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## ABSTRACT

Exercises and activities for incorporating career education into the secondary school curriculum (10-12) are contained in this teacher's manual. Activities are developed for language arts (112), mathematics (32), science (21), social studies (49), related arts/fine arts (61), and guidance (41). An index of titles is included for each subject area. Teaching activities are written in a format which matches specific goals of school subjects with career education concerns (curriculum focus). Career education focus (DELLA Statement), estimated class time, essential resource materials, and the instructional process are outlined for each lesson. The appendix contains the following materials: DELLA Statements (generated for the Career Development Education Model), background in curriculum design, bibliography of suggested materials, interview sheet, list of career clusters, lists of career-related games and simulation, index of publishers/distributors, lists of evaluation instruments, notes on role playing and on brainstorm technique and planning field trips, sample job application form, sample resumes, supplemental resources for guidance, and bibliography of materials dealing with sex bias.

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GETTING STARTED:  
A Guide To Writing Your Own Curriculum

The Pennsylvania  
Guide for  
Instructional Improvement  
through  
Career Education

Senior High Volume 10-12

A project sponsored by the  
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**ORIENTATION AND RATIONALE** By Dr. Edwin Herr  
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This is a manual of suggested exercises and activities by which career education can be made available to high school students. Career education signifies emphases in which senior high school students can learn to:

- SHOW relationships among their achievements, values, preferences, educational aspirations, and career preferences
- ANALYZE current personal competency in skills necessary to career preferences and develop plans to strengthen these skills
- PREPARE to qualify for entry-level jobs through courses, by cooperative education or by on-the-job training
- PREPARE to qualify for post-secondary education through a planned school program
- DEVELOP consumer knowledge and skills
- DEVELOP skills pertinent to effective use of leisure time
- SYSTEMATICALLY reality test career preferences by relating them to achievement in courses, part-time work, and extra-curricular activities
- IDENTIFY alternative ways of accomplishing desired educational and occupational goals of one's preferred choices are not available
- DESCRIBE ways of continuing education following high school (e.g., apprenticeships, on-the-job training, correspondence courses, military service schools, evening schools, reading, college) and list those most related to career preferences
- IDENTIFY the steps required to gain admission to the job or educational experience desired immediately after high school
- MAKE accurate estimates of personal traits and achievements and present these effectively on a resume and in an occupational or educational interview
- DEVELOP specific plans to implement their career goals
- EXECUTE career plans
- ASSUME responsibility for career planning and its consequences



*What are the methods and resources of career education?*

Career education methods and resources at the senior high school level include films and filmstrips, role-playing, gaming, work-study, discussions, projected career autobiographies, simulation, behavior rehearsal, directed observations, interviews with resource personnel, identifying relationships between various kinds of subject matter and work which requires it, and planning studies. Each of the methods and resources noted can be used by teachers in any subject matter to reinforce student exploration and understanding of how the subject matter is applied in work or in advanced education. Therefore, as students are learning the content and skills of a subject, they are also being encouraged to examine its personal and career relevance.

The suggested exercises in this manual are intended to help teachers or counselors infuse their instructional and guidance processes with material which will also stimulate the career education of students. The exercises included here are only examples of the many possibilities which might be used.

*What are the affective aspects of career education?*

Career education activities affect many complex student behaviors. Included are self-understanding, educational and occupational awareness, decision-making skills as well as economic or consumer literacy and the effective use of leisure time. Students are encouraged to go beyond the school into the community to talk with and observe persons who work, to explore and try out through personal experience different work activities and continuing education possibilities, and to actively test out their interests and values. By examining the realities beyond the school, better linkages can be forged between what one studies, why, and how its personal relevance can be enhanced.

*What are the specific goals of career education?*

Career education activities are not intended to impose decisions on students or to coerce and channel them in specific directions. The intent is to help students realize the importance of their freedom to choose and to prepare them to develop decision-making skills, use information resources, and consider the personal traits by which they might choose wisely. As part of this process, it is expected that career education activities will stimulate student feelings of personal responsibility for deciding, planning, and preparing for the future.

Career education activities cannot be confined to the senior high school although the emphasis within this manual is focused upon this level. Each educational level from the elementary school forward has its own contribution to make to the evolving questions, dilemmas, and attempts at self and career clarification which each student makes. No one educational level is the most critical but each has unique contributions to make to help students anticipate and acquire a sense of purpose for his or her life. In society as complex as ours is--with the impact of wide-ranging technology, much occupational specialization, rising educational expectations and pluralistic life-styles--that is no mean feat. It is also too important to be left to chance.

*What special needs does career education seek to fulfill for the senior high school student?*

Several recent national surveys have shown that senior high school students report a major need for career planning, assistance in occupational choice, and in clarifying personal strengths and aptitudes. Too frequently we have assumed that if students are intelligent enough to graduate from high school, they should be intelligent enough to figure out what they are going to do with their life. Unfortunately, such choices are not that simple. Being bright does not signal maturity or clear purpose in how or if one's aptitudes will be employed. Self and career planning have their own knowledge base and strategies which must be learned in other than a random and piece meal basis if they are to be most effectively used.

*Why is career education valuable to all high school students?*

The senior high school student is being faced with imminent separation from the structured life of the secondary school. Thus indecisiveness, anxiety and uncertainty about the steps which lie ahead are to be expected. Given such a reality, however, it is not sufficient that senior high school students gain only awareness that opportunities exist or how these can be related to self-characteristics, such goals are more adequate for elementary and junior high school students. At the senior high school level, students must also be helped to plan specifically ways to gain access to the opportunities they seek and to take the actions required to advance toward these goals. For most students, the senior high school years must be the crucible in which they test their vague aspirations and develop specific strategies for converting these aspirations into reality. In a very real sense, the senior high school program represents the last opportunity many students will ever have to rehearse different coping behaviors as well as alternative actions and plans and to assess these against considered self-characteristics and value sets. What is contained here will make such goals for senior high school students more attainable. It is not intended that the exercises suggested here, or other career education activities, will replace existing subject matter but rather that it will infuse it with an increased ability to facilitate self and career understanding.

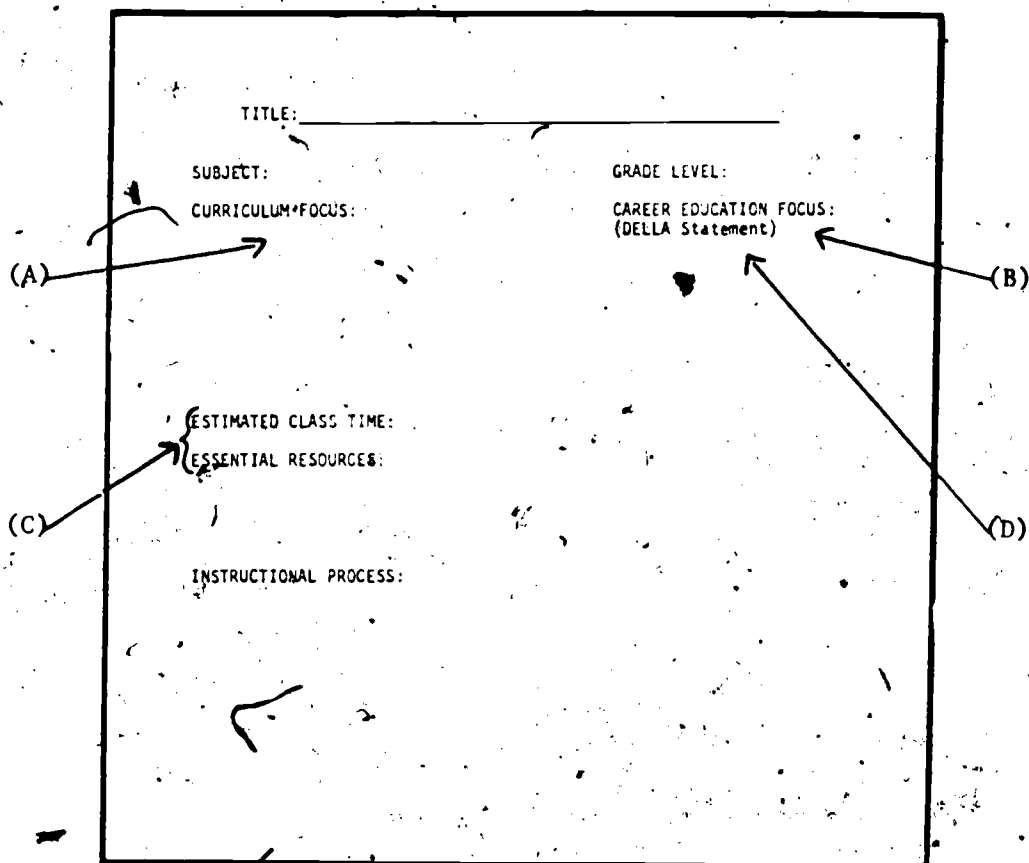
## HOW TO USE THIS BOOK

The purpose of this guide is to help you understand and use the concepts of career education. Through them, you can make your own curriculum more stimulating to students and more relevant to their current and future interests and needs. We believe that career education is a proven means for motivating students to think seriously about the subject they are studying, the changes taking place in their lives, and the role they will play in the society of the future.

You will probably find it most helpful to skim through the book as a whole, selecting those activities to read and study which best apply to your subject area and student age level.

You will find that the teaching activities have been written in a format which matches specific goals of school subjects (A) with career education concerns. (B) In most cases, the length of time estimated for teaching the activity is given, along with a listing of essential resource materials. (C)

You will note that many of the DELLA Statements (D) listed under the "Career Education Focus" column do not specifically apply to job training or careers. This is because the overall developmental approach of career education has been aimed at the whole student, rather than merely orienting the student to a job that may or may not be chosen.



After you have scanned the book as a whole and studied a few examples, pick one or two you feel would best suit your teaching and try these in class. Afterward, evaluate them both in terms of stimulating student interest in the subject material, as well as increasing student awareness of the importance of this material in their lives and in the functioning of society.

Using some of the activities in class will prepare you for writing your own. Consult the Appendix for a complete list of DELLA Statements and study "Background in Design." It describes the comprehensive approach to career education used in the Career Development Education Model, from which the DELLA Statements were generated.

By using the format shown on these pages, the list of DELLA Statements and the sample activities, it is our hope that this guide will serve to help you develop fluency in teaching career education to your students, as well as giving them a sense of the importance of this material in their own lives.

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## LANGUAGE ARTS

## SENIOR HIGH

## CURRICULUM FOCUS:

1. To point out some of the sources of present and future identity.
2. To understand that identity is not only a personal concept but also involves our relationship to other persons, groups, communities, etc.

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #06. Understand and use the concept "role"
- #08. Develop a positive self-concept
- #09. Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 1-2 class periods

ESSENTIAL RESOURCES:  
Imagination and Insight

## INSTRUCTIONAL PROCESS:

Present students with the following situation: You are on a camping trip with friends and you become separated from the group. The group looks all night but still cannot find you. The headlines of the local papers are dedicated to your mishap.

You are to write one headline that identifies who was lost yesterday. (Use your name only if you are well-known enough around your area, that most readers would know you). In other words, what would the editors of the papers say in the headline that would indicate who was lost so as to best attract the attention of the readers?

- Collect the headlines and read a few of them out loud (without reference to who wrote them, if at all possible).

You will find some headlines which show a rather strong sense of identity, in terms of roles at least (Example: "Star Athlete Missing," "Central Honor Student Lost," etc.).

Others will be identified only in terms of someone else. ("Mayor's Son Missing," "Search Continues For Local Minister's Son," etc.).

Some will be even less descriptive, identifying with such things as school ("Central Student Missing"), age group ("Local Teenager Missing") or community ("Jonestown Boy Missing").

Still others will be lacking in anything precise ("Girl Missing In Camping Trip").

These headlines are an excellent opportunity to examine identity through our membership in groups, the roles we play, or our association with others. Some of these can then be listed as sources of identity. We can identify with:



School  
Community  
Religion  
Race  
Sex  
Occupation  
Achievement  
Age  
Our relationship to others  
Etc.

This last one is especially worth examining. How many of us can be identified primarily only in terms of our relationship to husbands, fathers, mothers, etc? This may be especially true of women who develop what is called "contingent identity"-(based on someone else) rather than a real personal identity of their own.

If time permits you may extend this exercise by asking what kind of headline would be written 10 years from now. How many students would be identified only as "Former Something Or Others"? Or do students show forward-looking identities?

Other areas can also be examined such as the reasons for our lack of willingness to identify with or our unwillingness to share an identifying commitment to such things as our school, community, religion, sex, etc.

## PERSONAL DIARY

LANGUAGE ARTS/Writing

SENIOR HIGH

CURRICULUM FOCUS:

1. Writing skills
2. Perceptive skills

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #02 Develop knowledge of unique personal characteristics
- #09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:  
paper, pencil

INSTRUCTIONAL PROCESS:

This activity can be used for any length of time but the recommendation is that the students participate in it for at least a semester.

The students are instructed to keep a daily journal, write on the most exciting happening of the day and to write one to two hundred words only. They are encouraged to be honest and sincere in writing each of their entries. The three basic guidelines of the journal include:

1. the students must try to be specific
2. they must use vivid words
3. they must try to recreate their own feelings

Stressed is the fact that these journals are personal and will not be read by the teacher unless asked. The student will be given credit according to the number of days they did not miss. Periodically, a class discussion should disclose student progress in this activity and, at the end of the assignment, time for an in depth discussion should be allowed. The focus at this point should be on the students' ability to see the changes in both their writing skills and in their perceptive qualities. Ask them to write a short paper summarizing the thoughts, feelings and changes that they recorded in their logs.

Supplemental Resources: The World of Communications: Visual Media, A performancebased program of learning experiences useful in daily living and careers in communications. Flexible program for 6 through 36 weeks. Seven units. Individualized instruction. Cost: All estimated. Manual \$3.00, teacher guide \$15.00, text \$8.00, transparencies 80 for \$235.00, eleven filmstrips with sound \$145.00. McKnight Publishing Company.

## PERSONAL COMPOSITIONS

### LANGUAGE ARTS

#### CURRICULUM FOCUS:

1. Practice writing compositions involving self-awareness.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DEEA Statement)

- # 2 Develop knowledge of unique personal characteristics
- #30 Realize: work is an integral part of the total life style
- #64 Understand interrelationships: leisure time/one's career
- #66 Develop positive attitudes toward value of leisure time

#### ESTIMATED CLASS TIME:

#### ESSENTIAL RESOURCES:

Paper, pencil, eraser, chalkboard

#### INSTRUCTIONAL PROCESS:

- (1) Discuss and brainstorm the meaning of the following six topics.
- (2) The areas for discussion and writing are as follows:
  - a. Name, address, previous residences, family members and pets
  - b. Hobbies, use of leisure time
  - c. Interesting experiences (with family, friends, alone, or any others)
  - d. Special dislikes, fears
  - e. Future "hopes" (could include anything one hopes to do, places to visit)
  - f. Career plans (if undecided, list areas of career interest)
- (3) After discussion each student will develop a first draft composition based on these six areas. Upon completion of this, the final copy will be prepared.
- (4) Emphasize the basic function of the paragraph and the need for developing the six topics in separate paragraphs.
- (5) Outgrowths of activity:

Prepare a spelling list based on words incorrectly spelled on compositions. Also, include list of positive and negative points from compositions to clarify mechanical and thought processes. Discuss these lists with students.

## THE NEXT TWENTY-FIVE YEARS

### LANGUAGE ARTS

#### CURRICULUM FOCUS:

1. Reading comprehension
2. Writing

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #07 Develop an understanding of the concept "life style"  
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

Paper, pencil, article-"Next 25 Years--How Your Life Will Change,"  
United States News and World Report, March 22, 1976.

#### INSTRUCTIONAL PROCESS:

Prior to this lesson, the students should be instructed to read the article and to summarize the changes the author envisions in each of the specific areas.

As the lesson begins, each of the specific areas in the article is written on the chalkboard. Then the students are responsible for briefly characterizing these areas which include: Jobs, homes, women, street crime, children, families, elderly, politics, race, and the rest of the world. When all of these have been individually discussed the students are asked the following questions:

- What implications do these areas have in terms of your tentative career aspirations?  
To what extent do you think the author is accurate in his perceptions?  
Why?

## FUTURE JOB SHOCK

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Thinking and decision-making processes

- #15 Be aware of multiplicity of skills, knowledge in education
- #24 Understand variety and complexity of occupations and careers
- #35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: One or two periods

ESSENTIAL RESOURCES:  
Pupils and teacher

INSTRUCTIONAL PROCESS:

Sometime, when you have completed a unit and have only a day or two left in a grading period (or a week), take a "rap" break and discuss "Future Job Shock" with the class.

Begin the session with this question: "Do you think your father/mother is/are happy with his/her job? There should be both positive and negative responses. Try to sort out why some people like their jobs and others don't. Why don't the ones who dislike their jobs, change jobs? This should leave an opening for you as the teacher to point out that few people have the skills necessary to change jobs.

Once this has been done, ask students to list at least five things they like to do; then have them find out if there are jobs which involve these things. If they have difficulty making such a list, try to help them. Perhaps the school counselor or local employment person could give aptitude tests and then show the students their most likely potentials.

The important point of this rap session is to make the students aware that they should cultivate all their potential so that their job skills will allow them more choice in fields they might enjoy.

A DAY IN THE LIFE OF A -----

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Creative writing
2. Changing world

- #16 Understand need for continuing education in a changing world
- #47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Paper, Pen

INSTRUCTIONAL PROCESS:

Provide the students with the following instructions:

1. Place yourself in the future (2001) and assume you have graduated from high school or had further education.

2. Select a career in which you are interested now and picture yourself working a typical day in this job.

3. Think a little more, then write a composition with yourself as the topic.

4. Include answers to the following questions in your composition:

- a. What type of work do you actually do?
- b. Where are you?
- c. Do you need special equipment?
- d. What kind of people do you deal with?

5. Composition should be about three paragraphs long and cover details of the entire day of your work.

## OUR WRITING STYLES

### LANGUAGE ARTS

#### CURRICULUM FOCUS:

1. Develop skills in presenting one's feelings and ideas through writing

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #8 Develop a positive self concept
- #11 Develop tolerance/flexibility in interpersonal relationships
- #15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: 6-9 weeks, or a full marking period-40-45 minute classes

#### ESSENTIAL RESOURCES:

Basic text--Building Better English, Literature book, Themes and composition of previous classes to serve as models. Published examples of different writing styles

#### INSTRUCTIONAL PROCESS:

- (1) Read and discuss with pupils various types of composition. For example, short story, limerick, poems, epitaphs, epigrams, and basic themes. From time to time, assign each type to be practiced. These should be evaluated and returned to student with suggestions for improvement and revision.
- (2) Discuss the value of a combined class project and the merits derived from it.
- (3) Decide upon the styles to be used. Select from previous work handed in or else assign specific styles to be worked on by students. Each student should submit at least one of each type (style) of writing within a given time.
- (4) Have class read aloud their compositions and then vote on the best ones to be used in the booklet.
- (5) Enlist the aid of students in the class to edit, type up and illustrate the material. This can be done by committees or by individuals. It is important that everyone in class contribute something to the booklet and receive credits in the table of contents.
- (6) As a class, lay out the format, together with the title, table of contents, credits, introduction and epilogue.
- (7) Amass all materials, type out, edit and assemble booklet as a class.

(8) Distribute booklet to each student and any other persons you feel would enjoy or benefit from it.

Example:

- Principal
- Department chairperson
- Other English teachers
- Another class

(9) Discuss the experiences gained from doing this booklet.

Conclusion: Students should develop an awareness of each others needs and take pride in their accomplishments as an individual and as a group.



# GRAMMAR IS ABUSED

## LANGUAGE ARTS

### CURRICULUM FOCUS:

1. Thinking (analyzing)
2. Writing
3. Demonstrating relevance of English skills to future use  
- in possible careers

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #17 Recognize role of education in career and life goals
- #21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: One class period

### ESSENTIAL RESOURCES:

Paper, pencil attached article

### INSTRUCTIONAL PROCESS:

Previous to this class the students were provided with copies of the attached article "Grammar Is Abused." They are instructed to read it and to respond to the following questions:

1. What idea is the author making?
2. What facts does he use to substantiate it?
3. To what extent do you agree or disagree with it?

The class consists of an oral discussion which focuses on the three assignment questions. The teacher lists the students' main responses on the chalkboard and he asks questions about each so that the class will scrutinize all responses. After the three questions have been adequately explored, a culminating question is posed:

To what extent will you use English skills in your tentative career choice? As the students respond, the teacher should show the significance of the mastery of English fundamentals.

## GRAMMAR IS ABUSED

By Sydney Harris

Leaving politics quite aside-for as my readers know, I have staked out other fields of interest for my professional concern-the most appalling aspect of the whole Watergate inquiry was the low level of literacy it revealed among interrogators as well as witnesses.

I have rarely heard such poor English spoken publicly by presumably educated men, most of them lawyers. Almost every grammatical and syntactical sin in the book was committed daily-and some of the barbarisms and solecisms were almost painfully repetitious.

Everyone by now has commented on the "at this point in time" and "in that time frame," and other such obvious phrases of ponderous jargon.. But I am not even speaking of such officialese-what shocked me was the lack of rudimentary good English to be heard in those hearings.

"He invited my wife and I to dinner," says a former Attorney General of the U.S. "It was a meeting between the four of us," says another highly placed official, a graduate of one of America's most illustrious universities.

Cases, tenses, moods, agreements, antecedents, all were grossly violated by Senator and spy alike. Participles were either unattached or redundant, sentences were uttered that made Gen. Eisenhower's prose seem loftily Ciceronian. Nor was it merely that the witnesses were nervous; their interrogators were equally tortuous and ambiguous in their questioning.

Now is all this simply a snide sort of intellectual snobbery on my part? I think not, and hope not. For, when the laws of a language are violated and ignored, when turgid phrases and muddy sentences are condoned, it then becomes too easy to slip from correctness not into incorrectness-but into evasion, half-truth, and eventually the kind of sinister euphemism that refers to bombing of defenseless civilians as a "protective strike" instead of the wicked thing it actually is.

And I am convinced that it is our national indifference to language and its humane use (which is why it is part of the "humanities" in school) that culminates in a White House press secretary being able to dismiss a prior statement as being "inoperative." What this word really meant in that context was, "Don't believe what I told you then-believe what I tell you now."

To permit anyone to get away with such a blatant deception by waving the magic wand of "inoperative" is to abandon our responsibility as guardians of law and morals as well as of language. Once we begin to tolerate, or overlook, sloppy usage in language, our whole system of human communication becomes vulnerable to the vilest manipulation. It is not the snob who would preserve good form, but the true democrat, who knows, like Confucius, that "corrupt government begins with the use of the wrong word."

## UN-RULES FOR WRITING

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Writing skills
2. Thinking skills

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:

Study sheet (attached), pencil

INSTRUCTIONAL PROCESS:

Day one--The students are asked: How many of you plan to use a basic writing skill some day? For what instances? Do you think some basic guidelines exist that would prove beneficial? Why?

At this point the study sheet is distributed and each of the thirteen items is discussed not only from its humorous aspect but also from its writing problem. The students are then asked to write their own in the provided space for the next class meeting.

Day two--The entire class is spent by compiling a list of the student Un-Rules. As each is given, it is discussed and accepted or rejected by the class. A student is then designated to put these on a ditto master for future distribution.

The supplementary resources may include any appropriate grammar or usage textbook.

Supplemental Resources: Career Education Clusters, Part 3.  
Includes four sound/color filmstrips and teacher guides.  
Cost: \$69.50 (estimate) Westinghouse Learning Press

WRITING

UN RULES FOR WRITING

1. Don't use no double negative.
2. Make each pronoun agree with their antecedent.
3. Join clauses good, like a conjunction should.
4. About them sentence fragments.
5. When dangling, watch your participles.
6. Verbs has to agree with their subjects.
7. Just between you and I, case is important too.
8. Don't write run-on sentences they are hard to read.
9. Don't use commas, which aren't necessary.
10. Try to not ever split infinitives.
11. It's important to use your apostrophe's correctly.
12. Proofread your writing to see if you any words, out.
13. Correct spelling is esential.

Others: \_\_\_\_\_

These Un Rules were reprinted from: Harper Dictionary of Contemporary Usage, Morris, William, 1975 Harper and Row

# WORD SENSITIVITY

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DETAILED Statement)

1. Vocabulary Sensitivity

#35 Be aware of the value  
of acquiring marketable  
skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Paper, pencil, Thesaurus, Dictionary

INSTRUCTIONAL PROCESS:

Previous to this class, the teacher had discussed the importance of work sensitivity. He stresses the significance of being sensitive to the words one reads so that he is better able to express himself more precisely and more vividly. Finally, the teacher explains that this activity is geared towards helping the students to develop this greater awareness of the power of words. A list of very plus an adjective is orally dictated to the students and they are instructed to generate at least two synonyms for each (Example below). At least twenty should be included in the list.

This class then focuses on the student responses. As they orally offer their synonyms, a student writes each on the chalkboard and the list is examined by the class. The students then determine the words which are the most vivid, concrete, and precise.

## Sample List

- |               |                     |
|---------------|---------------------|
| 1. Very Big   | 6. Very Hot         |
| 2. Very Small | 7. Very Cold        |
| 3. Very Smart | 8. Very Lazy        |
| 4. Very Dull  | 9. Very Industrious |
| 5. Very Warm  | 10. Very Pretty     |

Supplemental Resources: Character Cards. Set includes 40 plus instructions. Color, illustrated cartoons. Personality types. Cost: \$2.95 (estimate) Pennant Educational Materials

# EMOTIONAL WORDS

## LANGUAGE ARTS

### CURRICULUM FOCUS:

1. Vocabulary
2. Word sensitivity
3. Literature study

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #38 Develop entry level skills in area of occupational interest
- #39 Develop vocabulary for stating and identifying personal goals

ESTIMATED CLASS TIME: One class period

### ESSENTIAL RESOURCES:

Paper, pencil, appropriate literary work

### INSTRUCTIONAL PROCESS:

Prior to the beginning of this activity, the teacher discusses the significance and the necessity of becoming sensitive to words in print and how the author used these words. Then the students are asked to write one word which best summarizes the mood of a short story, such as, "The Fall of the House of Usher" by Edgar Allen Poe. The students then list all the words from the literary work which contribute to the establishment of this emotion. When the students are finished, several of them are selected to write their selections on the chalkboard. These lists are then scrutinized to determine whether or not each word does develop the indicated emotional effect.

## SPELLING SKILLS

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Spelling

#22 Acquire skills, good work habits in preparing for a career.

ESTIMATED CLASS TIME: Several periods, depending on the number of words.

ESSENTIAL RESOURCES:

List of spelling demons, paper, pencil

INSTRUCTIONAL PROCESS:

At the beginning of this continuing activity, the teacher impresses the importance of a spelling skill. No matter whether or not a person is planning to pursue a higher education, he will use this skill. The basics of this activity are then explained. The basis of this weekly exercise is a list spelling demons or those words which are most frequently misspelled on your papers. Each week in a diagnostic list you will spell 20-25 words and by doing this, you will know which ones you can't spell. One week subsequently, you will again be given the words and, to pass the test, you must demonstrate 100% mastery. If you miss one or more words, you must retake the list with a student who had passed it. When you have passed the test, you submit all of the ones needed to show mastery. Finally, these lists are cumulative and you are responsible for all the previous words.

Supplemental Resources: Career Directions. Four kits designed to help students analyze their interests, skills, aptitudes. Each kit self-contained and may be used for individualized instruction. Includes filmstrips/sound, books, spirit masters, guides. Cost: \$275.00 for all four kits (estimate) Changing Times Education Service

## COMMITMENT

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Writing skills

#20 Develop basic attitudes  
needed for entry/success in  
a career.

#21 Recognize relationship:  
school environment/larger  
society

ESTIMATED CLASS TIME: One class period.

ESSENTIAL RESOURCES:

Paper, Pencil

INSTRUCTIONAL PROCESS:

This activity should be used during the first several days of a class, preferably the first one.

The students are given paper, asked to write their names in the right hand corner and indicate their tentative aspirations after graduation from high school. At this point they are instructed to answer the following question in several sentences: What do I expect to get out of this course? or What skills or knowledge do I hope to gain? They are told to be precise, clear and coherent in developing an answer to this important question. When they are finished, they are then asked to define commitment.

After proofreading both sections, the students generate synonyms for commitment and these are written on the board. They are asked: Can you find any relationship between these two activities? Stressed is the importance of devotion, dedication and loyalty on the part of the student to accomplish what he wants to receive from the course.

At this point discussion centers on another question: What relationship can you see between your definition of commitment and future career goals?

To what extent will this attitude be important in your life?

Supplemental Resources: Adolescent Experienced Series. Filmstrips with cassettes or records and teacher guides. Cost: \$48.50 (estimate) Guidance Associates



## LANGUAGE ARTS

## SENIOR HIGH

## CURRICULUM FOCUS:

1. Vocabulary skills
2. Writing activity
3. Oral communication

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #23 Acquire vocabulary for describing the world of work  
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two class periods

## ESSENTIAL RESOURCES:

1. Vocabulary terms for world of work; dittos
2. Paper, pencil
3. Familiarity with game - "Password"

## INSTRUCTIONAL PROCESS:

For a homework assignment, present to students a vocabulary list of terms used in the world of work (in general). Terms such as these may be a starting point: application, references, employer, employee, wages, benefits, salary, union, contract, management, labor, profession, administration, staff, etc. Have students define these terms using a dictionary.

Day One - Arrange the class in small groups. Ask each group to prepare a dramatization of a brief scene, during which these terms from the vocabulary list are mentioned. Some general ideas might include the following:

1. A telephone conversation
2. An interview for a job
3. A union meeting
4. An income tax preparation
5. A conversation between co-workers during a coffee break

Day Two - Have students dramatize their scenes for the class. Evaluation may include: number of terms employed in the presentation, correct spelling and use of the terms, and creativity of the presentation.

On a later date, teachers might wish to modify and utilize the popular TV game - "Password" - in which the student who guesses the word must also spell the word correctly before points are awarded.

## PICTURE FRAME PARAGRAPHS

LANGUAGE ARTS

SENIOR/HIGH

CURRICULUM FOCUS:

1. Writing skills
2. Speaking skills

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #60 Be able to use economic information in decision-making
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Five classes

ESSENTIAL RESOURCES:

Paper, pencil, ditto masters

INSTRUCTIONAL PROCESS:

The basic characteristics of a picture frame paragraph are discussed, explained and illustrated. For example, the structure consists of four to seven sentences with the first one acting as the topic and the last one acting as the clincher. The other two to five sentences serve as the body whose function is to show the picture or the details of what the writer is presenting. The students are then to compose on their own about some financial problem they might expect to occur in the future. They must write at least one paragraph and not more than three to present fully their hypothetical situation. Each student writes his problem on a ditto master. They are then distributed to the class and each student must select at least three for which he writes one-paragraph solutions. The entire class discusses each problem not only in terms of valid solutions but also in terms of the main characteristics of writing which establish clarity, coherence, and unity. The students' written solutions are handed in at the end of the oral discussion.

Supplemental Resources: Awareness: Insight Into People Includes filmstrips, records, case studies, game and teacher guide. Designed to improve understanding of self and others. Cost: \$11.50 (estimate)  
J.C. Peasley Co., Inc.; Educational and Consumer Relations

# CAREER PARAGRAPHS

## LANGUAGE ARTS

## SENIOR HIGH

### CURRICULUM FOCUS:

1. Writing paragraphs and topic sentences
2. Develop vocabulary

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #14 Understand interrelationship between education and work
- #26 Determine characteristics/ qualifications of occupations
- #39 Develop vocabulary for stating and identifying personal goals
- #22 Acquire skills, good work habits in preparing for a career
- #23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Three weeks

### ESSENTIAL RESOURCES:

Tape recorder, blank tapes, a list of words reflecting a trade, career vocabulary, transparencies illustrating paragraphs, attached worksheets

### INSTRUCTIONAL PROCESS:

With a discussion of the various careers or trades preceding this lesson, each student is to prepare a list of specialized words and their definitions suitable to his chosen field. The teacher should "sign out" two tape recorders and blank tapes (three tapes for the average-sized class). Once the spellings and definitions have received a final check from the teacher, the students, working independently or with two or three others, will say the word into the recorder, leave some blank tape-space, then spell it and give the definition. He will then use this tape to learn the spellings and definitions of these words. Finally he will use it to test himself at the end of the week, either working independently or pairing off with someone else.

After defining a paragraph and properly selecting and limiting a topic with the aid of transparencies, the student is given the Paragraph Topic Worksheet #1. After completing this sheet with much individual help, the student continues to centralize his concern by completing the Paragraph Topic Sentence Worksheet #2 and the Paragraph Plan Statement of Purpose Worksheet #3. The teacher interjects explanations of "statement of purpose" and "clincher sentences" and moves from desk to desk continually. The student finally writes the rough draft and then fills out the Self-Analysis Check Sheet before writing the final copy.

Three paragraphs are written before the study is complete. There is less supervision each time until the last is entirely the student's own work. This final paragraph should incorporate the vocabulary which the student learned during the first activity.

