SP119, Society for Visual Education, (Coor.) "Fire Department Helpers", Set SP120, Society for Visual Education, (Coor.) 	

79

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p>"Postal Helpers" Set SP 121, Society for Visual Education, (Coor.)</p>	
		<p>What Will I Be From A to Z Donald L. Gelb National Dairy Council, 1973 (B,C,S,T)</p>	
		<p>About Helpers Who Work at Night Elaine Hoffman & Jane Heflefinger, Melmont Publishing Co., Inc. 1963 (Coor.)</p>	
		<p>Busy People Joe Kaufman Golden Press, 1973 (B,C,S,T)</p>	
		<p>About School Helpers Elaine Hoffman & Jane Heflefinger, Melmont Publishing Co., Inc. 1955 (Coor.)</p>	
		<p>The True Book of Our Post Office and its Helpers O. Irene Sevreay Miner Childrens Press, Inc. 1955 (Coor.)</p>	

28

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p><u>At the Post Office</u> Lillian Colinius & Glenn W. Schroeder, Melmont Publishing Co., Inc. 1967 (Coor.)</p> <p><u>Let's Visit the Post Office</u> Billy N. Pope & Ramona Dammons Taylor Publishing Company, 1971 (B,C,S,T)</p> <p><u>The True Book of Policemen and Firemen</u>, Irene Miller Childrens Press, 1954 (Coor.)</p> <p><u>About Firemen</u> Jane Heflefinger & Elaine Hoffman, Melmont Publishing Co., Inc. 1957 (Coor.)</p> <p><u>About Postmen</u> Evelyn Belmont Hastings, Melmont Publishing Co., Inc. 1957 (Coor.)</p> <p><u>Let's Visit the Fire Station</u> Billy N. Pope & Ramona Dammons Taylor Publishing Company, 1971 (B,C,S,T)</p>	<p>1</p>

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Observation	<p>...go on a study tour of the school building to observe the workers.</p> <p>...go on a study tour of the post office to observe workers there.</p> <p>...view film from Mail Delivery Kit.</p> <p>...go on a study tour of the police station.</p> <p>...discuss how we benefit from the services of the workers in the protective services.</p> <p>...learn the telephone numbers for the following agencies: Police Fire Station</p>	<p>About Policemen Ina K. Dillon, Melmont Publishing Co., Inc. 1957 (Coor.)</p> <p><u>Mail Delivery/Dairy Product Delivery, Edu-Craft, 1971</u> KT 175 (ESC)</p>	<p>28</p>
Discussing			
Learning			

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Cutting	...make a paper telephone with the above numbers on it. Take this home to be posted near the telephone.		
Constructing	...make mail envelopes in which to put "take home" notes and papers.		



SAVE THE BIRDS!

Grade - Kindergarten

Curriculum Area: Language Arts, Social Science, Science, Mathematics, Art

Career Concept: Many people work to make life better for all. Any productive worker should be respected. All work is important.

Performance Objective: After a study of birds and their behavior, the students will be able to name at least one way birds help people, and one thing people can do to help birds.


Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Observing	<p>The student (s) will...</p> <p>...after observing birds from the classroom windows, view the films, "What is a Bird?" and "Looking at Birds".</p>	<p>"What is a Bird?" MP50679, Encyclopedia Britannica Films, (ESC) (17 minutes)</p> <p>"Looking at Birds", MP-324, Encyclopedia Britannica Films, (ESFC) (10 minutes)</p> <p><u>A Field Guide to the Birds</u>, R.T. Peterson, Houghton Mifflin Company</p> <p><u>An Introduction to Birds</u>, J. Kieran, Doubleday, 1965</p>	
Collecting	<p>...collect pictures of various kinds of birds found in their vicinity.</p>		
Categorizing and Displaying	<p>...arrange and display the above bird collection into the following classifications:</p> <ul style="list-style-type: none"> a. domesticated birds, b. game birds c. song birds d. cage (pet) birds 	<p>"Birds", <u>The World Book Encyclopedia</u>, Field Enterprises Educational Corp.</p>	

84

SAVE THE BIRDS!

Curriculum Content or Concept	Pupil Activities The student (s) will.	Resources	Evaluation and/or Comments
Viewing Problem Solving Discussing Listening	...discuss what each class of birds does to help people.	"Birds Help People", <u>Idea Book You Can Be A Conservationist</u> , printed form American Forest Association, (Coor.) <u>Cage Birds in Color</u> , G. Mandahl-Barth, The Ronner Press Corp., 1959 <u>Robin Redbreast</u> , 2nd Edition, MF582, Encyclopedia Britannica Films, (FSC)	
Viewing Listening Discussing	...on different occasions, view the films, "Robin Redbreast" and "Ruby Throated Hummingbird". ...discuss what people can do to help birds.	"Ruby Throated Hummingbird", MP48, Coronet Films, (FSC) "People Can Help Birds", <u>Idea Book</u> <u>The New Handbook of Attracting Birds</u> , Thomas P. McIliron, Jr., Alfred A. Knopf, Inc., 1960	85

SAVE THE BIRDS!

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Constructing Art Problem Solving	...use the Chinese Paper Folding Method to make and decorate birds, depicting one bird from each classification: a. domesticated birds b. game birds c. song birds d. cage (pet) birds ...view a film. ...take a study tour to near by parks or nature trails to observe birds of their locality and count how many birds they see on the trip. ...will invite a Game Warden to come and talk to the class about the conservation of birds,	"Bird Flies off your Hand", <u>The Art of Chinese Paper Folding</u> , Maying Soong, Harcourt, Brace and Co., 1948, pp. 10-13 Paper, crayons or felt-tip pens "What Bird is That?", MP55, Capital Film Service, (FSC) (17 minutes)	
Viewing Listening Observing Mathematics Inviting Listening		Refer to <u>150 Teachers in Their Own Specialty</u>	

SAVE THE BIRDS!

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Defining</p> <p>Problem Solving Categorizing Viewing, Naming</p>	<p>...define Conservation to mean -- saving, caring for, sharing the natural resources of our world such as: birds, water, soil, plants and minerals.</p> <p>...view pictures of birds and name at least</p> <p>a. one bird from each class, domesticated, game, song and cage,</p> <p>b. One way this bird helps people,</p> <p>c. One thing people can do to help the bird.</p> <p>...sing "Five little Chickadees", "Six little Ducks", and "Little Bird on My Window".</p> <p>...dramatize and sing, "Little Duck".</p>	<p>"Conservation", The World Book Encyclopedia, Field Enterprises Educational Corp., 1974 (B,C,S,T)</p> <p>The Magic of Music, Lorraine E. Walters, et al, Ginn and Company, 1970</p> <p>ibld.</p> <p>Dance-a-story "Little Duck" Music and narration available on RCA, long play record, LF-101 - purchased through Ginn and Company</p>	<p></p>

Grade - Kindergarten

Curriculum Area: Play/Crafts.

Career Concept

All work is important. Any productive worker should be respected.
Many people work to make life better for all.
After a study tour of locally available recreational facilities for students, they will make a booklet showing activities in which they would like to participate during their summer vacation.

Performance Objective

Curriculum Content or Concept

Pupil Activities
The student(s) will...

Resources

Evaluation and/or Comments

Observing

...go on a bus tour to see the following sites that could offer summer recreation:
Holland's Lake
Railroad Museum
Cherry Park
Municipal Swimming Pool
Public Library
Y.M.C.A.
Movie Theatre
Baseball Fields
Church Vacation School
Weatherford Lake
...mark the above sites on a city map.

Chamber of Commerce

Listening
Discussing

...listen to a resource speaker describe programs to be offered through the above agencies.

Resource Speaker:
Community Education Program
Director

WHAT CAN I DO NOW?
(Summer Fun)

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Discussing</p> <p>Compiling</p>	<p>...discuss recreational facilities available in Fort Worth. See films, if available, from Fort Worth Zoo, Children's Museum, Circus.</p> <p>...compile a booklet of drawings showing four activities in which they would like to participate.</p>	<p><u>Fun in Fort Worth: A Guide-book for Children (and Grown-ups Too!)</u>, Montessori Children's House, Parents' Club of Fort Worth, 3420 Clayton Road, Fort Worth, Texas 76116</p> <p>"Dr. Fish. (Fort Worth Forest Park Zoo)", MP51469, 1972, (ESC)</p> <p>"The Fort Worth Story", MP51097, Bell, (FSC)</p>	<p>89</p>

Performance Objective: After observing craft demonstrations by a resource person or the teacher, the students will compile a booklet of mimeographed handouts of craft ideas to be used at home during summer vacation.

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
<p>Observing</p> <p>Mixing</p> <p>Constructing</p>	<p>..watch as resource speaker or teacher demonstrates the following:</p> <ul style="list-style-type: none"> a. rock art b. school box decoration c. book marks d. lunch sack decoration e. trash can papier mache f. decorated soap g. macaroni match box h. foil rubbings i. paper bag puppets j. tin can containers k. popsicle plant markers l. vacation trivia collage <p>..mix modeling compound for summer use.</p> <p>..mix base for paints.</p> <p>..make a "doodle" pad for use during car trips.</p>	<p>Shopping Cart Art, James F. Seidelman, Grace Mintonye, Collier Books, 1970</p> <p>52 Weeks of Fun Crafts for Kids, Carol Chadwick, Mary Harter, Chad Publication, Inc., 1973</p> <p>"Make and Do", Child Craft, Volume Nine, Field Enterprises</p>	<p>Refer to <u>Idea Book</u></p>

WHAT CAN I DO NOW?
(Summer Fun)

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Memorizing	...make tin can stilts. ...learn jump rope jingles.	Refer to <u>Idea Book</u> Refer to <u>Idea Book</u>	✓ Evaluation and/or Comments

BY THE SEA

Grade - Kindergarten

Curriculum Area: Social Studies, Art

Career Concept: All work is important. Any productive worker should be respected. Many people work to make life better for all.

Performance Objective: The students will be able to point out areas of water on the globe or a large map.

