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ABSTRACT

This first of a 3-volume curriculum guide covering Grades 1-9 contains four master units which incorporate career education concepts into the existing curriculum for Grades 1-4. The units for Grades 1-4 respectively are: Finding Out About the World of Work, Careers in Our Neighborhood and Community, Careers in and Around the City, and Careers in Our City and State. The general format for each unit includes an introduction, educational goals, career education concepts, informational (behavioral) objectives, instructional procedures, suggested student outcomes, evaluation methods, miscellaneous materials (primarily letters to parents and/or resource persons), and a bibliography. The instructional procedures are activities and experiences designed to achieve the stated goals and objectives. For each activity, the related content areas (for example, math and social studies) and the materials needed are listed. A bibliography of career education materials completes the document. Entries are arranged alphabetically by type of material and include articles, books, and pamphlets. The information provided for pamphlets, which constitute the largest number of references, is the title and availability. (Author/RG)

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Curriculum Resource Guide

Volume I - Grades 1 - 4

Volume II - Grades 5 - 8

Volume III - Grades 8 - 9

RESEARCH AND DEVELOPMENT PROJECT

IN

CAREER EDUCATION

Project No. V361010L

Grant No. OEG-0-73-2990

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AT-100-218

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CAREER EDUCATION

Curriculum Resource Guide
Volume I

Grades 1 - 4

Petersburg Public Schools

Career Education Project

Curriculum Resource Guide

Grades 1 - 8

The Petersburg School Board

John D. Meade
Superintendent

Elmore E. Rainey
Assistant Superintendent

R. Graydon DeLoatche
Director of Instruction

Petersburg, Virginia

1974

FOREWORD

The need for innovation in education has never been more apparent than it is today. Our school division is part of a changing society that creates constantly accelerating demands for new insights into the learning process, new ways of teaching, and workable strategies for relating the traditional academic focus of the classroom to the "real world" outside the classroom walls. Students, parents, teachers, business and civic groups are calling for new ways of applying resources to educational needs, for experimentation and flexibility in altering obsolete roles and for relationships within school divisions that will facilitate more creative and effective resolution of educational problems.

One of the new strategies for meeting these educational challenges is a school curriculum organized around the Career Education theme that is correlated with academic subjects. This approach presents an opportunity for students to learn by direct and immediate involvement that eliminates the distinction between "classroom" and "reality," and brings the "real world" into the classroom..

It is a distinct privilege to continue the Career Education Pilot Program under state help and supervision. Our participation in the program under federal funding for the past two years causes us to believe that its merits make further exploration and development highly desirable in the firm belief that this educational program is all-encompassing and involves education of the future. Petersburg is particularly grateful to former State Senator Eugene P. Sydnor for his interest and leadership in making possible the expansion of the Career Education Program in the Petersburg City Schools. Through the interest of Mr. Sydnor, an outstanding individual in the field of business and a great friend of public education, the Career

Education Program is gaining more national interest than any other concept in the history of education.

Our goal for education is that every young person leaving or completing his high school program should be ready to enter higher education or have a salable skill for entering useful and rewarding employment. This concept has been embodied within this Career Education Resource Guide and our future Career Education Model for grades K-12.

John D. Meade
Superintendent

Task Force for Curriculum
Development Career Education Program

Grades 1 - 8

1972 - 73

David Anderson School

Louise C. Pothergill,	Grade 3
Kathrine S. Gianniny,	Grade 2
Pauline J. Gore,	Grade 2
Anna B. Jarratt,	Grade 3
Elizabeth B. Johnson,	Grade 2
Dorothy W. Smith,	Grade 1
Faye E. Snoddy,	Grade 1

A. P. Hill School

Pearlie B. Freeman,	Grade 5
Bonita L. Keel,	Grade 6
Karen B. Lind,	Grade 6
Marguerite E. Rosson,	Grade 7
Evolyn G. Swann,	Grade 6
Barbara Van Etten,	Grade 5
Jeanette Watts,	Grade 7

Virginia Avenue School

Debra K. Everett,	Grade 5
Helen P. Howard,	Grade 4
Adelaide W. Jackson,	Grade 6
* Leon W. Johnson,	Grade 5
* Lucille P. Oliver	Grade 7
Claudette I. Thomas,	Grade 6
Arnetta Thompson,	Grade 7
* Sandra Whitfield	Grade 5

Walnut Hill School

Catherine Adams,	Grade 4
Susie W. Brown,	Grade 2
* Viola H. Clark,	Grade 1
* Beatrice H. Graves,	Grade 4
* Ethel J. Greene,	Grade 2
* Edith F. Howard,	Grade 3
Alice T. Jones,	Grade 1
Carrie S. Myrick,	Grade 3

Peabody Junior High School

Charles R. Barksdale, Jr.,	Grade 8, Social Studies
* Elsie D. Ellis,	
* Myndell G. Harris,	
* Mary K. Holland,	
Paulette D. Phillips	

* Original Task Force for the Development of the Curriculum Resource Guide.

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PHILOSOPHY

We, in the Petersburg Career Education Program, believe that we must make certain that paycheck education is not left to chance. We should and must develop an awareness in our students of the real world of work as it exists today and is likely to exist tomorrow.

We must remember that a career is a long sequence of work experiences, each of which builds upon the individual's preparation, not for just the first job, but for a lifetime of useful work and expanding opportunities.

The careers of students in schools today will span the last quarter of the 20th century and the first quarter of the 21st. During these years many kinds of work will become obsolete while new ones will emerge. All jobs will change substantially. Consequently, the best career education is that which prepares individuals to rise to new opportunities and to adapt themselves to change. It must make for maximal flexibility.

Petersburg Career Education Project

Curriculum Resource Guide

The Petersburg curriculum resource guide for the Career Education Program for grades 1 - 7 and the 8th grade social studies curriculum is designed to fuse and blend career education activities into the existing curriculum.

Revisions of the existing elementary school curriculum and the eighth grade social studies curriculum were undertaken in order to incorporate career awareness, career orientation and career exploration experiences in these grades and to re-focus the various disciplines around the career development theme. The career development experiences will serve as the vehicle or motivation for teaching the basic academic skills to the students. Therefore the career education theme will serve as a common thread to unify the educational efforts at all levels.

In developing the curriculum resource guide, master units were written in which career education concepts were incorporated into the existing curriculum at each grade level. The area of social studies was used as the main vehicle to accomplish this goal. Educational goals, career education concepts, and behavioral objectives were stated. Activities were then suggested which included activities in the other content areas in which the concepts of career education could also be accomplished.

The criteria for the selection of activities to promote career development were based upon anticipated students' needs, abilities, insights, interests, and aspirations; environmental constraints; principles of the psychology of learning, and human growth and development.

The general format of the curriculum resource guide which is used by all grade levels is as follows:

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Curriculum Guide Outline

Grade 1

Master Unit: Finding Out About the World of Work

- I. Introduction
- II. Educational Goals
- III. Career Education Concepts
- IV. Informational Objectives - (Specific, stated in behavioral terms)
- V. Instructional Procedures - (activities and experiences to achieve objectives)

Content Areas	Activities	Resources
1. Soc. St.	1.	1.
	2.	2.
2. Lang. Arts	1.	1. 3.
	2.	2.

- VI. Suggested Student Outcomes
- VII. Evaluation
- VIII. Miscellaneous
 - 1. Letters to parents
 - 2. Letters to resource persons
 - 3. Etc.
- IX. Bibliography
 - A. Teachers
 - B. Students

Grade 2

Master Unit: Careers In Our Neighborhood and Community.

Grade 3

Master Unit: Careers In and Around the City

Grade 4

Master Unit: Careers In Our City and State

Grade 5

Master Unit: Careers In Our City, State and National Regions

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Grade 6

Master Unit: Careers - City, State, Nation and World

Grade 7

Master Unit: Careers - City, State and Nation

Grade 8

Master Unit: Careers - City, State and Nation

These master units are geared to the grade level of the students, and will interject basic career information in all areas (art, mathematics, language arts, social studies, science, etc.), and develop a sequential plan moving from very simple identification of family, school and community helpers in the primary grades to more complex occupations in the upper elementary grades and the 8th grade.

The intent in creating these materials has been to provide an agent to facilitate career development in the school community. We do not profess to have found the ultimate answer but, rather, to have developed materials which we feel can change and improve an educational program. It is a challenge to you to take advantage of the right and the opportunity not only to create, but also to put into practice and evaluate the results of what has been created.

This guide has been developed to serve as a framework around which to build. Its success is contingent upon your efforts to expand and modify the contents of this guide for application at your particular level and the needs of your locality.

The curriculum resource guide is bound into two volumes, Grades 1-4 and Grades 5-8.

Ellen S. Foote
Career Education Supervisor

Phase I - Career Awareness

Grade I

Master Unit - Finding Out About

the

World of Work

INTRODUCTION

CAREER DEVELOPMENT IS A CONTINUING PROCESS, SPANNING ALL EDUCATIONAL LEVELS.

AT THE FIRST GRADE LEVEL, THE STUDENT LEARNS FIRST TO DEVELOP POSITIVE ATTITUDES TOWARD HIMSELF AND OTHERS IN RELATION TO THE WORLD OF WORK. HE EXPLORES THE WORKING LIFE OF HIS HOME AND SCHOOL, THEN GRADUALLY BROADENS HIS SCOPE TO ENCOMPASS PEOPLE AND THEIR JOBS IN THE NEIGHBORHOOD.

EDUCATIONAL GOALS

1. To develop positive attitudes toward one's self and other people.
2. To arouse the curiosity of the student and to help him gain an awareness in regard to the working world.
3. To present to the student appropriate occupational information about the world of work.
4. To encourage wholesome attitudes toward all fields of work.

CONCEPTS TO BE DEVELOPED

1. Work is important to the worker and to other people.
2. People do different work to supply different needs and services.
3. Money is the chief form of barter in our society.
4. A positive concept of self enables the student to enter and function in the working world.
 - A. Self understanding is important in making decisions.
 - B. Individuals differ in abilities, attitudes, and values.
5. Cooperation is essential in the world of work.
6. A society needs both a producer of goods and a producer of services.
7. People work for various rewards or satisfactions.
8. The division of labor increases productivity and makes man interdependent.
9. The customs, traditions, geographical settings, and attitudes of society affect the world of work.
10. School develops behaviors and skills needed for the world of work.

INFORMATIONAL OBJECTIVES

1. The student will identify ways in which he is a distinct individual.
2. The student will identify ways in which he is similar to and different from other individuals.
3. The student will identify and discuss the attitudes and behaviors which affect him and his relationship with others.
4. The student will participate in various activities which will help in expanding his interests in the working world.
5. The student will demonstrate ways in which he is a worker in the school.
6. The student will demonstrate a knowledge of the workers in the school and their responsibilities.
7. The student will display an appreciation for all school workers.
8. The student will identify the different kinds of work people perform within the family.
9. The student will demonstrate a knowledge of his father's/mother's occupations.
10. The student will become aware of the importance of the work his father/mother does and why he or she works.
11. The student will identify the workers who come to the home and find out how his family is dependent on them.
12. The student will identify the workers around the school community and discuss how they affect his daily life.

13. The student will become aware of the meaning of work and perceive its importance to society.

1 - 5

Unit I

- EDUCATIONAL GOAL:** To develop positive attitudes toward one's self and toward other people.
- CONCEPT:** A positive concept of self enables the student to enter and function in the working world.
- INFORMATIONAL OBJECTIVE:** The student will identify ways in which he is a distinct individual.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
---------------	------------	--------------------

Social Studies,
Health

The student will use mirrors to observe skin color, hairs, eyes, facial features, and discuss differences.

Mirrors

Art, Social Studies,
Language Arts

The student will draw a picture of himself and write his name (with help of teacher) and compare his picture with others.

Paper, pencils,
crayons

My name is _____

Language Arts

The student will describe his physical features and appearance and record this description so that he and his classmates may engage in the "Guess Who" game, while listening to the tape and viewing a display of the self-portraits.

tape recorder,
tapes

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is a distinct individual.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science	Following the viewing and discussion of the T.V. Science Lesson, the student will engage in finger-printing and compare his prints with his classmates.	T.V. Science, Finding Out. Lessons No. 1 and 2 Paper and Ink pads
Math	Using scales and tape measures the student will arrive at conclusions regarding differences in height and weight.	Scales, tape measures
Art, Math	The students will divide themselves into teams, and trace each others body outlines to compare differences in body shapes. Pictures will be cut out, colored and displayed on the bulletin board.	Butcher paper, scissors, crayons
Science, Art	The student will make a foot print to further compare body parts and discover differences.	Blue print paper, sun
Language Arts, Social Studies, Math	During a daily or tri-weekly "show & tell" period, the student will share his interests and hobbies with his classmates. The student will construct a diorama. The student will bring in a collection. The student will find pictures or news items. The student will tell about an interesting event. The student will read or tell a story.	Films: <u>Just Like Me</u> , <u>The Toy Maker</u> , <u>Athena</u> ; <u>Filmstrips: The Little Engine That Could.</u>
Social Studies	The student will view films and filmstrips that point out differences in people.	
Language Arts	After viewing and discussing T.V. Language Corner, the student will write an autobiography and compare it with others.	T.V. Language Corner



INFORMATIONAL OBJECTIVE: The student will identify ways in which he is a distinct individual.

CONTENT
AREAS

... STRATEGIES

RESOURCE
MATERIALS

Social Studies,
Language Arts

Each week, one student will be selected at random as "Boy or Girl of the Week." Other students will write one good point about the boy or girl. The good points will be placed on the bulletin board around the picture.

Bulletin board

Language Arts

The student will read and listen to stories that deal with self (I, me) so that he might be able to write or dictate stories about himself.

Books: I am Here.
Benefic Press, Teacher-made tapes, I Can Do It.
Benefic Press.

Language Arts

The student will sing songs and recite poems that deal with self so that he might become more creative.

Poems: "Everybody Says."
From All Together

Art, Social
Studies, Math

During a conference with the teacher or aide, the student will determine his needs and work to improve them through visits to the learning centers. The student will practice zipping, tying, buttoning, hooking, lacing, and snapping. The student will work with puzzles, pegs, hammers, boards and construction toys.

Teaching Dolls-Dapper
Dan, Dressy Bessy. Wooden
puzzles, Peg and Board,
Pounding Bench, Toy
Builder Set

Social Studies
Art, Language
Arts, Science

The student will expand his interest with visits to the room centers.

Library Center, Block
Center, Play Center,
Science Center, Painting
Center

Social Studies,
Language Arts

Each student will celebrate his own special day to find out that each person is important.

Books: BirthDay for
Barbara. Young Pegasus
Packet, Ranger's Digest
Bulletin Board display

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is a distinct individual.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
------------------	------------	-----------------------

Social Studies,
Language Arts

The student will complete a booklet, "All About Me," or "Here I Am," in which he will tell the things he has learned about himself.

"This Is What I Look Like:"

"Things I Like;"

"This Is What I Have Learned."

September Birthdays
Picture of a Birth-
day Cake Name Date

EDUCATIONAL GOAL: To develop positive attitudes toward one's self and other people.

CONCEPT: A positive concept of self enables the student to enter and function in the working world.

SUB - CONCEPT: Individuals differ in abilities, attitudes, and values.

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is similar to and different from other individuals.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
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Science	Given a flannel board and cut-outs, the student will discover and assemble the major parts of the body.	Flannel boards and cut-outs
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Science, Math	From a list of the parts of the body, the student will determine the number he has of each part and compare his findings with another.	
---------------	--	--

Math	Students will arrange class members into sets of people with similar characteristics to conclude that many people are alike.	(a) Set of girls (b) Set of boys (c) Girls with long hair (d) Girls with short hair
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Art	Students will construct boy or girl puppets to describe some of the likeness to one another.	Paper bags, Paper plates, tongue depressors, yarn, felt, construction paper, paste, and scissors.
-----	--	---

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is similar to and different from other individuals.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts, Math	The student will be able to transfer his knowledge of likeness and difference in individuals to likenesses and differences in objects, pictures, letters, numbers, words, colors, directions, etc. by circling, underlining, coloring, finding sets, etc. according to the directions given.	Readiness book- <u>Look, Listen and Learn Modern</u> <u>School Mathematics</u> Ditto worksheets Film: <u>Modern Math Sets</u> <u>V-for Verse Peabody</u> <u>Language Development Kits Level #1</u>
Language Arts, Social Studies	The student will participate in a classroom activity "See What I Can Do" to demonstrate things he likes to do and give reasons why he enjoys doing the chosen activity.	Puzzles, Dressy Bessy, Dapper Dan, Dolls, multi Activity Board (teacher made) Bead lace, Sewing cards, Building blocks, Spirographs, Puppets, Rhythm sticks
Math	The student will participate in a variety of I-Can-Do-It Myself math activities which require following directions.	Puzzles, Number stories, Games-Slant, Dominoes, Number Tutor
Physical Education	The students will engage in games or sports activities they enjoy and do well and will act as group leaders or participants.	<u>State Guide, Physical</u> <u>Education in the</u> <u>Elementary School</u>
Art, Language Arts	Using pictures, the student will create a simple story. Ask several classmates for their interpretations of the story and compare these with his original story.	Pictures, Pencils, Papers.

INFORMATION L OBJECTIVE: The student will identify ways in which he is similar to and different from other individuals.

CONTENT
AREAS

STRATEGIES

RESOURCE
MATERIALS

rt

Using different art media, the student will create an object to other students who will guess why the object has importance to them. The students will relate what the object is and why it is important to them.

Clay, pipe
cleaners, paper,
paste

STUDENT OUTCOMES: Unit I

1. Out of a list of five personal questions, the student will be able to answer at least three correctly. (about birthdays, height, hair color)
2. The student will be able to list at least five things he likes and five things he dislikes.
3. The student will be able to tie, zip, lace, button, hook, and assemble puzzles.

Unit II

To help develop positive attitudes toward one's self and other people.

Cooperation is essential in the world of work.

The student will identify and discuss the attitudes and behaviors which affect him and his relationships with others.

EDUCATIONAL GOAL:

CONCEPT:

INFORMATIONAL OBJECTIVE:

RESOURCE MATERIALS

STRATEGIES

CONTENT AREAS

My Friends and I
Who Will Be My
Friend? Harper
and Row, Will I
Have a Friend?
Macmillan

T.V. Language
Corner
Lesson No. 3

T.V. Time For
Music, Lesson
No. 6

Study Prints, Our
Feelings-Large Story
Cards from Peabody
Language Development
Kit

After listening to a story about friends doing things together, the student will discuss the meaning of friendship and identify the attitudes and behavior which led to the building of friendship.

Working in teams, the students will make a list of good manners they should work on in first grade.

The student will engage in role playing activities depicting good manners to be practiced in different settings.

After assembling in groups and making preparations for role playing, the students will discuss how they were able to work cooperatively.

While listening to the words and music to the song "A Visit to My Little Friend," the student will pantomime the appropriate action

The students will discuss the way they feel about things that might happen to them while using study prints depicting a wide range of positive and negative emotions.

Language Arts,
Social Studies

Social Studies,
Language Arts

Language Arts,
Social Studies

Language Arts,
Social Studies

Music,
Language Arts

Social Studies

INFORMATIONAL OBJECTIVE: The student will identify and discuss the attitudes and behaviors which affect him and his relationships with others.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art	After viewing a film, the students will paint a mural depicting children playing and working together. (Using all personality groups - shy, brave, bully).	Film: Getting Along with Others-Coronet Films-Paper, paints, brushes
Social Studies	Using a class planned chart, the students will evaluate themselves at the end of the day in terms of their behavior.	Tag Board
Math, Art	Using a yard stick, the students will measure and construct a T.V. for role playing activities.	Cardboard box, yard stick, scissors, paint
Social Studies, Art	The students will draw pictures showing emotions: This is the way I feel most of the time. This is the way I feel when I am sad. This is the way I feel when I am happy. This is the way I feel when I am afraid. This is the way I feel when I am angry.	Focus on Self-Development SRA. Here I Am.
Music, Art	The students will draw pictures that interpret their feelings while listening to music.	Paper, crayons
Social Studies	The students will view and discuss a film.	Film: <u>Allen is my Brother</u>

STUDENT OUTCOMES: Unit II

1. After checking himself for a week the student will have at least 3 marks for acceptable behavior.
2. The student will be able to demonstrate at least 3 ways of working and playing cooperatively.
3. The student will be able to list at least 5 ways of making friends.

Unit III

EDUCATIONAL GOAL: To arouse the student's curiosity and to help him gain an awareness of the working world.

CONCEPT: People do different work to supply different needs.