PARAGRAPH TOPIC WORKSHEET #1

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

Directions: Three general subjects are listed below. Phrase 3 questions and appropriate answers for each as a means of arriving at a topic for your paragraph.

A. General subject: Sports

1. Question \_\_\_\_\_

Answer \_\_\_\_\_

2. Question \_\_\_\_\_

Answer \_\_\_\_\_

3. Question \_\_\_\_\_

Answer \_\_\_\_\_

B. General subject: Money

1. Question \_\_\_\_\_

Answer \_\_\_\_\_

2. Question \_\_\_\_\_

\_\_\_\_\_

Answer \_\_\_\_\_

3. Question \_\_\_\_\_

Answer \_\_\_\_\_

C. General subject: Styles

1. Question \_\_\_\_\_

Answer \_\_\_\_\_

2. Question \_\_\_\_\_

Answer \_\_\_\_\_

3. Question \_\_\_\_\_

Answer \_\_\_\_\_

PARAGRAPH TOPIC SENTENCE WORKSHEET #2.

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

Using the topic worksheet containing questions and answers for the general subject areas, phrase a topic sentence for each of the three general subject areas. Your topic sentence should be derived from the questions and answers.

A. General subject: Sports

Topic sentence: \_\_\_\_\_

B. General subject: Money

Topic sentence: \_\_\_\_\_

C. General subject: Styles

Topic sentence: \_\_\_\_\_

PARAGRAPH PLAN, STATEMENT OF PURPOSE WORKSHEET #3

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

From the preceding worksheet on topic sentences choose one of the three topic sentences (one that your teacher has checked as being correct). Develop for that sentence a paragraph plan and a statement of purpose.

General subject: \_\_\_\_\_  
\_\_\_\_\_

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_

Paragraph plan

Subtopic 1. \_\_\_\_\_

Subtopic 2. \_\_\_\_\_

Subtopic 3. \_\_\_\_\_

Statement of purpose: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Self-Analysis Check Sheet

Name \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

1 indicates poor; 7 indicates excellent.  
Determine where on this scale  
your work falls.

1. Are you writing about one specific subject?
2. Does your topic sentence have a subject and an expressed attitude?
3. Have you successfully eliminated all irrelevant, non-supporting ideas?
4. Have you included a clincher sentence?
5. Do topic sentences and clincher sentences match one another?
6. Does your paragraph follow the paragraph plan?
7. Is there an obvious ordering of ideas?
8. Have you included enough details to make the paragraph complete?

	7	6	5	4	3	2	1

# WRITING NOT JUST FOR WRITING'S SAKE

## LANGUAGE ARTS

### CURRICULUM FOCUS:

1. Writing
2. Self expression

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #1 Develop vocabulary of self-characteristics
- #2 Develop knowledge of unique personal characteristics
- #3 Understand relationship: self-characteristics/performance
- #4 Understand that personal characteristics can be changed
- #5 Recognize relationship: self-characteristics/decision-making
- #6 Understand and use the concept "role"
- #7 Develop an understanding of the concept "life style"
- #8 Develop a positive self-concept
- #9 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 30 minutes

### ESSENTIAL RESOURCES:

Paper, pencil

### INSTRUCTIONAL PROCESS:

The teacher will assign a theme to be written in class. The writing may be done at the premature end of a lesson, in conjunction with material discussed in class, or the whole class period may be devoted to the theme.

The assigned topic is very important. The student should feel that the main purpose of the theme is to evaluate his writing skill. This tends to prohibit the students from being "phony" in their writing. The shorter time limit also aids the lesson because the student is more likely to think quickly and, therefore, honestly.

Some topics to be used might be the following:

1. Me as seen by Me
2. Complaints
3. My Proudest Moment
4. Monday Morning Blues
5. If I Was a \_\_\_\_\_

The student also practices his writing as a form of expression but more importantly, he thinks about himself as a person.

## WRITING AUTOBIOGRAPHIES

LANGUAGE ARTS/WRITING

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Practice in writing autobiographies

#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:  
paper, pencils

INSTRUCTIONAL PROCESS:

Writing autobiographies can help develop self-awareness. In writing an autobiography include each of the nine (9) topics below. Discuss and brainstorm each before writing.

- 1) One person: What person has had a great influence on your life-- father, girlfriend? What moments show this influence?
- 2) One sport: What experience with football, basketball or some other sport has made a deep impression on you? How did it influence your life?
- 3) One summer: How did one summer change you? How did it influence your life?
- 4) One day: What day was the most important in your life? What day was full of fun, emergencies, sadness? You may want to describe several moments of one day and why they were important to you.
- 5) One fear: Each of us had had a fear as a child. At what moment was this fear the strongest? In what way has this fear changed or disappeared?
- 6) One death: Have you had an experience connected with death? Perhaps a death of a friend, a pet, or even a stranger. What moments connected with the death do you remember most? What special meaning did you derive from this experience?
- 7) One pet: How did you get the pet? Describe the first moment of your meeting. What did the pet look like? What moments were the most delightful?
- 8) One hope or dream: What hope or dream for the future do you have? Would you like to have a certain job? What have you noticed about the job as you watched others doing it?
- 9) One place: Everyone has spent many happy times in one place--such as a farm, a cabin, a porch, a kitchen, a living room, a school room. What moments in this place do you remember most joyously?

Supplemental Resources: Living with Dying. Two filmstrips with cassettes. Cost: \$45.00 (estimate) Sunburst Communications, Inc.

## ESSAY-"SCHOOL IS MY JOB"

LANGUAGE ARTS/WRITING

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Essay writing
2. Development of oral and written communication skills

#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: One to two class periods

ESSENTIAL RESOURCES:  
pencil, paper

INSTRUCTIONAL PROCESS:

Have each pupil write a short essay on the topic "School Is My Job." The topic should be approached in terms of possible rewards, working conditions, job requirements, personality traits and attitudes needed for success, etc. The students can approach this topic seriously or humorously.

Share these stories in class. Afterwards, discuss in what ways school might be similar to jobs students may hold in the future. For example--Working conditions (sitting at a desk in an office job, as editor, journalist, secretary, researcher, etc.); Skills utilized (writing, reading, mathematical, or communication skills); Personality traits or attitudes needed (responsibility, endurance, etc.). Explore the idea that school is a place to learn more about oneself so as to be better able to choose a career. Ask the students to think about what they have learned about themselves and how that affects their career plans or choices.

Supplemental Resources: Career Development Series. Eight filmstrips with cassettes or records and teacher guides. Cost: \$148.00 (estimate) Guidance Associates

# WHAT I NEED TO BE SUCCESSFUL IN MY CAREER

## LANGUAGE ARTS

## SENIOR HIGH

### CURRICULUM FOCUS:

1. Writing skills
2. Developing of oral and written communication skills
3. Self evaluation of attitudes and/or skills

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #03 Understand relationship: self-characteristics/performance
- #11 Develop tolerance/flexibility in interpersonal relationships
- #12 Develop the necessary socialization skills
- #22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

### ESSENTIAL RESOURCES:

Paper

Pencil

Handout - How to put the "B" on success. (Attached)

### INSTRUCTIONAL PROCESS:

1. Have each student write a short essay or list the factors that he or she thinks are the most important contributing factors to a person's success in a career.
2. Let those students that care to share their ideas with the class read their lists.
3. Have each student place a priority on their list by placing the number 1 in front of the most important, a 2 in front of the next important, etc.
4. Have the student place a circle around the priority number that he thinks he or she possesses.
5. Hand out the "How to put the "B" on success".

NOTE: No student response required here. Except any student that wishes to comment.

6. Ask the students to look over the handout and invite their attention to the last two lines.
7. The career that you choose will probably demand all of these attributes. Each different career will require different degrees of these personal traits.
8. Personal attitudes and skills may dictate the career you choose if you are to "B" successful.

# HOW TO PUT THE "B" ON SUCCESS

**B**

.....ADVENTUROUS

.....ENTHUSIASTIC

.....INVENTIVE

.....AMBITIOUS

.....INTELLIGENT

.....TRAINED

.....COOPERATIVE

.....FLEXIBLE

.....FAIR

.....GOOD HUMORED

.....PATIENT

.....OPTIMISTIC

.....INDUSTRIOUS

.....CREATIVE

.....ACCURATE

.....NEAT

.....DEPENDABLE



## 4 SQUARE

If you make a mistake, be big enough to admit it.

How many of these qualities can we honestly say we have? Let's check up. How many other "B's" should be listed?

## LEISURE FOR PERSONAL FULFILLMENT

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Defining terms
2. Writing with preciseness

#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Three 45 minute periods

ESSENTIAL RESOURCES:

Dictionary of Occupational Titles, Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

Activity one: Begin with a class discussion to help students define leisure. Some questions to be included in this discussion are: Is your leisure time dependent upon your career? Are your leisure activities dependent upon how much money you have? How would you plan leisure time to provide variety in your life experiences? (exclude travel, unless there is another purpose). Do you think you could create a leisure time activity? Explain. Is leisure time work, play, or neither?

Activity two: Individuals or small groups will prepare a brochure for a career in a "leisure" business. Items to be included:

1. Return for efforts
2. Enjoyment
3. Compensation
4. Worth to society
5. Cost
6. Location (general)

Activity three: The class will criticize brochures in terms of timelines, accuracy, truth in statements, probable amount of routine work for those who work, probable enjoyment for those who "buy" the leisure time activity, creativity.

## EXPOSITORY WRITING CAREERS

### LANGUAGE ARTS

#### CURRICULUM FOCUS:

1. Expository writing is a skill which can lead directly to a variety of careers.
2. Expository writing is handled in a variety of ways to suit the purposes of the media and the message being conveyed.

#### ESTIMATED CLASS TIME:

#### ESSENTIAL RESOURCES:

#### INSTRUCTIONAL PROCESS:

Discuss the differences between creative writing and expository writing. Have students collect samples of expository writing as it is handled by different types of professional writers and discuss samples on the basis of category criteria (advertising, journalism-essay, review, editorial, straight reporting, political coverage, etc.). Discuss ways writing is handled in various media-newspaper, radio, TV. Have students pick an area of interest and investigate salaries, job entry, special skills, interests, promotion into related areas, etc.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #35 Be aware of the value of acquiring marketable skills
- #46 Recognize the need for making a meaningful career choice



## REPORT WRITING

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Thinking, organizing, and writing skills

ESTIMATED CLASS TIME: One class

ESSENTIAL RESOURCES:  
Paper and pen

INSTRUCTIONAL PROCESS:

After the teacher has instructed the class on what report writing entails, assign a report. The report is to be about the students' favorite school sport (whether or not they participate). Describe the season, evaluate the team, predict its future. The teacher may choose any topic.

Now discuss when one might be required to write reports in a job situation. Some suggestions are listed below:

1. To describe machines or apparatus.
2. To explain processes.
3. To get the facts.
4. To interpret a situation.
5. To check offices, businesses, plants (executives, supervisors, department heads, lab technicians, managers, bosses, secretaries, councilmen, committees, firemen, etc.).
6. To report progress (after opening a new store, shop, gas station)
  - a. What has been done?
  - b. What is the present situation?
  - c. What are the future plans?
  - d. Etc.

Reports should be presented in a neat form; clearly, correctly and interestingly written.

SENIOR HIGH

CAREER EDUCATION FOCUS:  
(DELA Statement)

#22 Acquire skills, good work habits in preparing for a career

## OCCUPATIONAL STORIES

### LANGUAGE ARTS

#### CURRICULUM FOCUS:

1. Writing stories

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #15 Be aware of multiplicity of skills, knowledge in education
- #24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: One (or more) class periods (45 min.)

#### ESSENTIAL RESOURCES:

List of job clusters, Dictionary of Occupational Titles,  
Occupational Outlook Handbook.

#### INSTRUCTIONAL PROCESS:

In conjunction with a unit on Composition, the following activity may be conducted.

Give students practice in composing one-minute "Occupational Stories." Group students by ten and have them select a particular occupation to write about. (Give them time to discuss the occupation). Call on one student to come to the chalkboard to write for one minute about the occupation. At the end of one minute, the student is asked to stop and another student is asked to continue writing the story for one minute. The process continues until nine students have written. The tenth and final person must write a conclusion to the story.

Ask the class to examine the sentences for content. Then answer these questions:

- "Do you understand what was meant?"
- "Did the occupation seem to be interesting?"
- "Would you like the job?"

Select activities from a list of jobs (or from clusters of jobs).

- Industrial Production
- Office occupations
- Service occupations
- Education occupations
- Construction
- Transportation
- Scientific
- Health
- Repair
- Art, design, communications

## IDENTIFYING CHARACTER TRAITS.

### ENGLISH

#### CURRICULUM FOCUS:

1. Improving communication skills
2. Increasing social awareness
3. Use of biographical references

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- # 1 Develop vocabulary of self-characteristics
- # 2 Develop knowledge of unique personal characteristics
- # 10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Three sessions

#### ESSENTIAL RESOURCES:

3 x 5 cards, pins, biographical resources.

Supplementary Resources: In preparation for this activity students should be reminded to refresh their memories of biographical readings or drama with which they are familiar, or to read one if they can't remember.

#### INSTRUCTIONAL PROCESS:

Session One: Teacher groups class for a discussion. Identify as many personal traits as they can. Each trait should be defined or described so that all students understand each trait.

Session Two: Discussion based on traits defined during the first session. The groups will prepare descriptions of persons, not names, who have a dominance of those traits. Identify the occupations persons with each dominate trait would likely be interested in.

Session Three: Each person will be given a 3 x 5 card and a pin. On the card, and without showing anyone else, each student will write five words. Each word is to describe something that student likes to do. Each word ends in "ing". The name the student prefers to be called is in the center. The other five words are scattered around the card. Writing should be large enough to be read 4-5 feet away. Each student pins the card on clothing. All students stand and without talking, walk about the room looking at every other card. Remember no talking. Five to ten minutes will suffice. All sit down. Discuss the unexpected words used by students to tell what they like to do. Were there any surprises?

Concluding Activity: Students will spend a few minutes thinking about what they have learned from the first three sessions.

Ask students to respond, in writing, to two or more of the following:

1. I learned that I . . . . .
2. I realized that I . . . . .
3. I noticed that I . . . . .
4. I discovered that I . . . . .
5. I was surprised that I . . . . .
6. I was pleased that I . . . . .
7. I was displeased that I . . . . .

Students may volunteer to comment to the class about any of the above.  
Students may turn in the papers. No one is required to share conclusions.

Supplemental Resources: An Introduction to Values Clarification.  
Includes FORUM magazine reprint, seven folders containing trans-  
parencies, worksheets, flash cards, poster. Cost: \$8.75 (estimate)  
J. C. Penney Company, Inc., Education and Consumer Relations

# WRITING A RESUME; MOCK JOB INTERVIEW

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Written skills
2. Oral communication skills

- #06 Understand and use the concept "role"
- #08 Develop a positive self-concept
- #17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: Five periods

ESSENTIAL RESOURCES:  
paper, pencil

INSTRUCTIONAL PROCESS:

Provide the basic information and categories in a resume. According to each student's projected career aspirations, he composes his own resume which follows the given format. The final activity is a role-playing situation in which one student plays the interviewer and the other one the interviewee. The verbal exchange between the two students is based on the facts in the resume and the rest of the class indicates whether or not the person receives the job and why. All the students have an opportunity to participate in both roles.

You may want to invite a potential employer in to "interview" students.

Supplemental Resources: Career Directions. Includes filmstrips, books, spirit masters, transparencies, teacher guides. Designed to help students analyze interests, skills, aptitudes, career options. Cost: \$275.00 (estimate). Changing Times Education Service

## RESUMES

### LANGUAGE ARTS

#### CURRICULUM FOCUS:

1. Writing a coherent resume
2. Evaluating pertinent information

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #35 Be aware of the value of acquiring marketable skills.
- #36 Aware of own multi-potentiality as to marketable skills
- #37 Develop necessary educational/occupational competency
- #39 Develop vocabulary for stating and identifying personal goals

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

Paper, pencils, Sample resumes

#### INSTRUCTIONAL PROCESS:

1. Have students examine sample resume formats and select one that appeals to them.
2. Have them rewrite the resume using personal information--biographical, educational--skills etc.
3. Read the resumes individually with each student. Probe students regarding special skills or experiences they may have neglected to mention.
4. Display resumes on overhead projector. Ask for class reactions.
5. Assign typing of final draft of resumes as homework.

## LANGUAGE ARTS

### CURRICULUM FOCUS:

1. Following printed instructions.
2. Organizing information.
3. Career skill development.
4. Career vocabulary development.
5. Inviting resource persons as speakers.

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #22 Acquire skills, good work habits in preparing for a career
- #23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Two or three periods

### ESSENTIAL RESOURCES:

Job application forms, paper, pencil, resource person

### INSTRUCTIONAL PROCESS:

Send for and make copies of several application forms from local businesses. Have students fill out these forms accurately. Discuss problems and questions as they arise.

Discuss and write up references. Whom should you ask? What is the importance of asking permission to use a name for reference in advance? Be sure to provide all information necessary in contacting the person used as a reference.

Practice writing a resume of work experience. What is the value of keeping a work record?

Have a resource person, preferably a personnel director from a local business, talk to the students about what he looks for on an application. What criteria does he use in determining whom to hire?

## LANGUAGE ARTS/WRITING

### CURRICULUM FOCUS:

1. Distinguish between opinion, prejudice and fact.
2. Basic writing skills

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #13 Acquire vocabulary for educational planning
- #15 Be aware of multiplicity of skills, knowledge in education
- #23 Acquire vocabulary for describing the world of work
- #39 Develop vocabulary for stating and identifying personal goals

ESTIMATED CLASS TIME: One class period

### ESSENTIAL RESOURCES:

Paper, pencil, chapter one from The Lively Art of Writing, Payne, Lucile. (Forrest Publishing Company, 1965)

### INSTRUCTIONAL PROCESS:

Prior to this class, the students are to read the first chapter from the Lively Art of Writing or some other source which discusses the basics of opinion, fact, and prejudice.

At the beginning of the class, the teacher writes OPINION, PREJUDICE, and FACT on three different parts of the chalkboard. The students' responsibility is to list those specific characteristics which clearly define each of the three terms. Stress in this listing, the main difference between opinion and prejudice. An opinion is based on fact and can be changed but a prejudice is based on emotions and not likely to be altered. In their oral discussions, the teacher encourages the students to use examples to substantiate their perceptions of the three categories.

When the three have been sufficiently clarified, the students are asked to write their tentative plans for next year on a piece of paper. Under these plans each student is then to indicate an opinion, a fact and a prejudice about his selection. When the students are finished, the remaining time is spent in oral discussion of their perceptions and a class verification of the specific characteristics of opinions, prejudices and facts.



LANGUAGE ARTS

CURRICULUM FOCUS:

1. Interviewing
2. Newspaper writing
3. Persuasion
4. Reading
5. Introducing

SENIOR HIGH

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #02 Develop knowledge of unique personal characteristics
- #10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Two class periods.

ESSENTIAL RESOURCES:

Paper, pencil

INSTRUCTIONAL PROCESS:

This activity presents a great idea for students to get acquainted at the beginning of the year.

Using cards or numbers, divide the class as they come through the door into groups of two. (Give each student a card or number and match them with a partner). The students interview each other trying to discover as much interesting information as they can. They then write a newspaper story about the student they interviewed trying to make it as interesting, exciting and dynamic as possible.

The next day each student introduces his partner to the class and then reads his newspaper article.

## LANGUAGE ARTS

### CURRICULUM FOCUS:

1. Thinking skills
2. Develop mastery of Basic Propaganda Techniques

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #11 Develop tolerance/flexibility in interpersonal relationships
- #15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: Depends on number of students in class

### ESSENTIAL RESOURCES:

Propaganda Games, by Robert Allen and Lorne Green, Published by AIM (Autotelic Instructional Materials) Publishers, New Haven, Conn. Purchase from: Wff'n Proof, 1111 Maple Avenue., Turtle Creek, PA 15145; pencil, paper, chart

### INSTRUCTIONAL PROCESS:

The game Propaganda is used throughout this activity. In each class until the terms are introduced, a study guide for a section of the propaganda techniques is distributed. In each class, also, the students participate in playing the game to reinforce the learned techniques. They are also to bring in examples of these from periodicals or written ones from TV or radio. The culminating written exercise is a Clear Thinking Tournament which involves the entire class. An elimination tournament is held and the daily results are indicated on a previously prepared chart. As students lose they are to work on preparing a booklet of examples of these techniques from those the students brought in. The ultimate winner is the Clear Thinker and to add some extra incentive, at the beginning of the tournament a small prize could be offered.

## LANGUAGE ARTS/COMPOSITION

## SENIOR HIGH

### CURRICULUM FOCUS:

1. Basic reading skills
2. Values clarification
3. Decision-making skills
4. Persuasion/argumentation
5. Basic sentence structure

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #34 Recognize that occupational stereotyping is undesirable
- #35 Be aware of the value of acquiring marketable skills
- #36 Aware of own multi-potentiality as to marketable skills
- #52 Realize how the labor market affects the nation's economy
- #54 Understand the relationship between occupational roles/personal economics/life styles
- #56 Recognize that society needs labors of all its people
- #57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Two class periods

### ESSENTIAL RESOURCES:

Phone books; various local newspapers, 5"x8" index cards; set of colored pencils, markers, or crayons; paper, pencils, list of 15 career clusters.

### INSTRUCTIONAL PROCESS:

Students should scan the want ads of local newspapers, as well as the Yellow Pages to make a list of occupations presently available in their community, or surrounding areas. All the jobs should be categorized by one of the following terms: "professional"; "skilled"; "semi-skilled"; and "unskilled". After all jobs have been categorized each student should choose one in each category and make up a job card for it. The job card should contain the title of the job and a description of it. Color-coding may be helpful in separating the jobs into the four categories previously mentioned. Next, the class should make a scale from one-to-five and rank the various jobs according to their prestige or status, (or lack of either). Use five as a high rating and one as a low rating.

Conduct a discussion based on questions similar to the following:

- (1) Does any category dominate a certain level of the scale? Why do you feel this has occurred?
- (2) How many occupations occupy more than one level?
- (3) What other factors influence the ranking of a job besides prestige?  
(i.e. education, income, indoor versus outdoor work, etc.)

Occupations  
(5) How can this affect a job market?

Using the job cards developed earlier in this activity, ask the students to choose one of the poorly-rated or low-ranked occupations and in a proper persuasion/argumentation form, write a paper defending the necessity of the chosen occupations. Have the students use these areas to guide and structure their papers:

- a. Why is this particular job held in such disfavor?
- b. Why is this job necessary?
- c. Is the stereotyped rating assigned by the class, a fair one?
- d. In what ways might a career in this field be rewarding?
- e. What might be some possible benefits of this job?

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Develop skill in writing want ads.
2. Develop skill in getting information from an ad.
3. Develop the ability to read between the lines: inference.

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #48 Understand the need to take responsibility for own decisions
- #49 Develop effective decision-making strategies and skills
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Three class periods (45 min.)

ESSENTIAL RESOURCES:

Text-How to Read Your Newspaper, Chapter 15 (Harcourt Brace, Jovanovich, Inc., 1970)

INSTRUCTIONAL PROCESS:

Ask pupils to read pages 196-198 of text, or if only one copy is available, you might read it to them.

Assign Exercise 1: "What Do Ads Really Mean?", page 198. Below is a copy of the first question as an example.

Put a check in front of the statement that comes closest to what you think.

1. "Quantities are limited-Don't wait," probably means:
  - a.  The store is definitely going to sell out before you have a chance to get there.
  - b.  The store wants you to think that you have to hurry.
  - c.  The store is worried that you will be disappointed.

Follow these exercises with appropriate discussion.

Class should then work on Exercise 2: "Writing Your Own Ad." Follow directions on page 199 or make up an example the class can work on together.

Exercise 3: "Getting Information From an Ad," page 201.

Exercise 5: "Getting the Best Buy," page 202.

Exercise 6: "Inferences," page 203.

Exercise 8: "Discussing the Cost of Credit," page 204.

Class discussion must follow each exercise.

## LANGUAGE ARTS/VOCATIONAL ENGLISH

### CURRICULUM FOCUS:

1. Communication skills
2. Writing skills
3. Thinking and organizing skills

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #14 Understand interrelationship between education and work
- #20 Develop basic attitudes needed for entry/success in a career
- #22 Acquire skills, good work habits in preparing for a career
- #44 Recognize that decision-making involves some risk taking
- #47 Develop a receptivity for new ideas/exploration of new ideas
- #60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: Three classes (or more)

### ESSENTIAL RESOURCES:

Paper, pencils, various kinds of small advertisements (post card, folder, pens, calendars, etc.) Speaker

### INSTRUCTIONAL PROCESS:

Emphasize the necessity for a small business to sell its services through advertising due to competition.

#### I. Purposes of advertising:

1. To show appreciation for patronage
2. To tell about new services offered or uses of your product
3. To keep your services before the customer (a reminder)
4. To explain services you offer

#### II. Direct ads tell:

1. What is being sold
2. Why the customer should buy
3. Where the service is located
4. What the price of the product is

#### III. Hints for writing ads:

1. Attention-getter headlines
2. Type-different scripts and sizes
3. Illustrations
4. Color
5. Borders
6. Trademarks, slogans
7. Ads within ads
8. Arrangement

IV. Activities for studying advertising

1. Have printer speak to class about layouts, facts, figures, etc.
2. Analyze ads using part III
3. Discuss content
4. Assign roles (various businesses)-prepare ads
5. Have a contest

During this lesson, take the opportunity to discuss how many jobs are necessary to come up with a finished ad.

LANGUAGE ARTS/VOCATIONAL ENGLISH

SENIOR HIGH

CURRICULUM FOCUS:

1. Communication skills
2. Writing skills
3. Organizing skills

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #22 Acquire skills, good work habits in preparing for a career
- #14 Understand interrelationship between education and work
- #20 Develop basic attitudes needed for entry/success in a career.

ESTIMATED CLASS TIME: Three classes

ESSENTIAL RESOURCES:

Paper, pen or pencils, examples of do-it-yourself articles from magazines or books (or transparencies), a current Writers Market.

INSTRUCTIONAL PROCESS:

Motivation: Explain to students that in this era of "do-it-yourself," anyone's hobby or trade might earn him extra money if he can think logically and write well enough. Quote going rates of payment for do-it-yourself articles from various magazines. Then show some examples.

Analyze these articles with the class very carefully. Which ones have more appeal? Why? Discuss the merits of pictures and diagrams along with written instructions; the audience you wish to approach; the possibility of the reader having the necessary tools and materials; the cost; the simplicity or complexity of skills required to do the project. (A good time to explain plagiarism).

Assignment: Ask the students to choose a project from their hobbies and prepare a do-it-yourself article. Choose a publication and audience, list materials and tools needed, approximate cost, and then write detailed step-by-step instructions for the project. Use pictures and diagrams, not only for appeal, but for clarity.

Ask the shop teachers to assist in evaluation of their projects.



## LANGUAGE ARTS

### CURRICULUM FOCUS:

1. Thinking
2. Organizing
3. Writing skills

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #22 Acquire skills, good work habits in preparing for a career  
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: Two class periods

### ESSENTIAL RESOURCES:

Paper, pencil, sample bids.

### INSTRUCTIONAL PROCESS:

Put on the board or have transparencies of the following Guidelines For Submitting Bids (letter-type):

1. List each job, operation, material, or supply separately.
2. Give the price for each individual job mentioned in the bid.
3. Indent beyond the line naming the job any specification as to just what the job includes.
4. Put in the last one or two paragraphs any item that you wish especially to emphasize such as the quality of work, the time required, or the guarantee that goes with the job.
5. Wherever possible, place all figures in a column rather than within sentences or paragraphs.

Show examples (see attached). Then discuss all the different kinds of jobs where bids are used: construction (plumbing, electrical, carpentry, brick-laying, etc.); supplies (school, office, factories, garages, cafeteria, etc.); services (photography, printing, repairs, etc.)

Assignment: prepare a bid for a job suitable to each individual student's career direction or trade.

ANDERSON'S AUTO REPAIR SHOP  
432 East Jones Street  
Middletown, PA 16632

April 29, 1976

Johnson's Department Store  
555 Main Street  
Middletown, PA 16632

Gentlemen:

Your letter of April 20, asking for quotations on various maintenance jobs on your 8-cylinder Dodge delivery trucks, is very much appreciated. Our quotations for these jobs are as follows:

---

Carbon and valve job.....\$ 50.00

Includes: All operations performed in tuning motor, cleaning carbon, re-facing valves, re-seating cylinder block, adjusting tappets.

Motor Reconditioning.....\$250.00

Includes: All operations performed in tuning motor; grinding valves, pin, and bearing; reconditioning cylinder walls and fitting new pistons.

All prices are for labor only.

It is a pleasure to submit this bid. We shall be glad to give you quotations at any time on other maintenance or repair jobs such as greasing, relining brakes, etc. If awarded your work, we assure you our very best and prompt attention to every detail of it.

We shall appreciate your giving us the opportunity to do this work for you. A thirty-day guarantee goes with every job.

Very truly yours,

John Doe, Manager  
ANDERSON'S AUTO REPAIR SHOP

## CURRICULUM FOCUS:

1. Learning the communication skills of foreign languages.

## CAREER EDUCATION FOCUS! (DELLA Statement)

- #17 Recognize role of education in career and life goals
- #22 Acquire skills, good work habits in preparing for a career
- #27 Acquire vocabulary for describing the world of work
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Ongoing

ESSENTIAL RESOURCES:

## INSTRUCTIONAL PROCESS:

Foreign language teaching lends itself very well to career education, but with very few exceptions it would be unfair to the students to create in them the idea that a foreign language could be a career in itself. However, used as a secondary skill together with another career, or as an avocational skill, it can enhance future job opportunities and earning power, provide greater job satisfaction and increase one's value to community and country.

1. Based on each student's own ability and interest, explore with him/her the employment opportunities available in your area (travel agencies, education, hospitality and recreation, etc.), urban areas (World Trade Center, U.N.), or overseas (military, research, art, foreign service, law enforcement, etc.).

2. Incorporate the following ideas in each unit you teach:

- a. Provide a special technical vocabulary.
- b. Role-play various situations, such as an airline stewardess and a passenger, a hotel employee and a guest, etc.
- c. Point out cultural differences in job training, work ethics, pay, etc.
- d. Write business letters in the target language.

3. Use posters to provide motivation. Examples are: "Foreign language creates careers with charisma," "Learn a language, the passport to the world," "Opportunity knocks in every language." Some embassies provide films free of charge, many depicting work and occupations in other countries. Sections of the New York Times with employment ads requiring foreign language abilities are helpful.

4. Field trips can be taken to a nearby travel agency, or business firms involved in export or import, etc. Naturally, the best field trip is to a foreign country itself, where students can observe firsthand the many jobs available using foreign language skills. It's also a great tool for motivation.

double skill of a foreign language secretary. An essay on the theme of how one hopes to use a foreign language later in life will encourage the students to think about the subject and offer a good starting point for discussion.

6. Invite foreign visitors to speak with your students—a farmer, a hunter, a master mechanic, a kindergarten teacher. This is most interesting for students and visitors and is a most positive learning experience.

- a job.  
5. Career research by students.

#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 5-7 class periods

ESSENTIAL RESOURCES:  
Resource person

INSTRUCTIONAL PROCESS:

1. Class brainstorms different types of careers that relate to foreign languages and lists these on the blackboard.
2. Class develops list of questions to ask resource persons about how a foreign language is useful or required in their jobs.
  - a. How does your knowledge of a second language aid you in your job?
  - b. Must you rely upon it as a primary skill or a secondary skill?
  - c. How much training in the second language (do) you need in order to perform your job?
3. Invite resource persons to the class to discuss their job, to be interviewed by the class and to answer specific questions concerning their careers. (See Interview Sheet, Appendix for ideas)
4. Have students choose several clusters and investigate occupations within these clusters that can be related to foreign languages. The students will do this in groups of two or three.
5. After they have researched the cluster(s), have one student from each group report orally to the class on it.

#31 Develop positive attitudes  
toward employment

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Map of U.S., brochures, pamphlets on careers in social services.

INSTRUCTIONAL PROCESS:

Show students maps of continental U.S. Have them locate concentrations of Spanish-speaking citizens (e.g. New York City, Southern Florida, South West). Talk about how being bilingual helps in communicating and building better relations with people. List on the chalkboard social service careers that students could consider (e.g. social worker, teacher, day-care administrator, lawyer). If students are interested in living in a particular area of the States where there are Spanish-speaking people, talk about how knowing the language gives him/her an "edge" in being able to locate there and find employment.

4. Recognition that words used in everyday English are Spanish in origin

ESTIMATED CLASS TIME: 4-6 class periods (45 min.)

ESSENTIAL RESOURCES:

Wall map of U.S., Central and South America, West Indies, Globe, Encyclopedia or Atlas, pencils, colored construction paper, glue. You may want to use dittoed sheets of said countries for pupils to color in later.

INSTRUCTIONAL PROCESS:

1. Begin with a discussion of the 18 Spanish-speaking countries in the Western Hemisphere, where our own country is. Point them out on the map.