Curriculum Content or Concept	Pupil Activities This student (s) will...	Resources	Evaluation and/or Comments
Looking	<ul style="list-style-type: none"> ...look at a globe and locate areas of water. ...look at a large world map and locate areas of water. 		
Comparing	<ul style="list-style-type: none"> ...compare the areas of water to the areas of land to observe that there is more water than land. 		
Differentiating	<ul style="list-style-type: none"> ...differentiate the oceans and seas from the inland rivers and lakes. ...look at pictures of marine life. 	<p>What's In the Sea? Robyn Supraner Nimeg Press, 1971</p> <p>Life Nature Library the Sea Leonard Engel Time Incorporated New York, 1961</p>	

26

Curriculum, Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p><u>Seashores: A Guide to Shells, Shore Birds, and Other Natural Features of American Coasts</u>, Herbert S. Zim, Ph.D. and Lester Ingle, Ph.D., Golden Press, 1955</p> <p><u>Wonders of Nature</u>, Jane Werner Watson, Simon & Schuster, 1957</p> <p><u>A Sea Parade</u>, Robyn Supraner, Netmeg Press, 1971</p> <p><u>Treasures In the Sea</u>, Books for Young Explorers, Robert M. McClung, National Geographic Society, 1972</p> <p>"World and Space", <u>Childcraft</u>, Volume 3, Field Enterprises, 1965</p>	

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Gaining Information	...become aware of the difference in salt water and fresh water.		
Organizing	...set up a classroom aquarium to observe the relationship between plant and animal life in the water.		
Listening	...listen to <u>Swimmy</u> read by the teacher.	<u>Swimmy</u> Leo Lionni Pantheon (Division of Random House), 1963 (B,C,S,T)	

64

BY THE SEA

Performance Objective: The students will participate in the collection of sea shells and driftwood for display and art work.

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Collecting	<ul style="list-style-type: none"> ...bring shells and driftwood for class room display. ...mount small shells on poster board. 		
Mounting	<ul style="list-style-type: none"> ...feel driftwood. Discuss its shape and feel. 		
Listening Feeling	<ul style="list-style-type: none"> ...hold larger shells to ear. Discuss sound and feel of both inside and outside. 		
Constructing	<ul style="list-style-type: none"> ...make a shell wind chime for the classroom. 		
Painting	<ul style="list-style-type: none"> ...use sponges - cut into sea life shapes - for sponge painting. ...do sand casting or sand painting. 		
Designing	<ul style="list-style-type: none"> ...use the circle, triangle, square, rectangle and diamond to make a paper fish. ...use paper fish to make aquarium. 	<p><u>ibid.</u></p> <p><u>ibid.</u></p>	

Grade - One

Curriculum Area: Social Studies

Career Concept: All work is important.

Performance Objective: After performing related activities, the students will be able to identify a work role filled by each member of their family and describe some of the duties associated with that job.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Collecting</p> <p>Observing Listening</p> <p>Discussing</p> <p>Discussing</p>	<p>...collect pictures of people in various work and play activities.</p> <p>...view a filmstrip and listen to a record.</p> <p>...using the filmstrip as a guide discuss what they already know about work roles.</p> <p>...discuss the following topics: a. What is meant by work. b. Reasons why people work. c. Kinds of work activities done by students. d. Kinds of work activities done by family members. e. Ways that work activities help people.</p>	<p>Refer to <u>Idea Book</u></p> <p>The <u>World of Work Series</u>, "Wally the Worker Watcher" ECF-101, Edu-Craft, Inc., (Coor.)</p>	<p>96</p>

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
<p>Drawing</p> <p>Discussing</p>	<p>...draw a family portrait.</p> <p>...discuss the different work activities done by family members, emphasizing the student's work roles.</p>	<p>Paper, crayons</p>	
<p>Interviewing</p>	<p>...interview one of their parents about their work role and report it to the class.</p> <ol style="list-style-type: none"> a. Sitting? b. Standing? c. Indoor or outdoors? d. With people or alone? e. Tools? 	<p>Resource persons, parents</p>	
<p>Listening</p> <p>Discussing</p> <p>Role Playing</p>	<p>...listen to parents describe their jobs.</p> <p>...discuss the concept that a person may have more than one work role.</p> <p>...pantomime a job for the class.</p>		
<p>Dictating</p> <p>Drawing</p>	<p>...dictate to the teacher a short language experience story concerning their own work role and illustrate the story.</p>	<p>Paper, crayons</p>	

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Viewing Listening	...after listening to a record and viewing a filmstrip, discuss the importance of work.	Jimmy Cricket Series, "The Grasshopper and the Ant", (B,C,S,T) Additional Worksheets: "Game 17", "Game 10", Community Careering, Ira M. Bank, Chronicle Guidance Publications, Inc., 1974, (Coor.)	111 98

FIRE FIGHTERS

Grade - One

Curriculum Area: Social Studies

Career Concept: People work for various rewards or satisfactions.

Performance Objective: Each student will make a Fire Prevention poster.

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluator and/or Comments
Viewing	...view posters on fire prevention and personnel.	Posters: <u>Community Helpers, Set II</u> <u>Hayes School Publishing Co., Inc</u> (Coor.) <u>Community Helpers, SP 120</u> (with record), SVE Singer (Coor.) <u>When You Grow Up</u> <u>Mini Productions '74 (B,C,S,T)</u> <u>People in the Neighborhood</u> <u>The Child's World, Inc.</u> (Coor.)	
Discussing:	...discuss the posters and share experiences or knowledge about fire fighters and fire fighting.		
Listening	...listen to a story about fire fighting and the personnel involved.		

99

FIRE FIGHTERS

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p>Books:</p> <p><u>Busy People</u>, Joe Kaufman, Golden Press, 1969, (B, C, S, T)</p> <p><u>About Firemen</u>, Jane Hefelfinger & Elaine Hoffman, Melmont Publishers, 1957, (Coor.)</p> <p><u>Here Comes the Fireboat</u>, Lillian Colonus & Glen W. Schroeder, Elk Grove Press, 1967, (Coor.)</p> <p><u>Let's Visit The Fire Station</u>, Billy Pope & Ramona Emmons, Taylor Publishing Company, 1966, (B, C, S, T)</p> <p><u>About People Who Work at Night</u>, Elaine Hoffman & Jane Hefelfinger, Melmont Publishers, 1963, (Coor.)</p>	

100

FIRE FIGHTERS

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
Study Tour	..tour their local fire station .	Read <u>About the Fireman</u> , Louis Stabadkin, J. Watts, Inc., 1969 <u>The Fire Cat</u> , Esther Averill, Harper-Row	
Writing	..write a story about fires that are harmful or about fires that are helpful to man.	Paper, pencil	
Viewing	..view a film.	Films: "I'm No Fool With Fire", MP135, Disney, (ESC) "Fire Science", MP50575, Churchill Films, (ESC) "Fire - What Makes It Burn", MP345, Encyclopedia Britannica Films, (ESC) "In Case of Fire - Fire Drills & Fire Safety", MP70255, Encyclopedia Britannica Films, (ESC)	

FIRE FIGHTERS

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Illustration	...each make a Fire Prevention poster.	"Safety With Fire", MP427, Coronet Films; (FSC) Paper, crayons	

207

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Listing</p> <p>...writing, illustrating</p>	<p>...Verbally list the duties of a postal carrier as the teacher writes the list on the chalkboard.</p> <p>...write a story about the postal carrier incorporating some of the listed duties. After writing the story, illustrate.</p>	<p>Chalk, Chalkboard</p> <p>Paper, pencil, crayons</p> <p>Films: "The Mailman", MP681, "Our Post Office", MP356, Encyclopedia Britannica Films, (ESC) "Mail Delivery/Dairy Product Delivery", KT175, (ESC) "Getting the Goods to Users", KT171, (ESC) Contact local postmaster for additional films and other resource materials.</p>	
<p>Viewing</p>	<p>...View a film on the various phases of the post office and its workers.</p>		

GOODS OR SERVICES?

Grade - One
 Curriculum Area: Social Studies
 Career Concept: Some jobs produce goods; others provide services.
 Performance Objective: When given the name of a worker the students will be able to orally tell whether that worker provides goods or services.

Curriculum Content or Concept	Pupil Activities This student (s) will...	Resources	Evaluation and/or Comments
Locating Discussing Classifying Locating	..locate landmarks, their homes and their school on a community map by placing flag pins in the appropriate areas. ...describe their parents' jobs and locate their work site on the map. ...discuss "workers who make things for us" and workers who do things for us". ..name their parents' jobs and classify them as "workers who make things" or "workers who do things for us". ..locate local business establishments on the map.	Community map, pins, colored paper for making flags	

104

GOODS OR SERVICES?

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Classifying	<p>...name local merchants or workers that they know and classify them as producers of goods or services.</p>		
Classifying	<p>...as a group activity, complete a worksheet on goods and services.</p>	<p>"All Helpers are Producers of Goods or Services", Jenn Publications, (Coor.)</p>	
Painting	<p>...paint a mural of service workers and producers of goods.</p>		

LET'S TAKE A TRIP

Grade - One

Curriculum Area: Social Studies, Language Arts, Art

Career Concept: Learning basic school skills - reading, writing, spelling, computation, communication - is necessary for all types of jobs.

Performance Objective: Upon completion of this unit, the class will make a mural depicting a school bus returning children to their homes.