INFORMATIONAL OBJECTIVE: The student will participate in various activities which will help in expanding his interest in the working world.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science, Language Arts	The students will identify both work and non-work sounds in and around the school.	School workers, Children, T.V. Finding Out Lesson 1, Record: <u>Sounds Around Us - trucks</u> cars that serve school and community.
Science	The students will compare the sounds noting the causes, the volume, the pitch, and other characteristics of the sounds.	
Music, Art	The students will draw or paint pictures while listening to music and recorded sounds.	T.V. Time for Music, Lesson 26, Teacher Made tapes, (Secretary typing, etc.)
Music, Math, Physical Education	The students will clap, count, and play rhythm instruments while listening to the beat of the music.	T.V. Time for Music Songs & Poems related to Work

INFORMATIONAL OBJECTIVE: The student will participate in various activities which will help him in expanding his interest in the working world.

**CONTENT
AREAS**

STRATEGIES

**RESOURCE
MATERIALS**

Science,
Language Arts

The students will identify & compare manufactured textured materials using their sense of touch and sight.

Pieces of fabric,
carpeting, sand,
paper, etc.

Science,
Art

The students will make crayon rubbings of nature objects and compare them with textured materials.

T.V. Art Corner,
Lesson 6
trees, bark, leaves

INFORMATIONAL OBJECTIVE:

The student will participate in various activities which will help him in expanding his interest in the working world.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science, Social Studies	After engaging in a tasting party, the students will view films, filmstrips, pictures and read books to find out about people who work to provide food.	Familiar and unfamiliar foods. Films: <u>Food Store</u> EBJ, Book: <u>At the Grocery Store</u> , <u>Film-strip: Robert Goes Shopping</u>
Science, Language Arts	The students will view and discuss T.V. Science Lesson #2 and T.V. Language Lesson #4.	T.V. "Finding Out; Lesson #2 "Language Corner," Lesson 4
Math, Language Arts	The students will identify and classify sets of workers around the school by color, size, etc.	Study prints, Language Kit A.
Art, Science, Language Arts, Social Studies	After touring the neighborhood, the students will identify the work being performed.	School, Neighborhood (1 block)
Science, Art, Language Arts	The students will write stories and draw pictures for these captions: Things I Hear Things I See Things I Smell Things I Touch Things I Taste	Focus on Self Development Stage One: Awareness Pupil Activity Book, <u>Here I Am</u> , SRA

STUDENT OUTCOMES: Unit III

1. Using pictures, the student will be able to classify the pictures and the parts of the body used for perception.
2. Out of a set of many different sounds, the student will be able to classify work sounds.
3. The student will be able to match pictures of workers around the school with their proper title with 100% accuracy.

EDUCATIONAL GOAL: To encourage wholesome attitudes toward the world of work.

CONCEPT: School develops behaviors and skills needed for the world of work.

INFORMATIONAL OBJECTIVE: The student will demonstrate ways in which he is a worker in the school.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
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Social Studies	With the use of the helpers chart, the students will learn responsibility for routine classroom jobs.	Helper's Chart, Feed Pets, Wash Board, Empty Trash, Carry Messages, etc.
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Language Arts	After listening to a story and viewing filmstrips, the students will discuss and practice school routines (to be continued throughout the year).	Books; Going to School, DCIM, In Our Class, DCIM Getting Ready For School, Filmstrips; Going to and From School, Taking Care of Property, Getting Acquainted
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Music, Language Arts	The students will sing songs and recite poems as they relate to the specific activities under discussion.	Songs: "Crossing the Street", "People on the Bus", Poems: "In the First Grade", "Checking for School"
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Social Studies	The students will visit a second or third grade class and observe the many ways students can have fun with reading, writing and math.	Second or third grade class
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INFORMATIONAL OBJECTIVE: The student will demonstrate ways in which he is a worker in the school.

RESOURCE MATERIALS

STRATEGIES

CONTENT AREAS

Students from 2nd or 3rd grade
Films: We Go To School, DLTM
(local media center)

Experience stories,
Behavior Chart

Films:
Good Citizens
School For Ted
Enc. Brit.
Ed. Films

The students will invite students from second or third grade classes to talk to them about how they have fun at school because they can read and write and work with numbers.

The student will engage in a daily evaluation of his role as a good classroom citizen. (care of desk, classroom property and materials, personal belongings) by marking a square by his name with the correct color.

The student will view a film and discuss and dramatize adaptable parts of it.

Social Studies

Social Studies

Language Arts,
Social Studies

STUDENT OUTCOMES: Unit IV

1. During a fire drill, the student will be able to follow all rules with 100% accuracy.
2. During the school day the student will be able to perform classroom routines with little or no assistance from the teacher.
3. The student will perform as a worthy citizen daily.

Unit V

EDUCATIONAL GOAL: To present the student with appropriate occupational information about the world of work.

CONCEPT: People do different work to supply different needs and services.

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of the workers in the school and their responsibilities.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
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Social Studies	The student will view and discuss study prints of helpers and list the helpers that could be found in a school.	8 Study Prints: <u>School Friends and Helpers, SVE</u>
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Social Studies	The students will tour the school and take pictures of all workers at their job stations; Principal Ass't. Principal Custodians Secretary Bus Driver Cafeteria Workers	Camera
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Math	The students will compare these developed pictures with the study prints.	Photo, study prints
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Art	The students will assemble a mural of school helpers labeling names, positions and tools.	Bulletin Board
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Art, Social Studies	The student will draw a large outline of a school and add the workers at appropriate places.	Cricket paper
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INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of the workers in the school and their responsibilities.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	The students will make a vocabulary list of words with pictures (desk, table, typewriter, broom, water scales.)	line paper, magazines
Language Arts	The students will label objects in the classroom.	tag board
Social Studies	The students will visit the library and check out reference books for the classroom library.	Books: <u>I Want to Be Books,</u> <u>The True Book of School</u>
Social Studies	The students will view and discuss films and filmstrips for information to use in composing stories, riddles, songs, poems, and writing.	Filmstrips: <u>School Friends</u> <u>and Activities</u>
Language Arts, Social Studies	Small groups of students will interview each of the workers for on-the-job information.	Films: <u>We Go To School, A First Film on Our Library</u>
Language Arts	The student will recite riddles while the class plays game - "Who am I?"	
Language Arts	The students will compile a class dictionary of tools and supplies used by the helpers.	tag board, chart paper, magazines
Social Studies	The students will invite workers in to tell: (1) about the work they do. (2) how they feel about their job. (3) good things and bad things about their job. (4) skills they need to do the job.	

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of the workers in the school and their responsibilities.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Math, Language Arts	The students will construct five learning trees (reading, writing, speaking, listening and using numbers) and put the names of workers on the trees according to the skills they use.	Our Learning Trees
Music, Language Arts	The students will compose a song about workers.	Song for Work to the tune of "Dancing Fingers" Time for Music - T.V. Lesson #1
Physical Education	The students will pantomime the actions for each verse of their song composed.	
Language Arts	The students will construct a puppet stage and stand-up puppets of school workers.	Cardboard, cardboard box, paint brushes, tape, pencils, scissors
Language Arts	The students will give a puppet show.	
Language Arts	The students will add verse to the poem "In School."	Verses about Teacher, Principal, Ass't Principal, etc.

EDUCATIONAL GOAL: To encourage wholesome attitudes toward the world of work.

CONCEPT: Cooperation is essential in the world of work.

INFORMATIONAL OBJECTIVE: The student will display an appreciation for all school workers.

Content Areas	Strategies	Resource Materials
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Social Studies
The students will form small groups to solve one big problem. "How are we dependent upon the school workers?" (use two or three days)

Library Books:
I Want to Become a Book, Let's Go to School, McGraw-Hill

Language Arts
The students will reassemble and share their findings.

Language Arts
The students will plan a "tea party" for school workers.

Chalk board, chalk

Math
The students will plan and shop for party needs.

Grocery store, money

Language Arts
The students will make cookies.

Ingredients for cookies, bowl, mixer, pan

Language Arts
The students will write invitations for the party.

Construction paper

Language Arts,
Social Studies
The students will entertain the helpers with : songs, role playing, stand-up puppets, riddles, etc.



STUDENT OUTCOMES: Unit V

1. The student will explain job responsibilities of at least seven workers in the school.
2. The student will be able to give the names of at least six workers in the school.
3. While playing a "Who Am I" game, the student will be able to identify workers and their title with 90% accuracy.

EDUCATIONAL GOAL: To present the student with appropriate occupational information about the world of work.

CONCEPT: People do different work to supply different needs and services.

INFORMATIONAL OBJECTIVE: The student will identify the different kinds of work people perform within the family.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	After engaging in finger play, the students will discuss the central members of a family.	<u>The Family</u> , <u>Peabody Language Development Kits</u> , <u>Level I, Lesson No 9</u> Poem: "Mrs. Brown" <u>Time for Poetry</u> , Scott, Foresman
Math, Art	The students will make pictures of the family to determine composition. The displayed pictures will be labeled and size will be indicated when comparing with other families - large, small, larger, smaller.	
Language Arts	The students will discuss why some families have or need larger homes than other families.	
Language Arts, Physical Education	The students will tour the neighborhood to observe homes under construction and read the book, House Construction.	<u>House Construction</u> , Benefic Press
Art	The students will draw plans for houses and groups will vote to choose one to use.	Paper, Pencil
Art	After choosing a job activity, each student will assist in constructing a house (using division of labor.)	Chart, boxes, tape, paint, brush, nails saw, hammer

INFORMATIONAL OBJECTIVE: The student will identify the different kinds of work people perform within the family.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
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Language Arts	The students will begin a booklet "My Home and My Family."	Construction paper
Language Arts, Art	The students will dramatize family activities through role playing, pantomiming, desk-top activities, puppet shows.	Dress up clothes
Social Studies, Language Arts	The students will be divided into 2 groups. While one group is reading books with accompanying tape, the other group will view filmstrips, using books with accompanying records. The groups will report their findings and compose a group chart.	<u>My Family and I</u> , Benefic Press teacher made tapes Filmstrips: <u>Family Members Work</u> , <u>Families Have Fun</u> ; <u>Our Working World</u> SRA
Language Arts	The student will name the jobs performed within the home while the teacher makes a list	Chart paper
Language Arts	The student will choose and pantomime one job from the list.	
Music, Physical Education	The student will compose and dramatize a song of family jobs to the tune of "Here We Go Round the Mulberry Bush."	
Language Arts, Social Studies	The student will read stories and view films to discover how family members may share responsibilities.	Books: Crume, <u>Morning</u> , Hoffman <u>About Family</u> , Study Print "Family Responsibility"

INFORMATIONAL OBJECTIVE: The student will identify the different kinds of work people perform within the family.

RESOURCE MATERIALS

STRATEGIES

CONTENT AREAS

Film: Your Family - CORE

Language Arts
The student will interview the members of his family to find out the jobs they do around the house.

Social Studies
The students will make a chart showing what the members of the family do within the home.

Chart

Workers	What they do	Who they help
Mom	Cook	family
Dad		
Children		

Language Arts
Students will write letters to parents inviting them to talk about the jobs they do around the house.

Social Studies
The students will view and discuss films and filmstrips.

Films: Appreciating Parents
Filmstrips: Robert's Family
At Home, What is a Family?
A Day With Your Family, Peppy the Pup., SVE: Tales of the Old Owl.

Language Arts,
Physical Education
The students will dramatize a poem.


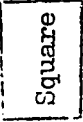
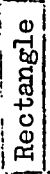
My Family, Peabody Language Development Kit, Level 1, Lesson No. 9

Social Studies
The students will discuss "Jobs I Do."

Language Arts
The students will use study prints and tapes to find other jobs he could be responsible for.

Awareness of the World Around You. Study prints and cassettes.

INFORMATIONAL OBJECTIVE: The student will identify the different kinds of work people perform within the family.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	The students will list these jobs on a sheet and keep a record for a period of 2 weeks.	Brush my hair, Brush my teeth, Mon. Tues, Wed, etc.
Math, Social Studies	The students will engage in problem solving activities to show how families divide the labor. The students will be divided into small groups and given an activity to perform with all group members having a small part.	
Math	The students will classify items and tools used in the home according to geometric shapes.	
	 <p>Circle</p>	
	Plates Vacuum cleaner	
		broom dust pan
	 <p>Square</p>	
		Washing Machine Bread Pan
		 <p>Rectangle</p>

EDUCATIONAL GOAL: To present the student with appropriate occupational information about the world of work.

CONCEPT: Society needs both producers and consumers of services.

BEHAVIORAL OBJECTIVE: The student will be able to differentiate between consumers and producers.

**CONTENT
AREAS**

STRATEGIES

**RESOURCE
MATERIALS**

Language Arts

The students will listen to and discuss Lesson 4, "How Do Families Produce?"

Recorded Lesson 4,
Families at Work, SRA

Language Arts,
Social Studies

Using page 4 of the Activity Book, the student will distinguish between activities that show producing and those that show consuming.

Activity Book
Families At Work

Physical Education,
Language Arts

The students will recite nursery rhymes and act out and identify who the producers and consumers might be in.... "Hickety Pickety," "Sing A Song of Sixpence," "The Queen of Hearts," Handy Spandy."

Time for Poetry
Scott Foreman

Art, Language Arts

The students will construct a chart illustrating and classifying work: We All Produce - We All Consume

Chart paper, Magazines

Language Arts,
Physical Education

The students will dramatize production or consumption activities (washing dishes, cleaning rooms, eating dinner) while class guesses.

Music

The students will sing "Here We Go Round the Mulberry Bush," adding service & consuming words.

Language Arts

The students will listen and discuss the poem "Auto-mobile Mechanic."

Families At Work
Teacher's Edition P. 40

STUDENT OUTCOMES: Unit VI

1. The student will list at least 3 jobs he likes to do at home.
2. The student will be able to illustrate at least two jobs other members of his family do.
3. The student will be able to role play "a day in the life of his family."

Unit VII

EDUCATIONAL GOAL: To present the student with appropriate occupational information about the world of work.

CONCEPT: People work for various rewards or satisfactions.

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of his father's/mother's occupation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	The students will view and discuss films on various jobs fathers do. The students will answer questions such as: What does your dad do? Does he wear a uniform?, etc.	Film: <u>Fathers Go Away to Work - International Communication Foundation</u>
Language Arts	The students will take home a questionnaire or letter, requesting information about their parent's/parents' job.	Sample letter under miscellaneous
Language Arts	The students will describe their parent's job and tell where he works.	Cloth, needle, thread
Art	The students will construct or sew daddy or mommy bags. (to be used with activity that follows)	Daddy/Mommy Bags
Social Studies	The students will take the daddy or mommy bag home for the tools used on their jobs. Students will use bags to explain to class the job of daddy or mommy.	
Art	The students will put together a bulletin board or individual collage from pictures of his parent's occupations.	Magazines, snap shots

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of his father's/mother's occupation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
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Social Studies	The student will role play occupation of parents using the tools, hat, objects, equipment, materials.	Tools, equipment
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Social Studies	The students will visit some of the places where the parents are employed. Other parents will visit classrooms and tell about their jobs.	
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Language Arts	The students will write experience stories recalling facts and details.	Tag board, lined chart paper
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Math	The students will arrange tools in sets and count number in each set.	$\underline{5}$ 0 set of large tools $\underline{5}$ 0 set of small tools
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Math	The students will use one-to-one correspondence to match tools with user or job to determine equivalent and non-equivalent sets.	Flannel board, cut outs.
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INFORMATIONAL OBJECTIVE: The student will become aware of the importance of the work his father/mother does and why he or she works.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	The students will listen to and discuss the story, <u>The Brown Family</u> .	<u>Families At Work - SRA</u>
Social Studies	The students will view and discuss a film.	Film: <u>Why Fathers Work</u>
Social Studies	The students will invite a parent in to talk about: Why he works?, How the money is spent?, Why?, How money is saved?	Parent
Physical Education, Social Studies	The students will tour a bank.	Bank in Community
Language Arts	The students will dictate and illustrate an experience story, using the information gained from the parent's visit. "People do work," "They work many places," "They make money," "They use the money for many things."	Chart paper, tag board
Social Studies	The students will read, follow as the teacher reads "Mothers At Work, Fathers Work Too," and follow directions called for at the end of the story.	<u>New Pilot, School Home Supplement, Spring 1971</u>

STUDENT OUTCOMES: Unit VII

1. The student will be able to state at least one specific duty of his father's/mother's trade.
2. The student will be able to list some reasons why his/her parent/parents work.
3. After visiting places of employment, the student will be able to give detailed reports.

EDUCATIONAL GOAL: To present the student with appropriate occupational information about the world of work.

CONCEPT: People do different work to supply different needs and services.

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	<p>Given a pre-arranged bulletin board of workers, the student will indicate the appropriate place of work for each.</p> <p>Paper boy Mailman Fireman</p> <p>Milkman Garbage Man Telephone installer</p>	Bulletin board : workers places yarns, pins
Language Arts, Social Studies	<p><u>A. Paperboy</u></p> <p>As a homework assignment the student will plan and carry out an interview with his paper boy. The student will list things to find out:</p> <p>What is the name of the paper you carry? What tools do you need? May I borrow some to take to school? How many papers do you carry? How do you get the papers? How do you deliver the papers? Do you keep all the money my mother pays you?</p>	
Language Arts	The student will report the results of his interview to the class.	
Social Studies	The student will bring in and display the paper boy's tools.	Bag, Punchers, Cards

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies, Math	<p>The student will role play a day in the life of a paper boy.</p> <ul style="list-style-type: none"> (a) Papers are loaded in the truck. (b) Truck delivering papers to pick up point. (c) Paper boy counting papers. <p>Paper boy delivering papers. Paper boy collecting money-making change.</p>	
Social Studies, Language Arts	<p>The student will name and use the local newspaper and bring in one article of interest to him.</p>	
Language Arts	<p>The student will write and illustrate an experience story.</p> <p>The Paperboy The paperboy comes to the house. He brings the Progress-Index. He brings a bag, hole punchers, and cards. He brings the papers on Sun., Mon., Tues., Wed., Thurs., Fri., and Sat. He collects money on Friday. He is friendly and nice.</p>	Tag board
Language Arts, Math	<p>The student will use the experience story in the learning center to play games.</p> <ul style="list-style-type: none"> (a) classifying <ul style="list-style-type: none"> 1. h words 2. f words 3. b words (c) rhyming words (d) counting - 1 days, 2 tools 	Tag board, pictures

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	During Fire Prevention Week, the students will visit the fire house for on the job information.	Firehouse, fireman
Social Studies	The students will invite the fireman to visit the school and demonstrate how he used the fire engine.	Fireman
Social Studies	The students will list the tools the fireman uses and discuss the use of each.	Chart paper
Art, Language Arts	The students will draw, or find pictures to illustrate "words for the fireman," hose, ax, truck, boots, hydrant, water, ladder.	Chart paper
Math	The students will find pictures of various kinds of fire trucks and compare them, noting differences in size and equipment.	Pictures of fire trucks
Music, Language Arts	The student will think about the fireman and what he does as he sings songs and recites poems.	Songs: "The Fireman." <u>The Kindergarten Book.</u> "Fire! Fire!" <u>This is Music Bk 1.</u> "Fire Truck Song," <u>Music for Young Americans</u>
Language Arts	The students will write stories, riddles, and poems about the fireman after reading books and viewing films and filmstrips.	Poems: "About Firemen," "I Want to Be A Fireman"

INFORMATIONAL OBJECTIVE:

The student will identify the workers who come to the home and find out how his family is dependent on them.

Content Areas	STRATEGIES	Resource Materials
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Language Arts

After listening to a story about the fireman, the students will discuss the meaning or use of such words as siren, alarm box, false alarm, fire alarm box, fire drill, fire escape, uniform.

Films: A Day with Fireman Bill, Firehouse Dog, The Fireman; Book: About Firemen

Social Studies

The students will use tapes and study prints to answer the question, "Why is the fireman important to us?"

Filmstrips: The Fireman, Johnny the Fireman; Tape: "Chief Quench of Fire Station Number One" Study Print: "The Fireman"

Social Studies, Language Arts

After viewing and discussing a film, the student will take turns making an imaginary emergency phone call.

Film: Telephone for help.
BFR - Toy Telephones

Social Studies

As a homework assignment the student will complete a list of emergency numbers. (fire, police, doctor, hospital) to keep near his phone at home.

Language Arts, Music

The students will plan a fire safety program to share with their parents or another class.