2. Discuss places in the U.S. with Spanish names. Give a list, then ask pupils to contribute, if possible. Point out on map or have pupils do this. Such a list might include:

- |                  |                  |
|------------------|------------------|
| a. Colorado      | e. Los Angeles   |
| b. Florida       | f. San Francisco |
| c. Montana       | g. Mesa Verde    |
| d. Sierra Nevada | h. Amarilla      |

Also, explain the meaning of each name in Spanish.

3. Ask pupils to submit a list of all the Spanish words they use in English in everyday speech. These might include:

- |             |             |
|-------------|-------------|
| a. barbeque | g. fiesta   |
| b. patio    | h. hacienda |
| c. adios    | i. mesa     |
| d. pinto    | j. gaucho   |
| e. rodeo    | k. sombrero |
| f. lasso    | l. mustang  |

Also, explain the Spanish meaning to these words.

4. After becoming familiar with each of the Spanish speaking countries via wall maps or dittoed sheets, have each pupil choose one country and make its flag with construction paper. On the back of the flag, he will tell the name of the country, its capital, draw the outline of the country and designate which area it is from.

Conclusion: The outcome should develop an awareness of the many Spanish speaking countries around us and children will be more aware of the geographical position of areas, as well as countries. Especially good for 7th graders since they like to make things.



ESTIMATED CLASS TIME: 15 minutes a day for 10 days

ESSENTIAL RESOURCES:

Slides of Portugal, Spain, and Morocco. You may also want to use Encyclopedia, World Book of Facts, El Español Al Día.

INSTRUCTIONAL PROCESS:

(1) Show slides of various countries and/or continents. Add personal comments, if possible, stressing different "life-styles."

(2) Brainstorm the word "life style" and list ideas on board.

(3) From questions on the board, ask each student to write about two of them. Some possible questions are:

- a. What did you learn from the slides that is new to you?
- b. What impressed you most in the slides?
- c. How are foreign life styles similar to ours?
- d. How are foreign life styles different from ours?

(4) After the compositions have been written, group them according to expressed interests. Have students discuss and compile with their own group the items presented.

(5) Students will select one person from their group to present their ideas to the class.

(6) After the oral reports have been given, ask students to review their original list of life style compiled during original brainstorm session.

(7) Rank order their composite results.

(8) Ask one student in class to summarize their outcome of life styles. Poll the class to determine how many would be willing to change their life style for a year-how many would not and list reasons.

Conclusion: This activity should develop an awareness of other "life styles", as well as its meaning and give insight into how a decision is reached. It should also develop a sense of selective values.

ESTIMATED CLASS TIME: Five--seven class periods

ESSENTIAL RESOURCES:

Ancora Filmstrip, Literatura Universal--"Don Quixote de la Mancha I, II"  
Record--"Man of La Mancha"--original soundtrack--Stereo--Kapp Records.  
You may want to read the novel--Don Quixote de la Mancha--por Miguel  
de Cervantes Saavedra.

INSTRUCTIONAL PROCESS:

1. Discuss with the class the value of establishing worthy leisure time activities. Stress reading good books, seeing good plays, attending concerts, operas, sports, etc.
2. Discuss the merits of good literature and lead into the novel Don Quixote de la Mancha.
  - a. Why is it considered good literature?
  - b. What makes it a classic?
  - c. What does it teach us today?
  - d. How has it influenced the world?
  - e. Discuss the story--plot, characters, setting, etc.
3. Show the filmstrip--discussing as you view it together.
4. Discuss the musical or stage version and compare it with the book.
5. Play the record--"Man of La Mancha"--Discuss.
6. Each student will write a brief composition telling the story and explaining the (theme) and how the book influenced him/her.
7. If time permits, have students read a few chapters of the book--and explain them to the class.

Examples:

- a. The "windmill" battle.
- b. The "dubbing" of Don Quixote.
- c. The meeting of the Lady "Dulcinea"
- d. The "Golden Helmet of Mambrino"

ESTIMATED CLASS TIME: Ten days

ESSENTIAL RESOURCES:

Text--El Español Al Dia. Cassels Spanish/American Dictionary.  
Teacher help.

INSTRUCTIONAL PROCESS:

(1) Students will choose two or three language-oriented careers and split into groups of four or five.

(Ex: airline stewardess, doctor, taxi driver, waiter)

(2) Each group will prepare a skit to present to the class involving these careers with situations common to them. All skits should be edited by the teacher so as to insure proper speech patterns and vocabulary.

(3) After researching and practicing, students will present their skit to the class by memory. They will reenact their skit so that everyone in the group has the opportunity to play each role. A repetition of this kind will also enable the rest of the class to have the opportunity to see each skit more than once.

(4) After all skits have been presented, the class will evaluate the skits according to such things:

- a. What career was featured in the skit?
- b. Could you understand the basic idea of the skit?
- c. Did the players seem natural or know their parts?
- d. Did the players sound authentic?
- e. How would you have improved on the skit?

Conclusion: The student should build fluency in his chosen occupational situation, as well as mastering the needed vocabulary, basic verbs and pronouns and acquire an adequate pronunciation.

As a supplementary resource use Qué Tal Magazine.

ESTIMATED CLASS TIME: Two weeks of 45 minute class periods

ESSENTIAL RESOURCES:

Book--Christmas Customs Round the World, Basic Text--El Español Al Día, Speaking Spanish Book, Newspapers, balloons, paste, paint, paper towels, crepe paper.

INSTRUCTIONAL PROCESS:

- (1) Start this activity in the beginning of the Christmas season when pupil interest in holidays is high. Begin by brainstorming what things mean Christmas to us in the U.S.
- (2) After an appropriate list has been made, introduce the vocabulary of Christmas words in Spanish.  
Examples:  
Christmas eve--la Nochebuena  
Three Wise Men--los Reyes Magos  
The Holy Family--la santa familia  
Midnight Mass--la misa del Gallo
- (3) Discuss how our Christmas is similar to theirs and then relate how theirs differs from ours.  
Examples:  
the beginning of las posadas  
their <reyes magos>  
the flor de Nochebuena  
el día de los Reyes Magos  
the piñata and party
- (4) Divide the class into groups of three or four to make a piñata. Each group works out what type of piñata it will make and what to fill it with.
- (5) Under close supervision of teacher, groups make their piñatas, paint, decorate and fill them. This should take a total of five days (three days for base coats; two days to decorate and fill).
- (6) On the day of the fiesta have boys hang the piñatas and enjoy the breaking of the piñatas.

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3. to realize that in the proud tradition of Spain come various careers, peculiar only to them.
  4. To cultivate wise use of leisure time.
- snips: leisure time/one's career  
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:

Brochure from Boston, Flamenco Ballet Co.  
Worksheet from '74 Unit on Bullfight

INSTRUCTIONAL PROCESS:

1. Begin class by reviewing details of field trip, i.e. date, day, time of departure, arrival, etc.
2. Begin discussion by asking students what they are anticipating in the performance.
3. Inform them about the show via brochure.
4. Review the main parts of a bullfight.
5. Give handout of program notes-discuss.
6. Stress wise use of leisure time and that what they are going to experience is a work of art to be muchly admired and appreciated.
7. Continue by asking students to see how many careers they can list that are associated with this show.  
Direct: dancers, musicians, singers, matador, etc.  
Indirect: managers, costume and set designers, understudies, secretaries, publicity managers, teacher, etc.
8. Sum up by stressing that many careers are language oriented at many levels, but that all need some knowledge or appreciation of the Spanish heritage.

Follow up:

9. Day after the field trip, ask the student:
  - a. What impressed them most?



ESTIMATED CLASS TIME: One week of class periods

ESSENTIAL RESOURCES:

Literature (a list of suggestions is at the end of this activity)  
Occupational Information, R. Hoppock (McGraw Hill);  
Encyclopedia of Careers and Vocational Guidance, William E. Hopke (Doubleday)

INSTRUCTIONAL PROCESS:

This activity can be incorporated into your curriculum any time you want students to gain realistic and meaningful practice in developing a reading list, recording basic bibliographic data, writing précis and skimming.

1. Students begin the activity by selecting a career area which interests them (eg. transportation, medicine, etc.). Students who select the same career area may want to work together. Students and/or groups then develop a list of specific job titles within the occupational area they have chosen (ex. trucker, nurse, etc.).
2. Ask the students to search libraries for literature (biographies, autobiographies, poems, plays, short stories, pamphlets) that would describe people performing these jobs or raise issues related to these jobs. Below, following the description of this activity, is a list of novels, short stories and poems which can be used as a starting point for this activity. You might suggest to the students that they also contact people employed in these occupations for further book titles.
3. Ask the students to record basic bibliographic information on the appropriate selected literature.
4. Ask the students to select one or more of the items they have included in their bibliographies to read or skim for the purpose of writing a précis of the book's content and relevance to career education. You might want to vary the number of items to be read from student to student, depending upon their reading ability and the difficulty and length of the literature each pupil has listed in his/her bibliography.



- fringe benefits and salary ranges it provides
- satisfactions it provides
- negative aspects of the work
- how it affects the employee's personality
- d. Whether the item is difficult or easy to read
- e. Whether the item was interesting to read

6. After writing their précis, ask the students to review their bibliographies and précis with you and other students, revise them, and place them in manila folders for use by other students in the school.

7. In-class lessons, focus on the process of developing bibliographies, skimming, and writing a précis.

8. In class discussions, focus on why people take certain jobs--what they think they will like about them (ex. type of work involved, salary concerns about job security, following in role model's footsteps, being "desperate" for a job, free time available, avoiding or desiring a job that requires responsibility or initiative, or finding a job that offers the opportunity to exercise authority, leadership or creativity).

Below are novels, short stories, and poems which deal with interesting occupations or careers.

1. The Assistant, Bernard Malamud  
(small business--grocery store owner)
2. The Last Hurrah, Edwin O'Connor  
(professional politics)
3. Facing the Lions, Tom Parker  
(newspaper business)
4. He, Katherine Ann Porter  
(mother)
5. The Egg, Sherwood Anderson  
(chicken farm and small restaurant owner)
6. The Patented Gate and The Mean Hamburger, Robert Penn Warren  
(running a diner)
7. Flowers for Algernon, Daniel Keyes  
(medical professionals)
8. The Secret Life of Walter Mitty, James Thurber  
(you name it)
9. A Visit of Charity, Eudora Welty  
(nursing home personnel)

16. The Sun Also Rises, Ernest Hemingway  
(journalist)
17. The Old Man and the Sea, Ernest Hemingway  
(fisherman)
18. Appointment in Samarra, John O'Hara  
(business executive)
19. All the King's Men, Robert Penn Warren  
(politician and director of state hospital)
20. Up the Down Staircase, Bel Kaufman  
(teacher)
21. To Sir With Love, E. R. Braithwaite  
(teacher)
22. I Never Promised You A Rose Garden, Hannah Green  
(psychiatrist)
23. Johnny Got His Gun, Dalton Trumbo  
(V. A. hospital staff)
24. The New Centurions, Wambaugh  
(police officer)
25. Tono-Bungay, H. G. Wells  
(aeronautical engineering and patent medicine)
26. Heart of Darkness, Joseph Conrad  
(experienced seaman)
27. Lord Jim, Joseph Conrad  
(experienced seaman)
28. Sons and Lovers, D. H. Lawrence  
(coal miner)
29. A Portrait of the Artist as a Young Man, James Joyce  
(artist, teacher)
30. A Passage to India, E. M. Forster  
(surgeon, principal, and teacher)
31. The Power and the Glory, Graham Greene  
(priest)
32. A Civil Servant, Robert Graves
33. Dolor, Theodore Roethke  
(office worker)
34. Night Shift, Sylvia Plath  
(factory workers)
35. What is He?, D. H. Lawrence  
(cabinet maker)
36. Buyers and Sellers, Carl Sandburg  
(laborers, generally)
37. My Bus Conductor, Robert McGough
38. A Politician I-An Arse Upon, E. E. Cummings
39. Lines Written for Gene Kelly to Dance to, Carl Sandburg
40. Jazz Fantasia, Carl Sandburg  
(jazz musician)

## DECISION MAKERS PORTRAYED IN LITERATURE

### LANGUAGE ARTS

#### CURRICULUM FOCUS:

1. Analyzing
2. Interpreting
3. Writing
4. Literature study

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #42 Know external factors affect decision-making and vice versa
- #44 Recognize that decision-making involves some risk taking
- #48 Understand the need to take responsibility for own decisions.

ESTIMATED CLASS TIME: One class

#### ESSENTIAL RESOURCES:

Paper, pencil, copies of Patrick Henry's "Speech in Virginia Convention" and of Thomas Paine's "The Crisis".

#### INSTRUCTIONAL PROCESS:

Prior to this lesson the students are asked to read the selections by Patrick Henry and Thomas Paine and to write a contrast and a comparison between the two literary works.

As the class begins, a general distinction between the two works is provided. It should be explained that Patrick Henry is orally delivering his speech before a decision to go to war with England is reached and that Thomas Paine's writing is being done on a drum head during the Revolutionary War as the army led by George Washington is retreating.

The students then generate specific elements which are the same and different. These are briefly listed on the chalkboard. As a culminating question, the students are asked: What were the consequences of each man's decision to participate in this conflict? What led each man to decide to participate in this war even though he might be sacrificing his life? If you had lived in those times, would you have actively or passively pursued your political feelings? Why?

## THE SHORT STORY

LANGUAGE ARTS/LITERATURE

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Learning about the nature of the short story.
2. Learning about the characterization of the short story by writing an original.

#03 Understand relationship: self-characteristics/performance.  
#26 Determine characteristics/qualifications of occupations.

ESTIMATED CLASS TIME: 7 class periods

### ESSENTIAL RESOURCES:

short stories (a list of suggestions is at the end of this activity)  
You may want to use--"Guidance Activities for Teachers of English" by Science Research Associates.

### INSTRUCTIONAL PROCESS:

This activity presupposes that the class has already studied the novel.

Day 1 - Ask the student to read a short story in which an occupation is a significant factor in the story. For example, "The Prussian Officer" by D. H. Lawrence. A list of suggested short stories follows description of this lesson plan.

Day 2 - Class discusses the elements (length, plot, characterization, themes) of the short story and compares them to a novel. Encourage class to use concrete examples from prior assignments for the comparisons. Also discuss the structure of the short story, such as beginning, middle, end, when characters can be introduced, setting, etc. Ask the students to write for homework a brief analysis of how the officer's military occupation may have influenced his personality and vice versa.

Day 3 - Discuss prior night's homework assignment. Ask the students to begin working on their next homework assignment which is to write a short story. (Allow them at least three days for completion.) This short story should focus on how the protagonist's occupation relates to his/her personality in terms of job selection, performance, enjoyment, advancement, etc.

Day 4 - Class discusses the short story as a form of literature in terms of opportunities for and methods of characterization; methods for how personality can be revealed such as stream-of-consciousness, first-person thinking, dialogue, action description, etc. Discuss the relationship between opportunities for characterization in the short story and how careers relate to personality.

Day 5 - Students read in class a brief O'Henry story, such as "The Cop and The Anthem," compare it to "The Prussian Officer" in terms of its structure and in terms of how it relates careers to personality.

Day 6 - Class reads aloud some of their short stories and discusses them in terms of (a) the nature of the short story (b) what they illustrate in terms of how careers influence personality and how personality influences job selection, performance, and satisfaction.

### Suggested Short Stories

- "Flowers for Alernon," by Daniel Keyes (doctors and nurses)
- "The Egg," by Sherwood Anderson (small restaurant)
- "The Far and the Near," by Thomas Wolfe (railroad engineers)
- "A Visit to Charity," by Eudora Welty (nursing home)
- "The Painted Gate and the Mean Hamburger," by Robert Penn Warren (diner operator)
- "The Secret Life of Walter Mitty," by James Thurber (variety of jobs described which students can add to by continuing the story themselves)

Students can also read and discuss poems which treat occupations. A suggested list follows:

- "A Civil Servant," by Robert Graves
- "Dolor," by Theodore Roethke (office worker)
- "Eleven," by Archibald MacLeish (gardner)
- "Night Shift," by Sylvia Plath (factory worker)
- "The Gresford Disaster," anonymous (miners)
- "What is He?," by D. H. Lawrence (cabinet makers)
- "Buyers and Sellers," by Carl Sandburg (laborers)
- "A Politician Is An Arse Upon," by E. E. Cummings
- "Jazz Fantasies," by Carl Sandburg (jazz musician)

## FALSE VALUES

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Value clarification skills
2. Short story understanding
3. Thinking skills

#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Two classes

ESSENTIAL RESOURCES:

paper, pencil, appropriate anthology

Pre-requisite: Reading of both stories by the class

INSTRUCTIONAL PROCESS

A two day discussion ensues and the similarities and the differences between "The Devil and Daniel Webster" and "The Devil and Tom Walker" are elucidated.

Day One. An overview of both stories is presented through an oral discussion. Stressed are the basic plots, the settings, characters and the stories. The students are assigned to list similarities and differences between the two stories.

Day Two. A list of the similarities and differences between the two stories is written on the chalkboard as they are generated by the students. The focus of the oral discussion of this list is how each of these influences the materialistic greediness of both Jabez Stone and Tom Walker. Toward the end of this discussion, the focus becomes more student personalized by soliciting responses to the following questions:

1. Do you know people who exhibit the same characteristics or values as Jabez Stone and Tom Walker?
2. How would you describe these people's perception of life?
3. To what extent is materialism important in your life?

Supplemental Resources: Career Survival Skills. Includes: Teacher manual, student data sheets, wall charts, cassette, career education index, handbook. Cost: \$45.00 (estimated). Leads students to awareness of career development. Charles E. Merrill Publishing Company

PEOPLE'S RIGHTS

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Role identification
2. Reading skills
3. Communication skills

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #08 Develop a positive self concept
- #09 Recognize that development of self is constantly changing
- #10 Develop a sensitivity toward and an acceptance of others
- #11 Develop tolerance/flexibility in interpersonal relationships
- #33 Develop personal habits which are socially valued
- #34 Recognize that occupational stereotyping is undesirable

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Copies of suggested stories or similar stories. Paper and pencil

INSTRUCTIONAL PROCESS:

Assign for reading: THE EYES OF MR. LOVIDES by John Godey  
MY FIRST BOSS by Ralph McGill

Using the stories as a take-off point, have students relate similar problems as experienced by themselves, friends, or someone they know. After several experiences have been shared, ask the students to help you make four lists on the board:

WHAT I EXPECT FROM OTHERS

WHAT OTHERS MIGHT EXPECT FROM ME

At Home

School/Job

At Home

School/Job

After the lists have become quite long, weed out the trivial together, and then have the students copy the lists into their notebooks. Perhaps ditto copies could be made and given to each student to keep in their pocketbook or wallet as a reminder of "people's rights."

## WHAT A CHARACTER

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Understanding characters in fiction
2. Developing characters in writing.

#04 Understand that personal characteristics can be changed.  
#03 Understand relationship: self-characteristics/performance

ESTIMATED CLASS TIME: One class period or more

ESSENTIAL RESOURCES:

Novels, plays, short stories of teacher or student's choice

INSTRUCTIONAL PROCEDURES:

Read, preferably with the class, a piece of chosen fiction. Discuss how the author developed his characters (i.e. the way in which they speak, the way they dress, personal characteristics, what others say about them, etc...). To get students to ferret out this information, ask them how they determine if they want to get to know a new student. How do we judge others? How do others judge us? How does the author get you to like or dislike a character? How can we make others judge us favorably?

From this discussion a student should be able to apply this information not only to the creation of his own fictional character in a short character sketch but to himself regarding his relationships with others.



## KID PROTECTION

### LANGUAGE ARTS

#### CURRICULUM FOCUS:

1. Child Labor Laws

### SENIOR-HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #16 Understand need for continuing education in a changing world
- #19 Realize technological changes demand retraining of workers
- #35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: 45 minutes

#### ESSENTIAL RESOURCES:

Short story "The Apostate" by O'Henry

#### INSTRUCTIONAL PROCESS:

The class will read the short story "The Apostate" by O'Henry. This may be done in class or as an overnight assignment.

Upon completion of reading the short story, the class will either discuss or write about the following points:

1. Was it fair that the young boy (10 yrs. old) was made to work in a factory to support his family? (mother and brother)
2. Would you do it?
3. What do you think makes a working place a "sweat shop?"
4. After reading this story, do you feel that laws limiting hours, minimum age, and hazardous occupations are good things?

## PERSONAL ATTITUDES AND YOUR JOB

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELEA Statement)

1. Study of the Short Story.

#32 Realize one's success in work is affected by one's attitude  
#33 Develop personal habits which are socially valued  
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: Five class periods

ESSENTIAL RESOURCES:

Short story, "All the Years of Her Life"-Morley Callaghan,  
guest speakers, field trip

INSTRUCTIONAL PROCESS:

1. Discuss the short story (assigned the evening before). Talk about what Alfred did. Was it "right"? Do you feel he should have been fired? If you would have been Sam Carr, would you have fired Alfred? Why did his mother react the way she did? etc. Was his lack of success a result of it?

2. Invite a PA State trooper to the class to discuss the social ramifications of shoplifting. What is the penalty?

3. Have a person from a local store speak to the class about the amount of loss, the effect on prices to the consumer, etc., caused by shoplifters.

4. Arrange a field trip to tour a department store, which employs many anti-shoplifting devices. Ask the store manager to describe the security system.

5. Return to the classroom and discuss what there is about people in our society (personal attitudes) that makes such security equipment needed. Relate this information to what was discussed about the short story "All the Years of Her Life."

## THREE THINGS IN LIFE

### LANGUAGE ARTS/LITERATURE

SENIOR HIGH.

#### CURRICULUM FOCUS:

1. Communication skills
2. Thinking skills
3. Creation of one's ability to analyze self perceptions

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #05 Recognize relationship: self-characteristics/decision-making
- #10 Develop a sensitivity toward and an acceptance of others
- #12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:  
paper, pencil

#### INSTRUCTIONAL PROCESS:

This activity is used after a discussion of literature has transpired. Also, to make this activity effective, one has to have defined literature as having a relationship to a reflection of or a reproduction of life.

Day One - Have students respond to two questions. Before and during the written response, the teacher must voice genuine encouragement for sincere and honest perceptions. These two questions are:

- A. What is Life? (Define Life)
- B. List the three most important things about life. (List them in order of importance) After a brief discussion of the first question, the students' number one item in the ranking is written on the blackboard and, as provided by the students. These are then copied and the class assigned a ranking exercise with a brief explanation for each.

Day Two - The class is broken into groups of four or five students. Each group elects a chairman and the groups are instructed to agree upon one list of items in order of importance. About a third of the time is spent by the teacher's recording of each group's selection and a discussion of the items as they are ranked.

Supplemental Resources: Career World: A career guide for students with monthly packets, career clusters, lively format. Cost: \$3.25 per student. Curriculum Innovative Sciences, Inc.

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS  
(DELLA Statement)

1. Vocabulary
2. Listening

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Paper, pencil, literary work

INSTRUCTIONAL PROCESS:

Previous to this lesson the students should be assigned a reading such as, Edgar Allen Poe's short stories, "The Fall of the House of Usher" and "M. S. Found in a Bottle." Vocabulary words are selected from these works and dictated to the class. The students are instructed to provide correct synonyms for those words with which they are not familiar, and they should use each of these words correctly in a sentence. The sentence should reflect the meaning of the word.

At the beginning of the next class, the teacher collects these sentences. The students must then write after the corresponding number, whether or not the sentence is correct as the teacher orally reads at least one from each of the papers. In checking their responses, the students must justify, in terms of appropriate word usage, correct connotations, and reflection of work definition in sentence, whether or not each sentence is correct.

## HE'S LIKE ME

### LANGUAGE ARTS/LITERATURE

#### CURRICULUM FOCUS:

1. Writing skills
2. Organization of perceptions
3. Literature analysis

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #01 Develop vocabulary of self-characteristics
- #04 Understand that personal characteristics can be changed
- #07 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: Several classes depending on the novel

#### ESSENTIAL RESOURCES:

Paper, pencil, novel

#### INSTRUCTIONAL PROCESS:

This activity can be implemented with the study of almost any full-length novel.

At the beginning of the students' reading, the teacher explains that each student is to keep a journal on one character. The student's choice should be determined by the degree to which personal identification is possible. In the journal each student is responsible for compiling information in three areas:

1. In what ways is this person like me?
2. How does this person change and what causes these changes?
3. To what extent does this person live the way I would want to?

A culminating discussion at the end of the unit would be used to reveal only those responses which are objective and can be shared without embarrassment.

NO RATIONAL DECISIONS, PLEASE

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Thinking

#16 Understand need for  
continuing education in a  
changing world

ESTIMATED CLASS TIME: One day

ESSENTIAL RESOURCES:

Paper, pencil, Science fiction novels such as Brave New World  
by Aldous Huxley or Fahrenheit 451 by Ray Bradbury.

INSTRUCTIONAL PROCESS:

This activity is used to introduce a unit on a science fiction  
novel such as Fahrenheit 451 or Brave New World.

The teacher begins the oral discussion by asking: What do you  
think might happen if we eliminated all books or all means of  
making a rational decision? The students answers are sketchily  
written on the board and from these responses, the students are  
asked to list some specific adjectives which characterize this  
society. The majority of these are then added to the notes on  
the chalkboard. The teacher uses this list as a summary as he  
distributes the novel. The final comment is for the teacher to  
indicate that this novel will verify whether or not our perceptions  
are consistent with this particular author.

## SCIENCE FICTION NOVELS

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Reading
2. Analyzing

- #65 Understand leisure time can provide some rewards of work
- #66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Article, Paper, Science Fiction Novel, Newsweek--December 8, 1975 pp 52-57

INSTRUCTIONAL PROCESS:

This activity is used after a science fiction novel such as Fahrenheit 451 by Ray Bradbury has just been read. Also, the students have been assigned to read "Video's New Frontier" Newsweek, December 8, 1975 pp. 52-57

In the beginning of the oral discussion, the teacher focuses on comparison between the novel's content and the article's main idea. The students are asked whether or not this article is foreshadowing a society similar to that in the novel. The discussion then focuses on our society's reliance on the television and the students are asked how much, on the average, do they watch television. An average is computed and alternative methods of spending leisure time are explored. The students continue in the discussion until, at the end, they are forced to make a value judgement about their own leisure time activities. At the end of the class, the teacher asks the students to evaluate their own practice of watching television and to examine whether or not their habits could be altered so that they are more stimulated and more active.

## "FLIGHT" BY STEINBECK

### LANGUAGE ARTS/LITERATURE

### SENIOR HIGH

#### CURRICULUM FOCUS:

1. Development of reading interpretative
2. Development of oral skills

#### CAREER EDUCATION FOCUS: (UELLA Statement)

- #06 Recognize relationship; self-characteristics/decision-making
- #42 Know external factors affect decision-making process
- #43 Recognize restrictions in the decision-making process
- #44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: Two classes

#### ESSENTIAL RESOURCES:

paper, pencil, short story "Flight" by John Steinbeck

#### INSTRUCTIONAL PROCESS:

This activity is used after John Steinbeck's "Flight" has been assigned and read by the students.

Day One - Review the basic plot of the story and the motivation factors behind Pepe's decision. The students are instructed to respond to several questions for the following class.

1. What is a man?
2. Was Pepe a man? Justify.
3. Define cowardice.
4. Would Pepe have made the same decision today? Why?
5. Are there any Pepees in our society? Specify.

Day Two - The teacher conducts an oral discussion which focuses on the students' identification of the most significant characteristics of a man, a coward, and the forces at work that made Pepe's decision for him. Rather than an entire class discussion, the students could be broken into several groups, given time to respond to the questions, and provide the answers to the entire class for consideration.



SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
IBM Education Center 1240 Ala Moana Blvd. Honolulu, HI 96814	IBM Computer Courses	Variable 1 to 15 days	Operator and Programmer Training	\$85 to \$1,175 (see schedule available at school)		As per printed schedule
Institute of Real Estate Salesmanship 4300 Waiialae Avenue Apt. 1905 Honolulu, HI 96816	Salesmanship in Real Estate	16 clock hours	Salesmanship in Real Estate	\$75		As per schedule published by school
Institute of Simplified Mathematics Suite 208 2615 S. King Street Honolulu, HI 96814	Simplified Mathematics	3 hours	None	\$50		Variable
Japan America Institute of Management Science 6660 Hawaii Kai Drive Honolulu, HI 96825	International Program  Japanese Program	2 semesters  5 months	Mid-management training	\$1,450  \$960	Registration \$50	See school catalogue

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SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
Kenway School of Accounting 1019-A University Ave. Honolulu, HI 96814	Payroll Accounting Intermediate Accounting Accounting 234 Accounting 235	42 hours 42 hours 200 hours 100 hours	Occupations in basic and advanced accounting	\$125 \$137.50 \$495 \$247.50	Materials -- \$10 Text -- \$14.50	See school catalogue
National Business Training School 1032 Alakea Street Honolulu, HI 96813	Bookkeeping Jr. Bookkeeping Clerk-Typist Checker-Cashier General Office Clerk Sec.-Stenographer File Clerk Account Clerk Payroll Clerk	500 hours 240 hours 120 hours 80 hours 240 hours 960 hours 100 hours 160 hours 200 hours	Office occupations	\$625 \$295 \$175 \$110 \$300 \$1,150 \$130 \$250 \$275	\$47.75 Books \$19.00 Books \$15.50 Books \$5.00 Books \$24.00 Books \$56.50 Books \$27.75 Books \$18.75 Books	See school catalogue
Academy Beauty College 315 Royal Hawaiian Ave. Honolulu, HI 96815	Cosmotology	1,800 hours	To qualify for the State Board of Cosmotology Exam.	\$500	Registration \$10 Books & Kit \$55	Continuous
Gony's Beauty College 4369 Rice Street Lihue, Hawaii 96766	Cosmotology	1,800 hours	To qualify for the State Board of Cosmotology Exam.	\$625 -- including Books & Kit	Registration \$10	Continuous
Hilo School of Beauty 292 Kamehameha Ave. Hilo, Hawaii 96720	Cosmotology	1,800 hours	To qualify for the State Board of Cosmotology Exam.	\$807	Registration \$10 Books & Kit \$70	Continuous

SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
Hollywood Beauty College 1423 Kapiolani Blvd. Honolulu, HI 96814	Cosmotology	1,800 hours	To qualify for the State Board of Cosmotology Exam.	\$700	Registration \$10 Kit - \$150.58 Tax - \$34.42	Continuous
Royal School of Beauty Culture 295 Alexander Young Bldg. Honolulu, HI 96813	Cosmotology	1,800 hours	To qualify for the State Board of Cosmotology Exam.	\$400	Registration \$10 Kit - \$35 Tax - \$17.50	Continuous
Trend Setters International Beauty College of Hawaii 1413 S. King Street Honolulu, HI 96814	Cosmotology	1,800 hours	To qualify for the State Board of Cosmotology Exam.	\$518.65	Registration \$10 Kit & Tools - \$53.00 Texts - \$17 Manikin - \$70 Tax - \$26.35	Continuous
Honolulu Barber School, Ltd. 71 S. Hotel Street Honolulu, HI 96813	Barbering	1,250 hours	Barbering	\$475	Registration \$10 Books, Equipment & Tax \$140.40	Continuous

SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
H & R Block Income Tax Institute 666 Ala Moana Blvd. Honolulu, HI 96813	Income Tax Preparation	81 hours	Basic Tax Preparation	\$78		By announcement of school
		60 hours	Advanced Tax Preparation	\$124.80		
Personalized Tax Service Aikahi Park Shopping Center, Room 209 Kailua, HI 96734	Income Tax Preparation	54 hours	For employment in tax preparation	\$25	Registration \$10	By announcement of school
Artisan School of Interior Design Suite 25 1402 Kapiolani Blvd. Honolulu, HI 96814	Basic Fundamentals of Interior Design	24 clock hours	For personal or occupational competency in interior design	\$65 plus tax	Supplies - \$6.08	Continuous
	Advanced Techniques of Interior Design	24 clock hours		\$90 plus tax	Supplies - \$12.38	
Medical Training & Registry Suite 306 838 S. Beretania St. Honolulu, HI 96813	Medical Transcriptionist	300 hours	Employment in entry level medical occupations	\$595	Registration \$10	Continuous
	Medical Receptionist/Secretary	300 hours		\$595	Books & Supplies - \$40	
	Clinical Assistant	350 hours		\$695	Books & Lab. Fee - \$40	
	Medical Assistant	500 hours		\$995	Books & Lab. Fee - \$80	
	Nursing Assistant	100 hours		\$195	Books & Lab. Fee - \$25	

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SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
Pacific Maritime Academy Ala Wai Yacht Harbor Honolulu, Hi	Merchant Marine Deck Officers	330 hours	Occupations relating to seaman-ship	\$375	Textbooks and supplies furnished by student	Continuous
	1,000 Ton Freight & Towing Master and Mates	330 hours		\$375		
	Able-Bodied Seaman and Lifeboat Certificate	110 hours		\$125		
	Harbor Pilot	110 hours		\$185		
	Motorboat Operator	48 hours		\$185		
	Ocean Operator	48 hours		\$185		
	Sailmaster	110 hours		\$100		
	Radar Endorsement	110 hours		\$ 85		
	Marine Diesel Engineering	330 hours		\$375		
	Pacific Islands	330 hours		\$300		
	Merchant Marine Officers Training					
	Celestial Navigation	48 hours		\$150		
Inter-Island Navigation	12 hours	\$ 85				
Reading Center Hawaii, Inc. Pacific Trade Center Suite 820 190 S. King Street Honolulu, Hi 96813	Reading Program	1 hour per day 5 days per week	Reading improvement	\$6.75 per hour	Testing Fee \$35	Continuous
	Math Program	1 hour per day 5 days per week	Math improvement	\$6.75 per hour		