Curriculum Content of Concept	Pupil Activities This student (s) will...	Resources	Evaluation and/or Comments
Discussing	...relate their personal travel experiences and discuss the land, sea, and air modes of transportation.	Class members	
Listening	...listen to stories and/or poems read by teacher.	Books: <u>Let's Take a Bus Trip</u> , Billy Pope, Taylor Publishing Company, 1967 <u>I Want to be a Taxi Driver</u> , Eugene Baker, Childrens Press, 1969 <u>About Friendly Helpers Around Town</u> , Elaine Hoffman and Jane Hefleflinger, Childrens Press, 1954 <u>About School Helpers</u> , Elaine Hoffman and Jane Hefleflinger, Melmont Publishers, 1955	

106

LET'S TAKE A TRIP

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Viewing	...see a film on transportation.	<p><u>I Want to be a Bus Driver</u>, Carla Greene, Childrens Press, 1969</p> <p>"A Modern Dragon", "Trains", "Up in the Air", "Ferry Boats", "Stop and Go", "B's the Bus", "Wings and Wheels", "Where Go the Boats", <u>Time for Poetry</u> - A Teacher's Anthology, May Hill Arbuthnot; Scott, Foresman and Company, 1951</p> <p>"City Bus Drivers", MP357, Encyclopedia Britannica Films, (ESC)</p> <p>"Trucks and Trains", MP321, Churchill Films, (ESC)</p> <p>"Rugboats and Harbors", MP322, Churchill Films, (ESC)</p> <p>"Romance of Transportation in Canada", MP1271, National Film Board of Canada, (ESC)</p>	

107

LET'S TAKE A TRIP

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
<p>Writing Drawing</p>	<p>...write and illustrate a story on transportation. ...see posters of the different means of transportation.</p>	<p>Paper, pencil, crayons "Poster Kits", Mini Productions, 1974, (Coor.) "Community Helpers", Set I, "Community Helpers", Set II, Hayes Publishing Co., (Coor.) "School Friends and Helpers", SPI36, Society for Visual Education, (Coor.) "Community Helpers", KT36, (ESC)</p>	
<p>Viewing</p>	<p>...see a film on map making.</p>	<p>"Maps and Their Meaning", MP50171, Academy Films, (ESC) "Finding Direction with a Map", MP51280, Cenco Educational Films, (ESC)</p>	<p>C 108</p>
<p>Map Making</p>	<p>...make a map depicting the route the class will travel in making a study tour to Coca Cola Bottling Company.</p>	<p>Butcher paper, pencils, crayons</p>	

LET'S TAKE A TRIP

Curriculum Content, or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Viewing	<p>The student (s) will...</p> <p>...see a film on telling time.</p>	<p>"Telling Time by the Clock", MP1068, Carl Kahn, (ESC)</p> <p>"Beginning Responsibility - Being on Time", MP372, Coronet Films, (ESC)</p> <p>"Pirre and the Alarm Clock", MP1336, Official Films, Inc., (ESC)</p> <p>Clock</p> <p>School bus driver</p>	
Telling Time	<p>...plot the departure time, travel time, and approximate arrival time back at school for the study tour.</p>		
Interviewing	<p>Interview a school bus driver. The driver will give tips on:</p> <ol style="list-style-type: none"> 1. Boarding the bus. 2. Queue on the bus 3. Traffic procedures as to: stopped, lights, starting and stopping 4. Unloading at destination. 		
Study Tour	<p>Go to Coca Cola Bottling Co. on a school bus</p>	<p>Coord.</p>	

LET'S TAKE A TRIP

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Writing</p> <p>DRAWING</p> <p>Telling Time</p> <p>Art</p>	<p>...write letters to the Coca Cola Bottling Co. to thank the management for its hospitality.</p> <p>...plot, with a crayon, on the previously made map, showing the route to be taken to and from the Cota Cola plant the actual route taken for the round trip.</p> <p>...check to see if the departure time, time spent at the plant, and return arrival time coincides with the previously planned schedule.</p> <p>...make a mural showing a school bus departing from school and beginning its afternoon route.</p>	<p>Writing paper, pencils</p> <p>Crayon and map</p> <p>Clock</p> <p>Butcher paper, crayons, pencils</p>	<p></p>

110

A STITCH IN TIME...

Grade - One
 Curriculum Area: Language Arts
 Career Concept: Any productive worker should be respected.
 Performance Objective: After a study of clothing construction, the student will be able to make an article of clothing for a hand puppet.

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
<p>Discussing</p> <p>Listening</p> <p>Observing</p> <p>Tracing</p> <p>Observing</p> <p>Listing</p>	<p>...discuss the clothing they wear and where it comes from.</p> <p>...listen to a story read to them by the teacher.</p> <p>...observe the teacher demonstrate pattern tracing using found objects in the classroom.</p> <p>...trace a pattern using a found object.</p> <p>...take a study tour of a local clothing factory.</p> <p>...make a list of the tools necessary for clothing construction.</p>	<p>Let's Visit a Clothing Factory, Billy Pope and Ramona Emmons, Taylor Publishing Company, 1969, (B,C,S,T).</p> <p>Pencil, paper, found objects</p> <p>Found objects</p>	

A STITCH IN TIME...

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
<p>Comparing Contrasting</p>	<p>...after viewing a filmstrip, compare the content of the filmstrip to the study tour of the clothing factory.</p>	<p>How Things are Made, "Making Clothing", 2315-E, Eye Gate House, Inc., (Coor.)</p>	
<p>Listening</p>	<p>...discuss the sewing their mother does and compare it to factory sewing.</p>	<p>Children's parents</p>	
<p>Observing Listening Constructing</p>	<p>...Observe a resource person demonstrate sewing tools and discuss clothing construction.</p>		
<p>Role Playing</p>	<p>...pantomime for the class the use of a specific sewing tool.</p>		
<p>Constructing</p>	<p>...making a pattern then cut and sew an article of clothing for a hand puppet.</p>	<p>Paper, pencil, cloth, scissors, needle, thread Refer to <u>Idea Book</u></p>	<p>112</p>

MAIL CALL!

Grade - One
 Curriculum Area: Language Arts, Art
 Career Concept: Some jobs produce goods, others provide services.
 Performance Objective: The students will make a post office and demonstrate its uses.

Curriculum Content	Pupil Activities	Resources	Evaluation and/or Comments
Viewing	This student (s) will... ...View the posters on community helpers that are displayed on the bulletin board and/or chalk rails.	Posters: Mini Productions, 1974, (B,C,S,T) "Community Helpers", Set II, Group III, T.S. Denison, (Coor.) "Community Helpers", Set II Hayes Publishing Co., (Coor.) "People in the Neighborhood", The Child's World, Inc., 1969 (Coor.) "Postal Helpers", SP121, Society for Visual Education, Singer, (Coor.) Community Helpers, Singer Society for Visual Education, (Coor.)	113 113

MAIL CALL:

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing Listening	...discuss the helpers with which they have had personal contact. ...Listen to a story about the postal carrier	Students Books: <u>About Postmen</u> , Evelyn B. Hastings, Melmont Publishers, Inc., 1957, (Copr.) <u>At The Post Office</u> , Lillian Colontius, Melmont Publishing Co., 1953, (Coor.) <u>Busy People</u> , Joe Kaufman, Golden Press, 1968, (Coor.) <u>Our Post Office and It's Helpers</u> , O. Irene Sevreay Miner, Childrens Press, (Coor.) <u>Let's Visit the Post Office</u> , Ricky Pope and Ramona Fumons, Taylor Publishing Co., 1967 (B,C,S,T) <u>I Want to be a Postman</u> , Carla Greene, Childrens Press, (B,C,S,T)	114

MAIL CALL!

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Study Tour	...Go on a guided tour through the post office.	Postal personnel, (Coor.)	
Instruction Card and Envelope Constructing	...construct a post office in the classroom. Each child will fur- nish a box for converting into a mailbox. ...make a card and an envelope. Address the envelope to some child in the room and "mail" at the post office.	Cardboard (such as a refrigerator carton), masking tape, poster paint, cardboard box (such as a shoe box) Paper, glue, pencil, colors	This idea could be used for Valentine, Public School Week, etc.
Role Playing	...select a postal carrier to sort the mail and put into boxes.		

BUILDING A HOME

Grade - One

Curriculum Area: Social Studies

Career Concept:

Performance Objective:

All work is important. Many people work to make life better for all. Learning basic school skills - reading, writing, spelling, computation, communication - is necessary for almost all types of jobs. After viewing, listening, discussing drawing and reading, the student will be able to orally name one home construction worker, briefly describe that worker's importance in home construction, and name one academic skill used by that worker in the job of home construction.

Item Content Concepts	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing	<p>...Listen to a story read to them by the teacher and discuss each worker's job in home construction</p>	<p>This unit is designed to correlate with Unit I, "People and Homes", <u>People at Home</u>, Laidlaw Brothers, 1972</p>	
Comparing Contrasting	<p>...Orally compare the house in <u>Let's Build a House</u> to the houses in <u>People at Home</u>. (The students will name the workers whose services were not used in the homes in <u>People at Home</u>.)</p>	<p><u>Let's Build a House</u>, Billy Pope & R. Emmons, Taylor Publishing Co., 1971, (B,C,S,T)</p> <p><u>People at Home</u>, op.cit., pg. 13</p>	
Role Playing	<p>...After listening to a story read to them by the teacher, participate for the class a specific construction workers. (The class will respond with the name of the worker and what important function that worker fulfills.</p>	<p><u>Come to Work With Us in House Construction</u>, Jean & Ned Wilkinson, Sextant Systems, 1970, (Color.)</p>	

116

BUILDING A HOME

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
<p>Classifying</p> <p>Observing Discussing</p>	<p>...collect magazine pictures of construction tools or real tools used in home construction, and tell what worker uses each tool.</p> <p>..draw a picture of the classroom and compare it to the blueprint or floor plan in <u>People at Home</u></p> <p>...view a filmstrip, during which they will name the worker portrayed in each frame and discuss the school related skills needed in that job.</p>	<p>Magazine, scissors</p> <p><u>People at Home</u>, op.cit., pg.17</p> <p><u>How We Build Things</u>, "How We Build Houses", X324-A, Eye Gate House, Inc., (Coor.) (It is suggested that only the filmstrip be used as the tape is above grade level. The filmstrip, however, makes a good basis for discussion.)</p> <p>Additional Resources: <u>I Want to be an Architect</u>, Eugene Baker, Childrens Press, 1969, Book Bag; (B.C.S.T) <u>I Want to be a Carpenter</u>, Carla Greene, Childrens Press, 1959, (B,C,S,T) Refer to <u>Idea Book</u></p>	<p>117</p>

Grade - One

Curriculum Area:

Science

Career Concept:

Young women as well as young men should prepare for a career.

Performance Objective:

The children will identify three different kinds of trees from a group of ten pictures.

Curriculum Content of Concept

Pupil Activities
The student(s) will...

Resources

Evaluation and/or Comments

Discussion

...discuss the route they will take on a study walk and the various things to observe.

Study Walk

...take a study walk near the school to observe the shapes and sizes of trees, leaf shapes, color of leaves, color and texture of bark. They will note the birds and/or squirrels they see on the walk.

Sharing

...discuss the things observed after returning to school.

Listening
Discussing

...hear a story about forestry and afterwards they will discuss what they have learned.

Books:

I. Want to be a Forester

Eugene Baker

Children's Press, 1969

(Coor.)