Poster, songs, skits, plan of home fire drill



INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Physical Education, Social Studies	The students will go outside to the delivery door and watch the milkman deliver milk to the school.	Milkman and milk truck
Science	The students will discuss the use of all the equipment the milkman uses. (racks, refrigeration, truck)	
Math	The students will compare the products for school delivery with those for home delivery. (half pints, pints, quarts, half gallons, gallons)	Milk containers.
Social Studies	After viewing a filmstrip, the students will discuss and list the duties of the milkman. The Milkman He delivers milk to our house. He sells other things. He drives a truck. He keeps a record of the things he leaves at each house. He has to get up early in the morning.	Filmstrip: <u>The Milkman</u> EBF
Art, Language Arts	The students will make a bulletin board depicting the products the milkman brings.	Magazines
Language Arts	After listening to poems about the milkman, the students will dictate an original poem.	Poem: "The Milkman," "Away We Go"

INFORMATIONAL OBJECTIVE: The students will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	MAILMAN	STRATEGIES	RESOURCE MATERIALS
Social Studies	After identifying the picture of a mailman on the bulletin board, the students will view and discuss a flin about his job.		Film: <u>Dude Thomas, Mailman</u>
Social Studies	The students will visit a post office and observe the workers.		Post Office
Social Studies, Language Arts	The students will make a flow chart depicting the steps a letter goes through from mailing to receiving.		Chart paper, crayons, felt-tipped pens.
Social Studies, Art	The students will play a sequence game showing the above process in the proper order.		Tag Board, cards, pictures
Language Arts	The students will demonstrate knowledge of their full name and address by addressing an envelope to themselves.		Envelopes
Art, Math	The students will construct a post office and take turns being the mailman.		Cardboard, box, paint, brushes, scissors
Language Arts, Math	The students will mail cards to each other (use school address). Each student will buy an 8¢ stamp, first determining how much change he should receive from a dime or a quarter (advanced student), or how many pennies to add to 5¢, 4¢, 3¢, 2¢, 1¢.		Stamps, money

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
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Social Studies, Language Arts	After a class discussion regarding Christmas mail, the student will explain why he thinks the Christmas Season is the busiest time of the year for postal workers.	Christmas Cards, Packages
Language Arts	The student will make booklets containing new vocabulary such as postman, mailbag, mail.	Films: <u>The Mailman, Modern Post Office</u> Filmstrips: <u>The Mailman,</u> Books: <u>I Want to Be a Postman,</u> <u>True Book of our Post Office</u> <u>and It's Helpers, About Postmen, How We Get Our Mail.</u>
Social Studies	The student will gather more information from films, filmstrips, songs, and books, and write a story about some aspect of the postal service.	



INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	<p><u>The Trash Collector</u> The students will invite a trash collector to visit the class and tell about his work.</p>	Trash Collector
Social Studies, Health	<p>The students will determine the importance of the trash collector's job by discussing what would happen if there were no pickups for a month.</p>	
Language Arts	<p>After studying story prints and viewing films and filmstrips, the students will dictate an experience story.</p>	<p>Film: <u>A Community Keeps Clean</u> Filmstrips: <u>Keeping the City Clean and Beautiful, The Sanitation Department Crew</u></p>
Art	<p>The students will draw pictures of the trash collector at work.</p>	Crayons, paper, pencil
Social Studies	<p>The student will list ways in which he can help the trash collector.</p>	

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts, Social Studies	<p><u>Telephone Installer</u> The students will invite a telephone installer to talk about his job and to show his tools and equipment.</p>	Telephone Installer, Equipment
Social Studies	The students will install two telephones in the classroom with the help of the installer.	Telephones
Language Arts	The students will use the telephone to aid in acquiring good telephone manners.	Telephones
Math, Art	The students will construct a cardboard model telephone by cutting and pasting triangles, numbers, circles, rectangles - (to be taken home later.)	Printed Cardboard, sheet, scissors, paste.
Math	The students will write own telephone number in the telephone directory of another student.	Pupil telephone directory
Language Arts	Following T.V. Language Corner, the students will construct telephones and have conversations together observing good telephone manners.	T.V. Language Corner Lesson No. 16 - Paper cups, string or wire.

STUDENT OUTCOMES: Unit VIII

1. The student will be able to name the 6 workers discussed in the unit.
2. The student will be able to tell how each worker meets the needs of the family with 100% accuracy.
3. The student will be able to identify the words discussed in the unit by circling each as it is called.

EDUCATIONAL GOAL: To encourage wholesome attitudes toward all fields of work.

CONCEPT: People do different work to supply different needs and services.

INFORMATIONAL OBJECTIVE: The student will identify the workers around the school community.

CONTENT
AREAS

STRATEGIES

RESOURCE
MATERIALS

Social Studies

The student will tour the neighborhood.

Neighborhood Workers

Social Studies

The students will indicate the buildings they wish to be photographed. Students will interview the workers found at the buildings. (Should take several days.)

Same as above

Language Arts,
Art, Social Studies

After photographs have been developed, students will begin a class scrapbook and classify pictures and match with workers employed.

Scrapbook, Pictures, Glue,
building listed.

Places for fun

Theater - usher

Mall - janitor

Services

Service Station - attendant

Bank - teller

Stores

Grocery - grocer - clerk - checker

Bakery - baker - sales person

Clothing - clerk

Construction Site - builder - construction worker - carpenter

Math

The students will draw a map of the school neighborhood.

Butcher paper, pencils

INFORMATIONAL OBJECTIVE: The student will identify the workers around the school community.

CONTENT

AREAS

STRATEGIES

RESOURCE

MATERIALS

Math

The students will construct the buildings found in the neighborhood for dramatizations. grocery store clothing store bank

Hammer, saw, nails, boxes, lumber

Math

The students will use the store to solve problems in making change, counting.

Play money, objects for sale

Language Arts

The students will write thank you letters.

Paper, pencils

Social Studies

The student will invite a baker to the class to discuss how baking is done using many workers and dividing the work among employees.

Baker

Math, Language Arts

The students will make cookies and serve to the class. The class will be divided into committees. Measuring Committee, Mixing Committee, Baking Committee and Serving Committee.

Chart with cookie recipe, flour, eggs, salt, sugar, pan, sifter, measuring cup, bowl, spoon

Language Arts, Social Studies

The students will use the learning centers to find additional information about workers in the neighborhood. Library Center, Film Center and Listening Center.

Books: I Want to be.....
Series by Carl Greene

STUDENT OUTCOMES: Unit IX

1. The student will be able to classify pictures under the proper heading with 100% accuracy.
2. The student will be able to place buildings found on the school community correctly on the map.
3. The student will be able to make change using denominations up to a dollar.

Unit X

- EDUCATIONAL GOAL:** To encourage wholesome attitudes toward all fields of work.
- CONCEPT:** A society needs both a producer of goods and a producer of services.
- INFORMATIONAL OBJECTIVE:** The student will become aware of the meaning of work and perceive its importance to society.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Math, Language Arts	The students will use the "learning tree" again. They will put the names of the workers who come to the house according to the skills they use.	Refer to school helpers reading, writing, speaking, using numbers.
Language Arts	The students will create riddles about the workers and present them to the class.	Paper, pencils, workbooks, picture, file.
Physical Education, Language Arts	The students will choose a picture of a helper and dramatize what the worker does.	Workers, pictures, file
Social Studies, Language Arts	The students will review the services of all the workers who come to the home, and those in school neighborhood.	Charts, experience stories.
Art	The students will choose a construction project and work on it through its completion. Post Office-truck.	Variety of art materials
Art	The students will paint a mural for the hall bulletin board.	Paints, brushes

EVALUATION

1. Teacher observations will be used to determine whether attitudes, values, and skills taught are being practiced.
2. Questions and games will be devised to determine student's growth in understandings and to judge the need for review and reinforcement.
3. A skills check list will be used to measure progress and to compare.
4. Discussion will serve as a tool in judging growth in the content area.
5. Conferences, both informal and planned, will be used to assess pupil's understanding of concepts.
6. Standardized and teacher-made tests will be used in evaluating pupil's comprehension.

SUGGESTED LETTER TO PARENTS

Alternative: Interview

Dear Mr. _____
(parent or guardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s Class.
(child's name)

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____
2. What are some of your duties? _____
3. Is there anything about your work which the children in our class would enjoy seeing (pictures materials, tools, uniforms, etc.)? _____
4. Would a field trip to your place of employment be beneficial at this grade level? _____

Thank you for your consideration.

Sincerely yours,
(teacher)

Phase I -- Career Awareness

Grade 2

Master Unit: Careers In Our Neighborhood
and Community

Introduction

Career Awareness on the Second Grade Level involves job skills which relate to the neighborhood and community.

Through the Career Awareness Program, the student will appreciate the importance of the community as an integral part of the world and his importance in the world of work.

Educational Goals

1. To develop within each student a positive attitude toward all work by providing him with occupational information to make him aware of the meaning of work and its importance to himself and to society.
2. To provide observational and "hand-on" experience in which the world of work is presented in a manner that is realistic and appropriate to the student's stage of development.
3. To inform the student about the many occupational opportunities within his own school, neighborhood, and community.
4. To develop within each student a realization of what society is (neighborhood, community, city) and that he is an important part of that society.

Concepts

1. Work should be approached with a positive attitude.
2. Society could not exist without workers.
3. As a member of society, he has a responsibility to work.
4. Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).
5. Understandings of work will change as a child grows.
6. There are many job opportunities within any social unit.
7. All jobs are interdependent.
8. People group themselves according to needs, jobs, and income.
9. All social units are composed of people, buildings, and land.
10. Social units differ in the use of land and buildings and the work of people.

Informational Objectives

1. The student will demonstrate a knowledge of the jobs of his parents.
2. The student will demonstrate a positive attitude toward all jobs, and will discuss the meaning of work and its importance to himself and to society.
3. The student will identify various schools, neighborhood and community workers. (Industrial worker, construction worker, banker, druggist, utility worker, service station attendant, restaurant worker, etc.)
4. The student will identify the people who protect our health. (Doctor, nurse, garbage man, medical worker, custodial worker.)
5. The student will identify the helpers who provide and bring our food to us. (Dairyman, baker, rancher, groceryman, truck driver, engineer, pilot, captain, and cab driver.)
6. The student will identify the people who protect him in the neighborhood and community. (Policeman, fireman, emergency crew, ambulance services, communication worker.)
7. The student will become aware of the development of our social units (neighborhoods, communities, towns, and cities).
8. The student will demonstrate a knowledge of basic map reading.
9. The student will identify the different work opportunities in the recreational fields (sports, park attendant, and forest rangers).

Unit I

- Educational Goal:** To inform the student about the many occupational opportunities within his own school, neighborhood, and community.
- Concepts:** Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).
- Informational Obj.:** The student will identify various school, neighborhood and community workers. (Industrial worker, construction worker.)

CONTENT
AREAS

STRATEGIES

RESOURCE
MATERIALS

Music

Students will learn our "Safety Song" and use it each day during opening exercises.

Handbook of telelessons
"All Aboard For Music"

Social Studies

"Every morning very early, Our bus comes to school. Turn that way; Turn that way. My bus driver knows the way to bring me safely here, And take me safely home."

(Has verse one dealing with Policeman, Bus Driver, verse given)

During verse one, choose a child to be "policeman" and one to be the "light." "Light" holds red and green construction paper (stop and go).
4 students act as traffic.

Poems: "Stop! Go!, " My Policeman"

2nd verse, one student holding cardboard steering wheel acts as bus driver and goes about the room "pecking up" 4 rider, then returns them to seats.

Films: The Policeman, City Bus Driver

Poster can be made of a policeman and his equipment and of the bus driver and his bus.

Posters, magazines, drawings, paper, and crayons

Suggested Student Outcomes - Unit I

1. The student can sing the "Safety Song" and role-play the policeman and bus driver.
2. The student can tell how each of these workers protect us and keep us safe on our way to school and on our way home.

Unit II

- Educational Goal:** To develop within each student a positive attitude toward all work by providing the student with occupational information to make him aware of the meaning of the work and its importance to himself and to society.
- Concepts:** Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, and city.)
- Informational Obj.:** The student will demonstrate a knowledge of the jobs of his parents.

CONTENT
AREAS

STRATEGIES

RESOURCE
MATERIALS

Language, Social Studies

The student will conduct an interview with his parents and find out the jobs they hold outside the home.

parents,
Film: Appreciating Our Parents

Language, Social Studies

The student will bring in tools, materials, uniforms and other articles and explain how the parent uses these in his occupation.

Language

The student will dramatize the jobs of his parent or parents while others guess what the job is.

Books: My Family and I, Mommies at Work

Writing, Reading

The student will write a story or poem about his parent's job, and read it to the class.

Pencils, Paper, Dictionary, Speller

Social Studies, Writing

The student will classify jobs performed by the parents.
Producers services

Poem: "The Family"
Film: Why Fathers Work

Social Studies

The student will view films and filmstrips of producers.

Filmstrip: Family Members Work

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of the jobs of his parents.

COURSE
AREAS

... STRATEGIES ...

RESOURCE
MATERIALS

Art, Writing,
Spelling

The student will draw himself performing either one of his parent's job and write a short story about his picture. (The pictures will be displayed under captions. Mother's Work, Father's Work)

Drawing paper,
crayons, and pencils

Social Studies,
Language

The student will decide how each of these jobs is a help to us in the community.

Suggested Student Outcomes - Unit II

1. The student can dramatize the work of his or her parents.
2. The student can classify and make a written list of jobs as to producers of goods and services.
3. The student can write a brief story or poem about the work of his parents.
4. The student can tell how each of these jobs is a help to us in the community.

Unit III

Educational Goal: To develop within each student a positive attitude toward all work by providing him with occupational information to make him aware of the meaning of work and its importance to himself and to society.

Concept: Society could not exist without workers.

Informational Obj.: The student will demonstrate a positive attitude toward all jobs, and will discuss the meaning of work and its importance to himself and to society.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	The student will share with the class the various jobs that are carried on in his neighborhood.	Poem: "The New Neighborhood", Filmstrip: <u>Sights and Sounds of the Neighborhood</u>
Math, Social Studies	The student will list at least two jobs that are done in his neighborhood. Check newspaper and magazines for illustrations. Cut paper to the correct size to frame pictures.	Magazines, newspaper, construction paper, paste, scissors, rulers, pencils
Language, Social Studies	The student will name a job that is not carried on in his community, but he has seen on T.V. The class will name contributing reasons.	T.V.
Music, Social Studies	The student will listen to records and sing songs about helpers in the neighborhood and/or community.	Records, record player, song books (text)
Art, Social Studies	On a duplicated sheet of a male or female head, the student will draw and color the appropriate uniforms worn by that particular helper.	Pencil, crayon or paint, worksheet

Suggested Student Outcomes -- Unit III

1. The student can name orally at least two jobs that are done in his neighborhood.
2. The student can name orally jobs that are not carried on in his neighborhood.
3. The student can draw an appropriate uniform of at least one helper.

Unit IV

Educational Goal
To inform the student about the many occupational opportunities within his own school, neighborhood and community.

Concepts:
Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.:
The student will identify the helpers who provide and bring our food to us. (Dairyman, baker, rancher, groceryman, truck driver, engineer, pilot, captain, and cab driver.)

COMMENT
AREAS

STRATEGIES

RESOURCE
MATERIALS

A. Farmer

Social Studies

Students will cut out pictures of plants that are used for food and display on bulletin board.

Magazines, Poem:
"The Barnyard"

Writing, Language,
Spelling

Students will be guided in the making of fact charts and experience charts.

Filmstrip:
Community Friends

Language

During an interview, students will be encouraged to ask questions about the various jobs the farmer performs and methods he uses in growing the food we eat.

Farmer, Film:
The Farmer

Writing, Spelling,
Reading

As a follow-up, students will write a short story of the farmer's talk.

Science

Students will plant seeds in good soil. They will observe the difference in growth of each.

Packets of seeds

Students will be able to list some garden grown foods.

Filmstrip: Fun in
Our Garden

Informational Objective: The student will identify the helpers who provide and bring our food to us. (Dairyman, baker, rancher, groceryman, truck driver, engineer, pilot, captain, and cab driver.)

CONTENT AREAS

STRATEGIES

RESOURCE MATERIALS

Health, Reading

B. The Super Market Workers

Students will discuss the importance of the supermarket and name some of the departments and people in the market.

Greer, Book:
Let's Go To The Supermarket.

Students will take a field trip to a supermarket.

Film: Arithmetic in The Food Store

Arithmetic

Students will construct a supermarket.

Supermarket, Cardboard, Cartons, Cash register, scales

Economics

Students will shop at the market taking turns being clerks and customers.

Play money

Social Studies

C. Baker

Students will visit a bakery to find out what food products are made.

Noldes, Bakery, Films, Reference Books

Language

Students will report to the class the days in the week the milkman comes to their house.

Poem: "The Milkman"

Math

Students will keep a chart of the amount of milk they drink a day for one school week.

Reading

The students will do research to find out what other foods are made from milk.

Library



Suggested Student Outcomes - Unit IV

1. The student is able to identify orally at least five workers who provide food.
2. The student is able to name orally at least three ways our food is brought to us.
3. The student can role play at least one of these workers.
4. The student is able to formulate questions in a group for interviewing.

Educational Goals: To provide observational and "hand-on" experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's stage of development.

Concepts: All jobs are interdependent.
 Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.: The student will identify the helpers who provide and bring our food to us. (Dairyman, baker, rancher, groceryman, truck driver, engineer, pilot, captain, and cab driver.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art, Math, Health	The students will make posters of food in 4 groups using cut-out magazines.	Magazines
Language Arts, Art	The students will design and make menus.	Files: <u>Boats & Ships</u> , <u>The Freight Train</u>
Language Arts, Social Studies	The students will plan and take a trip to the grocery store.	Large pictures
Art, Language Arts	The students will make drawings of "people movers" or "movers of goods."	
Social Studies, Health, Art	The students will use a map of the U.S. to mark the cardinal routes of trains, trucks, etc. to Petersburg.	
Language Arts	The student (according to his level) will write sentences or paragraphs about grocery store workers.	
Language Arts, Social Studies	The students will orally share information.	

Suggested Student Outcomes - Unit V

1. The student is able to orally name the four basic food groups.
2. The student can select pictures for each group and make a poster.
3. The student can select items (words or pictures) and prepare a balanced menu (breakfast, lunch and dinner).
4. The student can distinguish and make a written list of "people movers" and "movers of goods."
5. The student is able to recognize and mark cardinal directions on an outline map of the U. S.
6. The student is able to mark routes of "food movers" to _____
city _____ state _____.
7. The student can share orally and in written form (at least 2 or 3 sentences and in some cases, a paragraph) information gained about his trip to the grocery store.

Unit VI

Educational Goal: To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concepts: Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.: The student will identify various school, neighborhood and community workers. (Industrial worker, Construction worker, banker, druggist, utility worker, service station attendant, restaurant worker, etc.)

CONTENT AREAS

STRATEGIES

RESOURCE MATERIALS

Art	The students will make a small letter box for class mail deposit.	Box:
Language Arts	The students will participate in class discussion.	Books: <u>How We Get our Mail</u>
Language Arts	The students will write stories and read orally.	<u>True Book of Our Post Office and Its Helper,</u> <u>Post Office Workers,</u> <u>I Want to Be a Postman</u>
Language Arts, Social Studies	The students will read storybooks about the Post Office and workers.	Films: <u>Duke Thomas, Mailman, Letter Writing</u>
Art	The students will draw pictures.	
Language Arts	The students will play a post Office game (pretending).	
Language Arts	The students will write letters and address envelopes.	

Informational Objective:

The student will identify various school, neighborhood and community workers.
(Industrial worker, construction worker, banker, druggist, utility worker, service station attendant, restaurant worker, etc.)

CONTENT
AREAS

STRATEGIES

RESOURCE
MATERIALS

Social Studies

The students will visit the Post Office.

Social Studies

The students will mail letters.

Social Studies,
Language Arts

The students will interview a postal worker.

Resource Person

Suggested Student Outcomes - Unit VI

The Postman

1. The student is able to identify those things unique to a post office after a visit there.
2. The student can write, address, and mail a simple letter.
3. The student is able to name orally the different ways mail travels.
4. The student is able to list orally and on paper the requirements necessary to become a postman.

Unit VII

Educational Goal:

To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concepts:

Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.:

The student will identify the people who protect our health. (Doctor, nurse, garbage man, medical worker, custodial worker.)

CONTENT AREAS

STRATEGIES

RESOURCE MATERIALS

A. Doctor

Health, Language
The students will name the different ways the doctor protects our health.

Poem: "The Dentist"
Film: The Doctor

Writing, Language,
Social Studies, Health,
Science

The students will write a letter to a doctor inviting him to visit the class.

Envelope, stamp

The students will interview the doctor by asking him/her questions.

Doctor, Resource Person

Writing, Language,
Spelling, Reading

The students will write a letter of "thanks" to the doctor following his/her visit.