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SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
Evelyn Wood Reading Dynamics Institute of Hawaii 33 S. King Street Honolulu, HI 96813	Improvement of Reading Speed	24 hours	Reading speed improvement	\$210		Continuous
Aina Kupono School of Real Estate 175 Market Street Wailuku, HI 96793	Real Estate Salesman	45 clock hours	Preparation for Real Estate Salesman Examination	\$175	Registration \$10 Textbooks furnished by student	3 times a year
Aloha School of Real Estate Suite 800 745 Fort Street Honolulu, HI 96813	Real Estate Salesman	40 clock hours	Preparation for Real Estate Salesman Examination	\$100	Textbooks furnished by student	3 times a year
The Bartholomew Real Estate Foundation 307 Hahani Street Kailua, HI 96734	Real Estate Salesman Course	40 hours	Real Estate Salesman	\$200 plus state tax	Textbooks furnished by student	3 times a year
	Real Estate Brokers Course	42 hours	Real Estate Broker	\$225 plus state tax	Textbooks furnished by student	3 times a year

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PRIVATE TRADE, VOCATIONAL AND TECHNICAL SCHOOLS

10/73

SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
John Buttrick School of Real Estate 602 Kailua Road Kailua, HI 96734	Real Estate Salesman Course	49 hours	Real Estate Salesman	\$170 - including books and supplies		3 times a year
Century 21 School of Real Estate Suite 104 681 S. King Street Honolulu, HI 96813	Real Estate Salesman Course	45 hours	Real Estate Salesman	\$125	Registration \$10 Books - \$25	3 times a year
Walter N. Clark Realty Co., Ltd. Suite 211 1210 Auahi Street Honolulu, HI 96814	Real Estate Salesman	40 hours	Real Estate Salesman	\$100	Books and materials - \$25 plus tax	3 times a year
	Real Estate Broker	46 hours	Real Estate Broker	\$200	Books and materials - \$25 plus tax	
George W. Clarke School of Real Estate 45-1048-G Kam Highway Kaneohe, HI 96744	Real Estate Salesman	44 hours	Real Estate Salesman	\$150	Registration \$10 Students furnished texts	3 times a year

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SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
Harris Real Estate School Suite 202 4747 Kilauea Avenue Honolulu, HI 96816	Real Estate Salesman	42 hours	Real Estate Salesman	\$150	Texts-\$16.76	3 times a year
	Real Estate Broker	36 hours	Real Estate Broker	\$200	Texts-\$28.87	
Hawaiian School of Real Estate Room 12 1410 Kapiolani Blvd. Honolulu, HI 96814	Real Estate Salesman	52-1/2 hours	Real Estate Salesman	\$125	Students furnish texts	3 times a year
Honolulu Real Estate School 1341 Lusitania Street Honolulu, HI 96813	Real Estate Salesman	54 hours	Real Estate Salesman	\$125	Registration \$10 Students furnish texts	3 times a year
Interstate Properties School of Real Estate Suite 336 210 Ward Avenue Honolulu, HI 96814	Real Estate Salesman	50 hours	Real Estate Salesman	\$25	Registration \$10 Texts furnished by student	3 times a year



PRIVATE TRADE, VOCATIONAL AND TECHNICAL SCHOOLS

10/73

SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
Kinji Kanazawa Real Estate School c/o 950 First Hawaiian Bank Bldg. Honolulu, HI 96813	Real Estate Salesman	42 hours	Real Estate Salesman	\$150	Texts furnished by student	3 times a year
Komori Real Estate School 4369 Rice Street Lihue, HI 96766	Real Estate Salesman	40 hours	Real Estate Salesman	\$125	Texts furnished by student	3 times a year
	Real Estate Broker	42 hours	Real Estate Broker	\$175		
Mike McCormack School of Real Estate 841 Bishop Street Honolulu, HI 96813	Real Estate Salesman	50 hours	Real Estate Salesman	\$175	Texts furnished by student	3 times a year
	Real Estate Broker	48 hours	Real Estate Broker	\$175		
John S. Mykut Real Estate School 1387 Queen Emma Street Honolulu, HI 96813	Real Estate Salesman	50 hours	Real Estate Salesman	\$125	Registration \$10 Materials - \$25	3 times a year

PRIVATE TRADE, VOCATIONAL AND TECHNICAL SCHOOLS

10/73

SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
Professional School of Real Estate Suite 1214 2222 Kalakaua Avenue Honolulu, HI 96815	Real Estate Salesman	40 hours	Real Estate Salesman	\$165-includes text, registration		3 times a year
	Real Estate Broker	56 hours	Real Estate Broker	\$200-all costs		3 times a year
Real Estate Academy Suite 206 33 S. King Street Honolulu, HI 96813	Real Estate Salesman	44 hours	Real Estate Salesman	\$125	Registration \$10	3 times a year
Real Estate Schools of St. Michael 98-316 Kam Highway Aiea, HI 96701	Real Estate Salesman	45 hours	Real Estate Salesman	\$90	Registration \$10	3 times a year
John F. Stapleton School of Real Estate Suite 2121 841 Bishop Street Honolulu, HI 96813	Real Estate Salesman	40 hours	Real Estate Salesman	\$225-Texts included	Registration \$10	3 times a year
	Real Estate Broker	50 hours	Real Estate Broker	\$250-Texts included	Registration \$10	
Stark Schools, Inc. 736 South Street Room 203 Honolulu, HI 96813	Real Estate Salesman	42 hours	Real Estate Salesman	\$150-Texts included	Registration \$10	3 times a year

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PRIVATE TRADE, VOCATIONAL AND TECHNICAL SCHOOLS

10/73

SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
Vitousek Real Estate Schools Room 5 645 Kapiolani Blvd. Honolulu, Hi 96813	Real Estate Salesman	42 hours	Real Estate Salesman	\$170-including all materials		3 times a year
	Real Estate Broker	42 hours	Real Estate Broker	\$180-including all materials		
Waikiki Realty Real Estate School Suite 303 4211 Waiialae Avenue Honolulu, Hi 96816	Real Estate for Salesmen	44 hours	Real Estate Salesman	Free		3 times a year
	Real Estate Broker	44 hours	Real Estate Broker	Free		
Fashion Center 1236 S. King Street Honolulu, Hi 96814	Dressmaking	960 hours	Commercial Sewing	\$40 per mo.	Registration \$5	Continuous
	Advanced Dressmaking	960 hours	Commercial Sewing	\$40 per mo.	Registration \$5	

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SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
Fashion Institute 1540-A Makaloa Street Honolulu, HI 96814	Costume Design, Dressmaking, and Tailoring	1,075 hours (38 weeks)	Commercial Sewing	\$450	Registration \$5	Continuous
	Advanced Costume Design, Tailoring and Dressmaking	1,075 hours (38 weeks)	Commercial Sewing	\$450	Registration \$5	Continuous
Hawaii School of Fashion Design 1083 S. Beretania St. Honolulu, HI 96814	Costume Design, Dressmaking, and Tailoring	1,080 hours	Commercial Sewing	\$400	Registration \$10	Continuous
	Advanced Costume Design, Dressmaking and Tailoring	1,080 hours	Commercial Sewing	\$400	Registration \$10	Continuous
Honolulu Mary Nette Sewing School 1157 Fort Street Mall Room 3 Honolulu, HI 96813	Dressmaking, Designing, Styling, and Pattern Drafting	960 hours	Commercial Sewing	\$40 per mo.	Registration \$5	Continuous
	Commercial Pattern and Adjustment, Alteration and Finishing Work	960 hours	Commercial Sewing	\$40 per mo.		
Honolulu Practical Sewing School 1302 Young Street Honolulu, HI 96814	Beginners Course in Sewing	960 hours	Commercial Sewing	\$370 per yr.	Registration \$5	Continuous
	Advanced Course in Sewing	960 hours	Commercial Sewing	\$370 per yr.	Registration \$5	Continuous

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SCHOOL AND ADDRESS	COURSES OFFERED	LENGTH	OCCUPATIONAL OBJECTIVES	TUITION	OTHER COSTS BOOKS, ETC.	ENTRANCE DATES
Kaimuki Sewing School 3184 Waiālae Avenue Honolulu, HI 96816	Dressmaking	960 hours	Commercial Sewing	\$400	Registration \$5	Continuous
	Tailoring	480 hours	Commercial Sewing	\$200	Registration \$5	
	Costume Design	480 hours	Commercial Sewing	\$200	Registration \$5	
Kaneohe Sewing School 45-520 Keaahala Road Kaneohe, HI 96744	Dressmaking	960 hours	Commercial Sewing	\$450	Registration \$5	Continuous
	Tailoring	480 hours	Commercial Sewing	\$225	Registration \$5	
	Costume Design	480 hours	Commercial Sewing	\$225	Registration \$5	
Style Center Room 203 1350 S. King Street Honolulu, HI 96814	Dressmaking	960 hours	Commercial Sewing	\$500	Registration \$10	Continuous
	Tailoring	480 hours	Commercial Sewing	\$250	Registration \$10	
	Costume Design	480 hours	Commercial Sewing	\$250	Registration \$10	
	Advanced Production Techniques	480 hours	Commercial Sewing	\$250	Registration \$10	
Tsunada School of Fashion 619 Kapahulu Avenue Honolulu, HI 96815	Dressmaking	960 hours	Commercial Sewing	\$35 per wk.	Registration \$10	Continuous
Umemoto Sewing School 3329 Sierra Drive Honolulu, HI 96816	Dressmaking	960 hours	Commercial Sewing	\$45 per mo.	Registration \$5	Continuous

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EXHIBIT D

STANDARD  
EQUIPMENT AND TOOL

LISTS







BUSINESS OCCUPATIONS

Agricultural  
Technology

STANDARD EQUIPMENT AND TOOL LIST

Item	Quantity	Approximate Unit Cost
<b>MAJOR EQUIPMENT</b>		
Anvil, 70# and stand	1	\$ 105.00
Bench, metal working	2	195.00
Bench, wood working	2	160.00
Drill, portable, 1/2"	1	85.00
Grinder, bench, 7"	1	80.00
Grinder, portable, electric, 110v	1	115.00
Hammer, electric, portable	1	90.00
Jack, hydraulic floor, 2T cap.	1	60.00
Merry Tiller, 5 hp.	2	375.00
Oxy-acetylene, welding and cutting	1	127.00
Refrigerator	1	500.00
Sander, disk, portable	1	80.00
Sander, belt, portable	1	115.00
Saw, portable, 7-1/4" complete	1	105.00
Saw, sabre, heavy duty	1	112.00
Scale, platform, 1,000#	1	120.00
Shear, portable, 10 gal. capacity	1	110.00
Sink, porcelain, dressing, stainless	1	250.00
Sprayer, power, complete, 50 gal.	1	375.00
Table, grading, stainless steel, 3'x10'	1	275.00
Tub, washing	2	75.00
<b>MINOR TOOLS AND EQUIPMENT</b>		
Auger, soil, 1-1/4 diameter, 40" long	1	11.00
Bar, wrecking	3	5.00
Bit, expansion, 7/8" - 2-1/2"	1	3.50
Bit, wood drill, 3/16" - 1/2" by 16ths	1 set	7.00
Bob, plumb, 10 oz., general	1	7.50
Brace, 8" and 10"	2	5.00
Chisel, wood working, various, 1/4"-1/2"	1 set	20.00
Chisel, cold, various	1 set	15.00
Clippers, bolt	1	25.00
Counter sink, 5/8", 3/4"	2	3.00
Cutter, pipe	1	18.00
Extension cord, 50 ft.	1	6.00
File, machinist, various	6	.75
Goggles, welding	6	2.25
Goggles, safety	6	1.75
Hammers, ball pein	6	3.75
Hammers, claw	6	3.75
Hammers, sledge, 8#	2	7.65
Hammers, welding	3	3.75
Hatchet, brood, 4-1/2" cut	2	5.00
Helmets, welding	6	8.00
Hoes, nursery	12	3.50
Knife, boning	3	3.00

BUSINESS OCCUPATIONS

STANDARD EQUIPMENT AND TOOL LIST

Agricultural  
Technology

(continued)

Item	Quantity	Approximate Unit Cost
Knife, butcher	3	\$ 2.00
Knife, putty	2	1.50
Knife, sticking	2	2.00
Mallet, carpenters	1	3.50
Level, carpenter's, 24", aluminum	1	15.00
Pipe threader, ratchet, 5 sizes	1 set	75.00
Plane, jack, 14", 2" cutter	1	15.00
Plane, smoothing, 9", 2" cutter	1	12.00
Puller, nail	1	15.00
Pliers, cutting	2	2.00
Pliers, fence	2	3.60
Pliers, general use	6	2.75
Saw, compass	1	7.50
Saw, cross cut, 26", 8 pt.	3	15.00
Saw, hacksaw	2	7.50
Saw, rip, 26", 5 pt.	1	15.00
Screwdrivers, assorted	6	1.75
Screwdrivers, Philips, assorted	6	1.75
Snips, circular	1	3.50
Snips, tin	2	4.50
Respirators, chemical	3	8.65
Respirators, dust	6	2.75
Shovel, D-handle, short handle	6	5.50
Shovels, hollow bale, long handle	6	6.00
Sprayers, knapsack, 3 gal., capacity	4	56.00
Square, try, 8"	2	2.50
Square, framing, 16" x 24"	2	7.50
Tap and die set	1 set	75.00
Tape, steel	1	15.00
Wheelbarrow	2	45.00
Wrenches, adjustable, 4", 6", 8", 10", 12"	1 set	16.00
Wrenches, allen	1 set	3.00
Wrenches, pipe, 12", 14", 16"	1 set	35.00
Wrenches, open end set	1 set	16.00
Wrench, vice grip, 7", 10"	1 set	16.00
Wrench, socket set, 1/2" drive	1 set	37.00
SPECIAL TOOLS AND EQUIPMENT NEEDED FOR ADDITIONAL SPECIFIC OCCUPATIONAL EXPERIENCES		
Brooder, battery	1	160.00
Cage, 12 bird unit	5	50.00
Debeaker, electric, 110v	1	60.00
Feather picking machine	1	350.00
Heater, water, electric, 50 gal.	1	120.00
Refrigerator, walk-in, 6'x6'x8'	1	1,200.00
Tank, scalding, poultry	1	350.00
Tank, cold water, poultry	1	200.00





BUSINESS OCCUPATIONS

Ornamental  
Horticulture

STANDARD EQUIPMENT AND TOOL LIST

Item	Quantity	Approximate Unit Cost
<b>MAJOR EQUIPMENT</b>		
Autoclave	1	\$359.00
Automatic watering system with time clock	1	300.00
Burner, weed, kerosene	1	65.00
Chemical proportioner	1	250.00
Germinator, portable, electric	1	50.00
Heater, water, 60 gal. capacity, 220 volt	1	120.00
Hedger, electric	1	75.00
Hot plate, 2 burner, electric	1	25.00
Ladder, folding, 8'	1	30.00
Lantern melter, alcohol	3	10.00
Magnifier, illuminated,	1	50.00
Meter, pH	1	200.00
Mold, bonsai pot, cast aluminum, various various sizes	1	200.00
Mold, pot, cast aluminum, 4"-6"-8"-10"-12"	1	200.00
Mower, green, manual, 9 blade	1	300.00
Mower, power, 21", reel	1	175.00
Shredder (compost machine)	1	300.00
Soil mixer, 1 cubic yard, 3 H.P., 110 volt	1	500.00
Soil sterilizer, 1 cu. yd. capacity	1	900.00
Sprayer, power, 20 gal., fiberglass lined.	1	260.00
Sprayer, power, mister, Knapsack	1	375.00
Sprayer, 2 gal., stainless steel with pressure indicator	1	50.00
Sprayer, Knapsack, stainless steel	1	75.00
Tiller, merry, complete with attachments	1	375.00
Wheelbarrow, construction type, rubber wheel	2	45.00
<b>MINOR EQUIPMENT AND TOOLS</b>		
Auger, soil, 3" diameter	1	19.00
Axes, standard, heavy duty	3	7.50
Brush cutter, Forrester, heavy duty	1	15.00
Caliper, tree	1	10.00
Can opener, heavy duty	1	15.00
Hammer, carpenter	3	7.50
Hoes, garden	10	6.00
Hose, garden, 50 feet	2	7.50
Pipe cutter and blades	1	25.00
Pipe threader and set	1	75.00
Pipe vise, portable	1	35.00
Pipe, die set	1	25.00
Pruner, heavy duty	3	7.00
Rake, floral	3	4.50
Rake, lawn	3	3.00
Respirator	6	3.50



PERSONAL/PUBLIC SERVICE OCCUPATIONS

Child Care Service

STANDARD EQUIPMENT AND TOOL LIST

Item	Quantity	Approximate Unit Cost
<b>NURSERY SCHOOL FURNISHING &amp; SUPPLIES</b>		
Bookcase	1	\$ 50.00
Bulletin board, peg board, or magnetic board	1	25.00
Cabinets for storage	1	380.00
Carpet (or area rugs), washable preferred, (omitted in lunch area). Vinyl floor covering may be used.	1	250.00
Chairs and tables for fifteen children		
Tables	4	55.00
Chairs	15	7.50
Chalkboard and screens	1	25.00
Child size book display rack	1	14.95
Childrens' books	50	2.00
Dishes, silver & trays for food service for 15 children		100.00
Drying racks for art work	3	4.00
Fixed easel	3	20.00
Food cart	1	25.00
Instructor's supplies: books, file cabinet, music, paper, paints, crayons, scissors		500.00
Mats for children's rest period	15	8.00
Medicine cabinet	1	25.00
Record player	1	40.00
Records	15	3.00
Shelving for toys	2	300.00
Wardrobe shelving or lockers (if H.E. tote trays are not available)	2	300.00
<b>OUTDOOR PLAY EQUIPMENT</b>		
Basketball	1	1.00
Buckets	4	1.75
Rakes	3	1.65
Shovel set	1	1.00
Simple outdoor play swings, etc., small size	1	250.00
Tricycles, varied sizes	4	15.00
Wagons	3	9.00
Watering cans	2	1.75
Wheelbarrows	2	3.50
<b>INDOOR PLAY EQUIPMENT</b>		
Baking set	1	2.00
Balls	1	2.00
Blocks and cart - different sizes & types		300.00
Brooms	2	.60
Chest of drawers	1	25.00
Construction toys (Tinker Toy type)	1	3.00

PERSONAL/PUBLIC SERVICE OCCUPATIONS

Child Care Service

STANDARD EQUIPMENT AND TOOL LIST

(continued)

Item	Quantity	Approximate Unit Cost
Cooking pans	1	5.00
Cymbals	2	.78
Dish pan	1	.25
Doll bed	1	11.00
Dolls	3	10.00
Hammer	1	1.00
Hammer-Nail set	1	1.75
Hutch cupboard	1	29.00
Ironing board and iron	1	10.00
Jingles	3	.60
Play dishes and silverware	1	1.98
Pounding bench	1	3.00
Puzzles	8	1.50
Refrigerator	1	23.00
Rhythm sticks	6	.15
Saw	1	1.25
Sink	1	22.00
Snap-it-on building blocks	1	3.00
Stove	1	22.00
Tambourine	1	1.35
Telephones	2	1.00
Toy clock	1	5.00
Triangle musical instrument	1	1.50
Trucks, different sizes and types	6	15.00
Workbench and vise	1	38.00



FOOD SERVICE OCCUPATIONS

Food Service

STANDARD EQUIPMENT AND TOOL LIST

In addition to the regular Consumer and Homemaking Standard Equipment and Tool List, the following equipment and tools are recommended for the Food Service Program. Large commercial foods equipment is not included in the list. Demonstrations on use and care of larger equipment may be arranged through commercial equipment companies and/of the school cafeterias.

Item	Quantity	Approximate Unit Cost
<b>LARGE EQUIPMENT</b>		
Can opener (Institutional)	1	\$ 14.00
Coffee maker and server, 3 burner (Institutional)	1	250.00
Coffee urn, 50 cups	1	30.00
Demonstration table, mobile	1	440.00
Electric slicing knife	1	22.00
Mixer, 5 qt. w/attachment (heavy duty)	1	250.00
Rice cooker, automatic, 25 cups	1	50.00
Scale, bakers, w/weights (Institutional)	1	75.00
Scale, portion	1	25.00
Timer	2	7.50
<b>KITCHEN UTENSILS</b>		
Cash box	1	5.25
Cutlery, steel	1	6.00
Cutting board	4	9.00
Dough cutter, 6" x 3" blade	4	3.00
Flour sieve, 14" metal sides	2	12.00
Knives		
French 12"	6	15.00
Boning 6"	4	5.25
Slicer 12"	4	10.00
Paring 3"	6	4.00
All-purpose 8"	6	7.00
Butcher 12"	2	6.25
Ladles - 1/3 pt., 6 oz., 4 oz.	2 ea.	1.50
Measurer, aluminum		
1/2 qt.	2	3.50
1 qt.	2	5.50
2 qt.	2	7.50
4 qt.	2	8.25
Mixing bowl set, 1 1/2 qt., 2 1/2 qt., 4 qt.	4 sets	10.00
Pastry bag w/tips	4	6.50
Pastry brush, round	4	2.25
Pastry brush, 1 1/2"	4	1.25
Pastry brush, 3"	4	2.50
Ring mold, 5-6 cup	4	4.00
Scoops #8, 10, 12, 16, 24 and 40	2 ea.	3.98
Spring form cake pan	4	5.75





CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS

Building Construction

STANDARD EQUIPMENT AND TOOL LIST

Item	Quantity	Approximate Unit Cost
<b>EQUIPMENT</b>		
Compressor, 60 gal. tank, 1-1/2 hp. w/belt guard and regulator	1	\$756.00
Drill, portable, electric, 1/4" cap.	1	54.00
Drill, portable, electric, 1/2" cap.	1	95.00
Drill press, 15" floor	1	300.00
Grinder, 7" tool, 1725 RPM, w/sharpening attachment	1	265.00
Mitre box, w/26" saw	1	75.00
Router, portable, electric, 7/8 hp., w/access.	1 kit	150.00
Sander, 12" disc, w/blower	1	295.00
Sander, 6" x 48" belt, w/blower	1	440.00
Sander, portable, electric, belt, 3" x 24"	1	160.00
Sander, portable, electric, finishing	1	89.00
Saw, band, 20", 1 hp.	1	830.00
Saw, jig, 24"	1	290.00
Spray unit, w/cup and 25' hose	1 set	118.00
Torch, blow	1	24.00
Vise, machinist's, 3-1/2"	1	35.00
Vise, woodworking, 4" x 7", rapid action w/aluminum handle	32	24.00
<b>TOOLS</b>		
Awl, scratch, 6"	3	.95
Bar, wrecking, 36"	1	3.50
Bit, brace, ratchet, 10"	3	12.00
Bit, auger, #4 to #16 by 16ths	1 set	28.50
Bit, expansive, 7/8" to 3"	1 set	6.50
Bit, Forstner, 1/4", 3/8", 1/2"	1	8.50
Bits & chisels, mortiser, 1/4"	1 set	14.50
Bits & chisels, mortiser, 5/16"	1 set	14.50
Bits & chisels, mortiser, 3/8"	1 set	17.30
Bits & chisels, mortiser, 1/2"	1 set	18.25
Burnisher	2	2.50
Card file	6	.75
Caliper, inside and outside spring type, 8"	3 each	5.50
Chisel, wood, butt, 1/4", 3/8", 1/2", 3/4", 1"	2 each	10.50
Clamp, bar, 4', 5', 6' (set)	6 sets	23.00
Carving tool set, professional	1 set	30.00
Clamp, C, 3", 4", 5", 6", 8", 10"	6 sets	19.00
Countersink, rose, 1/2", 5/8"	1 each	1.10
Divider, wing, 8" and 10"	1 set	8.75
Dowelling jig	1	6.50
Drill, twist, straight shank, carbon, 1/16", 3/32", 1/8", 5/32", 3/16", 7/32"	6 each	18.00
Drill, twist, straight shank, carbon, 1/4", 5/16", 3/8", 7/16", 1/2"	3 each	16.05

CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS

Building Construction

STANDARD EQUIPMENT AND TOOL LIST

(continued)

Item	Quantity	Approximate Unit Cost
Drill, automatic	2	\$ 5.50
Drill, hand, 1/4" capacity	2	8.33
Dresser, wheel, #0	1	3.65
File, auger bit, 7"	2	.60
File, flat mill, bastard cut, 10"	4	.95
File, half-round, double cut, bastard, 10"	2	1.20
File, square, double cut, bastard, 10"	2	.95
File, surform, #296, #295	2 each	6.50
File, slim taper, 7"	2	.85
Gauge, bit	2	1.20
Gauge, marking	2	.90
Glass cutter, turret head	1	.88
Handscrew, #0, 4" opening	12	3.50
Handscrew, #1, 6" opening	12	4.25
Handscrew, #2, 8" opening	12	4.65
Handscrew, #3, 10" opening	4	5.75
Hammer, claw, 16 oz.	12	3.75
Hammer, claw, 13 oz.	6	3.95
Hammer, upholsterer's magnetic, 7 oz.	1	3.25
Hammer, soft face, 16 oz.	2	3.05
Knife, draw	1	3.75
Knife, sloyd	4	.90
Knife, putty	3	.45
Level, 24", 30"	1 each	16.50
Mallet, hickory, 3" x 5"	6	1.10
Nail set, 1/32", 2/32", 3/32"	3 each	.38
Oilstone, crystallin, 2" x 7" x 1"	2	2.30
Oiler, 1/2 pt., 5"	3	1.05
Plane, block	6	6.25
Plane, smooth	6	2.35
Plane, jack	12	9.10
Plane, jointer	1	18.50
Plane, rabbit	1	2.60
Plane, router	1	9.40
Pliers, side cutting, 7"	1	3.25
Pliers, long nose, 6"	2	2.95
Pliers, combination, 6" and 8"	2 sets	4.25
Puller, nail	1	5.25
Rasp, wood, cabinet, smooth, 10"	6	1.10
Rasp, wood, cabinet, bastard, 10"	6	1.80
Respirator	2	4.50
Rule, push-pull, 8'	2	2.50
Rule, bench, steel, 1-1/4" x 12"	12	2.85
Rule, zig-zag, 6'	3	2.50
Saw, crosscut, 8 pt.	4	7.95
Saw, crosscut, 10 pt.	2	8.10
Saw, rip, 5-1/2 pt.	2	8.10
Saw, back, 15 pt., 12"	6	5.95

CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS

Building Construction

STANDARD EQUIPMENT AND TOOL LIST

(continued)

Item	Quantity	Approximate Unit Cost
Saw, coping	6	\$ 1.25
Saw, compass, 12"	1	2.50
Saw, hack, 12"	1	3.05
Saw, keyhold, 10"	1	2.60
Scraper, cabinet, #80	4	3.85
Scraper, wood	4	1.20
Screwdriver, 2", 4", 6", 8"	4 sets	5.20
Screwdriver, Phillips, 3" and 4"	2 sets	2.90
Screwdriver, spiral, w/bits	1 set	4.50
Shield, face, 8"	6	4.40
Stone, slip, gouge	1	2.10
Spokeshave	3	1.45
Square, try, 8"	12	2.20
Square, framing, 24"	2	7.95
Snip, tin, 2-1/2" cut	1	3.95
Square, T-bevel, 8"	4	2.40
Turning tools	2 sets	38.50
Trammel points	1 pair	2.15
Wrench, crescent, 6" and 8"	2 sets	5.00
Wrench, combination open and box, 5/16" x 1"	1 set	48.00
Wrench, Allen	1 set	2.35
SPECIAL TOOLS AND EQUIPMENT NEEDED FOR		
ADDITIONAL SPECIFIC OCCUPATIONAL EXPERIENCES		
Bandsaw	1	750.00
Drill, electric, portable	2	150.00
Dust collection system (if not built in)	1	10,000.00
Electronic wood welder	1	750.00
Hose, air, 25', 3516-1402, w/fittings	1	11.50
Jointer, 8"	1	635.00
Laminating press	1	400.00
Lathe, 14" wood	1	650.00
Mortiser	1	850.00
Plane, portable	1	165.00
Router, portable	1	85.00
Sander, 3" x 24", 4" x 27" belt, portable	2	160.00
Sander, 7" disc, portable	1	90.00
Sander, finishing, portable	2	80.00
Saw, all-purpose, portable	1	105.00
Saw, bayonet, portable	1	115.00
Saw, 6" and 7-1/4" circular, portable	1	80.00
Saw, panel, 2-way	1	365.00
Saw, radial, 12"	1	550.00
Saw, 12" table	1	600.00
Spray unit	1	118.00
Surfacer, 6" x 20"	1	1,500.00

CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS

Building Construction

STANDARD EQUIPMENT AND TOOL LIST

(continued)

Item	Quantity	Approximate Unit Cost
Uniplane	1	\$ 150.00
Vacuum cleaner or blower system, complete w/fittings (if central dust collection system is not possible)	1	1,540.00
<b>PLUMBING TOOLS</b>		
Pipe vise	1	23.00
Pipe cutter	1	23.40
Pipe reamer	1	24.50
Pipe wrench, 10" and 12"	1 each	12.00
Tube cutter with reamer	1	
Asbestos gloves	2 pairs	7.95
Melting pot (small)	1	14.10
Ladle (small)	1	7.70
Conduit bender, 1/2"	1	7.15
<b>ELECTRICIAN'S TOOLS</b>		
Cable stripper	1	5.70
Electrician's knife	2	3.25
B. & S Wire gauge	2	7.90
<b>MASON'S TOOLS</b>		
Funnel	1	.60
Tin snips	2	8.90
Brick chisel	2	2.05
Brick hammer	2	4.35
Mortar box or wheelbarrow	1	85.00
Mixing hoe	2	8.45
Shovel	2	5.72
Extension cord, 25'	2	4.05
Hawk (plaster's)	2	3.75
Caulking gun and tube	2	3.50
Step ladder	2	56.50
Sledge hammer	2	10.00
Finishing trowel	4	6.30
Brick trowel	4	6.00
Margin trowel	2	2.10
Pointing trowel	2	2.10
Redwood float	4	1.50
Bricklayer's jointer	2	1.40
Cement edger	2	2.20
Cement groover	2	4.20
Plasterer's apprentice tool kit (option)	1	69.00
Bricklayer's apprentice tool kit (option)	1	47.50

ELECTRICAL/ELECTRONICS OCCUPATIONS

STANDARD EQUIPMENT AND TOOL LIST

Electrical and  
Electronics

Item	Quantity	Approximate Unit Cost
<b>TESTING EQUIPMENT</b>		
Vacuum tube voltmeter	8	\$ 75.00
Peak to peak probe kit	1	7.30
R.F. probe kit	1	5.20
Audio generator (sine and square wave output)	1	75.00
Signal generator	4	75.00
Tube checker (transistor included)	4	118.45
Direct reading capacitor meter	4	41.95
Isolation transformer	2	8.39
Battery eliminator (10 amps continuous)	4	70.00
Multimeter with probes	8	75.00
Oscilloscope, 5"	1	150.00
Hydrometer	1	1.25
Speaker, 8" with cabinets	4	41.12
Microphone	1	12.95
Resistor decade box	1	26.25
Capacitor decade box	1	20.95
Headphone	8	5.00
<b>GENERAL EQUIPMENT</b>		
Generator, sweep/marker	1	200.00
Receiver, communication	1	319.51
Transmitter	1	440.55
(* 1 kit per 2 students)		
<b>BENCH TOOLS (A set each for 8 benches)</b>		
Pliers, 6" diagonal	8	2.90
Pliers, 6" long nose	8	2.24
Pliers, 8" side cutting	8	3.23
Pliers, 8" slip joint combination	8	1.62
Screwdriver, 3" and 6"	8 sets	1.50
Soldering iron, 125 watts	8	9.95
<b>TOOLROOM TOOLS</b>		
Alignment Tool kit	4	8.10
Awl, scratch	6	.83
Board, drawing, 18" x 24"	2	3.00
Bit, auger	1 set	22.50
Chisel, 1/2" cold	4	.50
Divider, wing, 8"	2	2.50
Drill, twist, 1 to 60 H.S.	1 set	8.00
Drill, twist, 1/16" to 1/2 H.S.	1 set	40.00
Drawing set	2	15.00
File card	4	.50
Files, 4" assorted needles	1 set	6.00

ELECTRICAL/ELECTRONICS OCCUPATIONS

STANDARD EQUIPMENT AND TOOL LIST

Electrical and  
Electronics

(continued)