Letterbugs Come in Every Size

Norrah Smeridge

Golden Press, 1972

118

FORESTER

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Collage	...make a collage of native plants and native animals for the bulletin board.	<p><u>Forests and Forestry</u>, Lorus and Nargery Mline, Athenaeum, 1968</p> <p><u>Animals in Danger</u>, Frances Wood; Dodd, Mead and Company</p> <p><u>Smokey the Bear's Story of the Forest</u>, United States Department of Agriculture, 1971</p> <p><u>I Know a Ranger</u>, Putnum, 1970</p> <p><u>What Does a Forest Ranger Do?</u> Hyde; Dodd, Mead and Co.</p> <p>Magazines: <u>Ranger Rick</u></p> <p>Posters: Mini Productions, 1974, (B, C, S, T)</p> <p>Magazines, butcher paper, scissors, paste</p>	119

FORESTER

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Viewing	...view a film on forestry	Films: "Honest Woodsman", MP73, Coronet Films, (ESC) "Spotty, Story of a Fawn", MP68, Coronet Films, (ESC) "A Tree is a Living Thing", MP50657, National Film Board of Canada, (ESC) "Your Friend the Forest - Save It or Destroy It", MP120, Encyclopeda Britannica Films, (ESC)	

Discussion

...discuss the film, bringing out the more pertinent data pertaining to the workers who deal in the preservation of the forest.

120

LET'S STAY HEALTHY

Grade - One

Curriculum Area: Social Studies, Language & Art

Career Concept: Some jobs produce goods; others provide services.

Performance Objective: When the students have been presented with several phases of nursing, they will be able to tell two things they have learned about being a nurse and if these jobs produce goods or provide services.

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Oral Expression	<p>The student (s) will...</p> <p>...share all they know about nursing including any personal experiences.</p>	<p>(Teacher explanation of the meaning of goods versus services)</p> <p>Books: <u>Florence Nightingale</u>, Ruth Fox Nune, Random House <u>Doctors and Nurses</u>, Carla Greene, Harper & Row, 1970, (B,C,S,T) <u>Career in a Medical Center</u>, Mary Davis, Lerner Publications, 1973, (B,C,S,T)</p>	
Listening	<p>...listen to a story read to the class by the teacher.</p>	<p><u>I Want to be a Nurse</u>, Carla Greene, Children's Press, (B,C,S,S,*)</p>	

202

LET'S STAY HEALTHY

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Drawing</p> <p>Viewing</p> <p>Listening</p>	<p>...ask the school nurse about her required duties, and hear an explanation of the importance of following a good hygiene schedule.</p> <p>...make a nurse's cap to wear for a later activity.</p> <p>...view a film on medical personnel.</p>	<p>Let's Visit a Hospital, Billy Pope & R. Emmons, Taylor Publishing Co., (B,C,S,T)</p> <p>Poster Set: "Community Helpers", KT36, (ESC)</p> <p>Manilla paper, scissors, paste, crayons</p> <p>Filmstrips: "Doctor's Office Workers, Society for Visual Education, (Coor.)"</p> <p>Working in a Hospital, Eyegate, (Coor.)</p> <p>"Career in a Medical Center", Colonial Films, Inc., (Coor.)</p> <p>"Your Body and Its Parts", MP50660, Encyclopedia Britannica Films, (FSC)</p>	

123

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
<p>Matching</p>	<p>...match three pictures from a set of five medical persons with a symbolic picture of their profession.</p>	<p>"Your Body Grows", MP424, Coronet Films, (ESC) "The Doctor", MP832, Encyclopedia Britannica Films, (ESC) "Care of the Hair and Nails", MP962, Encyclopedia Britannica Films, (ESC) "You and Your Food", MP268, Disney, (ESC) <u>Community Helpers Kit</u>, KT36, (ESC) Teacher made Cards of: nurse cap doctor stethoscope secretary telephone lab technician test tube x-ray technician x-ray pediatric nurse toy children obstetrics nurse baby</p>	<p>124</p>

LET'S STAY HEALTHY

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Observing Study Tour	...take a study tour to the local hospital's emergency room and hear/see a male nurse.	Local hospital and personnel	
Reading	...be instructed on how to read a thermometer and take one person's temperature.	Thermometer from nurse's station	
Role Playing	...relate the things they have learned about being a nurse and the services they perform through dramatization.	Wear the cap made earlier; maybe take temperature	
Writing, Drawing	...write a story about nurses and illustrate with free hand art.	Tablet, pencil, crayons	

125

LAW ENFORCEMENT WORKERS

Grade - One

Curriculum Area: Language Arts, Art
 Career Concept: Some jobs produce goods; others provide services. Young women as well as young men should prepare for a career. Learning basic school skills - reading, writing, spelling, computation, communication - is necessary for almost all types of jobs.
 Performance Objective: After performing related activities the students will be able to name two ways in which law enforcement officers serve the community.

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Discussing	...after viewing films and listening to stories read to them by the teacher, discuss the job of a law enforcement officer.	<p>About <u>Police</u>men, Ina K. Dillon, Belmont Publishers, Inc. 1957, (Coor.)</p> <p>Careers with a <u>Police Department</u>, Joanne Kay, Lerner Publications Co., 1973, (B,C,S,T)</p> <p>The True Book of <u>Police</u>men and <u>Fire</u>men, Irene Miner, Childrens Press, 1954, (Coor.)</p> <p>Let's Visit the <u>Police</u>man, Billy Pope, Taylor Publishing Co., 1964, (B,C,S,T)</p> <p>I Want to be a <u>Police</u>man, Carla Greene, Childrens Press, 1957, (B,C,S,T)</p>	

126

LAW ENFORCEMENT WORKERS

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Listing.</p> <p>Interviewing Observing</p>	<p>...name the different types of law enforcement officers. (FBI, Sheriff, Highway Patrol, Border Patrol, Game Warden, United States Marshall)</p> <p>...interview a police officer and observe finger printing techniques.</p> <p>...make their own fingerprints.</p>	<p>Filmstrips and Tapes: "Careers in a Police Department", C-F/C 9, Colonial Films, Inc. (B,C,S,T)</p> <p>Workers for the Public Welfare, "Police and Police Protection", 140-A, Eyegate House, Inc., (Coor.)</p> <p>See 150 Teachers in Their Own Specialty / Ink pad or printer's ink, paper</p>	<p>127</p>

LAW ENFORCEMENT WORKERS

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing	<ul style="list-style-type: none"> ...discuss the law enforcement officer's tools and tell the function of each. (Students may wish to bring toy models of handcuffs, badges, hats, guns and/or night sticks to school.) 	Toy models	
Role Playing	<ul style="list-style-type: none"> ...play simulation games in the classroom. 	Refer to <u>Idea Book</u>	
Painting	<ul style="list-style-type: none"> ...paint a mural depicting jobs law enforcement officers perform in the community. 	Paint, paper	
Oral Expression	<ul style="list-style-type: none"> ...tell which law enforcement job depicted in the mural they would prefer to perform and give the reason why. 		
Matching	<ul style="list-style-type: none"> ...use the subject wheel in a game. 	Refer to <u>Idea Book</u>	

128

THE WICKED WITCH IS DEAD!

Grade - One

Curriculum Area:

Music, Science

Career Concept:

All school subjects have significance for career exploration.

Performance Objective:

Each student will make six sequential drawings depicting the story of Hansel and Gretel.

Curriculum Content	Pupil Activities	Resources	Evaluation and/or Comments
Sept	The student (s) will...		
Reading	...read about Sounds.	<u>Today's Basic Science</u> , John Navarra and Joseph Zaffaroni, Harper-Row, pp. 136-145	
Discussing	...discuss the chapter on Sounds.	"Sounds Around Us", MP233, Cenco Educational Films, (ESC)	
Viewing	...view a movie on Sounds.	"Sound, and How It Travels", MP50689, Encyclopedia Britannica Films, (ESC)	
Listening	...With eyes closed, listen for sounds in the school room and identify as many as possible.		

129

THE WICKED WITCH IS DEAD:

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Viewing	...See a movie on various instruments.	<p>Instruments of the Band and Orchestra, "Introduction" MP1189 "The Strings" MP1190 "The Woodwinds" MP1191 "The Brasses" MP1192 "The Percussion" MP1193, Coronet Films, (ESC)</p> <p>"Music, the Expressive Language", MP5127, Southern Educational Film, Inc. (ESC)</p> <p>"Time of the Horn", MP703, Journal Films, (ESC)</p> <p>"Toot, Whistle, Plunk, and Boom", MP278, Walt Disney Productions, (ESC)</p>	
Rhythm	...Clap hands in rhythm. 1-2-3 clap, 1 clap 2 clap, 1-2 clap while marching, walking, or bouncing a ball.		

130

THE WICKED WITCH IS DEAD:

Curriculum Content, or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Viewing	<ul style="list-style-type: none"> ...view a film stressing rhythm. 	<p>"Rhythm Instruments and Movement", MP946, Encyclopedia Britannica Films, (ESC)</p>	
Listening	<ul style="list-style-type: none"> ...listen to the story of <u>Hansel and Gretel</u>. 	<p><u>The Juniper Tree and Other Tales from Grimm</u>, Volume I, Farrar, Strause, and Giroux</p>	
Discussing	<ul style="list-style-type: none"> ...discuss the story after it has been read. 	<p><u>Hansel and Gretel</u>, Mercury Childcraft Record</p>	
Listening	<ul style="list-style-type: none"> ...listen to a record of <u>Hansel and Gretel</u>. 	<p>"Hansel and Gretel", MP1572, Encyclopedia Britannica Films, (ESC)</p>	
Viewing	<ul style="list-style-type: none"> ...see a movie on <u>Hansel and Gretel</u>. 	<p>"Hansel and Gretel", MP50808 (ESC)</p>	
Discussing	<ul style="list-style-type: none"> ...discuss the movie version of <u>Hansel and Gretel</u>; compare (verbally) with the story version. 	<p>Butcher paper, crayons</p>	
Story Building	<ul style="list-style-type: none"> ...each make a sequential group of six drawings depicting the story of <u>Hansel and Gretel</u>. 		

HEALTHY HELPERS

Grade - One

Curriculum Area:

Language Arts

Career Concept:

Some jobs produce goods, other produce services. Many people work together to make life better for all. Young women as well as young men should prepare for a career.

Performance Objective:

When shown five pictures of health helpers, the learner will be able to orally identify three of the workers, tell whether their jobs produce services or goods, and tell who can do this job.