B. Nurse

Health
The students will ask questions to find out how the nurse helps the doctor protect our health.

Film: First Aid on The Spot

Math, Writing,
Language, Reading,
Spelling, Art

The students will be grouped for various activities:
a. Make a chart of class heights, weights, and measurements.
b. Discuss and make basic first aid kits.
c. Discuss and research childhood diseases.

Bancaids, Cotton,
Alcohol, Iodine,
Swabs, Smelling Salts

Informational Objective: The student will identify the people who protect our health. (Doctor, nurse, garbage man, medical worker, custodial worker.)

CONTENT
AREAS

SKILL/TECHNIQUES

RESOURCE
MATERIALS

C. Garbage Man

Language,
Writing, Social
Studies, Health

The students will write ways the sanitation worker helps us.

Sanitation Worker

Art, Writing

The students will draw two pictures -- (1) desirable and (2) undesirable neighborhoods in connection with the job of the sanitation worker. Make captions.

Paint, crayons, Book:
Dear Garbage Man

Science

The student will learn that these helpers need training for driving the truck and operating the automatic machine in the rear.

Health

The students will learn the safety measures needed in operating the sanitation machinery.

Social Studies,
Math

The students will view and study a city map to learn that the city is divided into wards and that a specific group of collectors is responsible for a particular area.

City map

The students will write a letter of invitation to the sanitation department for an interview.

The student will be guided to ask questions such as:

- a. What happens to the garbage when the truck gets full?
- b. Do the workers need any special training?
- c. How often do they usually come?
- d. What are their salaries?

The students will add and/or multiply to find out how many days the garbage is collected in a month.

Suggested Student Outcomes - Unit VII

1. The student can name orally the people who protect our health.
2. The student can name orally two or three ways these people protect our health.
3. The student can recognize and name orally at least three tools of each person.
4. The student is able to tell the training needed to do these jobs.

Educational Goal:

To inform the students about the many occupational opportunities within his own school, neighborhood, and community.

Concepts:

Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city). All jobs are interdependent.

Informational Obj.:

The students will identify the people who protect him in the neighborhood and community. (Policeman, fireman, emergency crew, ambulance services, communication worker.)

CONTENT
AREAS

STRATEGIES

RESOURCE
MATERIALS

Language Arts	A. <u>Policeman</u> The students will listen to a talk by a policeman.	Policeman
Social Studies	The students will begin to understand that the policeman is a friend.	
Language	The students will find out that the police need special training. The students will visit a street corner to observe a policeman directing traffic.	Readers: <u>World of Surprises</u> Poem: "The Policeman"
Reading and Writing	The students will write a story about the policeman. The students will discover that the policeman has a varied schedule.	Film: <u>My Policeman</u> <u>Our World of Work - Neighbors at Work</u>

Informational
Objective:

The students will identify the people who protect him in the neighborhood and community. (Policeman, fireman, emergency crew, ambulance services, communication worker.)

..... CONTENT
AREAS

..... STRATEGIES

..... RESOURCE
MATERIALS

B. Fireman

The students will view a film.

The students will visit a fire station to observe and ask questions.

The students will share personal experiences about fires in the neighborhood.

The students will do research to find out that a helicopter is often used in fighting fires.

The students will view films to see the devastating effects of forest fires.

Films: Firehouse Doc
The Fireman

Book: About Fireman

Film: A Day With
Fireman Bill

Filmstrip: Johnny
the Fireman

Suggested Student Outcomes - Unit VIII

1. The student is able to identify and name on paper at least three of the protectors of the community or neighborhood.
2. The student is able to recognize and name both orally and on paper some tools of each of these protectors.
3. The student can role play each of these three protectors.
4. The student is able to list on paper the special training necessary to be a policeman and to be a fireman.

Unit IX

Educational Goal:

To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concepts:

Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city.) All jobs are interdependent.

Informational

The student will identify the different work opportunities in the recreation fields (sport, park attendant, and forest ranger).

CONTENT AREAS

STRATEGIES

RESOURCE MATERIALS

Art

The students will find pictures of different recreational workers.

Magazines, scissors, paste

Language Arts

The students will participate in class discussion.

Language Arts, Art

The students will write stories from pictures out of the magazines.

Language Arts

The students will read storybooks on recreational workers.

Career Comic Books,
I Want To Be series

Math

The students will be able to identify the number of players on the different sport teams.

Language Arts

The students will participate in game and simulation activities. (Charades)

Social Studies

The students will visit the recreation park.

Social Studies,
Language Arts

The students will interview recreational workers.

Resource Person

Music

The students will listen to records and sing songs of recreational workers.

Songs: Take me out to the Ball Game, Smokey, The Bear

Suggested Student Outcomes - Unit IX

1. The student is able to write on paper a short story from pictures of recreational workers.
2. The student can select appropriate books for each worker.
3. The student can participate in games and simulations through role playing.
4. The student can formulate questions in a group for interviewing recreational workers.
5. The student can identify recreational workers by listening to records.

Unit X

Educational Goal: To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concept: Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.: The student will identify various school, neighborhood and community workers. (Industrial worker, construction worker, banker, druggist, utility worker, service station attendant, restaurant worker, etc.)

CONTENT
AREAS

Art, Language Arts,
Social Studies

STRATEGIES

The students will dress a flannel doll in one of several occupational dresses. They will answer prepared questions regarding that occupation and draw a picture of themselves in that occupation.

(This can be set up as a learning center).

RESOURCE
MATERIALS

"I Want To Be A..."
Set (flannel) paper,
pencil

Student Outcomes - Unit X

1. The student is able to select and dress appropriately at least three career dolls.
2. The student is able to answer on paper, independently, these questions:
 - A. What are the tools of this career?
 - B. Does this career have to have special schooling?
 - C. Would like to work in this career?
3. The student is able to draw a picture of himself in this job.

Unit XI

Educational Goal:

To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concepts:

Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.:

The student will identify various school, neighborhood and community workers. (Industrial worker, construction worker, banker, druggist, utility worker, service station attendant, restaurant worker, etc.)

CONTENT AREAS

STRATEGIES

RESOURCE MATERIALS

Music

The students will walk (as a group) around the school to see the workers busy on their various jobs.

Music text, pp. 17, 18

Language

The students will discuss what would happen if one or all of these workers did not work.

Filmstrip: Keeping the City Clean and Beautiful

Math

The students will count each worker they see.

Child experience

Social Studies, Language

The students will be asked:
If you had one of these jobs which one would you choose?

Films: A Community Keeps Clean, Our Community, People Who Work at Night

Informational
Objective

The student will identify various school, neighborhood, and community workers. (Industrial worker, construction worker, banker, druggist, utility worker, service station attendant, restaurant worker, etc.)

CONTEXT

SPECIFICIES

RESOURCE

ACTS

MATERIALS

Film:
Workers Who Come
To Our House

What is your reason?
What special training would you need? Why?

Social Studies,
Language

The students will visit the neighborhood around the school and compare it with their own.
(Show likeness and difference)

Social Studies

The students will view film strips about community helpers.

Filmstrips: Community
Helpers, Series II
filmstrip, projector

Social Studies,
Math

The students will number and review jobs they saw being carried on in the film.

Book: Community Friends

Social Studies

The students will go to the library and look for books on various helpers.

library books

Writing, Language,
Spelling

The students will learn and tell about the helpers who protect us. They will make a list while the teacher writes them on the board.

Teacher, chalk, chalkboard, pencil, paper

Suggested Student Outcomes - Unit XI

1. The student can name at least four jobs that are done in his school.
2. The student can tell what would happen if one of these workers did not work.
3. The student can tell if special training is needed for these jobs by an interview.
4. The student can select appropriate books on various professions.

(Continued) Suggested Student Outcomes - Unit XI

5. The student can tell orally how neighborhoods are alike and how they are different.
6. The student can list on paper those helpers who protect us.

Unit XII

Educational Goal: To develop within each student a realization of what society is (neighborhood, community, city) and that he is an important part of that society. (This will cover several weeks.)

Concepts: People group themselves according to needs, jobs and incomes. All social units are composed of people, buildings and land. Social units differ in the use of land and buildings and the work of the people.

Informational Obj.: The student will become aware of the development of our social units (neighborhood, communities, towns, and cities).

CONTENT
AREAS

STRATEGIES

RESOURCE

MATERIALS

Language Arts

The students will read and discuss Lesson 1, 2, 3, of Our Working World. (Records accompany lessons.)

Our Working World

Art

The students will make, color, and cut out buildings, people, appointments of a "Paper City" for large bulletin board. It will grow and change as the concepts of the students enlarge and change. The "Paper City" is a central "spring board" for several months study of occupations within these social units.

Construction paper,
crayons, pencils,
scissors

Language Arts

The students will write stories, poems, paragraphs, or sentences (level & interest) about occupations within the social unit.

Paper, pencils

Suggested Student Outcomes - Unit XII

1. The student will be aware of the reasons for and factors contributing to the growth of a city and of a community.
2. The student will make maps of a community and will include at least two neighborhoods and natural and man-made boundaries. He will make a key, coding, residences and public and business buildings. He will mark cardinal directions.
3. The student will, in group discussions, display an understanding of the likeness and differences of neighborhoods.
4. The student will demonstrate, by drawing, an understanding of cardinal directions and map keys.
5. The student will discuss the causes of a neighborhood's growth and change. (People moving, higher pay, use of factories.)
6. The student will discuss the reasons for a city's growth and change. (People moving to a city - many neighborhoods - many factories - greater selection of goods and jobs.)

EVALUATION

1. Evaluation of understandings
 - a. Observe class participation.
 - b. Give objective-type tests.
 - c. Observe contributions to group discussions.
 - d. Give a pre-test and post-test to evaluate achievement in the classroom.
 - e. Observe the giving of oral and written reports.
 - f. Observe behavioral changes in group and individual tasks.
 - g. Have group discussions.
2. Evaluation of Skills
 - a. Observe the growth in reading for information.
 - b. Observe the desire to do more research.
 - c. Observe participation in writing a short play to be dramatized.
 - d. Observe a desire to read from many sources for information.
 - e. Observe how well the learner can locate places on maps and globes.
 - f. Observe the knowledge of the vocabulary of the World of Work gained from the context.
 - g. Observe growth in letter writing and spelling.
 - h. Observe growth of distinguishing between fact and opinion.
 - i. Observe the creative work of the pupils done during the unit.
 - j. Observe the ability to make comparisons.
 - k. Observe how well the students discuss and interpret pictures and visual aids.
3. Evaluation of Attitudes
 - a. Observe the ability to carry a fair share of the work load in a small group.
 - b. Observe the ability to observe rules established by the group.
 - c. Observe the respect shown for the ideas and feelings of classmates.
 - d. Observe the desire to share with each other.
 - e. Observe the development of an appreciation for the efforts of workers who provide goods and services to our community.
 - f. Observe the development of an appreciation for the contributions of people in the city and state as well as the nation.

EVALUATION - (Continued)

4. Teacher - Pupil Evaluation

The teacher - pupil conference can be of great help in assisting students in showing progress and growth and also in discovering particular learning problems and difficulties that they may have.

5. Pupil Evaluation

- a. The pupils may evaluate their own work by individual conferences with the teacher.
- b. The pupils will mark individual check list sheets.

MISCELLANEOUS

Letter to Parents:

Dear Mr. _____,

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of the boys and girls in _____ class.

Would you answer these questions for us and send it to school by your child. We will study how your job affects our lives.

- (1) What is your job? _____
- (2) What are some of your duties? _____
- (3) Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.) _____
- (4) Would a field trip to your place of employment be beneficial at this grade level? _____
- (5) Would you serve as a field trip aide when we take field trips? _____
- (6) Would you serve as a classroom consultant in relating skills and occupations you use? _____

Sincerely,

LETTER TO RESOURCE PERSON

Dear: _____

Our second grade class is studying the importance of all kinds of work. We would like to learn more about the work of the people in our neighborhood and community.

Your job as a _____ is of interest to us.

We would like very much for you to come to visit our class and to talk to us about your job.

If this is possible, please let us know when it would be convenient for you to come.

Thank you,

P.S. Please bring any pictures, articles, movies or other materials you may have available.

CHARTS

What's My Line

- I use a closed white truck in my work.
I visit each home twice a week.
I must be strong to do my work.
I keep you healthy.

Who Am I?

Answer: Garbage Man

Our Helpers

- Producers - make things for us.
Services - do things for us.

Producers Give Services

Farmer	Barber
Dairyman	Doctor
Rancher	Nurse
	Fireman
	Garbage Man
	Teacher

Be A Good Worker

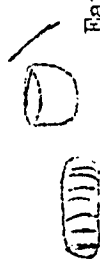
1. Know your job.
2. Do your job well.
3. Be courteous.
4. Be co-operative.
5. Be on time.

Safety Rules

- STOP! LOOK! LISTEN!
Before you cross the street,
Use your two big eyes
Before you use your feet!

BULLETIN BOARDS IDEAS

Cereals and Breads



Eat Some Every Day

Dairy Products

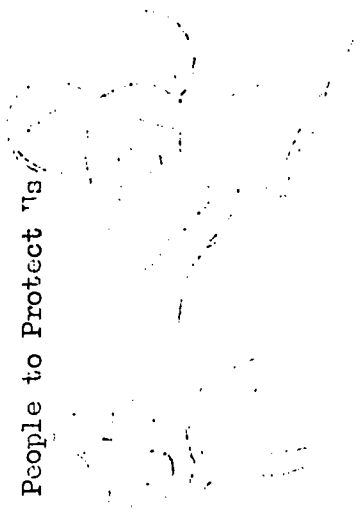


Fruits and Vegetables

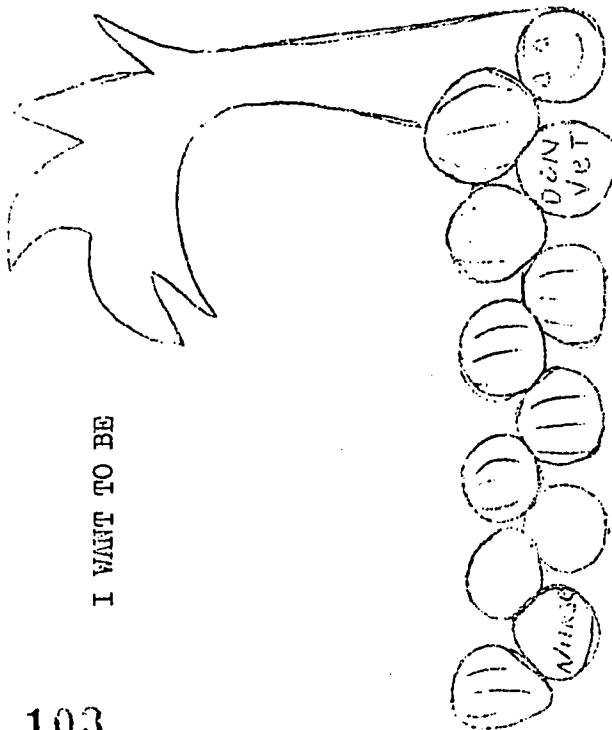


Meat, fish, Poultry

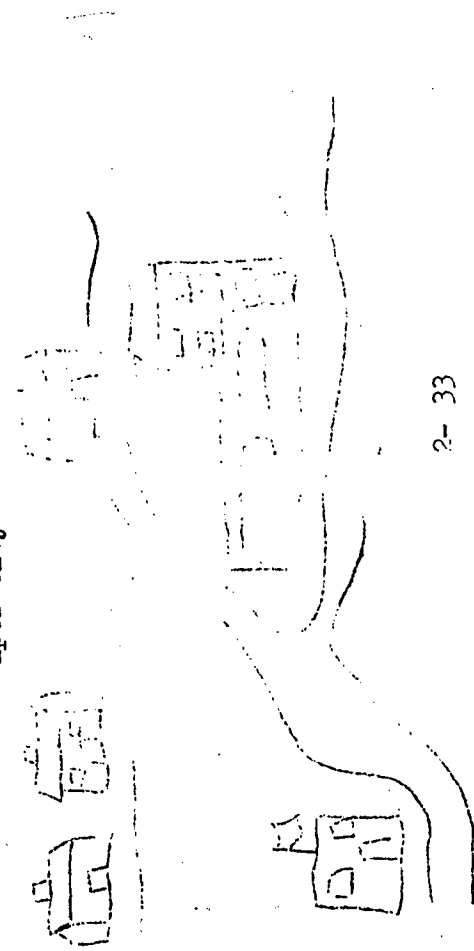
People to Protect 'Is



I WANT TO BE



Paper City



2- 33

FILMS:

- | | | | |
|-----|---|-----|---|
| 1. | <u>A Community Keeps Clean</u> | 19. | <u>Fred and Billy take an Airplane Trip</u> |
| 2. | <u>A Day With Fireman Bill</u> | 20. | <u>Fred meets a Bank</u> |
| 3. | <u>Airplane Trip by Jet</u> | 21. | <u>The Freight Train</u> |
| 4. | <u>Appreciating our Parents</u> | 22. | <u>Getting the News</u> |
| 5. | <u>Are Manners Important</u> | 23. | <u>Let's Visit a Shopping Center</u> |
| 6. | <u>Arithmetic in the Food Store</u> | 24. | <u>The Lumberman</u> |
| 7. | <u>Behind the Scenes at the Supermarket</u> | 25. | <u>Newspaper Serves its Community</u> |
| 8. | <u>Billy's Helicopter Ride</u> | 26. | <u>Our Community</u> |
| 9. | <u>Bread</u> | 27. | <u>Policeman</u> |
| 10. | <u>Care of Pets</u> | 28. | <u>Policeman Walt Learns his Job</u> |
| 11. | <u>Cattle Drive</u> | 29. | <u>The secretary</u> |
| 12. | <u>City Bus Driver</u> | 30. | <u>The Truckdriver</u> |
| 13. | <u>Community Keeps a House</u> | 31. | <u>People Who Work At Night</u> |
| 14. | <u>Dairy Farms</u> | 32. | <u>Why Communities Trade Goods</u> |
| 15. | <u>The Doctor</u> | 33. | <u>The Passenger Train</u> |
| 16. | <u>Farmer Don and the City</u> | 34. | <u>Boats & Ships</u> |
| 17. | <u>The Farmer</u> | 35. | <u>The Busy Harbor</u> |
| 18. | <u>First Aid on the Spot</u> | 36. | <u>Duke Thomas Mailman</u> |

FILMS
(Cont.)

37. Firehouse Dog
38. Letter Writing for Beginners
39. Modern Post Office
40. Railroad Rhythms
41. Telephone for Help
42. The Fireman
43. The Mailman
44. Why Fathers Work

ALL OF THE ABOVE FILMS ARE AVAILABLE AT DITM, Petersburg, Virginia

105

SUPER 8MM FILMS

1. The Dairy
2. Community Responsibility

FILMSTRIPS:

1. Family Members Work
2. Going To and From School
3. A Day With Your Family
4. Trucks Work For Us
5. Johnny the Fireman
6. Keeping the City Clean and Beautiful
7. Sights and Sounds of the City
8. Sights and Sounds of the Neighborhood
9. Taking Care of Property
10. The Milkman
11. The Sanitation Dept. Crew
12. Community Service Series
13. Community Health Series

RECORDS:

1. "Listening Activities," Vol. 1
2. "Sounds Around Us."
3. "Sing a Song of Home, Neighborhood and Community."
4. "Living With Others."

CASSETTES:

Educational Progress Corp., Awareness of the World Around You

"Do You Have A Happy Mirror?"

"But What Can I Do?"

"Chief Quench of Fire Station Number One."

STUDY PRINTS:

1. Awareness of the World Around You:

"Do You Have A Happy Mirror?"

"But What Can I Do?"

"Chief Quench of Fire Station Number One."

2. Peabody Language Development Kits, Level 1: "I Wonder" Cards

3. SVE: "School Friends of Helpers."

4. "Understanding Our Feelings."

PUPIL ACTIVITY BOOKS:

Our Working World, Families at Work, S.R.A. Chicago, Ill.

POEMS

"City Streets and Country Roads"

"Texas Trains and Trails"

"Automobile Mechanic"

"Stop! Go!"

"Boats"

"Motor Cars"

"The Barnyard"

"The Dentist"

"The Family"

"Trains at Night"

"My Policeman"

"The New Neighbor"

"The Ways of Train"

"Everybody Says"

"The Milkman"

from Time for Poetry
Scott Foresman and Co.

2 - 37

PHASE I -- Career Awareness

Grade 3

Master Unit -- Careers In and Around the City

3 - 1

INTRODUCTION

The purpose of the Career Awareness Program in grade three is to acquaint students with city workers, focusing primarily on workers in communication, transportation and city government. It is designed to help the students recognize the dependence of the city workers upon each other and upon other workers all over the world and to recognize environmental factors which cause cities to grow. In addition, it is also designed to familiarize the students with the functions of the city government and what jobs are available to them in the world of work and the increasing need for services and goods.