Item	Quantity	Approximate Unit Cost
<b>TOOLROOM TOOLS (continued)</b>		
Gauge, wire, Starrett #282	1	\$ 3.80
Gun, soldering, 125 watts	6	5.30
Hacksaw, 12"	2	2.04
Hammer, ball pein, 8 oz & 12 oz.	4 sets	2.75
Hammer, 16 oz., claw	1	3.75
Micrometer, 1"	1	19.00
Nippers, 12" cutting	1	3.64
Rule, 12" steel	4	1.85
Saw, rip, 7 pt., 26"	1	6.80
Saw, cross cut, 10 pt., 26"	1	6.80
Scale, architect's	2	.60
Screw plant, 4-36 to 1/4-20	1 set	37.50
Shield, face	2	1.00
Snip, aviation, cut left and cut right	2 sets	2.50
Square, 12" combination	1	3.50
Stone, combination oil	1	2.10
Stripper, wire	4	1.80
T-square, 24"	2	3.00
Triangle, 10", 30°/60° plastic	2	1.00
Triangle, 8", 45° plastic	2	1.00
Wrench, Allen	1 set	1.80
Wrench, adjustable, 4", 6", 8" 10"	1 set	8.50
<b>SHOP EQUIPMENT</b>		
Anvil, #50	1	70.00
Brake, 34" box and pan	1	400.00
Drill, 1/2" electric, portable	1	60.00
Drill, 1/4" electric, portable	2	35.00
Drill press, 12" bench	1	225.00
Grinder, 6" bench, w/eye shields	1	200.00
Shear, 36" squaring	1	450.00
Vise, drill press	1	45.00
Vise, machinist's, 3"	8	350.00
<b>SPECIAL TOOLS AND EQUIPMENT NEEDED FOR ADDITIONAL SPECIFIC OCCUPATIONAL EXPERIENCES</b>		
<b>ELECTRICAL EQUIPMENT</b>		
Demonstration Equipment	1 set	
Alternating Current Circuitry		280.00
Automotive Electricity		300.00
Chemistry & Electricity		165.00
Direct Current Circuitry		70.00
Electric Circuit		45.00
Electricity & Communications.		290.00



ELECTRICAL/ELECTRONICS OCCUPATIONS

STANDARD EQUIPMENT AND TOOL LIST

Electrical and  
Electronics

(continued)

Item	Quantity	Approximate Unit Cost
<b>ELECTRICAL EQUIPMENT</b>		
Demonstration Equipment (continued)		
Electricity & Magnetism		\$ 145.00
House Wiring Circuits		120.00
Motors & Generators		350.00
Electrical Training Equipment (set/2 students)	12 each	650.00
Power Supply	12	80.00
Science Apparatus	set	
Electro Magnetism Demonstrator		65.00
Resonance Demonstrator		150.00
St. Louis Motor		20.00
Transformer Principles		100.00
<b>ELECTRONIC EQUIPMENT</b>		
Audio Signal Generator Sine/Square Wave Output	12 each	100.00
Digital Computer Trainer	1	1,200.00
Electronic Training Equipment w/Power Supply	12 each	775.00
Electronic Demonstration Unit	1 each	
Amplifiers		200.00
Basic Tube Circuits		160.00
Oscillator Circuits		200.00
Power Supply Circuits		98.00
Radio Receiver Circuits		250.00
Radio Transmitter Circuits		325.00
Reactance Network		130.00
Resistance in Electronics		110.00
Semi-Conductor Circuits		200.00
Television Circuits		410.00
Oscilloscope w/probe	12	250.00
Portable Tube, Transistor and Diode Tester	1	285.00
RF Signal Generator	12	75.00
VOM (FET)	12	90.00
VTVM (FET)	12	125.00
Television Analyst	1	419.00
Capacitor Analyst	1	125.00

MECHANICAL OCCUPATIONS

Power and Mechanics

STANDARD EQUIPMENT AND TOOL LIST

Item	Quantity	Approximate Unit Cost
<b>MINOR SHOP EQUIPMENT (continued)</b>		
Battery hydrometer	1	\$ 1.50
Battery syringe & water container	1	10.50
Cord, extension, 50. ft., 14/3	4	8.50
Cover, fender	4	10.00
Drill, H.S. twist, fractional, 1/16" to 1/2"	1	45.00
Drill, H.S. twist, numbered, 0 to 80	1	38.85
Gauge, screw thread	2	4.15
Gauge, flat feeler	1	2.50
Gauge, wire feeler	1	1.85
Gauge, cylinder	1	4.50
Gauge, tire, automatic	2	12.50
Gauge, compression	1	8.50
Magnet, permanent bar & u-type	2	4.50
Oiler, hand pump	6	2.10
Piston ring remover and installer	6	3.50
Hose, air, 5/6 x 24', w/quick coupling	4	9.50
<b>TESTING EQUIPMENT</b>		
Tester, distributor (points, dwell, spark, coil, condenser, oscilloscope)	1	930.00
Tester, motor analyzer (battery, RPM, vacuum, etc.)	1	2,000.00
Tester, power timing light	1	45.00
Tester, generator regulator	1	60.00
Tester, battery-starter circuit	1	80.00
Tester, spark plug (cleaner & tester)	1	59.00
Valve refacer	1	995.00
Valve seat grinder	1	385.00
Valve spring compressor	1	23.00
Valve spring tension tester	1	48.00
Volt Ohm Meter	1	90.00
<b>HAND TOOLS</b>		
Caliper, 6", 1.0	1	3.95
Caliper, 6", 0.0	1	3.95
Chisel, 1/4" cape	4	3.85
Chisel, 1/2" cold	4	3.50
Chisel, 1/4" diamond	2	1.80
Divider, 6"	2	3.95
Goggle, safety (per student)	2	3.80
Hacksaw	4	3.50
Hammer, ball pein, 12 oz. & 16 oz.	sets	6.00
Hammer, 16 oz., claw	2	4.35
Hammer, soft face	4	4.85

MECHANICAL OCCUPATIONS

Power and Mechanics

STANDARD EQUIPMENT AND TOOL LIST

(continued)

Item	Quantity	Approximate Unit Cost
<b>HAND TOOLS (Continued)</b>		
Pliers, 8" adjustable locking	4	\$ 2.95
Pliers, 7" long-nose	4	3.15
Pliers, 6" & 8", combination, slip joint	6	16.50
Pliers, 7" diagonal cutter	4	3.50
Punch, 8" drive pin	4	1.10
Screwdriver, regular blade, 4", 6", 8" & 12"	5 sets	6.00
Screwdriver, stubby	1 set	2.35
Screwdriver, offset	1 set	4.10
Screwdriver, Phillips, #1, #2, #3, #4	1 set	2.90
Screw extractor (set of 6)	1 set	5.30
Scriber, 10" double point	4	1.95
Shield, face	6	6.50
Snip, aviation	1	4.80
Snip, tin, straight	2	6.85
Snip, curved	2	7.50
Soldering iron, 225 watt	2	16.50
Soldering gun, 150 to 250 watt	1	15.90
Square, 12" combination	2	16.50
Tap and die, machine screw, NC & NF, #6 to #12	1 set	75.00
Tap and die, National Stand, NC & NF, 1/4" to 1"	1 set	350.00
Tap and die, National Stand, pipe, 1/8" to 3/8"	1 set	50.00
Tape, 25' steel	1	6.50
Wrench, box, double offset, 3/16" to 1"	2 sets	32.50
Wrench, deep socket, 1/2" drive, 9/16" to 1"	2 sets	14.50
Wrench, drive adapter, 3/8" female & 1/2" male	2 sets	1.50
Wrench, elect., open double end, 13/64" to 3/8"	4 sets	10.00
Wrench, elect. socket, 13/64" to 3/8"	2 sets	6.80
Wrench, handle, 3/8" & 1/2" socket drive	2 sets	18.50
Wrench, handle, 3/8" & 1/2" flexible drive	2 sets	7.50
Wrench, handle, 3/8" & 1/2" speed drive	4 sets	6.50
Wrench, monkey, 10"	2	4.50
Wrench, open end, 3/16" to 1"	2 sets	14.50
Wrench, pipe, 10"	1	2.65
Wrench, socket, 3/8" drive, 3/8" to 3/4"	2 sets	8.95
Wrench, socket, 1/2" drive, 7/16" to 1-1/4"	2 sets	16.95
Wrench, tappet adjusting, 7/16" & 1/2"	2 sets	5.10
Wrench, torque, 3/8" drive, 0-25 ft./lb.	2	27.95
Wrench, torque, 1/2" drive, 0-150 ft./lb.	2	38.75
Wrench, universal joint, 3/8" & 1/2" drive	1	4.50
Wrench, vise-grip	3	2.45
Wrench, comb, 3/8" - 3/4"	3 sets	14.50
Wrench, socket, 1/4" drive	1 set	14.95
<b>AUTOMOTIVE COMPONENTS &amp; EDUCATIONAL UNITS</b>		
Brake assembly, front and rear	1	25.00
Carburetor, current model	5	15.00

MECHANICAL OCCUPATIONS

Power and Mechanics

STANDARD EQUIPMENT AND TOOL LIST

(continued)

Item	Quantity	Approximate Unit Cost
<b>AUTOMOTIVE COMPONENTS &amp; EDUCATIONAL UNIT (cont.)</b>		
Chassis, passenger car	1	\$ 35.00
Cylinder head	1	8.00
Differential carrier assemblies, conventional	2	35.00
Distributor, current model	2	40.00
Engine, 6-cylinder, overhead valve	1	80.00
Engine, 6-cylinder, L-head	1	80.00
Engine, 8-cylinder, V-type	1	80.00
Engine, cut-away	1	80.00
Fuel pump, current model	2	6.50
Generator, D.C., 6 and 12 volts	1	15.00
Generator, A.C., high output self-rectified	1	35.00
Ignition coil, current model	2	8.50
Ignition condenser, current model	2	5.00
Regulator	2	7.50
Starting motor	2	30.00
Steering gear assembly, convention & power	1	35.00
Transmission assembly, conventional, overdrive and automatic	1 each	45.00
<b>SPECIAL TOOLS AND EQUIPMENT NEEDED FOR ADDITIONAL SPECIFIC OCCUPATIONAL EXPERIENCES</b>		
Air sander, disc	3	85.00
Air sander, orbital	3	75.00
Automotive tools panels	1 set	1,500.00
Battery charger	1	150.00
Clutch coupling	1	150.00
Diesel engine	1	450.00
Differential gear	1	135.00
Distributor tester	1	825.00
Drill, 3/8" portable	2	120.00
Engine stand, universal	3	200.00
Four-stroke engine	1	95.00
Four-stroke diesel engine	1	125.00
Fuel cell test unit	1	100.00
Hydraulic disc brake	1	250.00
Ignition simulator	1	250.00
Model chassis w/glass motor	1	650.00
Motor dynamometer	1	800.00
Refrigeration & air-conditioning training units (basic unit/test equipment)	1	1,750.00
Service jack	2	200.00
Small engine	6	60.00
Small engine dynamometer	1	400.00
Solar cell test unit	1	100.00
Standard transmission	1	185.00
Starter battery	1	65.00
Steam cleaner	1	550.00



MECHANICAL OCCUPATIONS

STANDARD EQUIPMENT AND TOOL LIST

Metal Processing  
and Fabrication

Item	Quantity	Approximate Unit Cost
<b>MACHINE SHOP EQUIPMENT</b>		
Arbor press, 3-ton	1	\$ 170.00
Compressor, air, 3 hp.	1	750.00
Drill press, bench, 10"	1	300.00
Drill press, 17" floor model, #M.T.	1	265.00
Lathe, 9" metal, compl. w/accessories	2	1,500.00
Lathe, 10" metal, compl. w/accessories	1	2,800.00
Power hacksaw, 4" to 6"	1	525.00
Vertical mill, compl. w/accessories	1	1,500.00
Vise, machinist's 3 1/2" swivel	12	65.00
Vise, machinist's 4" swivel	4	82.00
Vise, drill press, 4" to 6"	1	68.00
Grinder, 8" pedestal, w/shields	1	300.00
<b>SHEETMETAL EQUIPMENT</b>		
Bench plate	2	85.00
Bender, 6" radius cap., 1/2"	1	465.00
Brake, box and pan, 24" or 36"	1	550.00
Former, 36" slip roll	1	295.00
Rivet gun	2	32.00
Rotary combination machine w/accessories	1	125.00
Rotary machine, universal, w/accessories	1	157.00
Shear, 36" squaring	1	550.00
Spot welder (resistance)	1	750.00
Spray gun, compl. w/hose & regulator	1 set	150.00
Stake, beakhorn	1	95.00
Stake, blowhorn	1	50.00
Stake, candle mold	1	48.00
Stake, creasing	1	72.00
Stake, conductor	1	54.00
Stake, double seaming	1	68.00
Stake, hollow mandrel, 48"	1	80.00
Stake, squaring	1	37.00
Folder, bar, 30" Pexto #63		375.00
<b>WELDING EQUIPMENT</b>		
Arc welder, AC/DC, 180-200 amp., compl. w/access.	1	425.00
Clamp, C, heavy-duty, 6"	6	2.80
Cleaning tool, welder's	2	1.50
Gas welding unit, oxy-acetylene, compl. w/accessories & cart	2 sets	550.00
Goggles, welder's, w/lenses	6	4.00
Helmet, welding	4	15.00
Spring clamp, 2"	6	.75
Tip cleaner	2 sets	2.00
Torch lighter, w/flints	2	1.40

MECHANICAL OCCUPATIONS

STANDARD EQUIPMENT AND TOOL LIST

Metal Processing  
and Fabrication

(continued)

Item	Quantity	Approximate Unit. Cost
<b>FORGING AND WROUGHT IRON EQUIPMENT</b>		
Anvil, 70 lb.	2	\$ 65.00
Furnace, combination gas	2	52.00
Furnace, heat treating	1	75.00
Tongs, curved	1	6.40
Tongs, flat	1	6.85
Tongs, pick-up	1	6.95
<b>ART METAL EQUIPMENT</b>		
Anvil, round and square head	1	35.00
Buffing machine	1	90.00
Chisels, assorted	1 set	18.00
Hammers, assorted	1 set	32.00
Lathe, metal spinning, compl. w/accessories	1	335.00
Mallets, assorted	1 set	20.00
Saw, jeweler's	2	2.40
<b>PLANNING AND DESIGNING EQUIPMENT</b>		
Board, drawing, 18" x 24"		4.00
Compass, bow, 6"	5	4.10
Divider, 6"	5	4.10
T-square, 24"	5	4.10
Triangle, 45°, 8"	5	1.25
Triangle, 30°/60°, 10"	5	1.25
<b>HAND TOOLS</b>		
Awl, scratch	8	1.15
Bar, crow	1	3.00
Brush, wire	5	.90
Caliper, outside, 8" & 4"	2 sets	9.50
Caliper, inside, 8" & 4"	2 sets	9.00
Caliper, micrometer, outside, 1"	2	25.00
Caliper, micrometer, outside, 2"	1	32.00
Caliper, micrometer, outside, 2" - 3"	1	70.00
Caliper, micrometer, inside, 2" - 4"	1	68.00
Card, file or wire brush	4	.95
Chisel, cape, 5/16"	1	.95
Chisel, cold, 1/4", 3/4", & 1/2"	4 sets	2.50
Chisel, cold, 5/8" & 3/4"	2 sets	2.50
Chisel, diamond point, 1/4"	1	.92
Clamp, handy, #3	2	2.95
Clamp, C, 3", 6" & 8"	4 sets	8.50
Clipper, bolt, 36"	1	35.00
Cutter, glass	1	1.10
Dies, pipe, 1/8" to 3/4"	1 set	75.00

## MECHANICAL OCCUPATIONS

## STANDARD EQUIPMENT AND TOOL LIST

Metal Processing  
and Fabrication

(continued)

Item	Quantity	Approximate Unit Cost
Divider, spring joint, 6" or 8"	2	\$ 6.40
Divider, spring joint, 4"	1	5.10
Drill, portable, electric, 1/4" cap.	1	54.00
Drill, portable, electric, 3/8" cap.	1	75.00
Drill, portable, electric, 1/2" cap.	1	95.00
Drill, hand	2	6.95
Drill, masonry, 1/4", 3/8", 1/2"	1 set	6.00
Drill, twist, 1/16" to 1/2" H.S.	2 sets	45.00
Drill, twist, #1 to #60 H.S.	1 set	27.50
Drill, combination countersink	1 set	11.15
Dresser, grinding wheel	1	3.00
File, flat, bastard, 10" and 12"	2 sets	2.50
File, flat, second cut, 8" and 10"	2 sets	1.75
File, flat, smooth, 10" and 12"	6 sets	2.30
File, flat, half-round, bastard, 8"	2	.85
File, flat, half-round, second cut, 8"	2	.95
File, flat, mill-smooth, 10"	2	.85
File, flat, round, bastard, 8"	2	.65
File, flat, round, smooth, 8"	2	.75
File, slim taper, 6"	2	.50
File, square, bastard, 8"	2	.75
Gage, center	3	4.20
Gage, screw pitch	1	3.20
Gage, surface	1	7.95
Gage, thickness	1	3.35
Gage, tap and drill	1	8.50
Gage, wire	1	6.40
Grinder, disc, portable, electric, 7"	1	120.00
Groover, hand, #2, #4	1	4.40
Hacksaw, frame, 10"-12"	6	3.50
Hammer, ball pein, 8 oz., 12 oz., 16 oz.	4 sets	8.10
Hammer, ball pein, 20 oz.	1	3.15
Hammer, cross pein, 16 oz.	1	3.75
Hammer, blacksmith, 2-1/2 lbs.	1	3.30
Hammer, soft face, 16 oz.	1	2.75
Hammer, rivetting	4	3.15
Hammer, setting	4	3.50
Hammer, sledge, 3-4 lbs.	1	4.75
Jigsaw, portable, electric	1	110.00
Letter, steel, and figures, 1/4" (each)	1 set	18.50
Mallet, hickory, 3" face	2	.95
Mallet, rawhide, or rubber	2	2.45
Oiler, 1/2 pt., 4" spout	4	.75
Oiler, squirt	2	.75
Pliers, combination, 8" and 10"	2 sets	3.80
Pliers, diagonal, 7"	2	2.50
Pliers, side cutting, 7"	2	2.75
Pliers, needle nose, 6"	2	2.40



MECHANICAL OCCUPATIONS

STANDARD EQUIPMENT AND TOOL LIST

Metal Processing  
and Fabrication

(continued)

Item	Quantity	Approximate Unit Cost
Punch, center, 3/8" and 1/2"	4	\$ 4.75
Punch, prick, 3/8" and 1/2"	3	2.95
Punch, taper, 3/32" x 1/4"	1	6.75
Punch, pin, 1/8" and 5/16"	1	4.15
Punch, hollow, 1/2" and 3/4"	1	9.65
Reamer, pipe	1	24.50
Reamers, hand, 1/4" to 3/4"	1 set	2.50
Rivet set, #3, #4, #5, #6	1	4.95
Rule, steel, 12"	12	3.45
Rule, narrow steel	3	2.10
Rule, circumference, 48"	1	8.95
Respirator	1	4.50
Screwdriver, 1", 4", 6", 10"	2 sets	4.75
Screwdriver, stubby	1	1.65
Screwdriver, offset	1	.95
Screwdriver, Phillips #1 to #4	1 set	2.50
Screw plate, NC & NF, #1 to #12	1 set	65.20
Seamer, tinner's, handy	2	5.95
Soldering copper, 1 lb.	3	1.35
Soldering iron, electric, 1/2" tip	3	8.45
Soldering iron, electric, 7/8" tip	1	12.50
Snips, tin, curved	1 pair	7.45
Snips, hawk bill	1 pair	8.50
Snips, compound	1 pair	4.10
Snips, tin, 12-1/2"	4 pairs	3.64
Snips, aviation M-1, M-2, M-3	1	3.75
Square, combination, 12" blade	3	2.05
Square, framing, 24"	2	4.65
Square, T-bevel, 6"	2	2.80
Tap and die, N.C. 1/4" to 1"	1 set	160.00
Tap and die, N.F. 1/4" to 1"	1 set	160.00
Torch, blow or propane	1	6.95
Vise, pipe, 1/8" - 2-1/2"	1	16.50
Vise grips	4	3.85
Wrench, Allen	1 set	2.65
Wrench, crescent, 6", 8", 10" 12"	2 sets	12.00
Wrench, box end, 1/4" - 1-1/4"	1 set	45.60
Wrench, open end, 1/4" - 1-1/4"	1 set	28.75
Wrench, pipe, 10", 12", 14"	1 set	14.75
Wrench, socket, 1/4" to 1"	1 set	32.50
Wrench, monkey, 12"	1	3.95
Bandsaw, metal cutting, 14		435.00
SPECIAL TOOLS AND EQUIPMENT NEEDED FOR ADDITIONAL SPECIFIC OCCUPATIONAL EXPERIENCES		
Bend tester	1	140.00
Cut-off shears	1	90.00



TECHNICAL GRAPHICS OCCUPATIONS

Graphic Arts  
Technology

STANDARD EQUIPMENT AND TOOL LIST

Item	Quantity	Approximate Unit Cost
<b>BOOK BINDING UNIT EQUIPMENT</b>		
Bench, work, 24" x 48"	1	\$ 250.00
Board, sewing frame, w/upright & cross bar	1	25.00
Cutter, paper, 30" to 36"	1	1,585.00
Cutter, board, 30" to 36"	1	700.00
Drill, hand	1	12.00
Drill, paper, 1/4 hp.	1	157.00
Folder	1	560.31
Folder, bone (per student)	1	1.00
Hammer, backing	1	6.00
Knife, bending (per student)	1	2.00
Perforator	1	14.00
Pot, steel, dechic, 1 qt., w/brush, 1"	1	31.60
Press, backing	1	1,500.00
Press, bold stamping	1	600.00
Press, standing	1	375.00
Ruler, steel, 12" (per student)	1	3.30
Scissors, 8" to 10" (per student)	1	1.80
Square, steel, 12" x 7"	1	4.00
Stitcher, wire, 1/2 foot operated	1	131.00
<b>SILK SCREEN UNIT EQUIPMENT *</b>		
Frame, printing, 12" x 18", #12 silk	2	20.00
Frame, printing, 9" x 12", #12 silk	2	18.00
Squeegee, 8" & 11"	2	10.00
<b>LETTERPRESS UNIT EQUIPMENT</b>		
Cabinet, roller and ink	1	465.00
Cabinet, type w/double-tier working top: 24 California job case each	4	849.00
Cage, line, 12" 614	12	2.35
Galley, steel, 8-3/4" x 13"	30	1.07
Knife, ink, square ends, 8"	4	3.05
Mallet, printer's, hickory, medium	1	3.85
Mitering machine, hand operated	1	107.80
Planer, proof, 3-1/4" x 8", leather top	1	2.45
Press, platen, 8" x 12", w/rollers	1	1,934.00
Press, platen, 10" x 15", w/rollers	1	2,334.00
Press, proof, 16" x 21"	1	460.00
Quoins, 4-1/2"	24	4.35
Quoin key, T-head	4	3.50
Stick, composing, 6" x 2", ss	12 sets	10.15
Stick, composing, 10" x 2"	2	12.55
Table, imposing, 51" x 39", w/storage space for galley, chases and furniture	1	860.00
Table makeready, 32" x 17", tilt top	1	250.00

TECHNICAL GRAPHICS OCCUPATIONS

Graphic Arts  
Technology

STANDARD EQUIPMENT AND TOOL LIST

(continued)

Item	Quantity	Approximate Unit Cost
<b>TYPE AND SPACING MATERIAL EQUIPMENT</b>		
Font, Modern Gothic, 6 to 30 points	1	\$ 139.00
Font, Standard Text, 10 to 36 points	1	117.00
Font, Modern Script, 14 & 18 points	1	48.00
Font, miscellaneous borders, decoration and initials	1	150.00
Furniture, assorted	1 set	106.00
Lead, 2 points	100 lbs.	70.00
Rule, 2 points size w/1/4" point face	1	.65 lb
Rule, 2 points size w/1" point face	1	.65 lb
Slug, 6 points	100 lbs.	70.00
Spaces, assorted, for every size type	100 lbs.	37.00
Type face, standard, complete family, 60 to 30 points	1 font ea.	115.00
<b>OFFSET UNIT EQUIPMENT</b>		
Box, print, 7" x 9"	1	65.00
Camera, 24" x 24", complete lens and copy holder	1	2,400.00
Drafting equipment, complete	1 set	11.50
Frame, vacuum print, 20" x 23"	1	275.00
Enlarger	1	175.00
Lamp, carbon etc, 35 amp.	2	300.00
Lamp, carbon ear, single unit	1	300.00
Press, offset printing	1	3,600.00
Refrigerator, electric, 5 to 7 cu. ft.	1	25.00
Sink, film developing, 3 compartments	1	1,200.00
Sink, plate developing	1	600.00
Table, layout, 32" x 42"	1	300.00
Table, utility (for stripping, opaquing, etc.)	1	300.00
Table, drafting	1	106.50
Timer, clock, darkroom	1	28.00
<b>TOOLS</b>		
Can, benzine, pint	3	4.75
Can, benzine, 5 gallons	1	11.50
Can, oil	1	2.50
Can, waste	1	5.50
Gun, grease	1	6.50
Hammer, ball pein, 12 oz.	1	2.20
Hammer, claw, 16 oz.	1	3.80
Hammer, soft face, 13 oz.	1	2.29
Pliers, combination, 8"	1	1.81
Pliers, long-nose, 7"	1	2.20
Saw, 8 or 10 pt.	1	6.80
Screwdriver, 4", 6", 8"	1	5.60

TECHNICAL GRAPHICS OCCUPATIONS

Graphic Arts  
Technology

STANDARD EQUIPMENT AND TOOL LIST

(continued)

Item	Quantity	Approximate Unit Cost
Screwdriver, Phillips, #1, #2, #3	1	\$ 2.11
Snip, tin, combination	1	4.20
Wrench, socket, 1/4" to 1"	1 set	22.75
Wrench, open end, 1/4" to 1"	1 set	2.53
Wrench, socket, Allen	1 set	1.09
SPECIAL TOOLS AND EQUIPMENT NEEDED FOR ADDITIONAL SPECIFIC OCCUPATIONAL EXPERIENCES		
Airbrush	1	45.00
Binding Unit, plastics	1	248.00
Camera, copying	1	7,000.00
Camera, reflex, twin lens	2	150.00
Cutter, lead and slug	1	63.00
Cutter, round corner	1	45.75
Densitometer, photo	1	1,200.00
Drill, electric, portable, 1/4"	1	45.00
Dryer, print	1	227.00
Duplicating machine, stencil	1	430.00
Duplicating machine, spirit	1	250.00
Filter, photo (set)	1	2.50
Folding machine (office)	1	400.00
Hot plate, electric	1	32.50
Imposing stone table	1	935.00
Jogger, paper	1	750.00
Meter, light	1	35.00
Mitering machine	1	95.00
Numbering machine, cleaner box	1	34.00
Numbering machine, hand	1	15.75
Number machine, press	2	25.00
Perforator	1	1,200.00
Planer, type	4	10.00
Plate-maker	1	1,500.00
Press, copying	1	97.00
Press, hot stamping	1	7,500.00
Press, offset (17" x 22")	1	17,000.00
Press, padding	1	25.00
Press, platen, automatic feed	1	4,000.00
Press proof, reproduction	1	2,000.00
Press, rubber stamp	1	224.50
Printer, contact	1	50.00
Printmaker, graphic arts	1	700.50
Punch, paper	1	31.50
Quoin, Hi-speed	48	9.20
Quoin key, Hi-speed	4	6.95
Sink, platemaking	1	320.00
Stapler, saddle or side	1	1,200.00
Glue pot	1	25.45



STANDARD EQUIPMENT AND TOOL LIST

Item	Quantity	Approximate Unit Cost
<b>INSTRUMENTS &amp; TOOLS</b>		
Blackboard set	1	\$ 9.50
Board, drawing, 18" x 24" (per student)	200	2.95
Caliper, 6" inside and outside	2 sets	4.60
Caliper, vernier	1	11.00
Caliper, micrometer	1	19.00
Chalkboard machine	1	250.00
Compass, 6-1/2"	30	3.70
Compass, 4-1/2" bow	30	3.48
Compass, 9" to 12" beam	1	9.00
Cutter, paper, 24"	1	45.00
Curve, French	1 set	20.00
Dust brushes	30	.76
Drafting machine, 16"	4	65.00
Lettering set	1	60.00
Mobile parallel ruling units	2	25.00
Pencil sharpener, draftsman's	1	6.60
Protractor, circular	2	2.00
Reproduction Machine, comb. printer/developer	1	800.00
Scale, architectural triangular, 12"	30	2.00
Scale, engineer's, 12"	2	1.00
Shears, trimming, 14"	1	10.50
Triangle, 10", 30°/60°	30	.56
Triangle, 8", 45°/90°	30	.56
T-square, 24"	30	2.95
Board, drawing, 23" x 31"	30	5.50
Divider, 6", F328	30	3.70
Demonstration scale, #2332	1	8.75
T-square, 30"	1	5.50
<b>SPECIAL TOOLS AND EQUIPMENT NEEDED FOR ADDITIONAL SPECIFIC OCCUPATIONAL EXPERIENCES</b>		
Chalkboard drafting machine	1	350.00
Drafting machine, 16" and 18"	12	82.00
Drawing board with parallel ruling, straight edge	12	25.00
Lettering equipment	3	120.00
Multi-student drafting table (10-drawer unit, 2 wings)	12	350.00
Overhead projector, screen and portable stand	1 unit	250.00
Perspective drawing board	6	35.00
Transparencies	1 set	250.00

EXHIBIT E

VOCATIONAL-TECHNICAL COURSES OF STUDY

AVAILABLE IN THE

HAWAII SECONDARY SCHOOL PROGRAM



**VOCATIONAL-TECHNICAL COURSES OF STUDY AVAILABLE  
IN THE HAWAII SECONDARY SCHOOL PROGRAM**

The courses of study identified here under eight large families of occupations are for high school students in grades 10-12 in the Vocational-Technical Education Programs for the State of Hawaii. The families of

occupations are those in which the post-secondary institutions of the State have offerings for specialization and in which the greatest employment opportunities are found. The hierarchy of career opportunities

listed include those requiring minimal skills to those classified as managerial, professional and scientific. Students wishing to take advantage of these offerings should consult their school counselor.