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Oral Expression	<p>The student (s) will...</p> <p>...discuss their experiences with a doctor, nurse, veterinarian, ophthalmologist or hospital and be led into a discussion about how these workers help us.</p>	<p><u>A Visit to the Hospital</u>, Francine Chase, Grosset and Dunlap, 1947, (T)</p>	
Relating Sequence	<p>...listen to the story <u>A Visit to the Hospital</u> and retell the story.</p>	<p><u>Community Workers and Helpers-Group I</u>, "Doctor's Office Workers", F210-4, Society for Visual Education, (Coor.)</p>	
Role Playing	<p>...after viewing a filmstrip and listening to a tape, pantomime for the class a particular health related job.</p>	<p><u>Let's Visit the Hospital</u>, Billy Pope and R. Emmons, Taylor Publishing Co., 1971, (B,C,S,T)</p>	
Listening	<p>...listen to a story read to them by the teacher.</p>		

132

HEALTHY HELPERS

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Matching	<p>...when given a set of pictures from which to choose, select the picture of the worker described to them by the teacher or another student and tell whether that worker could be seen at the hospital.</p>	<p><u>Hospital Helpers Set, SPI24, Society for Visual Education, (Coor.)</u></p>	
Creative Writing	<p>...write a story about an imaginary trip to the hospital and illustrate the story.</p>	<p>Pencil, writing paper, manila art paper, crayons</p>	
Discussing	<p>...discuss with the school nurse good health habits and the services provided by various health workers.</p>	<p>School Nurse</p>	
Matching	<p>...identify the correct worker described in a riddle.</p>	<p>"Teacher Made Riddles", <u>Idea Book</u></p>	
Discussing	<p>...when given a set of pictures from which to choose, select a worker and tell one service or product that person produces for us, whether both men and women can do that job, and where that person works.</p>	<p>Posters: <u>Community Helpers, Set 1 & 2, Hayes School Publishing Co., (Coor.)</u> <u>People in the Neighborhood, The Child's World, (Coor.)</u> <u>People We Know, No. 1161, Instructo Corp., (R,C,S,T)</u></p>	

WHO MAKES BOOKS?

Grade - One

Curriculum Area:

Language Arts, Art

Career Concept:

All school subjects have significance for career exploration. Any productive worker should be respected.

Performance Objective:

After viewing, listening, discussing, writing, comparing and drawing, the students will be able to name two workers who help produce books and explain the work involved.

Curriculum Content Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
Discussing	<p>...after listening to a tape and looking at a book, discuss the value of having books by answering these questions:</p> <ol style="list-style-type: none"> 1. Why do people like to read? 2. What do people read? 3. Where do books come from? 4. What workers help put books in our hands? 	<p><u>I Want to be a Librarian</u>; Book Bag, <u>Carla Greene</u>, Childrens Press, 1960, (B,C,S,T)</p>	
Dictating	<p>...after listening to stories read to them by the teacher, dictate to the teacher a list of workers needed to publish a book, and discuss that worker's importance in the process.</p>	<p><u>Careers in Printing</u>, Mary Davis, Lerner Publications Co., 1973, (B,C,S,T)</p> <p><u>Let's Publish a Book</u>, Billy Pope and R. Emmons, Taylor Publishing Co., 1972, (B,C,S,T)</p>	
Listening	<p>...listen to the school librarian tell about her work and about the proper care of books.</p>	<p>School Librarian</p>	

134

WHO MAKES BOOKS?

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
<p>Creative Writing</p> <p>Comparing and Contrasting</p> <p>Drawing</p>	<p>...write a story, to be bound into a class book, about one worker involved in the making of a book.</p> <p>...orally, compare mass production of books with the single copy made by the class and tell what academic skills were used by the class.</p> <p>...draw one worker involved in the production of a book to be included in a people pyramid.</p>	<p>Refer to <u>Idea Book</u></p> <p>Additional Resources:</p> <p>"Paper and Pulp Making", MP448, Coronet Films, (ESC)</p> <p>"The Story of a Book", MP1208, Waterman Productions, (ESC)</p>	

BABES IN TOYLAND

Grade - One

Curriculum Area: Art, Language Arts

Career Concept: All school subjects have significance for career exploration.

Performance Objective: Each child will construct a toy for personal enjoyment.

Curriculum Content or concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Discussing</p> <p>Bring and Brag</p>	<p>...discuss the meaning of manu- facturing. Discuss the manufac- ture of such products as:</p> <ol style="list-style-type: none"> 1. bread 2. Coca Cola 3. clothing 4. processed milk & dairy products 5. toys <p>and the workers who are involved.</p> <p>...each bring a toy and share it with the class. Consideration will be given to the material used in its construction such as:</p> <ol style="list-style-type: none"> 1. wood 2. metal 3. rubber 4. plastic 	<p>Personal experiences Parents</p>	

136

BABES IN TOYLAND

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Discussing	<p>...discuss the meaning of advertising and its uses in various media.</p> <p>...cut toy advertisements from magazines</p>	<p>Teacher furnished magazines</p> <p>Butcher paper, glue</p>	
Collage	<p>...make a collage on the bulletin board of the toy advertisements previously snipped from magazines.</p>	<p>"Little Red Hen and the Grain of Wheat", "The Emperors New Clothes", "The Shoemaker and the Elves", <u>Childcraft</u>, Vol. 2 Field Enterprises, 1967.</p>	
Listening	<p>...listen to a story read by the teacher.</p>	<p>Babes in Toyland, Walt Disney Adaptation, Golden Press, 1961</p>	
Listening	<p>...listen to the record "Babes in Toyland".</p>	<p>Record: "Babes in Toyland", Victor Herbert, RCA Victor, LM2515-</p>	
Viewing	<p>...view a film on toy making.</p>	<p>"Toys", MPI 449, (ESC)</p>	

THE FARMER IN THE DELL

Grade - One

Curriculum Area: Science, Social Studies

Career Concept: Some jobs produce goods, others provide services. All work is important.

Performance Objective: After viewing, listening, discussing and observing farm life, the students will be able to name three goods produced by a farmer and tell why the farmer is important to our way of life.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Families Need Many Goods and Services</p> <p>Singing</p>	<p>...develop an awareness of their dependence on others for the food they eat by discussing the following questions:</p> <p>a. Where does food come from?</p> <p>b. Was there a time when families produced all or most of the food they ate?</p> <p>c. Do some families still produce their food?</p> <p>d. If they don't, who does produce their food?</p> <p>Singing "The Farmer in the Dell".</p>	<p>This unit is designed to correlate with the plants section of Today's Basic Science, "Living Things", J. Navarra and J. Zaffroni, Harper & Row, 1967.</p>	

138

THE FARMER IN THE DELL

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Workers Far Away Help To Produce Many of the Goods That Families Use</p>	<p>...View and discuss filmstrip or film.</p>	<p>Life on the Farm, "Pickling Vegetables", 7685C-S1; "Packing Fruit", 7686C-S1, Encyclopedia Britannica Films, (S)</p> <p>"Food For the City: Produce", MP51460, Brandon Films, (ESC)</p> <p>"The Food Store", 2nd Edition, MP51253, Encyclopedia Britannica Films, (ESC)</p> <p>"How We Get Fruit", Society for Visual Education, (Coor.)</p> <p>"How We Get Vegetables", Society for Visual Education, (Coor.)</p>	<p></p>
<p>New Plants Grow From Seed</p>	<p>...Plant beans in milk cartons and perform controlled experiments with varying amounts of sunlight, water and fresh air.</p>	<p></p>	<p></p>

139

THE FARMER IN THE DELL

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Many Important Services and Goods are Provided by Workers Within One's Own Community</p> <p>All Persons Need Food, Clothing and Shelter</p> <p>Matching</p>	<p>...Listen to a story read to them by the teacher and discuss the farming business in the local community.</p> <p>...go on a study tour of a farm.</p> <p>...collect magazine pictures of plants for a bulletin board display and classify them according to two categories: Plants Grown for Food; Plants Not Grown for Food.</p> <p>...complete a worksheet matching foods to their names.</p>	<p>Let's Visit a Farm, Billy Pope and R. Pimmors, Taylor Publishing Co., 1971, (B,C,S,T)</p> <p>I Want to be a Farmer, Carla Greene, Childrens Press, 1959, (B,C,S,T)</p> <p>(Coor.)</p> <p>Refer to Idea Book</p> <p>Additional Resources:</p> <p>"Plants Are Different and Alike", MP395, Coronet Films, (ESC)</p> <p>"Life Story of a Plant", MP326, National Film Board of Canada, (ESC)</p>	

THAT WILL BE CASH

Grade - One

Curriculum Area:

Math, Language Arts

Career Concept:

Learning basic school skills - reading, writing, spelling, computation, communication - is necessary for almost all types of jobs.