EDUCATIONAL GOALS

1. To develop awareness of one's own interest development centered around self and family.
2. To help pupils become aware of the many occupations in our society.
3. To stress the idea that there are kinds of work that involve working with people, working with ideas and working with things.
4. To provide students with occupational information to make them aware of the opportunities available in the field of transportation.

CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Work is influenced by personal factors, such as residence and life style.
3. There is a wide variety of careers which may be classified in several ways.
4. Environment and individual potential interact to influence career development.
5. An understanding that our city government has established major job classifications.
6. An understanding of possible fields of future employment in the area of transportation.

INFORMATIONAL OBJECTIVES

1. The student will become aware of self and familiarize himself with the labor division within his family.
2. The student will understand that a city is made up of many different neighborhoods.
3. The student will recognize various work activities that directly affect his life outside of his immediate experience.
4. The student will realize that the kind of work people do is dependent upon materials supplied by nature.
5. The student will be informed of the responsibilities in city government.
6. The student will become aware of many modes of transportation in relation to his city.

UNIT I

EDUCATIONAL GOAL: To develop awareness of one's own interest development centered around self and family.

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

INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will describe aloud their own characteristics.	Film: <u>A Very Special Day</u>
Language Arts	Students will list goals they would like to achieve.	
Language Arts	Students will list things they like about themselves.	Film: <u>Are Manners Important?</u>
Language Arts	Students will list things about themselves which they think need improvement.	<u>Secrets</u> -- Cassette Tape # 1 to 6
Language Arts	Students will write about themselves in "Secret" Code.	<u>Secrets</u> -- Career Kits from Maltz
Language Arts	Student will identify their current interests.	Children's Experiences
Art, Math	Students will draw life-size self portraits.	Mirror, Portraits, Charcoal sticks -- Film: <u>Learning About our Bodies</u>
Math	Students will list their weight, height and body measurements.	Clothing, yardsticks, scales, and tape measure
Language Arts	Students will follow plans for Secrets #2 through #6.	Cassettes Guide, Book from <u>Secrets</u>

INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will make drawings of jobs held by their parents and other family members.	Magazines, Children's Experiences, Parental Guidance
Language Arts	Students will list as many different occupations as they are able.	Vocational Career Encyclopedia
Language Arts, Social Studies, Math, Music, Art	Give students a brief look at the glamour jobs, such as movie and television actors and actresses, the entertainers, professional musicians, professional athletes and the astronauts.	Movie Magazines: Radio and T.V. Mirror, Life, Night On, Essence, Ebony, Look, Fashion & Talent Shows - Film: <u>Modeling Careers</u>
Social Studies	Schedule field trips where emphasis will be centered on the worker and the types of skills utilized.	Swift Creek Mill Playhouse, Walnut Mall Theatres, Virginia State College Little Theater
Social Studies, Language Arts	Encourage parents to visit school and share information about their job.	Parents
Language Arts	Students will make a list of <u>Things I Can Do</u> and compose a Want Ad to advertise their qualifications for a job in the neighborhood.	1) Children's Experiences 2) Want Ads - (Use for format)
Language Arts	Students will be given several open-ended sentences to be used in a paragraph in order to develop the following themes: "When somebody is nice to me I _____." "The best thing to do after a fight is _____." "When someone shouts at me, I _____."	Children's Experiences



INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT
AREAS

STRATEGIES

RESOURCE
MATERIALS

Children's Experiences

Students will make a chart with two columns entitled "Things I Can Do Well" and "Things I Know How To Do Better."

Students will present an oral or written plan for working towards improvement.

Students may role-play some value conflict situation, for example: (a) within the individual, (b) between workers and (c) between the worker and the organization.

Career Guidance
Helling and Ruff

Students will make a list of things about themselves that they believe might be of interest to an employer.

Children's Experiences

Have students discuss and make a list of some occupations requiring special kinds of personality traits.

Film: Our Neighborhood
Helpers Series
Our Working World, Reference
Books

Have students debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.

Elementary School Curriculum
Guide, Children's Experiences

Have each member of the class tell about something in which he believes. (Belief should be accepted, though class may disagree if it chooses.)

Elementary School Curriculum
Guide, Children's Experiences

INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT
AREAS

STRATEGIES

RESOURCE
MATERIALS

Language Arts	Initiate a discussion on approaches to homework. (Why, where and when it is done.)	Children's Experiences
Language Arts	Tell stories involving the consequences of not doing your best, (e.g., a team of astronauts, a football team, etc.).	Film: <u>Part of the Team</u>
Language Arts, Social Studies	Develop a role-playing episode in which children are able to consider the importance of such work values as: knowing that your job will last, adding beauty to the world, having many contacts with fellow workers, and having power over the workers.	<u>Elementary School Curriculum Guide, Magazines, Teacher</u>
Language Arts	List your personal qualifications for an imaginary job.	Children's Experiences, Teacher
Language Arts	Have each student express his view of work itself.	<u>Elementary School Curriculum Guide, Children's Experiences</u>
Language Arts, Social Studies	Have each student tell how he views himself as a worker.	<u>Elementary School Curriculum Guide</u> <u>Children's Experiences</u>
Language Arts	Ask students to list occupations they reject as a way of revealing interests.	Children's Experience, Reference Books
Social Studies, Language Arts	Have class describe the personality they feel occupations require. (Teacher, Doctor, Bus Driver, Clerk, Nurse, Policeman, Social Worker, etc.)	"Career Guidance", Children's Experiences, <u>The Work People Do</u>

INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Math, Language Arts, Social Studies	Use puzzles, games, and exercises to illustrate the decision-making process.	Career (game), Teacher & Pupil
Language Arts	Ask students to explain three decisions that they will have to make before choosing a career.	Class discussions, Children's Experiences, Reference Books
Social Studies, Language Arts	Have students interview adults such as teachers, parents, and people in the community, using a hypothetical career choice. Compare the different advice based on the same information.	Resource People
Social Studies, Language Arts	In small group discussions, have students analyze themselves, and verbalize ways in which they can contribute to a task.	Film: <u>Part of a Team, Children's Experiences</u>
Social Studies, Language Arts	Discuss the kinds of decisions people of varying age groups must make: 5 year olds, 10 year olds, 18 years old, 40 year olds.	<u>Career Guidance, Children's Experiences, Reference Books</u>
Language Arts, Art, Social Studies	Develop a "Happiness is...", "Love is...", "Joy is...", etc. bulletin board having each child indicate the things that interest him and tend to make him happy. (Whatever you wish to be is important and should be respected.)	<u>Center for Occupational Education</u>



INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies, Language Arts	Ask members of the class, "If you had only one wish, to what would you aspire?" List the responses and ask the class to discuss the different types. (People do things differently depending on their own values or beliefs.)	<u>Center for Occupational Education</u>
Language Arts	Have each person in the class tell about something in which he believes.	<u>Center for Occupational Education, Children's Experience</u>
Social Studies, Language Arts	Have students demonstrate their interests by bringing in hobbies for "Show and Tell."	
Art, Language Arts, Social Studies	Create Bulletin Boards: "Looking at Careers" "Nobody Quite Like Me" "Careers Are All Around You" "Let Your Interest Bloom into a Career "	Art Materials, Teacher, Children's Experiences
Music	Learn and sing "Getting to Know You" and "The More We Get Together."	Teacher Recordings



SUGGESTED STUDENT OUTCOMES

1. Given a list of school and home tasks, the child will be able to tell how we depend on at least five of them.
2. Given the time and opportunity to do so, the child will be able to express in oral and written form the way others perceive his interests.
3. Given a list of things about personal characteristics, the child will be able to check those in which he needs further improvement.

Unit II

EDUCATIONAL GOAL:

To help pupils become aware of the many occupations in our society.

CONCEPT:

Work is influenced by personal factors, such as residence and life style.

INFORMATIONAL OBJECTIVE:

The student will understand that a city is made up of many different neighborhoods.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	Students will locate their own neighborhood on the city map.	Map of Petersburg
Social Studies	Take the class on a walk through the business sections to observe the various kinds of services provided.	Walnut Hill Plaza, Walnut Mall, Downtown, Petersburg, Camera
Social Studies	Take a tour of an old and new neighborhood to observe changes in our city.	S. Sycamore St., Cool Spring Garden, Gilfield Area, Federal Renewal Development
Math, Social Studies	Make a class project finding out about community labor forces, how large they are, how people make money, and how they spend it.	City Hall Resource Person, Newspaper Want Ads, Advertisements, T.V. Commercials, Film: <u>Television Serves its Community</u>
Math, Social Studies	Take a guided tour of supermarkets to find out where different food products are produced and to compare prices.	Films: <u>Let's visit a Supermarket, From Farm to Market, Filmstrip: The local Supermarket, A&P Market, Colonial Store, Foodfair, Inc., Safeway, Inc.</u>

INFORMATIONAL OBJECTIVE: The student will understand that a city is made up of many different neighborhoods.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Read and discuss the advantages of city living to help pupils understand why people might choose to live in the city.	Books: <u>How People Live in the City</u> , Filmstrips: <u>How People Live in the City</u>
Language Arts	Have students write creative stories showing their reasons for wanting to live in the city.	Children's Experiences, Filmstrips: <u>Children of the Inner City</u> , <u>Sights and Sounds of the City</u> , Textbook: <u>Widening Circles</u>
Art, Math	Construct a floor model of our city.	Children's Experiences
Art	Construct a cityscope.	Textbook: <u>Widening Circles</u> , Children's Experiences



SUGGESTED STUDENT OUTCOMES

1. Given an opportunity to do so, the child will be able to name at least ten services that businesses render to us.
2. Given an opportunity to do so, the child will be able to tell why some people might choose to live in rural surroundings.
3. Given the necessary materials to do so, the child will be able to construct his view of a cityscope.

Unit III

EDUCATIONAL GOAL:

To stress the idea that there are kinds of work that involve working with ideas and working with things.

CONCEPT:

There is a wide variety of careers which may be classified in several ways.

INFORMATIONAL OBJECTIVE:

The student will recognize various work activities that directly affect his life outside his immediate experience.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will explore the work force of our community.	Study Prints
Art	Make mural of city workers activities using children's drawings.	Childrens' Experiences
Social Studies, Language Arts	Students may compile with their parents and other adults lists of five different kinds of workers who live in their area.	Parents, Film: <u>People Who Work At Night</u>
Social Studies	Keep posted a simplified pictorial map of Petersburg.	Petersburg Chamber of Commerce
Social Studies	Visit buildings that serve special community purposes.	Y.M.C.A., Library, Battlefield Park, C&P Telephone, Instamatic Cameras
Language Arts	Write and read stories and poems about city workers.	<u>Instructor</u> , Feb 1970
Language Arts	Enact short plays about city workers.	Children's Experiences, I Want to Be Series, Library Film: <u>People Who Work At Night</u> , Children's Experiences, Resource Person, Film: <u>Our Community</u>
Art	Organize a classroom collection of city worker books.	

INFORMATIONAL OBJECTIVE:

The student will recognize various work activities that directly affect his life outside his immediate experience.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art, Social Studies	Arrange news items about city workers on the class bulletin board. Collect Want Ads.	<u>Richmond Times Dispatch,</u> <u>Petersburg Progress Index,</u> <u>Washington Post, New York Times</u>
Language Arts	Write thank you letters to businesses visited and participating guest speakers.	<u>Experience in Language, (K-8)</u> Laidlaw Bros.
Language Arts	Students will select one of the four language arts skills (reading, writing, listening, speaking), and construct a tree with branches denoting occupations in which this skill is very important.	Children's Experiences, <u>I Want To Be Series,</u> Children's Press
Math	Utilize classroom helpers as paid workers (children paid in play money for jobs they do in and out of class).	<u>Elementary School Curriculum Guide, (Schreibner and Black)</u>
Math	Plan a trading day. Students bring a toy or possession (with parental approval) to trade in class, bringing out the idea of barter before money was available.	1) Teleleson (2) <u>Elementary School Curriculum Guide,</u> (Schreibner and Black)
Language Arts, (Spelling)	Students will become familiar with and learn new vocabulary words pertaining to careers studied. They may develop vocabulary lists pertaining to field trip experiences.	Children's Experiences



INFORMATIONAL OBJECTIVE: The student will recognize various work activities that directly affect his life outside his immediate experience.

**CONTENT
AREAS**

STRATEGIES

**RESOURCE
MATERIALS**

Language Arts, Art	Develop a career dictionary (or picture work dictionary).	<u>The Big Dictionary, Magazines</u>
Language Arts, Social Studies	Use "Show and Tell" time to have children bring in things their parents make or do.	Children's Experiences
Language Arts	Students will make a list of experiences in which they think being strong is important. Include thinking jobs, jobs done by hands, and different jobs that are done different ways.	1) <u>I Want to Be</u> 2) <u>Encyclopaedia of Careers</u> 3) <u>All About</u> (Series)
Art, Language Arts	Ask students "what do you like to do?" List responses on board. Let children illustrate.	
Music	Learn songs about city workers.	<u>Making Music on Your Own</u> (F. Nett)

SUGGESTED STUDENT OUTCOMES

1. The student will be able to list at least six city workers and describe the work that each does.
2. Given the necessary materials, the student will be able to find jobs that are being advertised in the newspaper.
3. The student will be able to write and read stories about city workers with a clear understanding of their occupations.

EDUCATIONAL GOAL: To stress the idea that there are kinds of work that involve working with people, working with ideas and working with things.

CONFLICT: Environment and individual potential interact to influence career development.

INFORMATIONAL OBJECTIVE: The student will realize that the kind of work people do is dependent upon materials supplied by nature.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
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Show film to help students recognize some natural resources.

Film: Man's Basic Needs
Natural Resources

Social Studies
Tour some local factories to see different kinds of work done by people in the community.

Factories: Brown and Williamson, Blue Ridge, Seward Luggage, Titmus Optical

Art, Social Studies
Make charts and scrapbooks of different kinds of work done by people in the community.

Children's Experiences, Parents

Math
Make a graph showing salary comparisons of various workers.

Resource People, Parents

Language Arts
Invite professional people for interviews.

College Professor, Doctor, Lawyer, Librarian, Pharmacist, Minister, Dietician, Social Worker, etc.

Language Arts, Social Studies
Show many films and filmstrips depicting careers and discuss whether these persons work with people, ideas or things.

Films: The Doctor, The Secretary



SUGGESTED STUDENT OUTCOMES

1. Given an opportunity to view films, the student will be able to recognize some natural resources.
2. Given an opportunity to visit some local factories, the students will be able to see many things produced by workers.
3. The student will list at least six kinds of work that involve working with people, working with ideas and working with things.

EDUCATIONAL GOAL:

To stress the idea that there are kinds of work that involve working with people, working with ideas and working with things.

CONCEPT:

An understanding that our city government has established major job classifications.

INFORMATIONAL OBJECTIVE:

The student will be informed of the responsibilities in city government.

CONTENT
AREAS

STUDY GUIDES

RESOURCE

MATERIALS

Social Studies

Invite a city official to talk to the class about city government in Petersburg.

City Officials, Films: Our City Government, Our Community

Language Arts

Write short stories about careers students like in city government.

City Officials, Career Encyclopedia, I Want to be... Series

Language Arts

Read and discuss stories about people who maintain our community.

Films: A Community Keeps House, Fred Hechts & Bank, Policeman Walt, The Fireman, A Day With Fireman Bill, Study Prints

Math

Make a study of the city budget.

Newspaper, Resource Person, Data from City Hall, Films: Donald in Math Magic Land, About the People Who Run Your City
Book: The First Book of Local Government (Eichner)

Physical Education,
Social Studies

Role play "I'm Going to the City."

Widening Circles, (Harcourt, Brace & Javchovich)

Suggested Student Outcomes

1. Given an opportunity to do so, the student will be able to write stories about a career he likes in city government.
2. Given a list of government workers and their duties, the student will be able to match the worker with his duty.
3. Given an opportunity to do so, the student will be able to write a skit about "Last Stop, City Hall."

UNIT V

EDUCATIONAL GOAL:

To provide students with occupational information to make them aware of the opportunities available in the field of transportation.

CONCEPT:

An understanding of possible fields of future employment in the area of transportation.

INFORMATIONAL OBJECTIVE:

The student will become aware of many modes of transportation in relation to his city.

CONTENT
AREAS

STRATEGIES

RESOURCE
MATERIALS

Art, Social
Studies, Language
Arts, Math, music

Divide the class into small groups to do research on different modes of transportation.

King Around the World, World Book, Childcraft, How People Travel, Films: Tugboats, Trucks and Trains, Airplanes, How They Fly, The Development of Transportation, Filmstrips: Airports and Airplanes, Car Auto Trip, Transportation, Pictures

Music

Sing songs and learn poems about travel.

Making Music On Our Own, Poems to Read On Your Own, Filmstrip: Scenery of the Railroad

Language Arts

Listen to traffic reports to understand how rush hours create transportation problems.

Instructor, WVA Radio Station Film: City Bus Driver, Textbook: Widening Circles

Social Studies

Visit an airport, a railroad station and a bus terminal to observe persons on the job and to see the need for cooperation among workers and the interdependence of their jobs.

Byrd Airport, Trailways Bus Depot, Seaboard Coast Line Railroad

INFORMATIONAL OBJECTIVE: The student will become aware of many modes of transportation in relation to his city.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art	Make scrapbooks and posters about careers in transportation.	Children's Experiences, Magazines, Newspapers, Camera
Social Studies	Schedule a field trip where emphasis will be centered on the worker and the skills which he utilizes in performing the job.	Fire Station, Police Station

Suggested Student Outcomes

1. Given an opportunity to do research, students will be able to list five different modes of transportation.
2. Given an opportunity to visit places of travel, students will be able to write stories and poems about several modes of transportation.
3. Given an opportunity to take field trips, students will be able to list skills needed for performance in the jobs which they have observed.

Culminating Activity

Careers From A - Z

This skit is prefaced with an introduction by the announcer (very simple) plus the following four lines:

The alphabet from A to Z

A guessing game for you and me

I'll say a rhyme, then you

must see

What each career's supposed

to be.

All characters dress or use materials associated with their career. Skit features "Now" music

1st song at opening of show is "I'd Like to Teach the World to Sing"

Last song at end of show is "Put a Little Love in Your Heart"

One child dances while class sings and sways.

Poems about work and careers may be used in various spots in the skit. (artist, postman, policeman, etc.)

Every child has something special to do. When the speaker asks his question, the class answers and the announcer holds up a tagboard card with the career written on it (for the benefit of the audience).

Our announcer prefaced our skit with this statement: "This year we have been studying about careers. We have become aware of many careers in and around Petersburg. There are many professions that we as small kids had never heard of. We are more informed now."

Careers from A to Z

I made history when I went
to the moon.
But my return to Earth wasn't any to soon!
Who Am I? (Astronaut)

I build your houses and
I build them good.
I build some out of brick
and some out of wood.
Who Am I? (Carpenter)

Railroad work is what I do best.
You do the riding I'll do the rest.
Who Am I? (Engineer)

Meat, vegetable and other products
Are what I sell.
And when you pay me
My cash register rings a bell.
Who Am I? (Grocer)

I make sundae cups and
fudge-nut sticks
So boys and girls can take
their pick.
Who Am I? (Ice Cream Maker)

I wear a special shoe
dance pretty for you,
I leap, turn and stop to
pose

Then stand in beauty on my toes!
Who Am I? (Ballarina)

You come to me when
you are sick.
I give you medicine and
you get well quick.
Who Am I? (Doctor)

I race down the street
to put out a fire.
Someone was careless
And left a live wire.
Who Am I? (Fireman)

Homemaking is what I enjoy most.
Especially frying the bacon
And toasting the toast.
Who Am I? (Home Economist)

I keep buildings and offices clean.
The manager says its the
best he's ever seen.
Who Am I? (Janitor)

Caring for the home and
family is my work.
I sweep and dust where
cobwebs lurk.

Who Am I? (Keeper of the House)*

*Enter - Old Mother Hubbard and her children. (Go get a Career)

Old Mother

1st speaker

Old Mother Hubbard went to
the employment office
To get her poor dog a job.
But when she got there
They were all gone
So their poor dog had none.

3rd speaker

She went to the fish mongers
to buy him some fish
But when she came back
He was licking the dish.

5th speaker

She went to the tailor's,
To buy him a coat,
But when she came back
He was riding a goat.

7th speaker

Mother Hubbard made a curtsy
The dog stepped near
She said "Now listen,
Go find yourself a Career!"