FAMILIES OF OCCUPATIONS:	BUSINESS OCCUPATIONS	PERSONAL/PUBLIC SERVICE OCCUPATIONS	HEALTH OCCUPATIONS						
<p>POST-SECONDARY COURSES OF STUDY AVAILABLE IN PUBLIC POST-SECONDARY INSTITUTIONS</p> <p>(Key-- H Honolulu Community College HC Hawaii Community College Kap Kapiolani Community College K Kauai Community College L Leeward Community College M Maui Community College W Windward Community College</p>	<p>Accounting (Kap) (M) (K) (L) (HC) (W) Business Machines (Kap) (W) (HC) Business Operations (Kap) Clerical (K) (HC) (Kap) Clerical Bookkeeping (Kap) Clerical Stenography (Kap) Computer Science (L) (W) Data Processing (Kap) (HC) General Business (K) (Kap) (HC) General Office (M) Management (L) (W) (H) Mid-Management Merchandising (Kap) (HC) Mid-Management Hotel Service (Kap) Agriculture (HC) Business (M) (L) (W)</p> <p>Office Procedures (Kap) (HC) (W) Secretarial Science (Kap) (M) (K) (L) (HC) Shorthand (HC) (W) (Kap) (K) (M) (L) Typewriting (Kap) (W) (K) (M) (L) (HC) Distributive Education (M)</p>	<p>Apparel Design &amp; Construction (M) (HC) Cosmetology (H) Educational Assistant (M) Fashion Arts (H) Fire Science (H) (K) (HC) Hotel Operations (M) Industrial Education (H) (Teacher Prep) Library Technology (L) Police Science (H) (K) (HC) (M) Recreational Instructors (L) Social Services Aide (M)</p>	<p>Dental Assisting (Kap) Health Aide (M) Medical Assisting (Kap) Nursing Technical (M) Practical Nursing (Kap) (HC) (K) Radiologic Technician (Kap) Medical Laboratory Technician (Kap) Nurses Aide Training (Kap) Respiratory Therapy (Kap) Occupational Therapy Assistant (Kap) Health Foundations (Kap)</p>						
<p>SECONDARY SCHOOL COURSES OF STUDY IN PREPARATORY VOCATIONAL-TECHNICAL PROGRAM ELEMENT</p> <p>SUB-ELEMENTS</p> <p>A PRE-INDUSTRIAL PREPARATION AND</p> <p>B INTRODUCTION TO VOCATIONS</p> <p>(Key-- Italicized courses are new courses or revised and renamed courses One Semester Courses Courses to be correlated with major courses)</p>	<table border="0"> <tr> <td data-bbox="227 924 438 1050"> <p><b>OFFICE</b> Requirements to Graduate</p> <p>*English 3 units *Social Studies 3 units *Physical Educ. unit *Health unit</p> <p>Basic Courses</p> <p>General Business Beginning Typing *Mathematics *Speech Fundamentals *English *Career Development *Science</p> <p>Major</p> <p>Introduction to Data Processing Advanced Typing Beginning Shorthand Advanced Shorthand Beginning Accounting Advanced Accounting *Cooperative Office Education</p> <p>Electives</p> <p>Office Practice Business Machines Business Law Personality &amp; Dress Management &amp; Family Economics</p> </td> <td data-bbox="454 924 665 1050"> <p><b>DISTRIBUTIVE</b> Requirements to Graduate</p> <p>*English 3 units *Social Studies 3 units *Physical Educ. unit *Health unit</p> <p>Basic Courses</p> <p><i>Career Development</i> General Business *Speech Fundamentals *Mathematics Economics *Science</p> <p>Major</p> <p>Option I Introduction to Sales and Marketing Introduction to Data Processing Cooperative Distributive Education</p> <p>Option II Introduction to Sales and Marketing Introduction to Data Processing Agricultural Technology I Agricultural Technology II (Including Cooperative Work Experience)</p> <p>Option III Ornamental Horticulture I Ornamental Horticulture II (Including Cooperative Work Experience)</p> <p>Electives</p> <p>Business Law Beginning Typing Beginning Accounting Advertising Art Management &amp; 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FAMILIES OF OCCUPATIONS:	FOOD SERVICE OCCUPATIONS	ELECTRONICS OCCUPATIONS	CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS	MECHANICAL OCCUPATIONS	TECHNICAL GRAPHICS OCCUPATIONS
	<b>POST-SECONDARY COURSES OF STUDY AVAILABLE IN PUBLIC POST-SECONDARY INSTITUTIONS</b> (Key-- H Honolulu Community College HC Hawaii Community College Kap Kapiolani Community College K Kauai Community College L Leeward Community College M Maui Community College W Windward Community College)	Commercial Baking (H) Food Service (Kap) (HC) • Food Services--Culinary Arts • Food Services--Dining Room • Food Services--Mid-Management Hospitality Education (L)	Electronics Technology (H) (HC) Electricity (HC) (K) Industrial Electricity (H)	Carpentry (H) (HC) (K) (M) Engineering Technology (H) Construction Materials Analysis (K) Building Maintenance (M) Industrial Technology (M)	Aviation Maintenance Technology (H) Auto Body Repair & Painting (M) (K) (HC) (H) Automotive Mechanics Technology (H) (K) (M) (HC) (L) Diesel Mechanics (HC) Heavy Equipment Maintenance and Repair (H) Machine Shop (K) (HC) Machine Technology (M) (HC) Marine Technology (L) Refrigeration & Air Conditioning Technology (H) Sheet Metal & Plastics Technology (H) Welding (H) (K) Welding & Sheet Metal (HC) Sheet Metal (M)

SECONDARY SCHOOL COURSES OF STUDY IN PREPARATORY VOCATIONAL-TECHNICAL PROGRAM ELEMENT SUB-ELEMENTS	FOOD SERVICE	ELECTRICAL	BUILDING CONSTRUCTION	POWER AND MECHANICS	TECHNICAL GRAPHICS
	<b>PRE INDUSTRIAL PREPARATION AND INTRODUCTION TO VOCATIONS</b> (Key-- Italicized courses are new courses or revised and renamed courses One Semester Courses Courses to be correlated with major courses)	<b>Requirements to Graduate</b> English 3 units Social Studies 3 units Physical Educ. unit Health unit  <b>Basic Courses</b> Mathematics Speech Fundamentals Career Development Management & Family Economics Personality & Dress Science  <b>Majors</b> <i>Food Service I (Nutrition/Basic Food Preparation)</i> <i>Food Service II (Food Management-Preparation-Service including Cooperative Work Experience)</i>  <b>Electives</b> Art Family Living Economics Psychology General Business Hawaiian Chemistry	<b>Requirements to Graduate</b> English 3 units Social Studies 3 units Physical Educ. unit Health unit  <b>Basic Courses</b> Career Development Technical Science Electricity  <b>Major</b> <i>Technical Sketching &amp; Interpretation</i> <i>Electrical Technology I (Including Cooperative Work Experience)</i>  <b>Electives</b> Speech Fundamentals Graphic Arts Mathematics Mechanical Drafting Family Living  <b>ELECTRONICS</b> <b>Requirements to Graduate</b> English 3 units Social Studies 3 units Physical Educ. unit Health unit  <b>Basic Courses</b> Career Development Technical Science Electronics Algebra 1 & 2  <b>Major</b> <i>Technical Sketching &amp; Interpretation</i> <i>Electronic Technology I</i> <i>Electronic Technology II (Including Cooperative Work Experience)</i>  <b>Electives</b> Speech Fundamentals Graphic Arts Mathematics Mechanical Drafting Family Living	<b>Requirements to Graduate</b> English 3 units Social Studies 3 units Physical Educ. unit Health unit  <b>Basic Courses</b> Career Development Technical Science Woods Mechanical Drawing Geometry/Plane  <b>Major</b> <i>Technical Sketching &amp; Interpretation</i> <i>Building Construction Technology I</i> <i>Building Construction Technology II (Including Cooperative Work Experience)</i>  <b>Electives</b> Speech Fundamentals Family Living Economics	<b>Requirements to Graduate</b> English 3 units Social Studies 3 units Physical Educ. unit Health unit  <b>Basic Courses</b> Career Development Technical Science Power Mechanics or Automotive Mechanics Metals Mathematics  <b>Major</b> <i>Technical Sketching &amp; Interpretation</i> <i>Power &amp; Automotive Technology I</i> <i>Power &amp; Automotive Technology II (Including Cooperative Work Experience)</i>  <b>Electives</b> Speech Fundamentals  <b>METAL PROCESSING &amp; FABRICATION</b> <b>Requirements to Graduate</b> English 3 units Social Studies 3 units Physical Educ. unit Health unit  <b>Basic Courses</b> Mathematics Metals Career Development Technical Science Mechanical Drawing  <b>Major</b> <i>Technical Sketching &amp; Interpretation</i> <i>Metals Technology I</i> <i>Metals Technology II (Including Cooperative Work Experience)</i>  <b>Electives</b> Speech Fundamentals Family Living

**BUSINESS OCCUPATIONS**

**PERSONAL/PUBLIC SERVICE OCCUPATIONS**

**HEALTH OCCUPATIONS**

II. SECONDARY SCHOOL COURSES OF STUDY IN OCCUPATIONAL SKILLS PROGRAM ELEMENT

Clerical Services  
Related Sales Services

Supervised Child Care Service  
Home Services  
Clothing Construction & Maintenance Services  
Ground Maintenance Services  
Building Maintenance Services

HIERARCHY OF CAREER OPPORTUNITIES

**OFFICE OCCUPATIONS**

**CLERICAL**

Messenger  
Clerks, Receptionist & Information  
Clerks, Mail, File or General  
Telephone Switchboard Operator  
Duplicating Machine Operator  
Key Punch Machine Operator  
Supervising Duplicating Machine Operator

**STENOGRAPHIC**

Clerk-Typist  
Typist  
Transcribing Machine Operator  
Stenographer  
Clerk-Reporter  
Secretary  
Legal Stenographer  
Medical, Legal, Exec. Secretary  
Court Reporter

**ACCOUNTING**

Bookkeeping Clerk  
Bookkeeping Machine Operator  
Computing Machine Operator  
Bookkeeper  
Accountant  
Office Manager  
Comptroller  
Programmers  
Systems Analysts

**DISTRIBUTIVE OCCUPATIONS**

**GENERAL DISTRIBUTIVE MAJOR**

Receptionist  
Stock Clerk  
Warehouseman  
Sales Clerk, Counter  
Teller  
Cashier  
Salesman  
Displayman  
Advertising Layout Man  
Buyer  
Assistant Manager, Manager

**AGRICULTURAL TECHNOLOGY MAJOR**

**Production**  
Farm Hand  
Irrigator  
Pest Controlman  
Machine & Equipment Maintenance Man  
Farm Equipment Operator

Technicians  
Supervisors  
Managers  
Agriculture Teacher  
Extension Service Agent  
Animal Husbandryman  
Entomologist  
Agricultural Engineer  
Geneticist  
Conservationist  
Soil Scientist  
Agricultural Economist  
Agronomist  
Olimiculturist  
Horticulturist

**Processing**

Graders  
Packers  
Cutters  
Technicians  
Inspectors  
Supervisors  
Consultants  
Managers  
Agricultural Engineer

**Marketing**

Deliveryman  
Warehouseman  
Salesman  
Technicians  
Supervisors  
Consultants  
Managers

**ORNAMENTAL HORTICULTURE MAJOR**

Groundskeeper  
Landscape Gardener  
Nursery Aide  
Tree Trimmer  
Nurseryman  
Greenskeeper  
Floral Designer  
Golf Course Superintendent  
Park & Ground Maintenance Supervisor  
Park Superintendent  
Landscape Contractor, Designer  
Horticulturist  
Extension Specialist  
Teacher  
Landscape Architect

**PERSONAL SERVICE**

**HOUSEKEEPING SERVICE**

Visiting Homemakers Aide  
Homemaker's Assistant  
Hotel & Motel Housekeeper  
Visiting Homemaker  
Executive Housekeeper

**CHILD CARE**

Baby Sitter  
Nursery School Worker  
Assistant Supervisor of Day Care Center  
Nursery School Teacher  
Nursery School Administrator

**PUBLIC SERVICE**

Teacher's Aide  
Child Care Aide  
Social Services Aide  
Teacher  
Social Worker  
Administrator

**HEALTH OCCUPATIONS**

Medical & Dental Receptionist  
Companion to the Elderly  
Hospital & Nursing Home Aides  
Medical & Dental Assistant  
Practical Nurse  
Medical & Dental Technician  
Dental Hygienist  
Registered Nurse  
Instructor  
Administrator  
Researcher  
Physician  
Surgeon





## CAREER SEARCH

### MATHEMATICS

#### CURRICULUM FOCUS:

1. Application of math skills.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #06 Understand and use the concept "role"
- #14 Understand interrelationship between education and work
- #29 Recognize materials/processes/tools of occupational clusters
- #35 Be aware of the value of acquiring marketable skills

**ESTIMATED CLASS TIME:** Part-time, one semester. Full-time, two weeks.

#### ESSENTIAL RESOURCES:

A large table on which to build the model, appropriate materials for constructing land, water, trees, buildings, etc. Consultants in various fields, other teachers.

#### INSTRUCTIONAL PROCESS:

Students construct a model to search out careers and to learn the need for math in the world of work.

**Primary activity:** The students will design and construct a scale model of a summer camp.

**Related activity 1:** Prepare a chart for every task. Example

TASK	SKILL	TOOLS	TRAINING NEEDED	MATH REQUIRED
Surveying	Use of transit, map reading, blueprint preparation, identify land forms.	Transit	How to set up instruments, land measurement, how to prepare blueprints, how to search gov't records, mark positions, map reading.	Basics-- Algebra, Geometry

**Related activity 2:** Divide students into groups to prepare models of a summer camp. Each student can select assignments with one student acting as a coordinator. A master plan may be necessary.

**Description of the camp:** The camp has 150 acres. It is bordered by a river which can be used for swimming and boating. There is a hill 40 feet high near the center of the property. There will be adequate facilities for summer sports, total camp gatherings, sleeping and eating for 200 campers ages 13-17. There are wooded areas covering

about 4000 of the land.

Concluding activity: Review all the careers identified in the construction of the camp. (Don't forget the camp director who will have input during the construction). Students should be considering their own interests and abilities as related to the careers. The teachers should emphasize the need for math to complete such a project. Discuss with the students the value of acquiring marketable skills and that mathematical skills are marketable.

## MATH IN USE

### MATHEMATICS

#### CURRICULUM FOCUS:

1. Applying mathematics to record keeping.
2. Learning to recognize the importance of math in future activities.
3. Reviewing math fundamentals.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #25 Understand how occupations relate to functions of society
- #35 Be aware of the value of acquiring marketable skills
- #57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Four--five class periods

#### ESSENTIAL RESOURCES:

tax forms, sales order forms for outside sales, expense account forms, math books, bookkeeping materials.

#### INSTRUCTIONAL PROCESS:

Session one: Invite an outside sales person (not in a store) to discuss the career with the class. Questions to be asked should include:

- What are the responsibilities?
- How do you like it?
- What are the advantages?
- What are the problems?
- Is the pay appropriate?
- How do you plan your time?
- Do you recommend it for high school graduates?

Session two: In small groups, or as a class, select a career which can be used to illustrate the need for and the utilization of math. Identify as many ways as possible in which math is required in that life situation. For example:

Sales representative for a pharmaceutical firm.  
(married, major wage earner, two children)  
Salary \$15,000 per year

Expense Account:  
travel @ 15¢/mile--average 650 miles/week  
meals  
lodging

Major expenses:  
housing            clothing  
car                insurance  
food                medical



Sessions three and four: With use of appropriate forms, which may be constructed by the students or secured from the business education department, illustrate the need and use of mathematics. Calculate income, expenses, balance for one month (one year), income tax (form 1040). Prepare reports to home office on expenses and orders for pharmaceuticals.

Supplemental Resources: Game-Sim, Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations 750 Lurline Drive, Foster City, California 94404

## REMODELING

### MATHEMATICS/GENERAL

#### CURRICULUM FOCUS:

1. Learning to apply general math skills
2. Calculating measurements

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELA Statement)

- #25 Determine characteristics and qualifications of occupations
- #32 Realize one's success in work is affected by one's attitude

ESTIMATED CLASS TIME: Four to six class periods

#### ESSENTIAL RESOURCES:

Rulers, large size drawing paper, pencils, decorator magazines, Design books from paint and decorator stores, Dittoed page with descriptions of rooms.

#### INSTRUCTIONAL PROCESS:

This activity deals with practical applications of math skills in planning for interior repair and decoration and with consideration of math needs for painters, carpenters, interior decorators, architects, paper hangers.

Activity one: Pre-assignment. Students will be given a page with general room descriptions and instructions for redecorating these rooms. Each student will search out information needed to complete the activity. The instructor can select the method to be used: class, small groups, or individuals.

Activity two: Students will draw to scale the room(s) they will be redecorating, plan needed redecorating, plan needed repairs, select new materials, determine amount of material, determine costs.

Activity three: Questions to be answered:

1. How much wallboard needed?
2. How much putty needed?
3. How much spackling compound needed?
4. How much sandpaper?
5. How much paint?
6. How much wallpaper?
7. What tools are required?
8. How much would the materials cost?
9. What type and how much floor covering was used?
10. How did you like this assignment?
11. Would you like to do this kind of work for a career? Explain.

## ROOM DESCRIPTIONS

KITCHEN (room size = 18' by 10')

### Kitchen layout:

3 windows (size to be determined)  
2 doors (size to be determined)  
counter space = 14' (linear)  
cupboard space = 20' (linear)

### Kitchen repairs:

Needs to be repainted and one window pane needs to be replaced.

LIVING ROOM (room size = 20' by 16')

### Living room layout:

3 windows (size to be determined)  
2 doors (size to be determined)

### Living room repairs:

A damaged wall (a 3' by 5' area) needs to be replastered.

BEDROOM (room size = 10' by 12')

### Bedroom layout:

2 windows (size to be determined)  
1 door (size to be determined)

### Bedroom repairs:

All trim around windows needs to be repainted.

### Assume the following:

1. All rooms need some type of wall covering (woodgrain panels, etc.)
2. All rooms require new floor covering (tile, linoleum, carpets, etc.)
3. All ceilings are 8' high.

### Do the following:

1. Research dimensions not given.
2. Design new interior for the rooms.
3. Estimate the costs of repairs and redecorating including materials from local businesses.

## MAGAZINE ADVERTISING

### MATHEMATICS

#### CURRICULUM FOCUS:

1. Proportions
2. Area  
Average

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #26 Determine characteristics/ qualifications of occupations
- #50 Develop vocabulary for understanding economic principles
- #51 Be familiar with basic economic concepts
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One period for four weeks

#### ESSENTIAL RESOURCES:

None

#### INSTRUCTIONAL PROCESS:

Have students select their favorite magazine. Calculate the total proportion of the magazine that is used for advertising, and the proportion that is not used for advertising. Do this for several issues and calculate an average over these issues. Make a chart for comparing all of the magazines surveyed.

Discuss the importance of advertising to a magazine's financial status. What are the features or elements common to all these advertisements. What qualities and characteristics would one need to be successful in advertising?

Supplemental Resources: Career Exploration Program. Ten filmstrips with cassettes and guide. Designed to encourage career exploration. Cost: \$106 (estimate).  
Science Research Associates

## PYTHAGOREAN THEOREM

MATHEMATICS/GEOMETRY

SENIOR HIGH

CURRICULUM FOCUS:

1. Application of the Pythagorean Theorem

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #17 Recognize the role of education in career and lifetime goals
- #29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two hours

ESSENTIAL RESOURCES:

Private home with T.V. tower, measuring tape

INSTRUCTIONAL PROCESS:

Activity one: Take students on a field trip to a rural area where no paid television is available, and the home owner has a T.V. tower supported by cables. Have the students measure the distances from the base of the tower to the points where the cables are anchored. The height of the tower is known. Have the students use the Pythagorean formula ( $a^2 + b^2 = c^2$ ) to compute the amount of cable needed to support the tower.

Activity two: Have students bring to class drawings of other examples where the Pythagorean Theorem is used (utility poles, etc.) Point out that the Pythagorean Theorem has applications to many careers other than the T.V. business.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

## PRACTICAL APPLICATIONS OF CONES

MATHEMATICS/GEOMETRY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER-EDUCATION FOCUS:  
(DELLA Statement)

1. The formula for the volume of a cone is  $V = 1/3 \pi r^2 h$ .

#14 Understand interrelationship between education and work.

ESTIMATED CLASS TIME: One class period and additional outside time

ESSENTIAL RESOURCES:

Normal classroom supplies

INSTRUCTIONAL PROCESS:

Activity one: Have a small group of students visit a building supply company where sand is stored in a conical pile. Have students compute the number of cubic feet of sand in the pile by using the formula  $V = 1/3 \pi r^2 h$ . After this is completed have students convert their answer to cubic yards.

Activity two: Have another small group of students visit a farm where grain is stored in a conical pile. Have them proceed as in Activity one, but convert the cubic feet to bushels to make answer more meaningful.

Activity three: Have students offer other examples where the knowledge of the volume of a cone formula is beneficial.

Supplemental Resources: Career Education Clusters. Five series, each consisting of four, sound, color filmstrips with teacher guide. Each series examines various career clusters. Cost: \$238 (estimate) complete set. \$70 (estimate) per series. Westinghouse Learning Press.

## COMPARING THE PRICES OF ORANGES AND TANGERINES

### MATHEMATICS/GEOMETRY

#### CURRICULUM FOCUS:

The ratio of the volume of two spheres is equal to the ratio of the diameters cubed.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One period plus a little outside time

#### ESSENTIAL RESOURCES:

#### INSTRUCTIONAL PROCESS:

Have each student bring an orange with a 3" diameter and a tangerine with a 2" diameter to class. Using the principle that the ratio of the volumes of two spheres is equal to the ratio of the diameters cubed, the students will determine the best buys at various prices.

Example: Suppose that oranges are \$1.00 a dozen and tangerines are 50¢ a dozen, which is the better buy?

Ratio of volumes =  $(2/3)^3 = 8/27$ , in other words the volume of the 2" fruit is 8/27 of the volume of the 3" fruit, yet it cost 1/2 as much. Obviously the oranges at \$1.00 a dozen is a better buy:

Supplemental Resources: Math Application Kit. Includes activity cards, reference cards, student handbook, teacher guide. Expands understanding, reinforces skills, motivates. Cost: \$69 (estimate)  
Science Research Associates

## VOLUME OF A RECTANGULAR SOLID

MATH/GEOMETRY

SENIOR HIGH.

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Use the formula:  
 $V = lwh$

#21 Recognize relationship:  
school environment/larger society  
#67 Develop skills in leisure  
time activities

ESTIMATED CLASS TIME: One class period.

ESSENTIAL RESOURCES:  
Aquarium, ruler

INSTRUCTIONAL PROCESS:

Activity One: Make arrangements to use the aquarium in the biology lab for a practical exercise in applying the formula for the volume of a rectangular solid. Example: The aquarium is to contain exactly 9 cubic ft. of water for a certain type of fish. Have students measure the length and width. By using the formula  $V = lwh$ , have the students compute the height of the water level needed.

Activity Two: In the follow-up discussion point out that in any leisure time activity, whether it be tropical fish or any other, mathematics is necessary.

Supplemental Resource: Succeeding In the World of Work Program. Provides a program on career opportunities. Enables students to discover where their interests and aptitudes coincide. Cost. Text \$8 (estimate), Workbook \$2.50 (estimate), guide free. McKnight Publishing Company



## COMPUTING AREA OF VARIOUS GEOMETRIC FIGURES

MATHEMATICS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Use of various formulas for determining area of different geometric figures.

14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: One class period (45 minutes)

ESSENTIAL RESOURCES:

Map showing a property that has been divided into unusually shaped lots.

INSTRUCTIONAL PROCESS:

Provide each student (or group of 4 students) with a description of an unusually-shaped plot of land. The student will determine the total area of the land by adding the area of the parts equal to the whole. Each student (or group of students) will also determine the size of a house that could successfully be built on this plot of land.

Discuss:

1. How does this type of information help a person who is buying land or a home?
2. What are some other factors that should be considered in purchasing a house or land?
3. Determine problems parents may have experienced when buying a house or property.

Supplemental Resources: Game-sim. Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

# COMPUTING CUBIC YARDS FOR A SWIMMING POOL

MATH/GEOMETRY

SENIOR HIGH

CURRICULUM FOCUS:

1. Area of a rectangle.
2. Area of a trapezoid.
3. Volume of prisms.

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #17 Recognize role of education in career and life goals
- #65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Activity one: Have students draw up specifications for the construction of a back yard swimming pool with a gradual depth of 3 ft. - 10 ft.

Activity two: Have students compute the number of cubic yards of concrete needed to construct this pool. They will soon discover that the side walls form a trapezoid. This will give them the experience of computing the area of both a trapezoid and a rectangle. They will also find the volume of the concrete by multiplying the area by the thickness of the concrete in the specifications. The changes are that their computations will be in cubic ft. and therefore they will have to convert to cubic yards.

Supplemental Resources: Game-Sim. Series-1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

# SYMMETRY

## MATHEMATICS/GEOMETRY

SENIOR HIGH

### CURRICULUM FOCUS:

1. Understanding symmetry
2. Presenting information on the co-ordinate plane

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #21 Recognize relationship: school environment/larger society
- #15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: Three class periods

### ESSENTIAL RESOURCES: Co-ordinate paper

### INSTRUCTIONAL PROCESS:

Activity one: Explain general and mathematical definitions of symmetry. Give the students examples of symmetry from the outside world. (trees, leaves, hockey rink, automobiles, etc.) Have each member of the class bring in at least three examples of symmetry from nature, magazine, or from any segment of the community.

Activity two: Give students co-ordinate paper. Apply the concept from activity one of symmetry to ordered pairs on the co-ordinate plane. Assign exercises concerning symmetry with respect to a point and a line.

Supplemental Resources: Math Applications K. Includes activity cards, reference cards, student handbook, teacher guide. Expands understanding, reinforces skills, motivates. Cost: \$69 (estimate) Science Research Associates

## COMPUTING THE LENGTH OF A PROPOSED BRIDGE

MATH/TRIGONOMETRY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Applying the tangent ratio

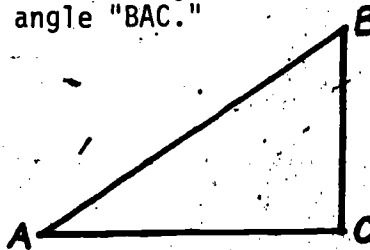
#14 Understand interrelationship between education and work  
#17 Recognize role of education in career and life-goals

ESTIMATED CLASS TIME: Two hours

ESSENTIAL RESOURCES:  
Transit, measuring tape

INSTRUCTIONAL PROCESS:

Take students to a proposed bridge construction site for the purpose of computing the length of the bridge, joining two points, "B" and "C", at the opposite sides of the stream. Have the students set up the transit at point "C" and mark off a  $90^\circ$  angle along the stream. With the tape have the students measure off 300 ft. to a point "A" along the stream so that angle "ACB" is a right angle. With the transit, measure angle "BAC."



Have the students use the equation  $\text{TANA} = \frac{X}{300}$  to find X (BC), which will be the length of bridge.

Supplemental Resources: Game-Sim! Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

## THE ROLE OF MATHEMATICAL DEVICES

### MATHEMATICS

#### CURRICULUM FOCUS:

1. Programing
2. Calculating
3. Measuring

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #24. Understand variety and complexity of occupations and careers
- #29 Recognize materials/processes/tools of occupational clusters.

ESTIMATED CLASS TIME: Five class periods, not necessarily sequential

#### ESSENTIAL RESOURCES:

List of technological devices, their functions. List of resource materials including: Dictionary of Occupational Titles, Occupational Outlook Handbook.

#### INSTRUCTIONAL PROCESS:

This activity involves having students select a technological device, research its uses and the careers related to it.

Activity one: Instruct students to select one technological device from the list you have prepared. (Some suggested devices: computers, calculators, measuring instruments, detection instruments, communication instruments, etc) They may work in small groups or independently. Ask them to determine five or more occupations in which the selected device is used as a required major tool or device. This is a research activity.

Activity two: Ask students to describe the device and give an explanation of how it works. Students are then to evaluate the contribution their selected device makes in each of the five occupations they have selected. Ask them to describe use of the device in prior job training, as well as on the job use.

Activity three: Each student will develop a means to display, explain, promote the technological device and to recommend (or not) a career in this field, with supporting evidence.

Supplemental Resources: Career Education Clusters: Five series, each consisting of four, sound, color filmstrips with teacher guide.. Each series examines various career clusters. Cost. \$238 (estimate) complete set. \$70 (estimate) per series  
Westinghouse Learning Press

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## CELLS

SCIENCE/BIOLOGY,

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement) -

1. The cell is the basic unit of life and all living things are composed of cells.

#12 Develop the necessary socialization skills.

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Microscope, toothpicks, slides, slide covers, Anacharis leaves, potato tubers, onions, source of protozoa.

Supplementary resources: Cytotechnologist from area hospital.

INSTRUCTIONAL PROCESS:

This lab activity is to accompany a unit on the cell. (Divide the class into groups of various sizes, from one student to four students. Have the students prepare slides of and study these different cells: squamous epithelial cell (from inner mucoid surface of the cheek), cells from an Anacharis leaf, parenchyma cells (from a potato tuber), epidermal cells (from an onion), and a protozoan. Provide each group of students with specific directions for preparing wet mounts of these cells. Each student is to view each type of cell with each part of the cell labeled. Allow each group of students to decide how it is going to accomplish this. (If some groups finish before other groups, allow students who are not finished to decide if they want help and the other students to decide if they are willing to help them). The lab write-up may include an explanation of the roles of various parts of each cell. Also a comparison of the differentiated cell of the multicellular organism with the generalized type of cell characteristic of a unicellular organism could be included.

Following this lab, have a class discussion based upon the following questions:

1. What were the advantages of working in a group as opposed to working independently?
2. What types of problems did you encounter working in a group that the students working independently probably did not encounter?
3. How did you or how could you have solved these problems?
4. What types of problems did you encounter working independently? Were these problems which students working in groups encountered?
5. How did you feel about working alone? Did or did you not want help and why?
6. Why or why not were you willing to offer help?

7. What do you think would be the ideal size of a group doing this experiment?
8. Do you think you would prefer to work independently or dependently?
9. In today's society are people basically independent or dependent?



## DIVISION OF LABOR

SCIENCE/BIOLOGY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Multicellular organisms have developed organs that perform special functions in their life processes.

#19 Realize technological changes demand retraining of workers.

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Dissecting instruments, fetal pigs

INSTRUCTIONAL PROCESS:

This activity is to accompany a unit on the special functions of different organs in multicellular organisms. Divide the class into lab groups of two or three students. Provide each group with a fetal pig and instructions and instruments for dissecting it. Have students dissect the fetal pigs and identify the various organs. Each student should also trace the circulatory and digestive systems in the fetal pig. In the lab write-up, the student should identify the specific role of each organ in the overall life process of the fetal pig.

A follow-up class discussion should be based upon the following questions:

1. What advantages due to the specialized functions of their organs do multicellular organisms have?
2. What are the disadvantages of a multicellular organism having organs with specialized functions?
3. The role of the appendix (an organ) in the human body has changed during evolution. Today this organ's role is no longer necessary to the life processes of the human body. When this organ becomes infected (appendicitis) it is removed and the body continues to function normally without it. How does this instance parallel certain occupations in today's society?
4. What are the advantages and disadvantages of division of labor and specialized occupations?

Supplemental Resources: Manpower and Natural Resources: Reading Program. Selected readings in 1) conservation, 2) natural history, and 3) occupational skills information. Cost \$90. Science Research Associates.

## DEPENDENT VS INDEPENDENT RELATIONSHIPS

SCIENCE/BIOLOGY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. A significant factor in a liquid environment is the acidity or alkalinity.

#11 Develop tolerance/flexibility in interpersonal relationships.

ESTIMATED CLASS TIME: Four weeks

ESSENTIAL RESOURCES:

Drawings of the following protozoa:

Spirostamum, Colopoda, Paramecium, Stentor, Euplodes, Spirostamum, Vorticell  
Amoeba, Actinosphaerium, Actinophrys, Stichosticha, Blepharisma, Keronia,  
Halteria, Bodo, Leucophrys, Tetrahymena, Glaucoma, Colpidium.

INSTRUCTIONAL PROCESS:

This activity is to accompany a unit on microscopic organisms. Prepare a hay infusion a week ahead of time by adding water to dried grass. Explain that this culture should be full of a variety of organisms that are interdependent upon one another as food sources. Divide the class into groups of two students each. At the beginning of each of the next four lab periods, ask each group to determine the pH of a sample of the hay infusion using anhydron paper. Provide the students with pictures of drawings of the types of protozoans that will be present in a hay infusion. Have each group prepare a wet mount with methylcellulose and examine the slide methodically for identifications and count of the organisms. Enter this data in a chart.

Week No.	1	2	3	4
Date				
PH				
Name and Number of each type of organism	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
Total				

The students should also note the methods of locomotion of these organisms. Provide the students with instructions for estimating the size (comparison with the relative sizes of resin particles) and speed of these organisms. This data should be included on a chart.

Type of Locomotion	Size (cm)		Speed	
	Length	Width	Sec. across field	Kilometers per hour
Flagella	1.			
	2.			
	3.			
Cilia	1.			
	2.			
	3.			
Undulation	1.			
	2.			
	3.			

The lab write-up could include drawings of these organisms. Questions for the lab write-up could include:

1. From your calculations, what type of locomotion would you say is the most efficient?
2. Can a correlation be made between the size of an organism and its speed?
3. Which of the organisms you have measured would you deduce, could feed on bacteria that are relatively stationary, and which could feed on other protozoans? Why?
4. From the above conclusions, which organisms would have grown first in the hay infusion culture?

A follow-up class discussion could be based upon the following questions:

1. These organisms are interdependent upon each other as a source of food. What types of interdependent relationships do we have with one another in and out of the classroom?
2. In what types of activities do we work independently and interdependently?
3. What kinds of factors are involved in these interdependent relationships?
4. What types of attitudes are necessary when working in an interdependent situation?

## TESTING FOR REACTIONS OF BACTERIA

SCIENCE/BIOLOGY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Bacterial growth can be affected by many variables

- #10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Two class periods (45 minutes each)

ESSENTIAL RESOURCES:

Nutrient agar, petri dishes, cotton swabs, antibiotics, antiseptics

INSTRUCTIONAL PROCESS:

Provide students with instructions for preparing nutrient agar and filling petri dishes. Ask each student to select an object around the school that he/she would like to test for the presence of bacteria. Have each student contaminate 9 petri dishes with his chosen object, either by direct contact or by using cotton swabs to transfer organisms from an object to the growth medium. One petri dish should remain unexposed as a control. Have the students exert a different variable on each of the 9 petri dishes such as, temperature, antibiotics and antiseptics. Allow the petri dishes to incubate for at least 72 hours before making a final observation. Then ask the students to share their results with each other.

1. How do various bacteria react differently to the variables?
2. How do students react differently to:
  - A. Pressure in their studies?
  - B. Failure on a test?
  - C. Being alone in the dark?
3. How would you react in each of these situations?

Supplemental Resources: Manpower and Natural Resources: Reading Program. Selected readings in 1) conservation, 2) natural history, and 3) occupational skills information. Cost: \$90. Science Research Associates.

## SCIENCE/BIOLOGY

SENIOR HIGH

## CURRICULUM FOCUS:

1. Darwin's theory of evolution is based upon concepts of natural selection and adaptation.

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #4 Understand that personal characteristics can be changed

ESTIMATED CLASS TIME: One class period

## ESSENTIAL RESOURCES:

## INSTRUCTIONAL PROCESS:

This activity is to be implemented at the end of a unit on the theory of evolution which includes the concepts of natural selection and adaptation. This activity consists of class discussion based upon the following questions:

1. What kinds of activities are you capable of doing now that you could not do in elementary school?
2. What activities, hobbies or sports have you lost interest in since elementary school?
3. What new activities, hobbies or sports have you developed an interest in since elementary school?
4. Based upon your answers to the previous questions, have your abilities and personal characteristics changed? What are the differences between these changes and evolutionary changes?
5. Can you touch your left elbow with your left hand? Do you think that human beings will ever be able to do this? Why or why not?