Performance Objective:

At the conclusion of the project, each student will write a letter giving a minimum of two points learned about the marketing and distributing procedures of a supermarket.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Discussing</p>	<p>...discuss personal concepts of people who contribute to the marketing and distribution of goods in a grocery store such as:</p> <ol style="list-style-type: none"> 1. sales clerk 2. butcher 3. stock personnel for <ol style="list-style-type: none"> a. fresh produce b. canned goods c. dairy cases 4. advertising 5. manager 6. sacker <p>...listen to a story.</p>	<p><u>I Want to be a Sales Clerk</u>, Eugene Baker, Childrens Press, 1969, (B,C,S,T)</p> <p><u>Let's Visit a Newspaper</u>, Billy Pope & R. Emmons, Taylor Publishing Co., 1968, (B,G,S,T)</p>	<p>141</p>
<p>Listening</p>	<p>...listen to a story.</p>	<p><u>I Want to be a Sales Clerk</u>, Eugene Baker, Childrens Press, 1969, (B,C,S,T)</p> <p><u>Let's Visit a Newspaper</u>, Billy Pope & R. Emmons, Taylor Publishing Co., 1968, (B,G,S,T)</p>	<p>141</p>

THAT WILL BE CASH

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Viewing	...view a film on marketing and/or distribution.	"Food Stores", MP51214, Encyclopedia Britannica Films, (ESC) "Greenland's New Life", MP159, Arthur Barr Productions, (ESC) "Let's Visit a Poultry Farm", MP45, Coronet Films, (ESC) "New Story of Milk", MP70316, ECO (sponsored film) (ESC) "Our Shrinking World", MP1384, Young Amer Films, (ESC)	
Sharing	...each bring at least three empty food cans from home with the labels intact, empty egg cartons, and/or empty milk cartons.		
Cut and Paste	...cut pictures of meat from magazines and paste to small empty boxes for the meat market	Magazines, paste, small boxes	

142

THAT WILL BE CASH

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Pricing	<ul style="list-style-type: none"> ...price the items brought after consulting grocery ads in the newspaper. 	Newspaper, grocery ad section	
Exhibit	<ul style="list-style-type: none"> ...exhibit the foregoing items for a grocery store in their home room. 	Play money	
Purchasing	<ul style="list-style-type: none"> ...each purchase one item from the grocery store to be paid for with play money. (The teacher will be checker for one day:) 	Play money	
Sale Event	<ul style="list-style-type: none"> ...reprice the items with nothing to cost more than five cents. 	Play money	
Committee Work	<ul style="list-style-type: none"> ...divide into ten committees. Each committee will be responsible for one day's operation. 	Play money	
Listing	<ul style="list-style-type: none"> ...each make a list of three items to be purchased each day the grocery store is in operation. 	Paper, pencil	
Purchasing	<ul style="list-style-type: none"> ...go to the grocery store and purchase the items on the prepared list. 	Paper, pencil	
Letter Writing	<ul style="list-style-type: none"> ...each write a letter to a parent or Guardian stating the conclusion of the project giving a minimum of two points learned from the experience. 	Paper, pencil	

143

PAT-A-CAKE, PAT-A-CAKE

Grade - One

Curriculum Area: Mathematics, Language Arts

Career Concept: All work is important. All school subjects have significance for career exploration.

Performance Objective: After listening, discussing, observing, and participating in the mixing and measuring of ingredients, the student will be able to tell how the baker uses measurements and geometric shapes.

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Discussing	<p>The student (s) will...</p> <p>...after listening to a story read to them by the teacher, discuss the baker's use of measurement and money.</p>	<p>I Want to Be a Baker, Carla Greene, Childrens Press, 1956, (B,C,S,T)</p> <p>At the Bakery, Lillian Colonius & G. Schroeder, Childrens Press, 1967, (Coor.)</p> <p>About Helpers Who Work at Night, Elaine Hoffman & Jane Heflinger, Melmont Publishers, Inc, 1963, (Coor.)</p> <p>Let's Visit a Bakery, Billy Pope & R. Emmons, Taylor Publishing Co., 1962, (B,C,S,T)</p> <p>Where Does It Come From?, "Bread", N231B, Eve Gate House, Inc. (Coor.)</p>	
Discussing	<p>...view and discuss a filmstrip.</p>		

144

144

PAT-A-CAKE, PAT-A-CAKE

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Dictating	...assist the teacher in completing a worksheet concerning the baker.	Refer to <u>Idea Book</u>	
Modeling	...make clay models of bakery products and practice cutting them into halves, fourths and thirds, as well as circles, squares, rectangles, and triangles.	Clay - plastic knives	
Measuring	...collect milk cartons and demonstrate measurement equivalents of cups, half pints, pints, and quarts.	Milk cartons, measuring cups	
Singing	...sing "The Muffin Man".	<u>Growing With Music</u> Wilson, Errel, Snyder, Hermann, Prentice-Hall, Inc., 1963	
Observing	...tour a local bakery.	Refer to <u>Idea Book</u>	
Measuring	...make a simple "no bake" batch of cookies.	Play money	
Counting Money Making Change	...as a group, set prices for the cookies and take turns selling them to classmates.		

145

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Listening Naming Shapes	...listen to the teacher read <u>The Little Red Hen</u>collect pictures of bakery products and tell what shape the product forms. (Example: pie - circle, pie slice - triangle.)	School Library Magazines, scissors	

ICKY AIR

Grade - One

Curriculum Area:

Science

Career Concept:

All work is important. Many people work to make life better for all. Some jobs produce goods, others provide services.

Performance Objective:

After listening, discussing, observing, and participating in a game, the student will be able to name one way in which scientists help to preserve the environment.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Defining</p> <p>Observing Discussing</p>	<p>...Learn to recognize and simply define the word "ecology".</p> <p>...After observing experiment #1, discuss other pollutants in the air.</p>	<p>This unit is designed to correlate with "Air All Around", Today's Basic Science, Navarra and Zaffaroni, Harper & Row, 1967.</p> <p>Ecology: the study of how living things depend on each other and on their environment (the air, land, and/or water, where they live).</p> <p>Refer to <u>Idea Book</u></p>	

147

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing	<p>...discuss the role of the scientist in preserving our air and land, (Example: researching insecticides, producing car devices to reduce air pollution), emphasizing the scientists' service to mankind.</p>	<p>"Air Pollution", Reprint from <u>Ranger Rick's Nature Magazine</u>, National Wildlife Federation, Washington, D.C., (Coor.)</p>	<p>_____</p>
Dictating	<p>...participate in compiling a list of ways that they can contribute to the reduction of pollution. (Emphasize walking, careful use of insecticides, discriminate burning of trash.)</p>	<p>"pesticides", Reprint from <u>Ranger Rick's Nature Magazine</u>, op.cit.</p>	<p>_____</p>
Observing	<p>...observe experiment #2 performed in class.</p>	<p>See <u>Idea Book</u></p>	<p>_____</p>
Drawing	<p>...draw an imaginary picture of a machine, designed by a scientist, that will prevent air pollution.</p>	<p>_____</p>	<p>_____</p>

148

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p>Additional Resources:</p> <p><u>Ecology and Pollution/Air</u>, Martin J. Gutnik, Childrens Press, 1973, (T)</p> <p><u>Ecology and Pollution/Land</u>, op.cit. (T)</p> <p><u>Clean Streets, Clean Water, Clean Air</u>, Cynthia Chapin, Whitman Co., 1970</p> <p>Ecology Poster, (Coor.)</p> <p><u>Litterbugs Come in Every Size</u>, Nora Smeridge, Golden Press, 1972, (T)</p>	<p>Good for a bulletin board</p> <p>Concept of simple experiment for recycling paper</p>

149

Grade - One

Curriculum Area:

Language Arts, Art

Career Concept:

All work is important.

Performance Objective:

Each student will write an original story on the housekeeper which will include a minimum of three duties that might be expected of that worker.

Curriculum Content or Concept

Pupil Activities
The student (s) will....

Resources

Evaluation and/or Comments

Discussing

...discuss what they perceive a housekeeper to be.
(Points to be remembered)

1. cooking
2. washing dishes
3. sweeping
4. vacuuming
5. laundry
6. dusting
7. sewing
8. shopping
9. care for your personal needs
(Does it sound like Mother?)

Drawing

...draw a picture of Mother in one of her roles as a housekeeper, cook, seamstress,....

Manilla paper, crayons

Drawing

...draw a picture of Father in one of his roles as a housekeeper, cook, dishwasher,....

Manilla paper, crayons

150

150

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
<p>Discussing</p>	<p>...discuss the various commercial establishments that employ housekeepers. (Places to be considered: 1. motels 2. hotels 3. churches 4. retail stores 5. schools 6. restaurants</p>	<p>Poem: "When Young Melissa Sweeps" Childcraft Volume Two Field Enterprises, 1961 Writing paper pencil</p>	
<p>Writing</p>	<p>...copy a poem from the chalk board depicting a housekeeping chore.</p>	<p>Paper, crayons</p>	
<p>Illustrating</p>	<p>...illustrate the poem previously written about housekeeping.</p>	<p>"Our Family Works Together" MP296 Coronet Films (ESC)</p>	
<p>Viewing</p>	<p>...view a film on housekeeping.</p>	<p>"We Play and Share Together" MP915 Paul Burnford (ESC)</p>	

DUST CHASER

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing	...discuss the film in reference to reviewing the duties of a housekeeper.	"Mothers, What They Do" AIMS Instructional Media Services "Mothers Work Too", Churchill Films "Family, Teamwork, and You", AIMS Instructional Media Services	
Collage	...make one large collage of housekeeping duties. (The pictures will be provided.)	Magazines, glue, butcher paper	152
Writing	...each write a story about a housekeeper including a minimum of three of their duties.	Writing paper, pencils	

Grade - One

Curriculum Area:

Social Studies/Art

Career Concept:

Understanding oneself is important in developing school skills and choosing a career.

Performance Objective:

Each student will be able to write and illustrate an original story on marine life at the conclusion of the unit.

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Construction	...each make a kite in the style of a fish.	Paper, scissors, glue, string	
Decoration	...decorate the fish to suit each individual.	Poster paint and brushes or sponges	
Tasting Party	...have a tasting party using at least three different kinds of deep sea food.	Tuna Sardines Mackerel Salmon	
Listening	...listen to a story on fishing.	Books: <u>I Want to be a Fisherman</u> <u>Carla Greene</u> Childrens Press (B,C,S,T) <u>Underwater Zoo</u> <u>Millicent Selsam</u> William Morrow and Co.	

153

FISHING PROLOGS

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
<p>Discussing</p> <p>Study Tour</p> <p>Viewing</p>	<p>...discuss the story and share any fishing experiences.</p> <p>...visit a salt water aquarium if one is available.</p> <p>...view a film on the various aspects of sea life.</p>	<p><u>Spring Comes to the Ocean</u> John Wilson Crowell Co.</p> <p><u>Ocean, Miss Pickerell</u> <u>Harvests the Sea</u> Ellen and Pantell D. Mac Gregor McGraw-Hill Co.</p> <p>"Your Food" MP331 Encyclopedia Britannica Films (ESC)</p> <p>"Animals are Different and Alike" MP398 Coronet Films (ESC)</p> <p>"Camouflage in Nature Through Form and Color Matching" MP33 Coronet Films (ESC)</p>	

FISHING FROLICS

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
<p>Discussing</p> <p>Writing</p> <p>Illustrating</p>	<p>...discuss the film after viewing.</p> <p>...write and illustrate an original story on sea life.</p>	<p>"Fish in a Changing Environment" MP50956 Encyclopedia Britannica Films (ESC)</p> <p>"Fish that Nearly Drowned" MP352 Moscow Education Films (ESC)</p> <p>"Food Getting Among Animals" MP50155 Moody Institute of Science (ESC)</p> <p>"How Animals Move" MP778 Young American Films (ESC)</p> <p>Writing paper, pencil, crayons</p>	<p></p>

FOOD FOR THOUGHT

Grade - One

Curriculum Area: Social Science

Career Concept: Young women as well as young men should prepare for a career.