2nd speaker

She went to the baker
To buy him a cake
But when she came back
He was playing the flute.

4th speaker

She went to the barbers
To buy him a wig
But when she came back
He was dancing a jig.

6th speaker

She went to the grocer
To get him some meat
But when she got back
The poor dog was sleep.

Careers (Continued)

When you need advice
So you won't go to jail,
I help out and
Get your bail.
Who Am I? (Lawyer)

Music: "Country Roads" Pretend Banjo playing. Class sings.

I take care of you when you get sick
So you can hurry up
And get well lickety-split.
Who Am I? (Nurse)

Song: "Doe a Deer" from "Sound of Music"

People vote for me to help them out
Because I know what government is all about.
Who Am I? (Politician)

I know how to play football
And I'm also very strong and tall.
Who Am I? (Quarterback)

I'm always trying to find
out "why"
So I experiment with everything
under the sky.
Who Am I? (Scientist)

Your car won't run,
You're left with a load.
I fix it up fast
And you're back on the road.
Who Am I? (Mechanic)

I have a strong voice and I
like to be heard.
Sometimes I sound like a
mocking bird.
Who Am I? (Opera Singer)

I teach boys and girls to be
healthy and strong.
We hop, skip and jump all day long.
Who Am I? (Physical Education Teacher)

In the forest I know every tree
And also every flower and every bee.
Who Am I? (Forest Ranger)

I show boys and girls
how to read and write
And hope they'll learn
with all my might.
Who Am I? (Teacher)

Enter Teacher and several pupils:

"We love our teacher.
Our teacher loves us.
Our teacher is our friend.
She works hard to help
us get our work."

I'm, the last friend you have
after you get your "last sleep,"
So I get my shovel and
plant you down deep!
Who Am I? (Undertaker)

Record: "Amen" Comedian "shouts" to melody, Children clap and sing.

If you are sick and need a dose,
See me quick and I'll diagnose.
Who Am I? (X-ray Technician)

I like to clean and sweep the out-of-doors,
If you bring me a rake,
I might clean yours.
Who Am I? (Yardman)

Now did I find a job to please
In all the rhyming ABC's?
Or do I want another kind,
One that I could not seem to find?

I'll ask my teacher if she'll tell
The way to write and how to spell
A special job, my very own,
That I would like when I'm full-grown.

I look after animals of every kind
Big or small I don't mind.
Who Am I? (Veterinarian)

I can type and I can spell.
I work for the newspaper
And read quite well.
Who Am I? (Writer)

I keep animals clean
And feed them well
So when kids visit,
the animals have a good smell.
Who Am I? (Zoo-keeper)

I'll keep this special job in mind,
And as I grow, and if I find
I wish to change what I will be,
This thought I'll keep inside of me.

No matter what the years may bring
In money, fame or anything,
The greatest gift that I could own
Is a good Career when I am grown.

Closing Poem

Closing Remarks

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"This ends our production. We hope you have learned something about some of the many careers in and around our fair city."

This has been an Equal Opportunity Career Awareness Program!!!

"Bye How"

A message to the boys and girls at the beginning of the school year.

For you -----

This year our lessons are planned especially to help you understand how people earn a living in Petersburg. Our city has grown greatly since 1748. More than 15,000 people live here now. They read homes, food, clothing, electricity and gasoline. They need buses and taxicabs. They want motion pictures, radios and televisions. They need the services of schools, hospitals, churches and synagogues. Many different kinds of workers are needed to help them satisfy these needs.

Your understanding of the ways in which Petersburgers earn a living will help you become aware of the many workers in our city and the way their work affects our lives. As we start out this year, you are not saying good-bye to the people about whom you have been reading and studying. Every day, every week, every month, you will go on learning about workers who are earning a living in Petersburg. Someday you will be earning a living yourself.

"Good Luck" as we launch out together!

INFORMATIONAL LETTER TO PARENTS

Dear Parents,

Next week the third grade classes of Walnut Hill Elementary School will begin a study of our city in relation to the world of work. We hope that you will be willing to assist us in making this a learningful learning experience for our pupils. As one assignment, your child will be asked to interview you about your job. His interview will be based on the kind of information he and his fellow pupils decide they would like to have about workers and the world of work. In addition I will ask him to ask you, "What you think makes a good worker?"

The following week we will be discussing in our classes good home habits that lead to good work habits, and your cooperation will again be elicited. Each pupil will have homework as a "homeworker." At the end of the week, you will be asked to complete a "Home Workers Check Sheet" that he will bring home with him.

May I thank you in advance for your anticipated cooperation. If you have any questions or suggestions, please don't hesitate to call.

Sincerely yours,

(Mrs.)

A SELF AWARENESS SURVEY

What Do I Know About Me

1. What I like to do.
2. The hobbies I have or would like to have.
3. The clubs I belong to.
4. Some things that I have done that I did not enjoy.
5. What I most often do in my spare time.
6. Contests or competitions I have entered.
7. What subjects I like best in school.
8. The subjects I do not enjoy in school.
9. What sports and games I like best.
10. What kind of persons I like best to be with.
11. Do I like to read in my spare time?
12. What kind of jobs do I like to do best now?
13. What kind of work would I like to do in the future?
14. Do I spend most of my free time indoors or outdoors?

HOME WORKERS CHECKLIST

Dear Parents,

Please place a check mark beside each item your son/daughter accomplishes for each day of the week beginning Monday.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. Gets up on time.					
2. Makes bed.					
3. Straightens up his room.					
4. Is on time for meals.					
5. Washes hands and face before meals.					
6. Brushes teeth after meals.					
7. Helps with house work.					
8. Is considerate of others.					
9. Is dependable.					
10. Goes to bed on time.					

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Survey Letter to parents to create interests in our unit.

Dear Parents,

We are studying our city and its people. We want to know why people come to live here in Petersburg. We would like to ask you the following questions:

1. Were you born in this City?

- (a) If not, did you come from a farm? another city? or another country?
- (b) If you came here from elsewhere, why did you come?

Check the two most important reasons:

- (1) better jobs
- (2) better services
- (3) better schools
- (4) better recreation
- (5) friends and families here
- (6) other reasons (Please list)

(c) If you were born here, were your parents born in the city? If not, where did they come from?

2. List the reasons why you do not like living in the city.

3. List the reasons why you like living in this city.

Thank you for your interest and cooperation.

Yours truly,

(Mrs.) _____
Teacher

What I Like to Do

Put a check mark in the column which states how you feel.

I like to:	often	sometimes	seldom
1. be outdoors			
2. be indoors			
3. draw pictures			
4. talk to people			
5. work alone			
6. work with people			
7. work with my hands			
8. try new things			
9. help others			
10. make people happy			
11. collect things			
12. read books			
13. work with numbers			
14. work with machines			

Saltzman, Glenn A. Career Education Program
Vol. I: Kindergarten - Grade 6. Boston: Houghton Mifflin Company, 1973.

Job Exploration Exercise

Name of job: _____

1. Required mental and physical skills: _____

Do I have these skills? _____

2. Description of job environment: _____

Would I like to work in this environment? _____

3. Describe the typical day in this job: _____

4. List the training needed for this job: _____

5. Do I like the kind of work done on this job? _____

6. What experiences would help me prepare for this job? _____

7. What sources have I checked regarding this job? _____

8. Have I talked with my parents about this job? _____

9. Have I discussed my career interest with the teacher or guidance counselor? _____

10. If so, what information did they give me? _____

11. How did what I found out about this job affect my interest in it? _____

Saltzman, Glenn A. Career Education Program.
Vol. I: Kindergarten - Grade 6. Boston: Houghton Mifflin Company, 1973.

Worker Interview Questions

- I. Job title _____
- A. What do you do on this job? _____
- II. Future employment prospects
- A. What demand is there for this job? _____
- B. What training do you need for this job? _____
- III. What qualifications must you have for this job? _____
- A. Age _____
- B. Skills required _____
- C. Other physical requirements _____
- IV. What are your feelings about this job?
- A. What do you like about it? _____
- B. What do you dislike about it? _____
- V. How is the work environment?
- A. Is it clean? Noisy? _____
- D. Do you work alone or with others? _____
- C. Is your job dangerous? _____

Saltzman, Glenn A. Career Education Program.
Vol. I: Kindergarten - Grade 6 Boston: Houghton Mifflin Company, 1973

Work at Home Worksheet

1. Name the jobs and chores you do at home.
2. Name jobs outside the home that are similar and require the same skills.
3. What do you like about these jobs?
4. What don't you like about these jobs?
5. What other jobs at home would you rather do?

Saltzman, Glenn A. Career Education Program.
Vol. I: Kindergarten - Grade 6. Boston: Houghton Mifflin Company, 1973.

Occupational Preference Survey

Name _____ Age _____

Grade _____ Boy Girl (Circle one.)

School _____

1. List three jobs that you are thinking about:

A. _____

B. _____

C. _____

2. What is your father's job? _____

What does he do at his job? _____

3. List jobs that other members of your family hold:

4. If you could have whatever job you wanted, what job would you choose?

Saltzman, Glenn A. Career Education Program.

Vol. I: Kindergarten - Grade 6. Boston: Houghton Mifflin Company, 1973.



Parent's Information Survey

Name _____ Phone _____

Address _____

Child's Name _____

1. Where have you spent most of your life? (Circle one)
 - A. In this neighborhood.
 - B. In this state.
 - C. In another state in the United States.
 - D. Outside the United States.

2. What type of work do you do? _____

3. What special training or education have you received in preparation for or conjunction with the job you now hold? _____

4. Does your job require special uniforms, training, or involve unusual products or service? _____

5. Would you be willing to speak to the class about your work? Yes No

6. Would children in our class be able to visit the place where you work? Yes No

7. How much time would you be willing to volunteer per year to our Career Education Program?
_____ one hour
_____ two hours
_____ three hours
_____ four hours
_____ five hours
_____ other _____

8. What suggestions do you have that will help make the Career Education Program more valuable for individual students.

Saltzman, Glenn A. Career Education Program.
Vol. I: Kindergarten, Grade 6. Boston: Houghton Mifflin Co., 1973. 3 - 43



How to get along with others.
Bernice Neugarten

yes, no, sometimes

1. Do I get along quite well with most people?
2. Do I like most of the people I know?
3. Do most people seem to like me?
4. Am I always worried about what another person is thinking about me?
5. Am I interested in listening to the other person, and not just waiting for him to stop talking and listen to me?
6. Do I always insist on my own way, never changing my ideas to fit in with others?
7. Do I often act silly just so people will pay attention to me?
8. Do I often make up excuses, instead of giving the real reason for something?
9. Do I spend much time moping because of something I don't have, like a big allowance or a pretty face or lots of clothes?
10. When we're making plans do I think only about myself and never consider other people?
11. Do I do my share in thinking up ideas and in doing jobs that should be done?
12. Am I afraid to meet a new person, even if it's someone my own age?
13. Do I feel lonely and wish I had more friends?
14. Do I feel miserable because other people don't appreciate me?
15. Am I a good sport, even when things don't go my way?

How did you do on this list of questions? Remember every person has his problems. Every person has times when he feels dissatisfied with himself.

SUGGESTED PEOPLE TO INTERVIEW

- | | | |
|-----------------------|-----------------------|---------------------------|
| 1. Teacher/Professors | 17. Radio Broadcaster | 33. Historian |
| 2. Lawyer | 18. Sales People | 34. Politician |
| 3. Dentist | 19. Minister | 35. Telephone Operator |
| 4. Doctor | 20. Pharmacist | 36. Service Station Owner |
| 5. Architect | 21. Clerk or Recorder | 37. Auto Mechanic |
| 6. Photographer | 22. Stenographer | 38. Mayor |
| 7. Insurance Salesman | 23. Mortician | 39. Councilman |
| 8. Realtor | 24. Bus Driver | 40. Store Clerk |
| 9. Banker | 25. Jeweler | 41. Carpenter |
| 10. Librarian | 26. Farmer | 42. Military personnel |
| 11. Social Worker | 27. Engineer | 43. Artist |
| 12. Beautician | 28. Grocer | 44. Forest Ranger |
| 13. Editor | 29. Judge | 45. Home Economist |
| 14. Dietician | 30. Nurse | 46. Janitor |
| 15. Electrician | 31. Actor-Actress | |
| 16. Veterinarian | 32. Baker | |

The following questionnaire is a guide for the student to use to answer the questions which follow.

1. What type of occupation do you have?
2. What educational qualities do you possess?
3. What skills are needed for your occupation?
4. What materials do you use in your profession?
5. What do you like most about your work?
6. What do you dislike most about your work?
7. Will you describe your work?
8. Does your job hold promises of advancement in the future?
9. Will you discuss the salary scale?

SUGGESTED FIELD TRIPS

1. Bakery
2. Airport
3. Fire Station
4. Fire Station - WALEX Blandford House
5. Department Store
6. Wholesale House
7. Dairy Farm
8. Construction Site
9. Police Station,
Detective Division
10. Library
11. Industrial Plant
12. Factory
13. Theatre
14. Sections of City
15. Swift Creek Mill
16. Telephone Company
17. Barber Shop
18. Beauty School
19. Battlefield Park Information Center
20. U.S. Army Recruiting Center
21. City Hall
22. Virginia State College Art Department

EVALUATION

1. Pre-and-Post tests to evaluate academic achievement and occupational information.
2. Observation of creative work of the students.
3. Observation of student interest while participating in discussion, reports and interviews.
4. Observation of student use of information received from field trips, resource people and interviews.
5. Observation of student methods used in compiling notebooks and scrapbooks.
6. Observation of student use of dictionaries, encyclopedias and library facilities.
7. Observation of student interpretation and use of maps, charts, tables and graphs.
8. Observation of student selection of articles from newspapers and magazines.
9. Observation of student use of materials and learning centers.
10. Observation of student ability to accept and profit by mistakes.
11. Observation of whether students are developing an appreciation of efforts of workers in different types of occupations.
12. Observation of whether students are learning to appreciate the contributions of people in our community and the city.
13. Observation of student knowledge of the vocabulary used in the World of Work.
14. Observation of behavioral changes in group and individual tasks.

SUGGESTED POEMS

- "Automobile Mechanics" - Barouch
"Behind the Waterfall" - Wells
"The Bockhorn" - de la Mare
"C is for Circus" - McGinley
"Clipping Shoes" - Wolfe
"City Streets and Country Roads" - Farjon
"The Cobbler" - Chaffee
"Cockpit in the Clouds" - Drance
"The Cowboy's Life" - Adams
"The Dentist" - Tylman
"The Fiddler of Dooney" - Yeats
"I Will Go With My Father a - Ploughing" - Campbell
"The Policeman" - Vatts
"The Postman" - Richards
"The Scissor - Man" - Nightingale
"Taxis" - Field
"Trains" - Tippett

Suggested Films

1. Airplane Trip by Jet
2. Airplanes, How They Fly
3. Appreciating our Parents
4. Are Manners Important
5. Arithmetic in the Food Store
6. Behind the Scenes at the Supermarket
7. Billy's Helicopter Ride
8. Bread
9. Care of Pets
10. Cattle Drive
11. Changing City. The
12. City Bus Driver
13. Cloth -- Fiber to Fabric
14. Community Keeps House. A
15. Dairy Farms
16. A Day with Fireman Bill
17. The Development of Transportation
18. The Doctor
19. Ronald in Math Magic Land
20. Electricity and How It's Made
21. Factory, How a Product is Made
22. Farmer Don and the City
23. The Farmer
24. Firehouse Dog
25. Fireman (2nd Edition)
26. First Aid on the Spot
27. Fred and Billy take an Airplane Trip
28. Fred meets a Bank
29. The Freight
30. Getting the News
31. Kansel and Gretel Marionettes
32. I Live in Hawaii

Suggested Films
Continued

33. Let's visit a Shopping Center
34. The Lumberman
35. The Mailman
36. Megalopolis - Cradle of the Future
37. Non-Objective
38. Newspaper Serves its Community
39. Our City Government
40. Our Community
41. Policeman
42. Policeman Walt Learns His Job
43. The Secretary
44. Telephone for Help
45. Television Serves its Community
46. The Toymaker
47. The Truckdriver
48. Trip to the Moon
49. Washington, City of the World
50. Wheat Country
51. Opportunities Unlimited
52. Who Needs Rules? (Teacher Values)
53. Rescue Squad
54. Money: How Its Value Changes
55. Craftsmen
56. John's Train
57. How To Study Ecology
58. Employees: Newspaper Boy
59. Economics: Money
60. Economics: The Credit Card
61. Leo Beuerman - (Explains how a handicapped person finds happiness in a career)
62. Black Achievements in America: Richard Hunt, Scriptor
63. Caterpillar -(Teaches values)
64. The Long Haul Men

All of the above films are available at DLTH.



Films

- *Arithmetic in Food Store
 - *Energy Does Work
 - *Food That Builds Good Health
 - *Introducing Shapes, Lines and Angles
 - *People are Different and Alike
 - *Shep, the Farm Dog
 - *The Wheat Farmer
 - *Winter on the Farm
 - *Summer on the Farm
 - *The Work People Do
- Denoyer - Geppert - Audio-Visual
355 Mexican Ave.
N.Y. N.Y.

Filmstrips

- *Haying
- *The Grocer
- *Picking Fruit
- *Picking Vegetables
- *Super Market Workers

Suggested Films and Filmstrips

- Machines and Tools To Help Us Work
- School Helpers
- Part of the Team
- Some Neighborhood Helpers Series
- Automobiles Service Station
- Neighborhood Barber
- Neighborhood Beautician
- Neighborhood Doctor
- Neighborhood Fish Store
- Neighborhood Newspaper Store
- Neighborhood Nurse
- Neighborhood Optometrist
- Neighborhood Pharmacist

*Not available at DMMI

SUGGESTED FILMSTRIPS

School Helpers Series:

Cafeteria Worker

Custodian

Principal

Safety Patrol

School Nurse

Teacher

Farmer and City Man Need Each Other

Mr. Storekeeper

Basic Economics Series:

Living and Work Without Money

Money

Money and Government

Money and Panic

Money Goes to Work

New Ways to Use Money

Too Little Spending

Too Much Money

SUGGESTED RECORDS AND CASSETTES

*Community Helpers

*Self - Help

*The Five Senses

*Values

*Sights and Sounds

*Cities At Work

*Secrets

*Not Available at DLTM

SUGGESTED RECORDS

George Washington Carver

Let's Be Tiemen

Let's Help Mommy

How A Book Is Made

Real Train Sounds

Shoemaker And The Elves

Milk's Journey

Cities At Work

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WUSEC

"I'd Like to Teach the World to Sing"
"Country Roads"
"Put A Little Love in Your Heart"
"What the World Needs Now Is Love"
"Amen, Amen"
"Kum - Da - Yuh" (Come Dy Here)
"I've Been Working on the Railroad"
"Shrimp Boats - is - a-Coining"
"The Boatman"
"The Jolly Shoemaker"
"Getting to Know You"
"The Here We Get Together"
"John Henry" - Railroad Song
"She'll Be Coming 'Round the Mountain"
"Paddy Works on the Erie R. Railroad"

"Casey Jones"
"People on the Bus"
"I Am A Gay Musician"
"The Blacksmith"
"Old MacDonald"

Study Prints:

"In and Around the City"

"Career Workers in the Community"

"Community Workers"

"Black Americans" (Famous)

Games

Carcer - Parker Bros.

Occupational Puzzles - Parker Bros.

SUGGESTED LEARNING CENTERS

1. Story Time Center - Within this center, children can listen to or read stories representing various occupational fields. The stories center on vocabulary and reinforce specific skills introduced earlier.
2. Music Center - Here the children write or listen to songs emphasizing specific vocations. They receive a chance to practice rhythm on instruments which they build themselves.
3. Artistic Writing - The children are encouraged to express themselves freely through stories dealing with their present experiences and career ideas.
4. Book Binding Center-All stories the children compose, including vocabulary and skills each child masters, are duplicated. Each child makes a book of his own experiences. This activity illustrates a vocation and provides the children with a sense of success and achievement. A classroom newspaper can be easily built into this center.
5. Skills Center - Here children receive perceptual skill development using equipment such as tape recorders, overhead projectors, cassettes and language masters.
6. Arts and Crafts Center - Children paint, model, structure, and make drawings about careers.
7. Drama Center - Children discuss feelings and experiences related to careers.

Phase I - Career Awareness

Grade 4

Master Unit - Careers in Our City and State

Introduction

The purpose of the Career Awareness Program for the fourth grade is concerned with investigating and interpreting the work of family members as it relates to a larger segment of the society. It is designed to promote an understanding of similarities among jobs through studying and classifying jobs into various "job families."