Supplemental Resources: Career Exploration Program. Includes ten filmstrips with cassettes and guide. Explores families of occupations. Cost \$106 est. Science Research Associates

## FRUIT FLIES

SCIENCE/BIOLOGY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Understand that some characteristics which are inherited are sex-linked

- #14 Understand interrelationships between education and work.

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:

Drosophila, etherizers, ether, vials with food for Drosophila, magnifying glasses, drawings of male and female Drosophila, and dissecting needles.

INSTRUCTIONAL PROCESS:

Divide the students into groups of two and provide them with the following instructions: Obtain a vial of Drosophila, an etherizer, ether and a magnifying glass. Lift the top of the etherizer and place a few drops of ether on the cotton on the bottom of the bottle. Replace the etherizer top. Tap the vial gently to knock the flies to the bottom and quickly remove the cotton plug as you invert the vial over the etherizer so that the flies fall to the gauze just above the ether-filled cotton. Hold the two bottles together to prevent the flies from escaping and gently tap the etherizer to keep the flies near the ether. Keep the flies in the etherizer for about 30 seconds--until you can detect no gross movement in the flies at the bottom of the etherizer. Be careful not to overetherize the flies and kill them. Pour the flies out on a piece of white paper. If the flies begin to move, invert your etherizer over them for 5 to 10 seconds. The first trait to learn to recognize is the sex of the fly. This is easily determined if a hand lens or dissecting microscope is used. Turn the flies ventral side up gently with a dissecting needle. The male is smaller than the female and has a dark and rounded posterior of the abdomen. The female is larger with a broad abdomen of light color. The abdomen narrows to the pointed oviposition at the posteriormost portion of the abdomen (see drawings). The next trait to determine is eye color which will be either red or white. This is easily determined with the naked eye. Select a red-eyed female and a white-eyed male and place them in a vial by tipping a vial in such a way that the flies do not fall on the sticky food. Replace the cotton plug and invert the vial, tapping lightly so that the flies will rest on the dry cotton plug. This will ensure their not getting stuck. Return the other flies to the vial from which they came in the same manner. Knowing that the female fly is homogenous and that the gene for red-eyes is dominant, draw a Punnett square and predict the type of offspring ( $F_1$  generation) you would expect from the red-eyed female and the white-eyed male. After you notice that the female has laid eggs, remove the parent flies from the vial. Observe the eggs - in about two weeks, the  $F_1$  generation will have been produced. Etherize the  $F_1$  generation flies and record each prototype (i.e., red-eyed female, white-eyed female; red-eyed male, white-eyed male).

Answer the following questions:

1. Did your prediction agree with your actual results? Why not--what other "piece" of information did you need in order to make an accurate prediction?
2. Using your new "piece" of information, if you bred a red-eyed female and a red-eyed male of the F<sub>1</sub> generation, what ratio of phenotypes would you predict for the F<sub>2</sub> generation?

In the coat color of cattle, black (B) and white (W) are incomplete-dominant. When both genes are present in the same animal (BW), the coat is spotted. The horned condition (H) is determined by another independent set of genes and is dominant over the non-horned condition (h). A bull which is horned and spotted was produced by a black and horned male and a white and non-horned female. A cow which is spotted and non-horned was produced by a white and horned male and a black and horned female. Fill in the charts below for the bull and the cow. Include more than one gene pair combination whenever this is possible.

Possible Gene Pairs	
Coat Color	Horn Condition
Bull - spotted, horned	
Bull's father - black, horned	
Bull's mother - white, nonhorned	

Possible Gene Pairs	
Coat Color	Horn Condition
Cow - spotted, nonhorned	
Cow's father - white, horned	
Cow's mother - black, horned	



What are all the possible kinds of offspring from the bull and the cow as far as color and horns are concerned when these two parents are crossed and in what ratio are they most likely to occur? Work out your results by means of a Punnett square. If you wanted to have the greatest possible chance of producing spotted, nonhorned offspring (BW<sup>h</sup>h), which bull and cow would you cross from the following combinations?

Bull #1

Bull #2

Cow #3

Cow #4

BW<sup>h</sup>h

WW<sup>h</sup>h

BB<sup>h</sup>h

BW<sup>h</sup>h

Discussion questions:

1. Why is this type of information especially valuable to farmers and veterinarians?
2. For what other instances is this type of information necessary to farmers?
3. What is wrong with the saying "He inherited bad blood from his father."

## CATALYSTS

### SCIENCE/BIOLOGY

### SENIOR HIGH

#### CURRICULUM FOCUS:

- The rate of chemical reactions can be increased by the presence of catalysts.

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #10 Develop a sensitivity toward and an acceptance of others.

ESTIMATED CLASS TIME: Two class periods

#### ESSENTIAL RESOURCES:

potatoes, peeler, mortar, pestle, cheesecloth, beakers, test tubes, wax pencils, catechol solution

#### INSTRUCTIONAL PROCESS:

This activity is to be implemented with a unit on enzyme activity. Divide class into lab groups of two or three students. Note: all glassware must be scrupulously clean for this experiment. While some of the students are cleaning and making glassware have two students do the following and explain what they are doing: Peel two small potatoes and grate them with a kitchen grater or cut them into small pieces and grind mortar and pestle. Add 200 milliliters of distilled water to the grated or pulverized potato. Pour the mixture through several layers of cheesecloth into a beaker. This is the enzyme preparation for the class. Have the other students in each group mark two clean test tubes with a wax pencil at points 2 centimeters and 3 centimeters from the bottom and label the tubes A and B. Put 0.1% catechol solution in the tubes up to the first mark. In the first test tube (A) add water up to the second mark; and in the second test tube (B) add enzyme solution up to the second mark. Shake tubes for five minutes and record observations. For the second part of this experiment, label two more clean test tubes A and B and prepare as in the preceding section. Set the tubes aside. At 10-minute intervals from the time you add your enzyme, shake each tube and record on a chart the depth of color change in each tube using the following code:

- = no color change
- + = very slight color change
- ++ = light color change
- +++ = definite color
- ++++ = deep color

Tube	Minutes									
	10	20	30	40	50	60	70	80	90	100
A										
B										

Lab write-up questions could include the following:

1. In the first part of the experiment, what did you observe happening to the solution with enzyme?
2. Why did the instructions call for one tube to contain catechol and water only?
3. In the second part of the experiment, what has happened to the enzyme reaction?
4. Is the reaction limited by the catechol or the enzyme? Why?

A follow-up class discussion could be based upon the following questions:

1. As you have been working in groups for various projects throughout your school years, you have probably noticed that some students act as catalysts in these groups. What kinds of personalities or personal characteristics do these students have in common?
2. Do those students who act as catalysts in a situation of or similar to that of building a class float for the Homecoming Parade have the same characteristics as those students who act as a catalyst in a situation of or similar to that of writing a class report?
3. What kinds of tactics do these "catalytic students" use to cause the other students to become motivated toward or enthusiastic of the project?

Supplemental Resources: Women in Science and Technology: Careers for Today and Tomorrow. This booklet explores some of the growing career opportunities for women. Cost \$1.50. American College Testing Publications.

## DECISIONS

SCIENCE/BIOLOGY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. To look at facts objectively in order to draw accurate assumptions.

#8 Develop a positive self-concept

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Decisions and Outcomes, College Entrance Examination Board, pp. 15-17

INSTRUCTIONAL PROCESS:

This activity should be implemented in conjunction with a unit on spontaneous generation. A class discussion should be preceded by the following presentation:

Van Helmont's noncontrolled experiment for the production of mice by spontaneous generation demonstrates that a scientist must always be aware that his basic assumptions influence the way he sees facts and interprets them. Similarly, it is impossible for us to make a decision without first looking at what we value. Just as Van Helmont chose the design of his experiment based upon the assumption that spontaneous generation could take place, we choose between a variety of alternatives upon the basis of what we want or value. However, there is a basic difference between assumptions and values. Assumptions are based upon known facts; whereas, values are acquired through an individual's experiences. Thus different people have different values, seek different objectives, desire different outcomes, want different information, etc., because of their background. Just as it is difficult for a scientist to make an accurate assumption when he is unclear about the facts, it is difficult for people to make decisions when they are unsure about what they value. Thus it is important to the decision-making process that we clarify our values.

Have students write three actions they would take in each of the following situations.

What would you do if.....

- a. You were given \$5,000,000?
- b. You were given three wishes for anything in the world?
- c. You could be any person you wanted to be. (Who would you be and what would you do?)

On the board list some of the actions the students said they would take. Ask why different students might do different things.

# DETERMINING THE PERCENT OF WATER IN THE DIHYDRATE OF BARIUM CHLORIDE

SCIENCE/CHEMISTRY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. To develop experimental techniques in using analytical weights

- #02 Develop knowledge of unique personal characteristics
- #32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: One to two class periods (45 minutes each)

ESSENTIAL RESOURCES:

BaCl<sub>2</sub> · 2H<sub>2</sub>O, bunsen burners, crucibles, analytical weights

INSTRUCTIONAL PROCESS:

Ask students to experimentally determine the percent of water in the dihydrate of barium chloride. Provide them with adequate instructions for this analysis. Have the students keep a data sheet:

	(1)	(2)
Wt. Crucible, lid and hydrate	_____	_____
Wt. Crucible, lid and anhydrous product after heating	_____	_____
Wt. empty crucible and lid, after heating and cooling	_____	_____
Wt. of hydrate	_____	_____
Wt. of water lost	_____	_____
% water in hydrate	_____	_____
Theoretical % of water in hydrate (from formula)	_____	_____
% error	_____	_____

After analyzing two samples of the hydrate, ask the students to answer the following questions:

1. Suppose that both of your analyses had an experimental error of 50% or more. What would you feel like doing and what would you actually do?
2. What external factors might affect the way you feel about the high rate of experimental error?
3. How might your attitude towards a particular experiment affect your results?

## COLLECTION OF GASES

SCIENCE/CHEMISTRY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. To develop proper laboratory technique in the collection of gases using water displacement.

- #22 Acquire skills, good work habits in preparing for a career
- #38 Develop entry level skills in area of occupational interest.

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Trough, rubber or plastic hose, gas-collecting bottle, glass plate

INSTRUCTIONAL

During the study of gases, it becomes necessary for the student to collect gases during laboratory experiments. One way is by water displacement, but this method requires a little practice. The student should get this practice without the use of expensive laboratory chemicals. One simple method is to fill a trough with water to within a level of 2 inches above the bottle rack support. A hose should be attached from the overflow spout to a sink. A gas-collecting bottle is then filled with water to the brim. The bottle is covered with a plate and carefully inverted into the trough until the mouth of the bottle and the glass plate are totally submerged. Now the glass plate can be slid out and the bottle placed over the hole in the bottle support rack. A rubber tube is then inserted into the bottle through the hole in the rack. The student then blows into the tube until all of the water in the bottle is gone. He then removes the rubber tube, slides the glass plate over the mouth of the bottle, and removes the bottle upright onto the work area. These steps should be repeated until the student feels confident about his ability to perform this procedure.

This activity should be followed with a class discussion based upon the types of skills necessary in performing this procedure.

Supplemental Resources: Women in Science and Technology: Careers for Today and Tomorrow. This booklet explores some of the growing career opportunities for women. Cost \$1.50. American College Testing Publications.

## BENDING THE TUBING

SCIENCE/CHEMISTRY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. To develop proper technique in cutting, firepolishing and bending glass tubing.

#38 Develop entry level skills in area of occupational interest

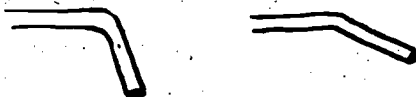
ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Bunsen burner, glass tubing, file

INSTRUCTIONAL PROCESS:

Supply each student with several pieces of glass tubing along with diagrams of glass bends. Provide them with instructions for cutting and firepolishing glass tubing. Have them cut and firepolish 3, 5 and 7 inch lengths. Then have them use these pieces to prepare bends like the ones you made in the diagrams. Examples:



This activity should be followed with class discussion based upon the following questions:

1. How many trials did you need to successfully bend the glass tubing like the examples in the diagram?
2. What was the most difficult part of bending the tubing correctly?
3. Why is it important to be able to bend tubing when working in the laboratory?

## FIRE EXTINGUISHERS

SCIENCE/CHEMISTRY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. For student to know a method for extinguishing oil fires in a laboratory.

#22 Acquire skills/good work habits in preparing for a career

#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

aluminum sulfate, sodium bicarbonate, licorice extract,

INSTRUCTIONAL PROCESS:

For large fires, especially oil conflagrations, the foamite method of extinguishing fires is effective. A foam containing carbon dioxide is formed by the action between solutions of aluminum sulfate and sodium bicarbonate containing licorice extract.

Have students prepare aluminum hydroxide by combining the following chemicals:



Have the students then prepare the foam which can be used to extinguish fires. The jelly-like aluminum hydroxide and licorice extract form a mixture which is puffed up by the carbon dioxide bubbles, creating a tough, light foam. This foam covers the burning substance and smothers the fire by excluding oxygen.

Conclude the activity with a discussion based upon the following questions:

1. Why is it important to develop good working habits in the laboratory?
2. What kinds of habits would you consider to be "good habits" for working in the laboratory?
3. What types of personal characteristics do you think a person should have who would be working daily in a laboratory?



## TESTING FOR CONCENTRATION OF VITAMIN C

SCIENCE/CHEMISTRY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Lab techniques for determining concentration of vitamin C in various samples.

#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: One-two class periods (45 minutes each)

ESSENTIAL RESOURCES:

1% ascorbic acid solution, canned orange juice, frozen orange juice, frozen lemonade, stock solution of 2,6-dichloroindophenol (1 gram indophenol powder in 1000 ml. of water), 10 ml. pipets, burets, 250 ml. volumetric flasks

INSTRUCTIONAL PROCESS:

Prepare a diluted indophenol solution by mixing 1 part of stock solution with 4 parts of distilled water. Instruct students in proper techniques for using a pipet and a buret. Have the students pipet 10 ml. of the indophenol solution into a flask. They should then titrate 1% ascorbic acid into this solution until the dye is colorless or light brown with flecks of blue-brown floating in it. Record the number of drops added when the bleaching effect stops (the dye is all used up). Repeat this test three times for each sample and calculate the average. This procedure should be repeated for the canned and frozen orange juice and the frozen lemonade. Record all results and rank the amount of vitamin C as nutritional value, which of the samples is the most nourishing?

Do any of the juices tested have greater than 1% content of vitamin C? If it takes 0.5 ml. of freshly squeezed orange juice to bleach 10 ml. of diluted indophenol solution, how would you rate the nutritional value of fresh orange juice compared to the juices tested in the lab?

What kinds of personality and characteristics would an analytical tester need in order to run these types of tests daily in the laboratory?

# THE GROWING CRISIS OF WOOD SHORTAGES

## SCIENCE

### CURRICULUM FOCUS:

1. Awareness of global situations relating to natural resources
2. Developing interest in alternative sources of energy, conservation of energy

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #33 Develop personal habits which are socially valued
- #47 Develop a receptivity for new ideas/exploration of new ideas
- #51 Be familiar with basic economic principles
- #53 Understand the relationship: technology/world of work
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME Variable

### ESSENTIAL RESOURCES:

any books, films, resource materials related to wood shortages, alternative energy sources, organizations related to solving problems related to energy shortages and resulting social situations.  
Occupational Outlook Handbook

### INSTRUCTIONAL PROCESS:

Present class with the following situation for them to research and discuss:

Our global consumption of wood is ever-increasing. Because of this we are now developing serious shortages of wood throughout the world. In under-developed countries like India where small kerosene stoves are used for cooking; the price of kerosene has made them prohibitive. Wood is also in short supply, even for cooking, so it is becoming less and less a viable alternative. Previously cow dung was used as fertilizer for growing food, but with the increased cost of oil products and the shortage of wood, it is now being dried and used as fuel. Therefore, fields are not being fertilized as well and food production is falling off.

Discuss broad aspects of this problem. Emphasize that as the price of oil products increases, it is not necessarily true that we can fall back on wood. What are some partial solutions to this situation? Have students research alternative energy developments (wind, water, solar power) and locate geographical areas where alternative sources would be feasible. What are the social changes that may take place here and in other areas of the world as we enter an era of scarcity of natural resources? What values change as we look at our own lifestyle? What careers are related to the social and scientific problems of our age? Where does one go to learn more about being trained in these areas?

## THE MANY FACES OF POLLUTION

### SCIENCE

#### CURRICULUM FOCUS:

1. Understanding of the environment on a local, national and global scale.
2. Recognize individual responsibilities in choosing how we live with our environment.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #29 Recognize materials/processes/tools of occupational clusters
- #41 Understand decision-making involves responsible action.
- #42 Know external factors affect decision-making and vice versa
- #43 Recognize restrictions in the decision-making process
- #60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: Two to three weeks

#### ESSENTIAL RESOURCES:

Local pollution studies (check with your League of Woman Voters), Check Reader's Guide for articles on pollution; have students use guide when writing their papers. Check with local organizations which are actively involved with pollution control. May invite guest speakers, particularly those whose occupations are ecological, to talk about effects of pollution.

#### INSTRUCTIONAL PROCESS:

"Responsibility is the ability to respond."-Robert Duncan, poet

Depending on time allowance, develop a unit on pollution, its effects and the ways and means of controlling it. Use sources above. It would be especially pertinent to locate and invite persons who have built a career around pollution control, wildlife conservation, etc. Check public service television for programs dealing with nature and pollution.

Break down the study into units (e.g. air, fresh water, earth, ocean, stratosphere) and discuss the concrete effects in each of these areas.

Discuss the economic, social and psychological effects of environmental pollution. Emphasize that since pollution affects us all, it is up to all of us to find responsible ways of dealing with it. Check with local recycling drives; your students may be stimulated to pitch in, or organize their own. Discuss changes in life style that have resulted from pollution-consciousness. Discuss new careers as a result. What do students think would be subjects of study which would have particular bearing on the problems of pollution, which courses would help them prepare for a career related to helping the environment?

Have students prepare reports, either to be presented during the unit or at the end. You may want to prepare a list of suggested topics.

HOW TIMES HAVE CHANGED!

SCIENCE

CURRICULUM FOCUS:

1. The technical inventions and discoveries of the past 40 years.
2. The vocabulary of these technologies.
3. The scientific principle upon which each invention is based.

SENIOR HIGH

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #16. Understand need for continuing education in a changing world.
- #19. Realize technological changes demand retraining of workers.
- #23. Acquire vocabulary for describing the world of work.
- #25. Understand how occupations relate to functions of society.
- #29. Recognize materials/processes/tools of occupational clusters.

ESTIMATED CLASS TIME: 15 (or more) 45 minute class periods (3 weeks)

ESSENTIAL RESOURCES:

Tape recorder; cassette, reference materials from school or public library.

INSTRUCTIONAL PROCESS:

Each pupil is to interview a grandparent (or a person of 50-70 yrs. of age), a parent (or a person of 30-50 yrs. of age), a brother or sister (or a person 16-26 yrs. of age) and a friend on tape about inventions or discoveries they remember in their lifetime. (Some of these may overlap).

Each pupil should listen to his/her tape and try to get two important discoveries or inventions from each generation. (Remind them these can include "unimportant" items such as styrofoam, fabric softeners, etc.).

Each pupil should write a brief report about each item (using library resources) including, if possible, the inventor, a technical explanation of how it works or how it is made and the scientific principles upon which it is based.

Then for each invention the pupils should try to list as many new words that have been added to their vocabulary because of that invention. Example:

Airplane: airport, aerodynamics, aerospace industry, airfoil, etc.

When the project is complete, the pupils may play their interview for the class to initiate a discussion. The rest of the report may be a written composition, a tape presentation or an oral report at the discretion of the teacher and students.

## NEW CAREERS FROM ADVANCING TECHNOLOGY

### SCIENCE

#### CURRICULUM FOCUS:

1. Technological advances are constantly being made

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #16 Understand need for continuing education in a changing world
- #19 Realize technological changes demand retraining of workers

ESTIMATED CLASS TIME: One-two class periods

#### ESSENTIAL RESOURCES:

Popular Science Magazine

#### INSTRUCTIONAL PROCESS:

Bring in various articles on recent technological advancements. Divide the class into groups and have them write an article on a technological advancement (based upon the technological advancement in the magazine article) in the year 2000 A. D. After sharing each others' ideas, have the students discuss the implications of this advancement (social, educational, economic, job potential, etc.)

Supplemental Resources: Women in Science and Technology: Careers for Today and Tomorrow. This booklet explores some of the growing career opportunities for women. Cost \$1.50. American College Testing Publications.

DETERMINING SURVIVAL BASED ON CAREERS

SCIENCE

CURRICULUM FOCUS:

1. Scientific approach to problem-solving.

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:

None

INSTRUCTIONAL PROCESS:

Divide the class into groups of approximately 10 to 12 students and provide them with the following background information:

An atomic blast is about to go off. Your group is standing outside a fallout shelter which can only accommodate 6 people.

Assign each student with a career, age, etc. Each student should build a case explaining why he should be allowed in the shelter. Each group of students should decide which 6 people should be saved in order to assure that the remaining colony would have the best chance of survival. Each student should present his/her reasons for his/her choice.

SENIOR HIGH

CAREER EDUCATION FOCUS:  
(DELLA Statement)

#49 Develop effective decision-making strategies and skills

## MUSICAL INSTRUMENTS

### SCIENCE/PHYSICAL SCIENCE

#### CURRICULUM FOCUS:

1. Production of sound by various methods-strings, air columns, percussion.
2. Develop an understanding of one method of sound production.
3. Develop vocabulary relative to careers in sound.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #17 Recognize role of education in career and life goals
- #32 Realize one's success in work is affected by one's attitudes
- #41 Understand decision-making involves responsible action
- #42 Know external factors affect decision-making and vice versa
- #48 Understand the need to take responsibility for own decisions

#### ESTIMATED CLASS TIME:

#### ESSENTIAL RESOURCES:

Overhead transparencies of vibrating strings, vibrating air column-open ends, vibrating air columns-one closed end, and percussion instruments. Pages 190-209 of Energy and the Atom by Navarra and Carona, cp. 1966 on production of sound. Cluster Resource Guides.

#### INSTRUCTIONAL PROCESS:

1. Instructor-based demonstration and group discussion, using the transparencies on the production of sound by vibrating strings, vibrating air columns, and percussion instruments to show how each group functions.
2. Following this the student will select a form of sound production which he is interested in and/or would like to know more about and make a workable musical instrument (already in use or of his/her own design) demonstrating this method of sound production.

Note: Students should be advised that the instrument they select should be suited to their skills and talents. Instruments that require extensive power tool work should be discouraged unless proper supervision is provided.

3. Upon completion of activity each student must bring the instrument to class in order to demonstrate it to the other classmates and explain the theory behind the musical instrument.
4. Each student should be able to associate several occupations involved in the production of each.
5. Set up a classroom display.

SCIENCE

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Understanding the concept of work, energy and force

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period (45 minutes)

ESSENTIAL RESOURCES:

Science unit on work, energy and force

INSTRUCTIONAL PROCESS:

This activity should be implemented with a unit on energy, work, and force. After introducing the definitions and relationships of these terms, have the students discuss what work means to them.

Questions:

1. What does the word "work" mean to you?
2. Is all work purely physical in nature?
3. What are the different types of work?
4. According to the scientific definition of work, if a person would pick up a 100 pound object, raising it five feet into the air and return it to its original resting place, no work has been done. Discuss...

Supplemental Resources: Career Exploration Program. Includes ten filmstrips with cassettes and guide. Explores families of occupations. Cost \$106 est. Science Research Associates.



SCIENCE/PHYSICAL SCIENCE

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Different careers require different knowledge, abilities and attitudes
2. Relate education to work skills
3. Develop vocabulary relative to careers in manufacturing of instruments
4. Self-evaluation and appraisal of one's work

- #14 Understand interrelationships between education and work
- #20 Develop basic attitudes needed for entry/success in a career
- #23 Acquire vocabulary for describing the world of work
- #24 Understand variety and complexity of occupations and careers
- #41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Student made a musical instrument in a prior exercise which he/she designed to produce a sound and be aesthetically pleasing. You may want to use the Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

Have the students complete the following worksheet: Follow this activity with a class discussion based upon the students' responses on the worksheet:

1. Describe the instrument that you made. (Diagram and then prepare statement so that others may visualize finished product. Indicate materials, dimensions, etc.).
2. Give an honest appraisal of the type of work and amount of work that you did to produce this instrument. Then explain any work which required a "Helper."
3. Do you feel that the instrument you chose to make was suited to the type of skills that you have? Do you feel that you did the best job? Explain.
4. If you had to mass produce your musical instrument for sales, what jobs-(careers)-would be involved? Please make a list of these careers from the acquisition of raw materials to the sale of the finished product.
5. Outline the set up of the assembly line necessary to mass produce this instrument.

Follow up: Group discussion of worksheet where students may share ideas and appraisals.

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SENIOR HIGH

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## SECURITIES EXCHANGE INDUSTRY

### SOCIAL STUDIES/ECONOMICS

#### CURRICULUM FOCUS:

1. Acquiring a general knowledge of the creation and operation of a typical U.S. corporation.
2. Knowledge of the evolution and operation of the Stock Exchange.
3. Understanding of the function of various careers in the securities exchange industry.
4. Understanding of how prudent investments in corporate securities can result in greater returns than from investments in banks and government bonds.
5. Understanding that there is a risk inherent in any investment which carries no guarantee of return.

#### ESTIMATED CLASS TIME:

#### ESSENTIAL RESOURCES:

- Book-How to Buy Stocks by Louis Engle (Little Brown and Company, Boston, 1971)
- Filmstrip-The Different Forms of Business (Eye Gate House)
- Filmstrip-Wall Street Careers (Sarnoff, Paul Messer, 1968)
- Filmstrip-Evolution of a Corporation (Teacher Products)
- Filmstrip-The Specialist (Teacher Products)
- Filmstrip-How a Trade is Made (Teacher Products)

#### INSTRUCTIONAL PROCESS:

This unit will acquaint the student with the career opportunities in the securities exchange industry. It will also familiarize students with the industry to the extent that they are made aware of the opportunities it affords for investing in various corporate securities as a means of realizing capital growth from savings.

1. Creation and Growth of a Typical U.S. Corporation-Begin this unit by showing the filmstrip "Evolution of a Corporation." Discuss the overall picture of a corporation. Ask the students to make charts showing the management structure of a corporation.
2. Ask the students to read How To Buy Stocks by Louis Engle (Little Brown and Company, 1971).

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #14 Understand interrelationship between education and work
- #24 Understand variety and complexity of occupations and careers
- #25 Understand how occupations relate to functions of society
- #26 Determine characteristics/qualifications of occupations
- #35 Be aware of the value of acquiring marketable skills
- #37 Develop necessary educational/occupational competency
- #50 Develop vocabulary for understanding economic principles
- #51 Be familiar with basic economic concepts
- #59 Acquire basic money management skills
- #60 Be able to use economic information in decision-making

3. Invite a local businessman to class. Ask him/her to discuss the advantages and disadvantages of incorporating.
4. Ask some students to write to large corporations asking for quarterly reports. Examine these reports to determine whether or not the corporation showed a profit and what dividends were paid.
5. Read copies of The Wall Street Journal and Barron's. Both publications are available by mail from the publisher at 200 Burnett Road, Chicopee, Mass. 01021.
6. Examine the profits of several companies over the last five years. Because of the amount of news published, oil companies and automobile manufacturing companies would be good choices.
7. Show the filmstrip, The Different Forms of Business and discuss the material presented in it.
8. Evolution and Operation of the Stock Exchange-Discuss the method of trading Securities before the establishment of the New York Exchanges and why it became necessary to establish central exchanges.
9. Show two filmstrips, The Specialist, and How A Trade is Made.
10. Set up a mock exchange and ask students to assume the roles of the Specialist and other stock exchange personnel as they conduct transactions. Use actual figures from newspaper reports of closing prices for their "business."
11. Examine several advisory reports. Select six stocks and follow their progress for six weeks. Chart the daily prices of these stocks. Ask the students to also select six stocks of their own, without the benefit of professional advice, and to chart their progress. Compare.
12. Show the filmstrip, Wall Street Careers. Then have the students role-play the following careers:
  - Stockbroker (securities salesperson)
  - Mutual Fund salesperson
  - Investment advisors (those who engage in research and analysis and who furnish investment advice to brokers, institutions, and the general public).
  - Investment counselors (people who manage other people's money or the money belonging to institutions). The investment counselors must be familiar with the individual personal and financial needs of the investors whose accounts he handles and make suitable recommendations regarding the purchase and sale of securities.
  - Publisher of services giving investment information.
  - Security analysts (persons who do the research underlying the advice given by brokerage firms and counseling firms).

They are employed not only by investment advisors and brokerage firms but also by banks, insurance companies, pension funds, foundations, mutual funds and other large financial institutions.

-The Specialists (people who are really brokers' brokers). They deal only with other brokers and act for those brokers who can not remain at a post on the exchange floor until the prices specified by their customers' buy and sell order are reached. The specialists also act as dealers, buying and selling shares for their own accounts.

3. Ask the students to do research to learn the educational requirements for each of these careers. Study the employment advertisements in The Wall Street Journal and role-play interviews for these various jobs.

4. Perhaps the class would also like to run a chronological comparison covering 40 years of Dow Jones Industrial Averages and major national and international political events, noting the correlations.

## STOCK MARKET

(ECONOMICS)-SOCIAL STUDIES

SENIOR HIGH

### CURRICULUM FOCUS:

1. Understanding how the stock market functions.
2. How to read and evaluate

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #50 Develop vocabulary for understanding economic principles
- #51 Be familiar with basic economic concepts

ESTIMATED CLASS TIME: Part of class period for six weeks

### ESSENTIAL RESOURCES:

Wall Street Journal, or other paper containing daily stock market reports

### INSTRUCTIONAL PROCESS:

Have daily newspapers brought to class. Each student will pick a stock, write for stock holder's report, follow the stock each day and graph results.

Discuss the function of the stock exchange, how brokerage houses operate, how mutual funds work, who invests and why and when. Teach students how to figure dividends, discuss long shots, margin buying, blue chip investments, and the rationale behind each. Analyze the stock holder's report in terms of clarity and puffery.

# CONTRACT BARGAINING SIMULATION

## SOCIAL STUDIES

## SENIOR HIGH

### CURRICULUM FOCUS:

1. One's role is related to the culture and subculture one is associated with.
2. Labor and management bargain over contracts to reach a mutual agreement.
3. "Roles" provide ways of fixing responsibility for the many things that have to be done to make society function.

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #06 Understand and use the concept "role".
- #11 Develop tolerance/flexibility in interpersonal relationships

ESTIMATED CLASS TIME: One class periods

ESSENTIAL RESOURCES:  
None

### INSTRUCTIONAL PROCESS:

Divide the class into two groups. Designate one group to be the employees and the other group to be management. Ask the students to role play a bargaining session. Afterwards discuss the dynamics of the simulated bargaining situation.

Discuss with the class the division of labor and management in society. What functions do these divisions serve?



# BUYER AND SELLER ROLE PLAYING; THE BICYCLE SHOP

## SOCIAL STUDIES/ECONOMICS

## SENIOR HIGH

### CURRICULUM FOCUS:

Economics, current events, citizenship, consumerism

1. Understanding the nature of selling and buying
2. Learning about the problems of small business ownership and management
3. Learning about the concepts and practice of entrepreneurship and laissez-faire
4. Identifying methods for redressing consumer complaints.
5. Examples of business person's conflict between civic responsibility and desire for profit.

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #50 Develop vocabulary for understanding economic principles.
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two class periods

### ESSENTIAL RESOURCES:

Copies of role profiles

### INSTRUCTIONAL PROCESS:

Below are three sample role-plays involving a bicycle shop. You and your students can change the role-plays to suit your needs or develop similar role-plays for other small businesses such as toy stores, travel agencies, beauty salons, bookstores, etc. Following the sample role-plays below are questions which can be used after the role play to discuss the issues involved.

#### Situation 1 BUYER BEWARE Purchaser

You want to buy a bicycle but you don't know whether to get a one-, three- or ten-speed or how much money to pay. You plan to use your bike for weekend trips of five to fifteen miles, but that's about it. There's a small chance you might use it some days to commute to work, but that's not likely. You have come for advice to the Best Buy Bicycle Shop. You enter and go up to a salesperson. What do you say?

#### Salesperson

You work in the Best Buy Bicycle Shop. You sell all kinds of bikes. You want two things: lots of sales, preferably of expensive bikes; and satisfied customers. Sometimes you have to decide whether you want a satisfied customer buying a less expensive bike or an unhappy customer buying a more expensive one. A customer who looks very uncertain has just approached you. How will you handle his (her) questions?

Situation 2

PRESSURE-CONFORMITY

Purchaser

You want to buy a new bicycle for your eleven-year old son (daughter). He (she) has outgrown his (her) old bike and wants you to get him (her) a fancy "high-rise" bike with a "banana" seat and stick shift. You think there're unsafe, too expensive, and don't last too long. Besides, your son (daughter) will try to do all kinds of unsafe tricks and games on a "high-rise." You want to get him (her) a three-speed English bike that you feel is safer. You have decided to ask a salesperson for advice, taking your son (daughter) with you. You both have just walked into the Swell Sales Bicycle Store and gone up to the salesperson. What do you say?