Performance Objective: Each student will write an original story on food and its importance in daily life.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Drawing	...draw a place setting depicting what they ate for breakfast.	Manila paper, crayons	
Discussing	...discuss the four major food groups.	Construction paper, magazines, glue, scissors	
Making Books	...make a book illustrating the major food groups.	"The Dairy Farmer", MP50711, Encyclopedia Britannica Films, (ESC)	
Viewing	...view a film on food.	"Fruit of Paradise", MP511112, Haseraté (ESC) "Green Gold-Bananas", MP92, International Film Bureau (ESC) "New Story of Milk", MP70316 ECO, (ESC)	156

FOOD FOR THOUGHT

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing	...discuss the film previously seen.	"Your Daily Bread", MP51102, ABAK, (ESC)	
Planting	...form four committees. (Two committees will plant carrot tops and two will plant sweet potatoes.) ...each plant a bean seed in wet paper towels to observe development of cotyledons.	Shallow bowl, carrot tops, sweet potatoes, discarded glass jars, water	
Matching Coloring	...complete the worksheets on food.	Our Home, Social Studies Series, ESP, Worksheets #12, #13, #14, and #15	157
Tasting Party	...sample food from each of the four major food groups.	Donations from school cafeteria	
Creative Writing	...each write an original story on foods, stressing their importance in daily life.	Writing paper, pencils	

CURTAIN TIME

Grade - One

Curriculum Area: Language Arts and Art

Career Concept: Young women as well as young men should prepare for a career. All school subjects have significance for career exploration.

Performance Objective: After participating in the production of a play and performing related activities the students will be able to orally name one worker involved in the production of a play and one school subject that worker uses. The students will indicate their ability to do that job.

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
<p>Role Playing</p>	<p>...participate in the production of a play.</p>	<p>Refer <u>Idea Book</u></p>	
<p>Discussing</p>	<p>...discuss the experience of producing their play, relating what school subjects they utilized in their individual jobs, and relating how they felt about their jobs.</p>		
<p>Writing</p>	<p>...write an experience story telling about their production.</p>	<p>Paper, pencil</p>	
<p>Drawing</p>	<p>...paint a mural of other workers who give us enjoyment". (Example: artist, singer, painter, musician, dancer, photographer)</p>	<p>Paper paint, crayons</p>	
<p>Discussing</p>	<p>...listen to high school drama students discuss a play production.</p>	<p>(Coor.)</p>	

158

CURTAIN TIME

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p>Additional Resources: <u>I Want to be a Ballet Dancer</u>, Carla Greene, Childrens Press, 1959, (B,C,S,T)</p> <p><u>I Want to be a Musician</u>, Carla Greene, Childrens Press, 1962, Book Bag, (B,C,S,T)</p>	<p>159</p>

[Handwritten mark]

159

BLASTOFF!

Grade - One

Curriculum Area:

Science and Language Arts

Career Concept:

Learning basic school skills - reading, writing, spelling, computation, communication - is necessary for almost all types of jobs. All school subjects have significance for career exploration.

Performance Objective: After completing the activities listed below, the learner will be able to orally name one aerospace career and name an academic skill required in that career.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments -
Letter Writing	<p>...as a class, write NASA Headquarters, Houston, Texas, requesting pictures and information about space travel.</p>	<p>This unit is designed to correlate with "Our Earth and Sky", Today's Basic Science, J. Navarra and J. Zaiforoni, Harper & Row Publishers, 1967</p>	
Learning By Looking	<p>...observe and explore a book display present in the classroom.</p>	<p>A Book of Astronauts For You, Branley and Kessler, Thomas Y. Crowell Co., 1963, (T)</p> <p>Come to Work With Us In Aerospace, Jean & Ned Wilkinson, Sextant Systems, Inc., 1970 (Coor.)</p> <p>I Want to Be a Space Pilot, Carla Greene, Childrens Press, 1961, (B,C,S,T)</p>	

140

BLASTOFF!

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Gravity Holds Things to The Earth	...listen to a story read to them by the teacher and discuss: a. The problems the astronaut encounters resulting from a lack of gravity in space. b. The special tests and training an astronaut needs to cope with the lack of gravity. c. The academic skills utilized by the astronaut in his work. ...prepare for a study tour of the Pate Museum of Transportation to view a space module, by listening to a story read to them by the teacher and examining pictures in the book.	<u>Let's Visit a Spaceship</u> , Billy Pope and R. Emmons, Taylor Publishing Co., 1968, (B,C,S,T) <u>A Book of Moon Rockets for You</u> , Franklyn M. Branley, Thomas Y. Crowell Co., 1970, (T) <u>ABC's of Space</u> , Isaac Asimov, Walker & Co., 1969, (T) <u>I Want to Be a Space Pilot</u> , op. cit. <u>A Book of Astronauts for You</u> , op. cit. <u>A Book of Moon Rockets For You</u> , op. cit. <u>Let's Visit a Spaceship</u> , op. cit.	161

Listening
Discussing

BLASTOFF!

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Observing	...visit the Pate Museum of Transportation. ...make a model of a rocket. ...after examining a book, draw a picture of the aerospace worker and tell how a specific school subject would be utilized by that worker.	Pate Museum of Transportation, Cresson, Texas Refer to <u>Idea Book</u> <u>Come to Work With Us In Aerospace</u> , op. cit. Additional resources for pictures and teacher information: "Moon", <u>World Book Encyclopedia</u> , Field Enterprises Educational Corp., 1971, (Coor.) "Space Travel", reprinted from <u>World Book Encyclopedia</u> , Field Enterprises Educational Corp., 1969, (Coor.) "A Space Flight Around the Earth", 2nd Edition, MP50576, Dimension Films, 1965, (FSC)	162

THAT WILL BE 10¢, PLEASE

Grade - One

Curriculum Area: Mathematics

Career Concept:

Performance Objective:

All school subjects have significance for career exploration. Young women as well as young men should prepare for a career. After counting, discussing, describing and estimating money and monetary values, the students will be able to orally describe a salesperson's need for proficiency in handling money.

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Counting	<p>...practice counting money.</p>	<p>Play money</p>	
Discussing	<p>...after listening to a story read to them by the teacher, discuss the salesperson's use of money.</p>	<p><u>I Want To Be a Sales Clerk</u> Eugene Baker, Children's Press, 1969 (B,C,S,T).</p>	
Counting	<p>...after drawing pictures of toys and setting a price for them, sell the pictures to their classmates.</p>	<p>Paper, crayons, scissors, play money</p>	
Discussing	<p>...discuss the sales people they have seen or known emphasizing the different places of employment.</p>		
Estimating	<p>...bring empty food boxes to school and set up a classroom store, in which they set prices for each item. (Keep prices under 25¢ or in even amounts, 40¢, 50¢, 60¢, etc.</p>	<p>Food containers and boxes</p>	

163

THAT WILL BE 10¢, PLEASE

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Counting	...Practice selling and purchasing items from the class store.	Play money	
Discussing	...discuss their parents' jobs and determine how many have selling jobs.		
Describing	...describe their parents' jobs and how counting money is necessary in their work.	Refer to <u>Idea Book</u>	

164

Grade - One

Curriculum Area: Physical education, Art

Career Concept: All work is important.

Performance Objective: The student will perform in pantomime a favorite recreational activity.

*Curriculum Content or Concept

Pupil Activities
The student (s) will....

Resources

Evaluation and/
Comments

Discussing

...discuss the meaning of hospitality and recreation and the workers who are related to these areas.

Listening

...listen to a story read by the teacher.

Let's Go Camping, Billy Pope and R. Emmons, Taylor Publishing, Co., (B, C, S, T)

Bring and Bring

...each show a picture representing a phase of recreation.

Magazines

Participating

...during a play time, be encouraged to try one new activity.

Horse shoes, washers, Leap frog

Writing

...write a poem from the chalkboard.

Poetry:
Childcraft, Volume 2, "A Book"
Adelaid Love, Field Enterprises

Childcraft, "Hopply", A.A. Milne, Field Enterprises

165

MAKE WAY FOR FUN

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
<p>Illustrating</p> <p>Pantomime</p>	<p>...illustrate the poem.</p> <p>...pantomime a favorite recreational activity for the class. (The class will try to guess the activity presented.)</p>	<p>"Afternoon on a Hill" Edna St. Vincent Millay Field Enterprises</p> <p>Shelf paper Finger paints</p>	

166

THE SEA SCENE

Grade - One
 Curriculum Area: Science, Art
 Career Concept: Young women as well as young men should prepare for a career. All work is important.
 Performance Objective: After listening, viewing and discussing marine life, the student will be able to name one person whose work is related to the sea.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Writing	...as a group project order a sea horse.	Sea Horse Corral, Box 1477, Coral Gables, Florida 33134	This should be done several weeks before the unit "Looking and Learning", Today's Basic Science, J. Navarra & J. Zaffroni, Harper & Row, 1967, is initiated.
Listening	...listen to a story from the school library about a sea horse.		
Viewing Discussing	...view a film and discuss sea life.	"Beach and Sea Animals", MP546, Encyclopedia Britannica Films, (ESC) "Beach Masters", MP724, Library Films, (ESC) "Flipper the Seal - Background for Reading and Expression", MP164, Coronet Films, (ESC)	

167

THE SEA SCENE

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Painting	...paint a crayon resist sea scene.	Crayons, paper, tempera paint	
Naming	...listen to a story read to them by the teacher, name jobs related to the sea: fishing workers, oil drilling workers, Seven Seas workers, aquarium shop workers, navy workers, ship builders, scientists, deep sea divers, dock workers.	<u>Let's Visit a Ship</u> , Billy Pope & R. Emmons, Taylor Publishing Co., 1962, (B,C,S,T)	
Weaving	...make a woven fish for a mobile.	Refer to <u>Idea Book</u>	
Observing Listening	...view a film. ...observe a seafood restaurant menu and discuss the workers who get the fish from the ocean to the customer's table.	"The Fish That Nearly Drowned", MP352, Moscow Education Films, (ESC) Menu available with Career Education Resource materials at school libraries.	
Discussing	...discuss differences between salt water and fresh water.		
Identifying	...identify salt water areas on the globe.	Globe	

168

WATCH THAT THUMB!