Students should become familiar with some jobs in goods-producing industries (manufacturing, agriculture, construction, and mining) and some jobs in service-producing industries (trade, government, transportation, public utilities, finance, insurance, and real estate).

This level should also focus on the development of positive attitudes, appropriate to both personal growth and career choices, building upon experiences developed in preceding levels. By moving to new levels of experiences, individual decision making abilities can be enhanced as students' sense of dignity and worth are increased through deeper understanding of the intrinsic value of occupational awareness.

We now proceed from the family, local and immediate environment to occupational awareness on a state, national, and world-wide level. The students should realize that they gain from and contribute to occupational awareness by participating in our world of challenge and change.

TEACHING GOALS

1. To improve students' self-concept or self-image and their sense of personal worth.
2. To develop in students the proper attitudes and behaviors.
3. To inform students about the multitude of occupational opportunities.
 - a. To improve overall pupil performance by unifying and focusing basic subjects around a career development theme.
4. To inform students that people are interdependent for the fulfillment of their needs.
5. To visit local businesses and industries to get a first-hand view of the "world of work."
6. To stress the dignity of work and the fact that every worker performs a useful function.
7. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the students' level of development.

CONCEPTS

1. Self understanding is vital to career decision and work performance.

Sub-Concepts

- a. A positive concept of each enables the individual to enter and function in the working world.
 - b. A person's work may contribute to a positive concept of self.
 - c. An individual may be suited for many different occupations.
 - d. There are identifiable attitudes and behaviors which enable one to obtain and hold a job.
 - e. The individual's perception of his environment affects his attitudes towards work.
 - f. Value judgements influence vocational choice.
 - g. Each individual has a contribution to make to the world of work.
 - h. Knowledge of one's self in relation to work is a continuing process.
 - i. The individual's perception of people affects his ability to work cooperatively.
 - j. Individuals are responsible for their career planning.
2. Individuals differ in their interests, abilities, attitudes, and values.

Sub-Concepts

- a. People bring different values to their jobs.
- b. Some people value work because of the social aspect.
- c. Some people value work that keeps them clean; others value work that involves grease and oil or mud and dirt.

- d. Workers display different temperaments in their jobs: liking variety/change, taking risks, working alone, performing under stress, doing repetitive jobs.
 - e. A worker's temperament affects his job.
3. Career education prepares man for the world of work.

Sub-Concepts

- a. Career choice is a developmental process.
- b. People do many kinds of work.
- c. A person may have many careers.
- d. Hobbies and interests may lead to a vocation.
- e. There are job clusters within occupational areas as well as across occupational areas.
- f. Career areas have a hierarchical structure.
- g. Basic education enhances job performance.
- h. There is a specific knowledge for each career area.
- i. Vocational preparation requires skill development.
- j. Work experience facilitates career decision-making.
- k. Workers may need vocational retraining in the course of a lifetime.
- l. Transferable knowledge will facilitate retraining.
- 4. Job specialization creates interdependency.
- 5. Man's livelihood depends upon the production, distribution and consumption of goods and services.

Sub-Concepts

- a. Understanding economics helps man to function effectively and to make choices and decisions consistent with his needs and resources.
- b. Man's work affects his standard of living.
- c. Geographical settings affect work.
- d. Man's work contributes to a nation's wealth and productivity.
- e. The economic system structures incentives for man to work.
- f. Our economic system influences work opportunity.
- g. Economic fluctuations influence occupational choice and opportunity.
6. Job characteristics and individuals must be flexible in a changing society.

Sub-Concepts

- a. Persons need to be recognized as having dignity and worth.
- b. Occupations exist for a purpose.
- c. Various groups and institutions influence the nature and structure of work.

INFORMATIONAL OBJECTIVES

1. The students will discuss why self-awareness is vital to career decisions and work performance.
2. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.
3. The students will identify the many occupations and jobs that are available within the city and state.
4. The students will discuss how the interdependency of workers affects our economy and our society.
5. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.
6. The students will identify the many types of goods and services that are supplied by the federal, state and local government.
7. The students will describe how transportation and communication make it possible for a wide distribution of goods to be moved from producer to consumer.

UNIT I

EDUCATIONAL GOAL: To improve students' self-concept or self-image and their sense of personal worth.

CONCEPT: Self understanding is vital to career decision and work performance.

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT
AREA

STRATEGIES

RESOURCE
MATERIAL

Language Arts

Listen to and discuss the program on Secrets to help the students to improve their self-image.

Cassette Tape Secrets -
Complete Program.
Educational Process Corp.

Language Arts

Listen to and work out the activities in the program
Focus on Self-Development.

Filmstrip and Recordings.
Focus on Self-Development - Stage Two: Responding
SRA

Language Arts

Make a list of things I can do and things I know how to do and compose a want ad to advertise my qualifications.

Filmstrip:
Who Are You?
Foundations for Occupational Planning, SVE
Children's experiences, Newspapers

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Set up "interest centers" with books, magazines, newspaper articles, stories, and crafts pertaining to special career interests.	Books, Newspapers, Magazines
Language Arts	Role play situations such as babysitting or caring for clothing, dramatizing the right and wrong way of performing tasks.	Children's experiences
Language Arts	Role play workers in various occupations showing how these people may obtain personal satisfaction from their work.	Children's experiences
Science	Discuss how scientists, in the various areas of their science realm, find satisfaction in their positions and work.	Filmstrip: <u>George Washington Carver</u> Textbooks: <u>Concepts in Sciences, Chapter 8</u> Brandwein, Cooper, Blackwood and Lane. Harcourt, Brace and World, Inc., 1966
		<u>Finding Your Way.</u> Chapter 9

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT
AREA

STRATEGIES

RESOURCE
MATERIAL

Lyons and Carnahan
Meredith Publishing Co.,
1967

Goals in Reading.
Unit 5, Pages
274-280

Early, Canfield,
Karlin, Schottman and
Adell. Harcourt,
Brace and Jovanovich,
Inc. 1970

Math

Measure and mount pictures of interest relating to career development. Arrange these pictures for exhibits, bulletin boards, and booklets.

Paper,
Ruler,
Crayons,
Scissors,
Paste

Art

The student will make a drawing of himself in some occupational situation of his interest.

Paper and pencil,
crayons

Health

Make a display for the room using pictures from magazines on good grooming.

Magazines,
Catalogues

Health

Write fictional stories telling how a good habit helped a person to become successful.

Textbook:
Lyons and Carnahan.

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT AREA

STRATEGIES

RESOURCE MATERIAL

Finding Your Way.
Unit 4, Herodith
Publishing Co., 1967

Health List some of the good habits of famous people.

Language Arts Have students tell stories involving the consequences of not doing your best (e.g. a team of astronauts, a football team, etc.).

Language Arts Develop role playing episodes to help children become more aware of their preferences for different types of work situations.

Health Discuss the relative importance of neatness and cleanliness in different types of work.

Art Have students make drawings or self-portraits and ask:

- a. How do you see yourself?
- b. What traits or skills do you have that you like?
- c. What traits or skills would you like to develop?

Reference books

Children's experiences

Newspapers, television, books, personal observation and experiences

Children's experiences

School Nurse
 Public Health Nurse

Children's experiences

Filmstrip:
Who Are You?

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT AREA

STRATEGIES

RESOURCE MATERIAL

Language Arts

Use puzzles, games, and exercises to illustrate the decision-making process.

Foundations for Occupational Planning, S V E
Puzzles and Games, Children's Experience

Language Arts

Develop role-playing episodes in which children are able to consider the relative importance of such work values as: knowing that each person is an individual, having power over workers, adding beauty to the world, knowing that your job will last.

Children's Experiences

Filmstrips:

Who Are You?

Foundations for Occupational

Planning, S V E

What Do You Like To Do?

Foundations for Occupational Planning,

S V E

Language Arts

Storytelling - tell a story involving the consequences of not doing your best as an individual or as part of a team. (e.g. football team, firefighters, etc).

Children's Experiences

Language Arts

Pantomimo values needed in several occupations, displaying need for individual and group values and temperaments.

Children's Experiences

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT
AREA

STRATEGIES

RESOURCE
MATERIAL

Social Studies

In reviewing the occupations of Virginians, present situations involving honesty, respect, temperament, attitudes, values, etc. and have the children discuss or develop role-playing, clarifying these values in selected role-conflict situations. Have the advantages brought out.

Virginia!
A TV Social
Studies Experience
Pp. 77-79

Filmstrip:
What is a Job?
Foundations for
Occupational
Planning, S V E

Social Studies

Make a chart showing variety of job policies in several different occupations.

Policy booklets
from different
businesses

Health,
Language Arts

Read Crow Boy and discuss behavior and attitudes depicted in the story.

Book:
Crow Boy

Write interpretations of Crow Boy, e.g. "What would I do if I were Crow Boy."

Filmstrip:
Who Are You?
Foundations for
Occupational
Planning, S V E

Discuss each interpretation. (Pros and Cons)

Health

Discuss how students' and school personnel's dress and grooming habits can effect their temperament.

Children's
experiences,
Personal inter-
views

STUDENT OUTCOMES

1. After viewing the filmstrip Who Are You? the majority of the students will understand that there is a continuous interaction between one's knowledge and acceptance of self and what one will become.
2. Students will be able to list their interests and abilities on a self-evaluation card.
3. After role-playing the students will be able to identify and discuss the attitudes and behaviors which enable them to work and play cooperatively.
4. About 90% of the students, with accuracy, will be able to demonstrate their verbal and written skills in role playing and writing activities.
5. Selecting one student from the class, have the other students write one statement about their perception of that student. By comparing the statements, most of the students will be able to demonstrate that their perception of people may differ from the perception of others.
6. After listening to and discussing the program on Secrets, 90% of the students will be able to write a story that describes their interests and attitudes toward work and success.
7. Students will be able to list at least five personal strengths and weaknesses.
8. After the study on the program on Focus on Self-Development, the students will be able to list some factors that can make them successful in school.
9. After viewing and discussing the filmstrip, Who Are You? the majority of the students will be able to understand the need in society for people with different personalities, interests, and abilities.
10. Students will be able to name some factors that determine personal satisfaction in their school work.

UNIT II

EDUCATIONAL GOAL: To inform students about the multitude of occupational opportunities.

CONCEPT: Career education prepares man for the world of work.

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA

STRATEGIES

RESOURCE MATERIAL

Language Arts	Engage the students in discussions which will help them see the dignity and value of all work in which man engages.	Film: <u>Why Fathers Work</u>
Language Arts	Have students interview their parents about their jobs and report to the class what they found out.	Parents
Language Arts	Have a discussion on the division of labor within the family. What does each member do?	Parents, Children's Experiences
Language Arts	Read the yellow pages and the newspapers to seek out the many types of jobs available in the city.	Telephone Directory, Newspaper
Language Arts (Art)	Plan a puppet show portraying types of work done by their parents for presentation to the class.	Children's Experiences, Art Materials
Language Arts	View films of different types of workers and the job skills that are necessary.	Films: <u>Jobs in the City--</u> <u>Mass Media; CIEF Films</u> <u>Jobs in the City--</u> <u>Construction, CIEF</u> <u>Films</u>

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

STRATEGIES

RESOURCE MATERIAL

CONTENT AREA

Language Arts	Make reports on hobbies and interests and discuss how some work can be fun.	Children's Experiences
Social Studies	Take a field trip to a local industry to observe the kinds of work involved that affects their lives.	Molde's Bakery, Pepsi-Cola Co., Jeansco, Inc.
Social Studies	Make a <u>bar graph</u> showing the percentage of <u>all</u> Virginians, 16 years of age or older, working in each of the kinds of jobs that they have listed.	Book: <u>Virginia's History and Geography.</u> Dingledine, Barksdale, and Mesbitt, Charles Scribner's Sons, 1950, Reference Books
Social Studies	Develop a collection of pictures showing people at work in Virginia. Classify them according to periods of time and areas of the state.	Books: Whitman. Picture Book of Virginia. Putman. Everyday Life of the American Frontier. <u>Virginia! A T.V.</u> Social Studies Experience, Lesson 16
Social Studies	Make a transparency of a map showing locations of natural resources.	Film: State Dept. of Education, 1972. <u>Natural Wonders of Virginia</u> VIDE, 1961

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Write a skit to dramatize an occupation.	Book: <u>Virginia's History and Geography</u> Dingelkorn, Markafale, Nesbitt, Charles Scribner's Sons, 1950.
Art	Make a mural to show how the role of the Indian Mother has changed.	Reference Books, Children's Experiences Paper and pencil, paint, brushes
Social Studies	Classify jobs into "job families" to display on the bulletin board.	Reference Books
Social Studies	List the many occupations and jobs found in our state.	Reference Books
Social Studies	Discuss the relationship between certain occupations in the state and the geographical area.	Book: <u>Virginia's History and Geography</u> Dingelkorn, Markafale, Nesbitt, Charles Scribner's Sons, 1950
Math	Make a scale drawing to illustrate things seen on a field trip.	Children's Experiences



INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Math	Figure transportation costs for the group and per-pupil cost on a field trip.	Bus Co., Teacher
Math	Make a graph showing the number of people employed in one industry as compared with another.	Children's Experiences Paper and pencil Local industries Newspapers
Science	Talk about the kind of power that is used by people in homes and in industries for heating, lighting, and other things.	Encyclopedias, Parents, Local industries
Science	Find out about the source of electricity in the community.	VEFCO Reference Books
Art	Draw pictures of parents working and explain to the class.	Art Materials
Art	Draw pictures of "How I Help At Home" and How I Help At School."	Art Materials
Music	Have students tell of ways in which their musical interests have been helpful to them in school, in scouts, in church, and at home.	Children's Experiences
Phy. Ed.	Discuss briefly the reason for the long hours of training associated with a sport.	Games, Baseball, Football

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	SYLLABIC ITEMS	RESOURCE MATERIAL
Health	Discuss the importance of following safety rules on a field trip.	Children's Experiences Textbook: <u>Finding Your Way.</u> Lyons and Carnahan, Meredith Publishing Co., 1967
Health	Murals may be made or pictures drawn showing safety precautions in traffic, at home, at school, and at play.	Art Materials Textbook: <u>Finding Your Way.</u> Lyons and Carnahan, Meredith Publishing Co., 1967
Health	Discuss the importance of good health and physical condition in relation to job performance.	Textbook: <u>Finding Your Way.</u> Lyons and Carnahan, Meredith Publishing Co., 1967
Language Arts	Develop a bulletin board showing contributions of many workers in a particular occupational field.	Magazines, Newspapers, Reference books
Language Arts	Make a list of "Things I Can Do" and "Things I Know How to Do" and compose a Want Ad to advertise their qualifications.	Children's Experiences, Newspapers

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Interview a person from the telephone company to find out about his job and the skills required.	Resource person: C & P Telephone Co.
Language Arts, (Science, Music, Art, Phy. Ed.)	Set up "interest centers" with books, magazines, newspaper articles, stories, and crafts pertaining to special interests.	Books, Newspapers, Magazines
Language Arts	View films about various occupations. List ways a worker may get satisfaction from his job.	Film: <u>Jobs in the City--</u> <u>Medical and Health,</u> <u>CEP Films</u>
Language Arts	List on a chart as many occupations as the students can find. Start with the ones found in their community and add others of interest.	Newspapers, Magazines, Telephone Directory
Language Arts	Role play situations such as babysitting or caring for clothing, dramatizing the right and wrong way of performing tasks.	Children's Experiences, Resource Person: (a) Mother (b) Child Care Center Worker
Language Arts	Interview the school secretary to find out about her job and the skills needed.	Resource Person: School Secretary

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

COMMENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Role play workers in various occupations showing how these people may obtain personal satisfaction from their work.	Children's Experiences
Science	Discuss how scientists, in the various areas of their science realm, find satisfaction in their positions.	Filmstrip: <u>George Washington Carver, School Library</u> Textbooks: <u>Concepts in Science.</u> <u>Brandwein, Cooper,</u> <u>Blackwood & Hane,</u> <u>Harcourt Brace & World, Inc., 1966.</u> <u>Finding Your Way.</u> Chapter 9, Lyons and Carmahan, Meredith Publishing Co., 1967. <u>Goals in Reading.</u> <u>Unit 6, Pages</u> <u>274-280,</u> Early, Canfield Karlin, Schottman, and Adell, Harcourt Brace Jovanovich.
Social Studies	Make a field trip to a local industry to find out about the different kinds of work involved.	Seward Luggage



INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Social Studies	Take a field trip to the local television station to become acquainted with the various jobs involved in producing a program.	WKEX Television Station
Math	Construct simple math games and use math in both the construction and the game playing.	Art Materials
Math	Measure and mount pictures. Arrange these pictures for exhibits, bulletin boards, and booklets.	Paper, Ruler, Art Materials
Health	Make a display for the room using pictures from magazines on good grooming.	Magazines, Catalogues
Music	Play classical or semi-classical recordings and encourage the students to do creative rhythms to the music.	Music Album: <u>The Wonderful World of Music for Children.</u>
Language Arts	Discuss the importance of education and job training to work.	Encyclopedias; Filmstrip: <u>What Good is School?</u> Foundations for Occupational Planning, SVE
Language Arts	Discuss how writing skills may be related to work success.	Filmstrips and Records: <u>World of Work</u> SVA



INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

RESOURCE
MATERIAL

STRATEGIES

CONTENT
AREA

What Good is School?
Foundations for
Occupational
Planning, SVE

Language Arts Have the students write a letter to a worker they know for information regarding **good work habits and attitudes.**

C & P Telephone Co.,
Petersburg Engraving Co.,
Local Bank



STUDENT OUTCOMES

1. Parents will cooperatively participate in activities related to the career education programs.
2. Given four different age levels from 5 through 80, the child will be able to identify at least five (5) different kinds of work appropriate at each age.
3. Given a list of local industries or businesses, the child will be able to list five ways in which the work of each is essential.
4. Each child is able to list several factors necessary for job success.
5. After a discussion on "What is Work?", about 85% of the students will be able to understand that occupations develop to fulfill social needs.
6. After several field trips and talking to resource persons, most of the students will be able to recognize that there is a wide and increasing variety of occupations.
7. After viewing the filmstrip Job Families, from a list of occupations students will be able to classify these occupations into job families.
8. Students will be able to list some of the career opportunities in their immediate neighborhood or community.

UNIT III

EDUCATIONAL GOAL: To inform students that people are interdependent for fulfillment of their needs.

CONCEPT: Job specialization creates interdependency.

INFORMATIONAL OBJECTIVE: The students will discuss how the interdependency of workers affects our economy and our society.

CONTENT
AREA

STRATEGIES

RESOURCE
MATERIAL

Language Arts,
Social Studies

Take a field trip to a local industry where mass production techniques are used and observe and discuss the assembly line technique. Also, observe the number of operations performed by the machines.

Brown & Williamson
Tobacco Co.,
Holde's Bakery

Language Arts

View a film about the assembly line approach.

Film:
Eggs to Market:
The Story of
Automated Eggs
Processing, IA
Films

Language Arts

Dramatize various chores done by the early settlers such as candle dipping, soap making, and weaving.

Films:
Pioneer Home,
Coronet, 1948
Colonial Life and
Crafts, ERF, 1966

Language Arts

Read and report on inventions that have brought about improved ways of living.

Films:
Thomas Edison
McGraw, 1963

INFORMATIONAL OBJECTIVE: The students will discuss how the interdependency of workers affects our economy and our society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Social Studies	Make an exhibit of goods produced in Virginia to show how one section depends on another.	<u>Benjamin Franklin EBF, 1951</u> Textbook: <u>Virginia's History and Geography</u> , Dingleline, Barksdale and Wesbitt, Charles Scribner's Sons, 1950
Social Studies	Visit a local supermarket to note products produced in other parts of the state, nation, and world.	Supermarket, Film: <u>Foreign Marketing Newsreel</u> <u>USDA 1963</u>
Social Studies	Discuss the need of the early settlers of working together for a common cause.	Textbook: <u>Finding Your Way</u> . Unit 8, Lyons and Carnahan, Meredith Publishing Co., 1957
Health	Make booklets containing diagrams of the organs of the body and report in story form about the function of each organ.	Textbook: <u>Finding Your Way</u> .
Health	Read and discuss how the organs and systems of the body work together to enable people to function as a unified organism.	Textbook: <u>Finding Your Way</u> .



INFORMATIONAL OBJECTIVE: The students will discuss how the interdependency of workers affects our economy and our society.

CONTENT AREA

STRATEGIES

RESOURCE MATERIAL

Unit 8,
Lyons and Carnahan,
Meredith Publishing
Co., 1967

Music

The student will listen to music of various times and cultures.

Music Album:
The Wonderful
World of Music for
Children

Phy. Ed.