Grade - One

Curriculum Area:

Language Arts, Social Studies

Career Concept:

All work is important.

Performance Objective:

The student will draw and name three tools a carpenter uses in his work.

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Discussing	...discuss any construction work they have personally observed such as framing, flooring, roofing, or finishing in the construction of a house.	Personal experiences and observation of the class.	
Exhibit	...bring real carpenter's tools or plastic facsimiles as they are available for a learning center.	<u>I Want to Be a Carpenter</u> , Carla Greene, Childrens Press, 1959, (B,C,S,T)	
Listening	...listen to a story about the carpenter.	<u>Come to Work With Us in House Construction</u> , Ned & Jean Wilkinson, Sextant Systems, Inc, 1970, (Coor.) <u>Let's Build a House</u> , Billy Pope & R. Emmons, Taylor Publishing Co., 1966, (B,C,S,T)	169

THE SEA SCENE

7

Curriculum Content or Concept	Pupil Activities The student(s) will...	Resources	Evaluation and/or Comments
Illustrating	...Paint a mural of sea-related jobs that they would like to perform.	Paint, paper	

170

WATCH THAT THUMB!

Curriculum Content or Concept	Pupil Activities The student (s) will....	Resources	Evaluation and/or Comments
Writing	...write an original story about the carpenter.	<p>Posters: <u>When You Grow Up</u>, Modern Mini Productions, 1974, (B, C, S, T)</p> <p><u>Modern Workers</u>, F.A. Owen Publishing Co., 1969, (B, C, S, T)</p> <p>Paper, pencil</p>	
Interviewing	...interview a carpenter. (He will have been asked to wear his carpenter's overalls, cap, and apron; he will demonstrate how to make a square corner.)	<p>Local carpenter, hammer, nails mortise box, saw</p>	171
Viewing	...view a film on homes with construction being emphasized.	<p>"Building a House", MP952, Encyclopedia Britannica Films, (ESC)</p> <p>"Building a House - Bozo", MP493, Bryon, Inc., (ESC)</p>	

WATCH THAT THUMB!

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Pantomiming Drawing and Naming	...pantomime one thing that a carpenter does in his work. ...individually draw and name three tools a carpenter uses in constructing a building.	"Animal Homes", MP292, Churchill Wexler Films, (ESC) "Let's Build a House", MP307 Classroom Film Distributors, Inc. (ESC) "Making Bricks for Houses", MP949, Encyclopedia Britannica Films, (ESC) "Robin Redbreast", MP 582, Encyclopedia Britannica, (ESC) "Homes Around the World", MP239, Coronet Films, (ESC)	172

THE ZOO KEEPER

Grade - One

Curriculum Area: Science and Art

Career Concept: Some jobs produce goods; other provide services. All work is important

Performance Objective: After viewing, listening, observing and discussing related materials, the student will be able to orally name one service performed by zoo keepers and relate its importance to zoo management.

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Listening and Dictating</p> <p>Collecting and Categorizing</p>	<p>...after listening to a story read to them by the teacher, assist the teacher in making a list of the animals shown in the book.</p> <p>...bring magazine pictures of animals for a pictorial bulletin board showing domestic and wild animals.</p>	<p>This unit is designed to correlate with "Living Things", <u>Today's Basic Science</u>, NAVARRA and Zaffroni, Harper & Row Publishers, 1967</p>	

173

THE ZOO KEEPER

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Listening Viewing Discussing</p>	<p>...after listening, to a tape and viewing the accompanying book, discuss the importance of the zoo keeper's services to the animals.</p>	<p><u>I Want to be a Zoo Keeper</u>, Book Bag, Carla Greene, Childrens Press, 1957, (B,C,S,T)</p>	
<p>Observing</p>	<p>...visit the Forest Park Zoo to observe the animals and all the different zoo workers.</p>	<p>Fort Worth Zoological Park Forest Park/South University Drive</p>	
<p>Drawing</p>	<p>...draw a picture of their favorite zoo animal and tell how the zoo keeper cares for that animal.</p>	<p>Paper, Crayons</p>	
<p>Creative Writing</p>	<p>...write a story about the job of a zoo keeper.</p>	<p>Paper, pencil</p> <p>Additional Resources: <u>"Animal Keepers", Junior Occupational Briefs, Science Research Association, (Coor.)</u> <u>"Sammy and His Keeper", Gerald Peters, Level I, Section 28, Science Research Association, 1966, (Coor.)</u></p>	<p>174</p>

THE ZOO KEEPER

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
		<p>At the Zoo, Lillian Colonius and G. Schroeder, Melmont Publishing Co., 1967, (Coor.)</p> <p><u>The Children's Zoo</u>, Ell Lilly and Co., (B,C,S,T)</p> <p>"Zoo Baby Animals", MP350, Encyclopedia Britannica Films, (ESC)</p> <p>"Zoo Animals in Rhyme", MP390, Coronet Films, (ESC)</p> <p>Refer to <u>Idea Book</u></p>	

175

HAPPINESS IS A CLEAN ENVIRONMENT

Grade - One

Curriculum Area: Science, Social Science

Career Concept: People work for various rewards or satisfactions.

Performance Objective: Each student will be able to give three reasons why we need to keep our environment clean.

Curriculum Content or Concept	Pupil Activities The student(s) will....	Resources	Evaluation and/or Comments
-------------------------------	---	-----------	----------------------------

Discussing

...discuss the various ways in which they can help clean up the school premises, such as, picking up paper, bits of broken glass, tin cans....

Activity

...take trash cans to the play area and pick up trash for a stated length of time.

Waste baskets

Distribution

...each be encouraged to bring a heavy paper sack from home. (The sacks will be distributed to other classes in the building for saving scrap paper. When the sacks are full, they will be picked up and taken to a recycling center.)

Paper sacks

Listening

...listen to a story on environmental control.

Ranger Rick
National Wildlife Federation

176

HAPPINESS IS A CLEAN ENVIRONMENT

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
<p>Discussing</p> <p>Viewing</p>	<p>...discuss the foregoing story.</p> <p>...view a film on ecology and the balance of nature.</p>	<p>Films:</p> <p>"The Litterbug" MP 279, Walt Disney Productions (ESC)</p> <p>"Message: From a Dinosaur" MP 50957, Encyclopedia Britannica Films, (ESC)</p> <p>"New Homes for Beavers" MP 887, National Film Board of Canada, (ESC)</p> <p>"One Day at Teton Marsh" MP 70114, Walt Disney Productions, (ESC)</p> <p>"Vanishing Prairie - Small Animals of the Plains - Their Struggle", MP 50603 Walt Disney Productions (ESC)</p>	<p>177</p>

HAPPINESS IS A CLEAN ENVIRONMENT

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Discussing	...discuss the movie and try to relate it to local environmental problems.)		
Viewing	...view stagnant water and purified water through a microscope.	Microscope, stagnant water, purified water	
Drawing	...fold a 12" by 18" sheet of manila paper in half. On one half, draw what was seen in the stagnant water, on the other half, draw what was seen in the purified water.	Manila paper, crayons	
Oral Expression	...each give three reasons why we need to keep our environment clean. (This will be done verbally.)		

178

178

HIGH FINANCE

Grade - One

Curriculum Area: Social Studies, Math

Career Concept: All school subjects have significance for career exploration.

Performance Objective: In an attempt to learn the value of money, each student will draw two items that may realistically be bought for not over twenty-five cents each.

Curriculum Content or Concept	Pupil Activities	Resources	Evaluation and/or Comments
Listening	...listen to a story on banking.	<p><u>Come to Work With Us in a Bank,</u> Jean & Ned Wilkinson, Sextant Systems, Inc. (Cdor.)</p> <p><u>Career in a Bank,</u> Mary Davis Lerner Publications, (B,C,S,T)</p> <p><u>I Want to be a Bank Teller,</u> Eugene Baker, Childrens Press; (B,C,S,T)</p> <p><u>Your World, Let's Visit a Bank,</u> Billy Pope & Ramona Emmons, Taylor Publishing Co., (Coor.)</p>	<p>179</p>
Discussing	...discuss the story and share personal experiences they have had with banks.		

HIGH FINANCE

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Constructing, Decorating	<ul style="list-style-type: none"> ...Construct a bank from a milk carton and decorate it with construction paper. 	Milk carton, construction paper, glue	
Study tour	<ul style="list-style-type: none"> ...tour a local bank to see the workers using their specialized equipments and to see the banking facilities. 	Home	
Bring and Braag	<ul style="list-style-type: none"> ...bring any foreign money available from home to share with the class. 		
Discussing	<ul style="list-style-type: none"> ...discuss the likes and differences of domestic currency with that of foreign currency. 	<ul style="list-style-type: none"> "Beginning Responsibility - Using Money", MP377, Coronet Films, (ESC) "Money and It's Uses", MP354, Encyclopedia Britannica Films, (ESC) 	
Viewing	<ul style="list-style-type: none"> view a film on banking. 	<ul style="list-style-type: none"> "Place Value - Ones, Tens, Hundreds", MP1194, Coronet Films, (ESC) 	

180

HIGH FINANCE

Curriculum Content or Concept	Pupil Activities The student (s) will...	Resources	Evaluation and/or Comments
Designing	<ul style="list-style-type: none"> ...design and cut out paper coins in one and five cent denominations to equal twenty-five cents. 	Paper, scissors, crayons	
Viewing	<ul style="list-style-type: none"> ...view a film on adding and subtracting. 	"The Meaning of Plus and Minus" MP354, Encyclopedia Britannica Films, (ESC)	
Discussing	<ul style="list-style-type: none"> ...discuss the use of the symbol for cents. 		
Mathematical Computation	<ul style="list-style-type: none"> ...buy items in hypothetical problems using the money previously made. 		
Counting	<ul style="list-style-type: none"> ...pick any five coins from the money made and attempt to orally count it correctly. 	Paper currency previously made	
Writing	<ul style="list-style-type: none"> ...each write an original story about money. 	Paper, pencil	
Drawing	<ul style="list-style-type: none"> ...each draw two items that could realistically be bought for not over twenty-five cents each. 	Manilla paper, crayons	

181