Discuss how essential it is for each person to play his position in a team sport.

Games:
Basketball
Baseball

Art

Divide the class into two groups. One group will make a drawing of present day division of work in the family while the other group will show divisions of labor in the families of the early settlers.

Films:
Colonial Children
EBF, 1939,
Colonial Life in
the Middle Colonies
Coronet, 1955

Math

Determine the amount each student in class is to contribute when the class purchases a gift for a sick student.

Textbook:
Modern School
Mathematics--
Structure and Use.
Duncan, Capps,
Dolcian, Quast, and
Zweng, Houghton

INFORMATIONAL OBJECTIVE: The students will discuss how the interdependency of workers affects our economy and our society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Science	Discuss how life in a community would be changed if electrical power were cut off for a few days.	Mifflin Company, 1967
Science	Make a picture chart of fresh and dried foods that we use today. ^{then} make a report on how Indians and early pioneers dried and preserved foods.	Children's experiences, VEPCO Representative
Social Studies	Take a field trip to the local television station and afterwards have students illustrate (scrapbook or drawing) the interdependency within the occupational area.	Magazines, Food Charts
Language Arts, (Art)	Prepare a scrapbook to show how experiments with such products as soybeans, peanuts, coal, and pine trees have improved ways of living.	WREX Television Station
Social Studies	Set up a production line and mass-produce a product decided on by the class.	Magazines and newspapers

Books:
Magic Mixtures,
Alloys and
Plastics
 Prentice Hall, 1963

Resource Person,
 Teacher

INFORMATIONAL OBJECTIVE: The students will discuss how the interdependency of workers affects our economy and our society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Math	Calculate the cost and the time involved in the production of a product.	Teacher, Children's Experience

STUDENT OUTCOMES

1. Students will be able to list some of the advantages of the mass-production method.
2. Students will be able to make a flow chart describing the steps involved in the mass-production of a product.
3. Students will be able to list some of the things that they would have to do if they didn't have these services or job specialists.
4. From a given list of goods and services, the student will be able to distinguish between the essentials and non-essentials.

UNIT IV

EDUCATIONAL GOAL: To visit local businesses and industries to get a first-hand view of the "world of work."

CONCEPT: Man's livelihood depends upon the production, distribution and consumption of goods and services.

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA

STRATEGIES

RESOURCE MATERIAL

Language Arts

Make illustrated charts showing products that represented wealth in the colonies.

Textbooks:

Virginia's History and Geography.

Dingledine, Barksdale and Nesbitt, Charles Scribner's Sons, 1950

Language Arts

View a film to discuss methods used in early Virginia to produce goods and contrast these with methods in use today.

Film:

Frozen Foods, Bailey

Language Arts

Read and discuss how the barter exchange was used by the early settlers.

Textbook:

Virginia's History and Geography. Dingledine, Barksdale, and Nesbitt, Charles

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

**CONTENT
AREA**

STRATEGIES

**RESOURCE
MATERIAL**

Language Arts

Report on or dramatize the work of the early settlers of Virginia to compare the past and present.

Scribner's Sons,
1950

Language Arts

Dramatize a barter exchange by having the students bring to class such small items as pencils, rulers, games and classical comic books. Set up a market place in the classroom where students can trade.

Filmstrip:
Plantation Life in
Colonial Virginia,
School Library

Pencils, Paper,
Rulers, Books,
Games

Language Arts

Discuss how natural wonders, national parks, and other tourist attractions contribute to the economy of Virginia.

Film:
Natural Wonders of
Virginia, VADE, 1961

Language Arts

Read and discuss how the availability of natural resources has affected the kinds of work carried on in that region.

Textbook:
Virginia's
History and
Geography.
Dingledine,
Barksdale, and
Nesbitt,
Charles
Scribner's Sons,
1950

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

**CONTENT
AREA**

STRATEGIES

**RESOURCE
MATERIAL**

List the machines or implements used in reaping grain in Virginia from 1607 to the present.

Filmstrip:
Planters of
Colonial
Virginia,
School Library
Film;
Machines Do
Work, McGraw,
1949

Social Studies

Locate on a map the regions of Virginia. Note the areas of production and discuss reasons for location of industries.

Textbook:
Virginia's
History and
Geography.
Dingledine,
Barksdale and
Mesbitt,
Charles Scribner's
Sons, 1950; Map

Social Studies

Make a list of the natural resources, their uses, and locations in Virginia.

Textbook:
Virginia's
History and
Geography.
Dingledine,
Barksdale, and
Mesbitt

INFORMATIONAL OBJECTIVES: The students will: identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

RESOURCE MATERIAL

STRATEGIES

CONTENT AREA

Charles Scribner's Sons, 1950, maps, Encyclopedias

Film: New Fields in the Old Dominion, VSDE
 Textbook: Virginia's History and Geography.
 Barksdale, Dingleline and Mesbitt, Charles Scribner's Sons, 1950

Social Studies On an outline map of Virginia mark the various state industries.

Social Studies View films to contrast the economic incentives of our system with those of other countries.

Films: Holland-Dudley
Japan-Coronet
Tropical Africa-IPF

Social Studies Invite a person from the local bank to talk to the class on how the bank lends money to companies which want to expand.

Resource person



INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how the livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA

STRATEGIES

RESOURCE MATERIAL

Science

Read and report to the class how climate and weather affect the work of farmers, fishermen, construction workers, and clothing store owners.

Books,
Encyclopedias

Science

Give reports on activities to show how Virginians today prevent soil erosion and forest fires.

Filmstrips:
Saving Our Soil,
School Library
Using Our Forest
Wisely, School
Library

Math

Fill in a catalogue order blank showing goods a person might order and discuss the amount of money involved.

Catalogue order
blank,
Children's
Experiences

Math

Make up problems showing quantity and quality in determining the cost of a product or service.

Children's
Experiences,
Textbook:
Modern School
Mathematics--
Structure and Use.
Ducan, Capps,
Dolciani, Quast and
Zweng,
Houghton Mifflin Co.,
1967

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA

STRATEGIES

RESOURCE MATERIAL

Math

Use basic math concepts to design a construction project to scale.

Children's Experiences

Math

Trace the use of barter and money in Virginia.

Reference books, Encyclopedias, Textbook: Modern School Mathematics--Structure and Use. Ducan, Capps, Dolciani, Quast and Zweng, Houghton Mifflin Co., 1967

Math

Make a graph showing the amount of wealth represented in Virginia's natural resources.

Reference books

Music

Sing songs and identify the various geographical settings on the basis of melodic material and tempo.

Song Book: The American Singer

Art

Collect and draw pictures to show foods people eat.

Art Materials, Magazines, Newspapers

Art

Make a papier-mâché map to show the topography of Virginia.

Art Materials

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	List and discuss the various types of services paid by a family for goods, services, and licenses during the year.	Resource People, Parents
Language Arts	Read and discuss reasons for dissatisfaction which existed among the early settlers as a result of the tea tax and the Stamp Act imposed by King George III.	Textbook: <u>Virginia's History and Geography</u> . Dingledine, Darksdale, and Mesbitt, Charles Scribner's Sons, 1950, Encyclopedias
Language Arts	Invite the principal to talk about how tax-supported, public education benefits the community.	Resource Person: Principal
Language Arts	Discuss ways pupils can save tax money by wise use of school property.	Children's Experiences
Language Arts	List and discuss community services provided through use of local and state taxes.	Filmstrips: <u>Community Service Series</u> , <u>School Library Community Helpers Series</u> , <u>School Library</u>



INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Interview the city manager to find out about community services and how citizens can help make their city and state a better place in which to live.	Resource Person: City Manager
Language Arts	Interview a person from the local bank to learn how it serves people.	Resource Person: Person from the bank
Language Arts	Plan an activity in which students can take part in voting to elect officers or to decide a question.	Children
Language Arts	Discuss things children use which are provided through taxes.	Tour of the school
Language Arts	Read and report on the Pure Food and Drug Act.	Encyclopedias, Reference books
Language Arts	Invite representatives of health insurance companies to explain how they render services, earn profits, contribute to general well-being, and stay within the governmental framework.	Resource Person: Insurance Agent
Language Arts	Write stories to show that each person is responsible for paying taxes to support government activities.	Resource people
Social Studies	Visit places within the community to see how taxes are spent in the city, state, and country.	

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will identify the ways in which the nation's livelihood depends upon the production, distribution and consumption of goods and services.

**RECOGNIZE
MATERIAL**

STRATEGIES

**CONTENT
AREA**

Math	Make up problems on the total cost of some items and figure the tax on them.	Children
Math	Work problems on computing percentage of income tax for tax purposes and determine the amount of refund due.	Tax forms
Math (Art)	Find out about some of the local tax expenses and illustrate them on a bulletin board which show how much of each purchase goes to taxes and total the cost.	Sales receipts, Newspapers, Resource people
Art	Collect pictures and bring in articles from newspapers showing how taxes are used for improvements in the community.	Newspapers, Magazines

STUDENT OUTCOMES

1. From a given list of goods and services, the students will identify by marking a "C" in front of those that are goods, and an "S" in front of those that are services.
2. From a given list of goods, the students will identify by marking a "C" in front of those that are consumer goods and a "P" in front of those that are producer goods.
3. From a given list of jobs, the students will classify them as either production, distribution, or service.

UNIT V

EDUCATIONAL GOAL: To visit local businesses and industries to get a first-hand view of the "world of work."
CONCEPT: Man's livelihood depends upon the production, distribution and consumption of goods and services.
INFORMATIONAL OBJECTIVE: The students will describe how transportation and communication make it possible for a wide distribution of goods to be moved from producer to consumer.

COMMENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	View film, showing economic values of land and water transportation.	Filmstrips: <u>History of Land Transportation,</u> <u>History of Water Transportation,</u> School Library
Language Arts	Discuss how distribution provides a wide variety of jobs for many people.	Film: <u>To Market, To Market, Prith, 1942</u>
Language Arts	Give oral reports on the steam engine, the automobile, and the airplane.	Encyclopedias, Reference Books
Language Arts	Read and discuss how the settlers in Virginia traded with England.	Textbooks: <u>Virginia's History and Geography.</u> <u>Dingledine, Barksdale and Nesbitt,</u> Charles Scribner's Sons, 1950

INFORMATIONAL OBJECTIVE: The students will describe how transportation and communication make it possible for a wide distribution of goods to be moved from producer to consumer.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Make a list of goods exported by the United States to other countries.	References, Resource people
Language Arts	Collect and examine recent literature distributed by companies dealing with improvements in the means of transportation.	Brochures, Newspapers, Magazines
Language Arts	Make <u>How</u> and <u>Then</u> charts on transportation for practice in making comparisons.	Local Industries
Language Arts	Make a list of products shipped in and out of our city, according to sources and destinations.	Reference Books, Census Report
Language Arts	Consult some census report on the number of persons in the transportation industries.	Films:
Language Arts	Dramatize important highlights in the development of communications systems, such as the invention of the telephone, telegraph, phonograph, photography, etc.	<u>Transportation</u> <u>By Land</u> , McGraw, 1958
Language Arts	Making reports contrasting shipments of tobacco in early days with the use of trucks on today's highways.	<u>Transportation By Water</u> , McGraw, 1950

INFORMATIONAL OBJECTIVE: The students will describe how transportation and communication make it possible for a wide distribution of goods to be moved from producer to consumer.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Social Studies (Art)	Collect pictures to make a bulletin board display showing occupations which have developed as a result of new methods in the distribution of goods.	Magazines, Art Materials
Social Studies	Visit the museum to see exhibits on transportation and communication.	Smithsonian Institute, Washington, D.C.
Science	Keep a one-week record of a weather map as shown in the daily newspaper.	Newspaper
Math	Make problems to calculate the cost of sending messages of various kinds.	Resource people, Telephone rates
Math	Make a bar graph comparing the speed of different kinds of transportation, and discuss what effect speed may have on the cost.	Newspapers, Brochures, Timetables
Math	Collect timetables (bus, rail, ship, and air) and learn to read them.	Bus Co., Train Station, Airport
Health	Discuss the importance of modern transportation and communication to our health.	Reference books, Encyclopedias
Art	Draw sketches of imaginary future means of transportation to show how they might affect man and his occupations.	Children's Experiences

STUDENT OBJECTIVES

1. Students will be able to list the various means of transportation in bringing goods to the consumer.
2. From a given list of products, students will be able to identify each product according to source and destination.
3. After a discussion of trading between the early settlers and England, the students will be able to compare colonial techniques with those of present day.
4. After studying means of communication, students will be able to draw a chart showing the development of communication from the beginning to the present.
5. After studying the means of transportation, the students will be able to draw a chart on frieze showing the development of transportation from the beginning to the present.

Evaluation

1. Evaluation of Understandings

- a. Observe class participation.
- b. Give objective-type and discussion tests.
- c. Observe contributions to group discussions.
- d. Administer standardized tests.
- e. Give a pre-test and a post-test to evaluate achievement in the classroom.
- f. Observe the students as they work on panels, give oral reports, and give written reports.
- g. Observe behavioral changes in group and individual tasks.
- h. Have group quizzes and discussions.

2. Evaluation of Skills

- a. Observe the growth in reading for information.
- b. Observe the desire to do more research.
- c. Observe participation in writing a short play to be dramatized.
- d. Observe a desire to read from many sources for information.
- e. Observe how well the learner can locate places on maps and globes.
- f. Observe the knowledge of the vocabulary of the World of Work gained from the context.
- g. Observe growth in letter writing and spelling.
- h. Observe growth in distinguishing between fact and opinion.
- i. Observe the creative work of the pupils done during the unit.
- j. Observe the ability to make comparisons.
- k. Observe how well the students discuss and interpret pictures and visual aids.

3. Evaluation of Attitudes

- a. Observe the ability to carry a fair share of the work load in a small group.
- b. Observe the ability to observe rules established by the group.
- c. Observe the respect shown for the ideas and feelings of classmates.
- d. Observe the desire to share with each other.

Evaluation (continued)

- e. Observe the development of an appreciation for the efforts of such workers as coal miners, farmers, and factory workers.
- f. Observe the development of an appreciation for the contributions of people in other sections of the state and the nation.

4. Teacher - Pupil Evaluation

The teacher - pupil conference can be of great help in assisting students in showing progress and growth and also in discovering particular learning problems and difficulties that they may have.

5. Pupil Evaluation

- a. The pupils may evaluate their own work by individual conferences with the teacher.
- b. The pupils will mark individual check list sheets.

Films:

Why Fathers Work
Jobs in the City - Mass Media. CIEF Films
Jobs in the City - Medical and Health. CIEF Films
Jobs in the City - Construction. CIEF Films
Foreign Marketing Newsreel - USDA, 1963
Thomas Edison - McGraw, 1963
Inventions in America's Growth, 1750-1850, 1850-1910. Coronet, 1956
Eggs to Market - The Story of Automated Egg Processing - FA, 1965
Music in Colonial Williamsburg
Colonial Life and Crafts - LMSHM, 1966
A Pioneer Home - Coronet, 1948
Colonial Children - EBF, 1939
Colonial Life in the Middle Colonies - Coronet, 1955
New Fields in the Old Dominion, VSDE, 1949
Natural Wonders of Virginia - VADE, 1961
Eli Whitney - EFB, 1951
Machines Do Work - McGraw, 1949
Water - Friend or Enemy - OLMA, 1943
Tropical Africa, IFF, 1961
Water from Farm and City - USOA, 1960
Holland - SIPC, 1967
Japan, The Land and the People - Coronet, 1966
Soil Conservation - Top Soil - USDA, 1948
Climate and the World We Live In - Coronet, 1957
Transportation - Footpaths to Air Lane - CF, 1965
Transportation by Water - McGraw, 1958
To Market, To Market - Frith, 1942

Filmstrips:

Focus on Self-Development - SRA
George Washington Carver - EBF
Earning a Living in the Colonies - EBF
Virginia Geography Series - EBF
Early Communication - EBF

Dear Parent:

This year the fourth grade classes of Virginia Avenue School will study a unit entitled "Careers in our City and State." During the forthcoming weeks and months, we hope to make your child become more aware of the significance of the world of work by introducing him to many different jobs. Your child will learn some of the characteristics that make a good worker, and he will practice good home habits that can become good work habits.

May I thank you in advance for your anticipated cooperation. If you have any questions or suggestions, please do not hesitate to call me.

Yours truly,

SUGGESTED FIELD TRIPS

1. City Police Headquarters
2. Courtrooms - Juvenile, Municipal and Hustling
3. Petersburg Fire Department
4. Molde's Bakery
5. Brown and Williamson Tobacco Co.
6. Byrd Airport - Richmond, Virginia
7. Pepsi-Cola Bottling Co.
8. Petersburg City Hall
9. C & P Telephone Co.
10. WEEK-TV Station, Blandford
11. Safeway Supermarket
12. Allied Chemical Corporation
13. Greenleaf Dairy, Inc.
14. J. C. Penney Co., Inc.
15. Seward Luggage Manufacturing Co., Inc.
16. Titmus Optical Co., Inc.
17. Jeansco, Inc.

18. Post Office
19. W.S.S.V. Radio Station
20. Bank of Virginia
21. Petersburg Engraving Services
22. Rucker Rosenstock, Inc.
23. America House
24. Norfolk Naval Base - Norfolk, Va.
25. The Capitol and Governor's Mansion - Richmond, Va.
26. The Capitol - Washington, D.C.
27. Public Health Department
28. Petersburg General Hospital
29. Richmond Symphony - Richmond, Va.
30. Virginia Museum
31. Colonial Williamsburg
32. Jamestown, Va.
33. Trailways Bus Stations or Greyhound
34. Petersburg Information Center
35. A Drug Store
36. Va. State College
37. John Tyler Community College

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American Astronomical Society
211 FitzRandolph Rd., Princeton, New Jersey 08540

"A Career in Astronomy"

American Bar Association
1155 East 60th Street, Chicago, Ill. 60637

"Law Schools and Bar Admission Requirements in the U.S."

American College of Surgeons
55 East Erie St., Chicago, Ill. 60611

"Modern Surgery"

American Council on Education for Journalism
School of Journalism, University of Missouri, Columbia, Mo. 65201

"1971-72 Accredited Programs in Journalism"

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American Hospital Association - AHA Careers Series
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"Career Opportunities for Orthotist and Prosthetists"

American Physical Therapy Association
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"Careers in Physical Therapy"

American Public Works Association - Southern California Chapter
City Hall, 303 West Commonwealth Ave., Fullerton, Ca. 92361

"Career Opportunities in Public Works"

American Society for Horticultural Science
P.O. Box 109, St. Joseph, Michigan 49202

"Horticulture - A Rewarding Career"

American Society of Zoologists
Box 2739, California Lutheran College, Thousand Oaks, Ca. 93160

"Careers in Animal Biology"

California College of Podiatric Medicine
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"Your Career in Podiatry"

California Community Colleges
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"Occupational Programs in California Public Community Colleges"

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Farm Labor Service, Sacramento, Ca. 95814

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National Alliance of Businessmen
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"Directory of Predominantly Black Colleges and
Universities in the United States of America"

National Association of Hearing and Speech Agencies
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"Job Opportunities in the Construction Industry:
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National Center for Information on Careers in Education
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"Make Your First Impression a Lasting Asset"

United Business Schools Association
1730 M St., N.W. Washington, D.C. 20036

"Excitement, Travel, Career as an Overseas Secretary"

U.S. Department of Agriculture, Agricultural Research Service
Plant Industry Station, Beltsville, Md. 20705

"Entomologists in the Agricultural Research Service"

U.S. Civil Service Commission
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"The Human Equation"

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"Working for the U.S."

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Bureau of Labor Statistics
Washington, D.C. 20212

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- "Tomorrow's Manpower Needs"
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- "Why Not Be An Apprentice?"
- "Jobs for Which Apprenticeship Training is Available"
- "Establishing a New Career: The Social Health Technician"
- "College Educated Workers 1968-80"

U.S. Department of Labor - San Francisco Branch
450 Golden State Avenue, Box 36017
San Francisco, Calif. 94102

"ORBIT"

World of Work, Occupational Field Center
310 Price Place, Madison, Wisc. 53705

"Rehabilitation Therapy: Art Therapist ... Occupation"

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The American Physiological Society,
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"Medical Physiology"

American Institute of Biological Sciences
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"Careers in Biology"

National Health Council, Inc.
1740 Broadway, New York, New York 10019

"Where to get Health Career Information"

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Society For Range Management
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Denver, Colorado 80222

"Careers in Range Science and Range Management

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Superintendent of Documents,
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- "Afiaps Press Publications 1972"

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- "Dentistry - A Changing Profession"

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Suite 1200-A
Washington, D.C. 20036

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