Son (Daughter)

You have outgrown your old bike and want your father (mother) to buy you a fancy "high-rise" bike with a "banana" seat and stick shift. That's the kind of bike all your friends have, and you like the looks of it. It makes you feel like you're riding a motor cycle--in fact, as soon as you are old enough and have the money, that's what you plan to buy. Your father (mother) doesn't like the "high-rise" bikes because he (she) thinks they're poorly made and unsafe. You think they're as safe as any other bike. And besides, you really can't do as many tricks on an English bike as you can on a "high-rise"--although you can't tell your father (mother) shopping for a bike. You've both just entered the Swell Sales Bicycle Store and walked up to a salesperson. What do you say?

Salesperson

You are a salesperson in the Swell Sales Bicycle Store. You are an expert in children's bikes. It's so much fun when a parent and child come in looking for a bike and argue over what kind to buy. Usually, the kid wants the more expensive bike. But you have to watch yourself. If you side with the kid, the parent may get angry with you and buy the bike somewhere else. A parent and child are coming over to you right now. You wonder what kind of disagreement they'll have!

Situation 3

PRESSURE, HARD SELL

Purchaser

You have decided to buy a medium-priced three-speed bike, for around \$75. You want it to run errands and make short trips, nothing special. You walk into Rodney's Rugged Bike Shop to buy a Modesto Model 99Z. You walk up to the salesperson. What do you say?

Salesperson

You are a salesperson in Rodney's Rugged Bike Shop. You get a commission on every bike you sell--and the more expensive the bike, the larger your commission. In addition, you are tired of seeing customers buy what you feel are cheap, clumsy bikes when they could buy a decent ten-speed for \$125 to \$175 and have a bike that will last and give a comfortable ride. Yet customers keep coming asking for bikes like the three-speed Modesto 99Z, which sells for \$70 when for only \$50 more they could buy a ten-speed bike like the Superba XKG. A customer has just come in the store and comes up to you. How will you handle him (her) if he (she) too wants a bike like the Modesto 99Z?

After each role play, students can discuss one or more of the following issues:

1. What are some of the problems small businesses must face in dealing with customers? Are these likely to be the same problems big businesses must face?
2. Are consumers likely to face different problems with small businesses than with large ones?
3. How can consumers seek redress of grievances when they have been sold shoddy or defective merchandise or purchased goods under false terms.
4. Are small businesses likely to respond to consumers in terms of sales and handling complaints and repairs differently in a recession than in a healthy economic situation?
5. How can a small business' responses to consumer complaints influence its profits and losses?
6. Is a small business likely to treat its customers differently when it first opens than when it has established itself?
7. What skills does a salesperson need to be successful?
8. What kind of personality does a salesperson need to be successful? Does he or she have to be aggressive, hard-nosed, and tough-minded? What about the store managers or small business owners: what personality or characteristics do they need to succeed?
9. What are the personal satisfactions that come from "making a sale" or doing a good job or repairing an appliance? What frustrations are involved in failing to "make a sale"? What satisfactions do people derive from managing their own business, supervising the work of others, and being a businessperson in the community? What frustrations are involved?
10. When a businessperson's or salesperson's desire to make money conflicts with his or her civic duty to serve the public, which usually wins? Which should win? (Use the role plays as examples of this conflict.)

As a follow-up activity, students could submit their own consumer complaints to a class consumer protection agency to solve for them. Discuss and develop with the class a list of what to consider and observe when purchasing goods. Ask them to record their observations of the salesperson's attitudes toward his or her job and toward customers and the sales techniques they use, for the next ten purchases they make.

## PLAYING THE GAME

### SOCIAL STUDIES/ECONOMICS

#### CURRICULUM FOCUS:

1. Analysis of business transactions.
2. Understanding how to make a profit.
3. Learning economic principles of business.
4. Identify career possibilities.
5. Understanding balance sheets.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #24 Understand variety and complexity of occupations and careers
- #41 Understand decision making involves responsible action
- #60 Be able to use economic information in decision making

ESTIMATED CLASS TIME: One or two class periods

#### ESSENTIAL RESOURCES:

A Guide to Teaching-Didactic Systems, Inc. (\$2.00 for six players).  
Game-The Firm-Erwin Rausch, Rutgers  
A Guide to Simulations Games for Education and Training-David  
Zuckerman, Robert Horn (Information Resources, Inc.).  
Basic Reference Shelf on Simulation and Gaming-Paul Twelker, Kent  
Layden (Information Resources, Inc.).

#### INSTRUCTIONAL PROCESS:

The teacher will introduce the students to the following game and allow them to proceed.

#### GAME DESCRIPTION

Game: The Firm-Erwin Rausch, Rutgers, 1968

Playing Data:

Age Level 12 Grade

Number of players: 6 minimum, no maximum, divided into 1 or more teams.

Playing time--One to two class periods

Preparation time--Decided by the teacher.

Materials:

Components: player's manuals, worksheets

Supplementary: A Guide To Teaching

Comment:

Competitive, deterministic, limited role play, quantitative outcomes, team play, play involves skill, rapid thinking, decision making, bargaining, coalition formation, and strategic thinking, top management, multi-product, imaginary products.

Summary Description:

Roles:

Teams represent store owners: president, operations manager, buyer, controller, assistant controller, public accountant.

Objectives:

To make a profit: To better understand balance sheets

Decisions:

At what price to sell merchandise: Whether to take on additional loans: What to do with profits.

Purposes:

To teach economic principles of running a firm.  
To teach the fundamental relationships between assets and liabilities, revenue, cost and profit, and net worth.

Post-Game Activity:

In a discussion period, students will identify the career roles identified in the game.



## THE WORK ETHIC

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. To allow students to examine and understand the "work ethic" concept in its historical perspective, as well as its effect on our society and our own personal attitudes toward work and self-esteem

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #30 Realize: work is an integral part of the total life style
- #53 Understand the relationship: technology/world of work
- #54 Understand the relationship between occupational roles/ personal economics/life styles
- #63 Understand differences between leisure time and idleness
- #65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Variable

#### ESSENTIAL RESOURCES:

Most standard American History and World Cultures text books.  
"Whose Work - Whose Ethic" (Multi-Media Productions Incorporated).

#### INSTRUCTIONAL PROCESS:

Activity one: Students are asked to write an essay (based upon research) with the following directions: Explain the meaning of the "work ethic," taking into account its roots in theology and religion (from the Catholic Church through Luther and Calvin down to the Puritans), and discuss its historical impact on our society. The essays should include some ideas concerning: the medieval idea that work was honorable and necessary for existence; the rising middle class during the Reformation and its idea of success through new occupations; the Calvinistic idea of hard work and success as an indication of salvation, and the transplanting of these ideas to America by the Puritan Heritage which formed the basic trend of intellectual and socio-economic thought in America during its formative years.

Any number of days can be utilized to explore these concepts through class discussion.)

Activity two: Explore the changes brought about by the Industrial Revolution and technological advancements in terms of: the changes in the nature of work available, our attitudes toward work, our attitudes toward ourselves as workers, and our satisfaction or dissatisfaction with work.

Discuss what effects these changes in attitudes have had when combined with remnants of the "work ethic" in our society. (usually two options appear and can be explored:

1. Guilt from looking down on work when we might feel it is the proper lot for man.
2. Frustration at working hard to soothe "work ethic conscience" but finding little satisfaction with our work or ourselves as workers.)

Activity three: Discuss what we should do with the traditional work-ethic in light of today's socio-economic conditions? (Explore the consequences of such alternatives) Here you can explore the increased emphasis on leisure activities being carried on without guilt. Define recreation as re-creation and discuss it as such.

## QUESTIONING WORK ATTITUDES

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. Awareness of need to relate present education to choice of future careers.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #30 Realize: work is an integral part of the total life style
- #31 Develop positive attitudes toward employment
- #32 Realize one's success in work is affected by one's attitude

ESTIMATED CLASS TIME: 45 minutes

#### ESSENTIAL RESOURCES:

#### INSTRUCTIONAL PROCESS:

This discussion serves as an "ice breaker" between the students and the teacher as well as between the student and other students in class.

Place chairs in a circle. The teacher serves only as a moderator and occasionally asks questions. Some points to be covered are the following:

1. Why work?
2. What is a fair wage?
3. Do your parents seem satisfied with their jobs?
4. Do you want a better job than your parents?
5. Would you want to wake up hating your job for the next 40 years?
6. What is your idea of an ideal job?



## THE LOTTERY

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. To have students examine their commitments to work even when it is not an economic necessity
2. To see the relationship between work and leisure time activity to distinguish between leisure-time and idleness

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #07 Develop an understanding of the concept "life style"
- #63 Understand differences between leisure time and idleness
- #64 Understand interrelationships: leisure time and idleness
- #65 Understand leisure time can provide some rewards of work
- #66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCE:

#### INSTRUCTIONAL PROCESS:

Present the following situation to the students: You have just won a lottery, and an investment counselor makes you an offer that is hard to refuse. If you allow him to invest your money, he guarantees you that you can live quite well and never have to work a day in your life.

Then ask the students: "Assuming he can make good on his offer, would you accept it and embark on a life of leisure? Or would you still choose to work?"

If a life of leisure was chosen, ask those students to list the activities they would engage in to occupy their time.

If some students choose to definitely work, ask them to list some of the reasons why they would work even when it is not necessary for meeting their economic needs.

Gather the class together in a circle to discuss some of their choices and reasons, as well as, activities and benefits from each life style.

After hearing both sides of the issue ask if anyone has changed his/her mind about working or "leading a life of leisure?"

Does "life of leisure" necessarily imply a life of idleness? [Note: usually one of the first questions the students ask is what you mean by "work." Be prepared to explain or discuss some of the various definitions of work: (For example:

- Work as toil and hard labor
- Work as mental activity
- Work as creative effort
- Work as performing a task for wages
- Work as human achievement, with or without wages

Work as exercising your responsibility toward others as your role in life demands (parents, wife, husband, citizen, student, etc.)]

By examining some of these definitions what some students may have considered to be leisure activities may very well fit into others' definitions of work and vice-versa. For this reason you may wish to wait until the choices are already made before discussing "work" and what it is. If so, tell students to use their own definitions in making their choices and then have them discuss their definitions when explaining their choices.

## A LIFESTYLE - DIVORCE

SOCIAL STUDIES/ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. To understand the risk of marriage

#05 Recognize relationship:  
self-characteristics/decision-  
making

#44 Recognize that decision-making  
involves some risk

#07 Develop an understanding of  
the concept "life style"

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:

A lawyer, guidance counselor, marriage counselor.

INSTRUCTIONAL PROCESS:

Require students to compile a list of items that they now own, would like to own, or which have great value to them. Follow this task by eliminating those items that are least desirable. A class discussion of values will aid students in reducing the second list by half. When this process has been completed, place the remaining valued items on the chalkboard, so that the class can see those items which are valued.

However, in a divorce it is known that many times valued items are taken. In order to have an understanding of risk, allow some of the students to eliminate some items from the board they deem unnecessary. When the items are removed ask, how they felt when their items were eliminated.

Invite resource persons such as a lawyer, marriage counselor, and/or guidance counselor to talk about divorce.

# WHAT'S A LUXURY AND WHAT'S A NECESSITY?

## SOCIAL STUDIES/ECONOMICS

## SENIOR HIGH

### CURRICULUM FOCUS:

### CAREER EDUCATION FOCUS: (DELLA Statement)

1. Understanding ways to relate one's needs to one's environment.
2. Recognize the demands our society places on the natural environment.

- #34 Recognize that occupational stereotyping is undesirable.
- #41 Understand decision-making involves responsible action
- #49 Develop effective decision-making strategies and skills
- #54 Understand the relationship between occupational roles/personal economics/life styles.

ESTIMATED CLASS TIME: 2-3 class periods

### ESSENTIAL RESOURCES:

### INSTRUCTIONAL PROCESS:

Discuss with students the following topics: national economy, various life styles, the ecological movement and the natural environment.

Present the question: "What's a luxury and what's a necessity?" Talk about "real needs" and "perceived needs." Talk about the effects of many advertisements that try to persuade us to buy things we don't need. Talk about the psychological side effects of trying to "keep up with the Joneses." What are the ways people choose to elaborate their life styles? To simplify their life styles? What are the roles that wardrobe, car, expense accounts, and housing play in various life styles? What are the expenses related directly and indirectly to maintaining oneself in various fields? Talk about the differences in life style within particular fields (e.g. a lawyer may live in an expensive part of town and work for a large corporation or an elite set of clients, or he or she may live more modestly and work at a legal aid center in an inner city area).

How does a person's self-image and basic attitudes influence what he or she perceives as a luxury or a necessity? What are some of the demands our consumer society places on the environment? In what directions are attitude changes taking place in our society?

## SUPPLY AND DEMAND

### SOCIAL STUDIES/ECONOMICS

### SENIOR HIGH

#### CURRICULUM FOCUS:

#### CAREER EDUCATION FOCUS: (DELLA Statement)

1. Developing understand of concepts of supply and demand
2. Developing skills in role-playing

#50 Develop vocabulary for understanding economic principles  
#52 Realize how the labor market affects the nation's economy

ESTIMATED CLASS TIME: Three--five class periods

#### ESSENTIAL RESOURCES:

Economic resource materials, Dictionary of Occupational Titles, Occupational Outlook Handbook, encyclopedia, Government Publications, Resource people from the community.

#### INSTRUCTIONAL PROCESS:

1. Discuss the concepts of supply and demand to prepare the students to do research in this area. Some questions that may be answered during the discussion are:
  - a. Why do we use the method of supply and demand?
  - b. What are the determining factors and how are they determined (i.e. who determines the supply; who determines the demand?)
  - c. Is this a fair system?
  - d. Can it be controlled? If so, how?

Have students select a product to study and a role to assume. Examples of roles are: buyer, investor, borrower, taxpayer, worker, employer, etc. (students may work in small groups.)

2. After researching the production of the selected item from its conception to its consumption, the students will summarize and present their findings to the class for reactions and ideas. At this point, ask students to identify the specific jobs that would be required to carry through the production and sale of the item.
3. Ask several community resource people (baker, clothing store owner, etc.) to visit the class to explain how the supply and demand process affects their businesses.
4. Each group (or individual) will present their findings of the jobs associated with their product to the class. Unique presentations should be encouraged. The presentations must include: conclusions of the researcher(s); characteristics of the jobs performed by workers in this field; a detailed description of a job which appealed to the student; and the responsibility of a person in the role which was selected during the first activity.

## ABSENT OCCUPATIONS

### SOCIAL STUDIES/ECONOMICS

### SENIOR HIGH

#### CURRICULUM FOCUS:

#### CAREER EDUCATION FOCUS: (DELLA Statement)

1. Students will be able to explain that in a technical society, workers depend on each other for a great range of goods and services

#55 Recognize role of work in economic independence

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

#### INSTRUCTIONAL PROCESS:

Each student will state the occupations they hope to obtain. These will then be listed on the chalkboard by the teacher and the students will copy this list of occupations. Each student will then rank order what he/she considers to be the three most important occupations other than what he/she stated in the beginning of this exercise. The rank ordering will be based upon the occupations which each student feels would provide an acceptable form of life style.

The first ranked occupation from each student will be placed on the chalkboard. Various groupings of occupations will be noted when found.

As a written assignment, ask each student to write a paragraph explaining the effects of a breakdown or phasing-out of the occupation which he/she considered to be the most vital or important.

## WHAT DO YOU DO WHEN THINGS DON'T WORK?

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. Awareness that we are a consumer society
2. Awareness that as consumers we have certain rights and means of redress

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #5 Recognize relationship: self-characteristics/decision-making
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One week

#### ESSENTIAL RESOURCES:

Consumer Reports (magazines and guidebook), clippings from magazines on consumer product knowledge, information from Better Business Bureau, local action line, etc.

#### INSTRUCTIONAL PROCESS:

Introduce students to Consumer Reports, and other materials. Talk about ways various products are tested and evaluated, showing that a higher price is not a guarantee of better quality. Talk about the role of the consumer in this society. Ask students to put themselves in everyday situations where "things don't work" and what they could do about them. Talk about guarantees from manufacturers and store guarantees. Talk about individual initiative in phoning, writing letters, going to complaint departments. Discuss the services of such organizations as the Better Business Bureau, local action lines, etc. Talk about ways the individual should assert himself or herself in order to obtain customer satisfaction.

## COMMUNITY INVOLVEMENT

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. Understanding the possibilities for involvement in the local community
2. Understand that in a mobile society, it is up to the individual to find out about his new community

ESTIMATED CLASS TIME: One week

#### ESSENTIAL RESOURCES:

Information from local Chamber of Commerce, Social Service Agencies, local political parties. You may want to bring in speakers from these groups

#### INSTRUCTIONAL PROCESS:

Present information gathered from various local groups to students. Discuss the aims of the various groups and how the individual can benefit both himself and the community by knowing something about the organization of these groups and becoming involved in them. Discuss what services are available to help someone who has just moved to the area to become better acquainted with people of similar interests. You may want to have the class invite a speaker in for further discussion.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #54 Understand relationship between occupational roles/ personal economics/life styles
- #62 Develop vocabulary to differentiate leisure time activities



## UNEMPLOYMENT IN THE ECONOMY

SOCIAL STUDIES/ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

Economics

1. Students will recognize that the rate of unemployment has an influence on the economy as a whole and vice versa

#52 Realize how the labor market effects the nation's economy

ESTIMATED CLASS TIME: One and one half weeks

ESSENTIAL RESOURCES:

Current Almanac, porte board, or white shelf paper. As library materials you may want to use Business Week and United States News and World Report.

INSTRUCTIONAL PROCESS:

This is an independent study project where the pupils will construct graphs and charts. Each pupil will construct their graphs on charts related to the level of unemployment in the economy. From an analysis of the three charts or graphs the pupil will list generalizations. These will then be discussed by the class when the pupils make their presentations (graphs, charts, generalizations) in front of the class.

# INFLATION

## SOCIAL STUDIES

### CURRICULUM FOCUS:

1. Interpreting current events
2. Understanding national, international developments

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #23 Acquire vocabulary for describing the world of work
- #50 Develop vocabulary for understanding economic principles
- #51 Be familiar with basic economic concepts
- #52 Realize how the labor market affects the nation's economy (or vice versa)

ESTIMATED CLASS TIME: Three class periods

### ESSENTIAL RESOURCES:

Resource materials on inflation, historical treatment of inflation (e.g. Germany prior to World War II).

### INSTRUCTIONAL PROCESS:

Present to students the basic concept of what inflation is, what some of the ways of trying to cope with inflation have been. Lead discussions on the effects of inflation in various areas--e.g. the international money market, the gold market, big business (national and multinational, wage earners, Federal spending in education and social service areas, people on fixed incomes, etc.).

What are some of the basic ways people try to cope with inflation? (Gardening, preserving, refinishing old furniture, keeping cars longer, etc.). How do these activities reflect not only an awareness of inflation, but also a change in life style? How do these changes effect the market place?

What does inflation do to savings?

What are the differences between inflation coupled with high employment and inflation coupled with recession, (high unemployment)?

Who are the people who study inflation? (e.g. economists, statisticians). What sorts of skills and training do they need? Who employs them.

Supplemental Resources: The Consumer's World. A system of varied materials that provides a well-structured course of study by means of audio-tapes, workbook presentations and dramatic vignettes. Cost: not applicable Innovative Sciences, Inc.

## WILLIAMSBURG CLASS TRIP

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. Awareness and appreciation of our heritage.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #07 Develop an understanding of the concept "life style"
- #16 Understand the need for continuing education in a changing world.
- #18 Recognize developmental processes occurring in and out of school
- #21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: 2-3 weeks, plus field trip

#### ESSENTIAL RESOURCES:

Materials on Williamsburg, related colonial resources (e.g. architecture, furniture, crafts, customs, life styles). Cameras, film.

#### INSTRUCTIONAL PROCESS:

Plan a class trip to Williamsburg, VA. Prior to this, assemble as much information as possible about Williamsburg and Colonial America. Have students work in small groups or individually on written and oral presentations in an area of interest to them. Be sure that the actual renovation and reconstruction of Williamsburg is studied, as well as who provided the funds, why Williamsburg was chosen, what kinds of experts were needed to do the planning and work, what basis does it operate on now?

Students may make their presentations to the class and construct a display for the classroom or a display case in a hallway.

When students go to Williamsburg, take cameras and film to photograph aspects of particular interest to them. If students purchase souvenirs, they may be willing to loan them (labeled with their names) for another display in the school along with the pictures taken.

After the visit conduct a class discussion to find out what especially appealed to the students. Relate this experience to preservation of local heritage in your community. Discuss the careers related to preservation and restoration of cultural landmarks. Where would you go to receive training in these careers?

IT IS SAID...

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Some of the Pennsylvania Dutch contributions to our language are concerned with attitudes toward work.

#32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES: Ditto sheet of Pennsylvania Dutch saying (below) for each student

INSTRUCTIONAL PROCESS:

The student will write an analysis (2-3 paragraphs) of the following Pennsylvania Dutch Saying:

Folks who never  
Do any more  
Than they get  
Paid for,  
Never get  
Paid for any more  
Than they Do!

Questions which could be answered in the analysis are:

1. What economic and personal values do you find in this saying?
2. Do you agree that extra work will lead to extra pay?
3. When would it be valuable to remember and follow this saying?

## A DIVERSIONARY TACTIC FOR A DULL DAY

### SOCIAL STUDIES/AMERICAN HISTORY

### SENIOR HIGH

#### CURRICULUM FOCUS:

1. Developing an understanding of life in Colonial America
2. Identifying life styles of 18th century Americans

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #62 Develop vocabulary to differentiate leisure time activities
- #63 Understand differences between leisure time and idleness

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

American History resources, especially biographies. Ask the school librarian for a list of books and other media. Advanced notice of this activity will void the spontaneity but will produce more realistic results.

#### INSTRUCTIONAL PROCESS:

Keep the class moving by being prepared with questions or activities. This activity can be done by the entire class with results posted on the board or the class can work in groups and prepare for a discussion of the questions.

First activity: The students will prepare three timelines for their own schedule and three timelines for children of the same age group in the year 1776. The day timeline should include hours spent sleeping, eating, in school, hours not accounted for, etc. (Be sure to pick a school day, not a weekend.) The week schedule should include Saturday and Sunday and be in percentages, not hours. The year timeline may include the number of days or the percentage of days. The same guidelines would apply for the 1776 timelines. This activity should not take more than one half of the period.

Second activity: From the timelines:

1. Compare the amount of free time.
2. Compare the amount of school time.
3. Compare the amount of time spent sleeping.
4. Compare the amount of (%) leisure time.
5. What did people your age do with leisure time in 1776?
6. What are some specific activities they practiced? (corn-husking, barnraising, etc.)
7. What do people your age do now with their leisure time?
8. What people provided entertainment, amusements, diversions, and activities in 1776?

9. Were they paid to do this?
10. What persons provide entertainment, amusement, diversions and activities in 1976? (List innkeepers, horsetrainers, etc.)
11. Do they get paid? For what?
12. Have you thought of a career in leisure time activities? Is it possible?
13. What would you do? What are the potentials?

## WHAT'S IN A TRADEMARK?

SOCIAL STUDIES/WORLD HISTORY

SENIOR HIGH

CURRICULUM FOCUS:

1. Study of guilds.
2. Growth of cities.
3. Development and growth of trade and industry.

CAREER EDUCATION FOCUS:  
(DELLA Statement)

#65 Understand leisure time can provide some rewards of work.

ESTIMATED CLASS TIME: Two 45 minute class periods

ESSENTIAL RESOURCES:

Reader's Digest articles (series) on how trademarks change  
State laws for registering a trademark  
U.S. Government laws for registering a trademark, Library of Congress

INSTRUCTIONAL PROCESS:

The trademark becomes a means to review history and update the attitude toward work and leisure.

Following exploration of the origins of guilds, crafts, commerce, trade and the related social developments, the class may relate what they have learned as background for modern, contemporary activities.

Without preamble, begin a class discussion by remarking--Design a trademark! Does it sound like fun? Well, before you do, answer some questions:

1. What is it?
2. Where did it originate?
3. When did it originate?
4. What is a hallmark?
5. What does a trademark symbolize?
6. Does "trademark" mean work?
7. Do you have a clear understanding of trademark?
8. What does leisure mean?

Divide students into groups to design a trademark for a leisure time activity. When most of the students have sketched out their ideas and selected a "subject" the whole class can meet as a group and discuss the following questions:

1. Can you have a trademark without referring to work?
2. Was your product (trademark) really and truly a trademark for leisure?
3. Are work and leisure now being confused?
4. Was the attitude toward work different when trademarks were being originated than it is today?
5. Can personal satisfaction be found in both work and leisure?
6. Can personal rewards from work and leisure be similar?

Record and emphasize newly learned vocabulary. Display the completed trademarks.

## IMPORTANT HISTORICAL CHARACTERS

### SOCIAL STUDIES

### SENIOR HIGH

#### CURRICULUM FOCUS:

#### CAREER EDUCATION FOCUS: (DELLA Statement)

#### American Cultures

1. Understand that personal and social consideration influences career development
2. Understand that success in many different careers depends on similar personal and social factors

#27 Understand process of developing a "career"

ESTIMATED CLASS TIME: Five-ten class periods

#### ESSENTIAL RESOURCES:

Biographies, Dictionary of American Biographies

#### INSTRUCTIONAL PROCESS:

Have students select an important character in American history. Each student will complete a report on their characters which will include:

1. Family background
2. Education
3. Career aspiration
4. Achievement

Moreover, each report will develop an hypothesis stating the three most important factors contributing to the character's successes and achievements. Once the reports are completed the teacher will conduct a class discussion where students will discuss and explore their hypotheses. Through teacher-pupil dialogue, similar factors in the character's background will be isolated, evaluated and ranked.



## THE GREAT CRASH

SOCIAL STUDIES/AMERICAN HISTORY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Students will recognize that the causes of the stock market crash were many. Also, people in many occupations contributed to the crash.

#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

A high school social studies text covering the years 1914-1929.

INSTRUCTIONAL PROCESS:

Ask two students to select a cause for the stock market crash. They will be opposed by two other students who have opposing views. They will research their topics and prepare to debate.

Following the debate the teacher will write categories on the chalkboard: political, economic, international, etc. When these categories are analyzed with their component parts, the class discussion will reveal that various groupings of occupations were directly and indirectly related to the Great Crash.

## THE 1929 CRASH

SOCIAL STUDIES/HISTORY/ECONOMICS

SENIOR HIGH

### CURRICULUM FOCUS:

History, politics, government

1. Understand the decision-making process in relation to past and current history
2. Understand the decision-making process in relation to personal, business, national, international, political, etc. decisions

CAREER EDUCATION FOCUS:  
(DELLA Statement)

#44 Recognize the decision-making involves some risk taking

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:  
Newspapers, films

### INSTRUCTIONAL PROCESS:

Discuss the ramifications of the 1929 stock market crash as experienced by those who were heavily invested at that time. Ask the students to think of current decisions being made in their personal lives, and/or in national policy and/or business. What are the risks being taken in these decisions?

What risks were taken in major historical decisions (ex. Invasion of Normandy, etc)? Are there ways to minimize the risk being taken? Introducing the students to a decision-making model, if you have not already done so, it would be good follow-up to these activities.

## WORLD WAR II DECISIONS

### SOCIAL STUDIES/HISTORY

#### CURRICULUM FOCUS:

#### American History WW II

1. Understand the decision-making process in relation to President Truman's decision to bomb Hiroshima in WW II.
2. Understand the decision-making process in relation to personal decisions.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #05 Recognize relationship: self-characteristics/decision-making
- #41 Understand decision-making involves responsible action
- #42 Know external factors affect decision-making and vice versa

ESTIMATED CLASS TIME: Three class periods

#### ESSENTIAL RESOURCES:

A knowledge by students of the situation during W. W. II when the decision was made to drop the atomic bombs.

Ideas in Conflict. (Scott, Foresman, Inc.)

#### INSTRUCTIONAL PROCESS:

These activities are designed to be done in connection with a unit on the study of WW II. However, the same activity format can be easily applied to other units or topics of study. In preparation for these activities the students should study WW II and President Truman.

1. Write the following decision-making model on the board to be copied, discussed, and understood, step-by-step:
  - a. Define problem
  - b. Agree on alternatives
  - c. List, weigh and rank relative advantages and disadvantages for each alternative
  - d. Order each alternative in terms of its overall desirability
  - e. Choose
2. Ask the students to think about a decision they have recently made and to apply the above model to this decision in writing. One or two students may present their decision to the class.
3. Ask students to think about and discuss the following, using the decision reported orally as the basis.
  - a. What external factors influenced you to make the decision you made?
  - b. What were the alternatives available?
  - c. Did you make the best decision for you under those circumstances?
  - d. How did your personal characteristics affect your decision-making process and the decision you eventually made?
  - e. How did your decision affect other people?

Now Apply This Process to WW II Decisions

1. Apply the decision-making model above (#1) to Truman's decision to bomb Hiroshima by:
  - a. Defining the problem.
  - b. Agreeing on Truman's alternatives.
  - c. Listing, weighing, and ranking the relative advantages and disadvantages for each alternative.
  - d. Ordering each alternative in terms of its desirability to you if you were president at that time.
  - e. Making your choice.
2. Discuss:
  - a. Who had access to the President's ear?
  - b. Did a wide enough variety of people with a wide variety of values and philosophies have access to Truman's ear?

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3. Ask and discuss:
  - a. Would you have made the same decision as President Truman? Why or why not?
  - b. What relationship did personal characteristics and values have to the decision Truman made?
  - c. What is the relationship between your choice if you had been President Truman and your present personal characteristics and values?
  - d. What were the ramifications of Truman's decision? How did the decision to bomb Hiroshima affect other people or factors?

Supplemental Resources: Decisions and Outcomes/Deciding. Consists of a program in decisionmaking. Deciding is for junior high school; Decisions and Outcomes is for senior high school. Each student book costs \$2.50 (estimate) and a teacher guide is provided. College Entrance Examination Board

## DECISIONS AND OUTSIDE INFLUENCES

### SOCIAL STUDIES

### SENIOR HIGH

#### CURRICULUM FOCUS:

#### CAREER EDUCATION FOCUS: (DELLA Statement)

1. Understand the decision-making process and its effect in relation to past and current history and/or future planning
2. Understand the decision-making process in relation to personal decisions, political, national or international decisions

#42 Know external factors affect decision-making and vice versa

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

None

#### INSTRUCTIONAL PROCESS:

Ask the students to discuss, think about, or write about, a decision they have recently made. What factors in their environment influenced them to make that decision, and what factors were affected by that decision. After the students have internalized the concept that external factors affect decision-making and vice versa, by applying this concept to their personal lives, ask them to think of examples of this concept from history. Perhaps this activity fits in well with an historical period you have been studying, by asking the students to focus on a major decision made (what factors affected the decision-making process and what factors were affected by the decision made.) Ask them to apply the decision making model listed in the activity "World War II Decisions" to the historical decision being discussed to determine the other decision options available and to evaluate the decision made.

Suggested decisions from history to focus on:

- a. sending troops to Viet Nam
- b. Cuban Missile Crisis
- c. The Watergate Coverup

## LEARNING ABOUT CAREERS THROUGH LITERATURE

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. Using research skills to develop bibliographies.
2. Learning to write a précis.
3. Practicing reading and skimming skills.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #24 Understand variety and complexity of occupations and careers
- #26 Determine characteristics/ qualifications of occupations
- #32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: One week of class periods

#### ESSENTIAL RESOURCES:

Literature (a list of suggestions is at the end of this activity)  
Occupational Information, R. Hoppock (McGraw Hill);  
Encyclopedia of Careers and Vocational Guidance, William E. Hopke (Doubleday)

#### INSTRUCTIONAL PROCESS:

This activity can be incorporated into your curriculum any time you want students to gain realistic and meaningful practice in developing a reading list, recording basic bibliographic data, writing précis and skimming.

1. Students begin the activity by selecting a career area which interests them (eg. transportation, medicine, etc.). Students who select the same career area may want to work together. Students and/or groups then develop a list of specific job titles within the occupational area they have chosen (ex. trucker, nurse, etc.).
2. Ask the students to search libraries for literature (biographies, autobiographies, poems, plays, short stories, pamphlets) that would describe people performing these jobs or raise issues related to these jobs. Below, following the description of this activity, is a list of novels, short stories and poems which can be used as a starting point for this activity. You might suggest to the students that they also contact people employed in these occupations for further book titles.
3. Ask the students to record basic bibliographic information on the appropriate selected literature.
4. Ask the students to select one or more of the items they have included in their bibliographies to read or skim for the purpose of writing a précis of the book's content and relevance to career education. You might want to vary the number of items to be read from student to student, depending upon their reading ability and the difficulty and length of the literature each pupil has listed in his/her bibliography.

5. Information students can describe in their précis may include the following:

- a. Occupations treated
- b. Whether career issues are a major focus in the item
- c. Specific occupational information provided--e.g.,
  - tasks involved in it
  - skills needed to be successful at it
  - information or knowledge needed to be successful at it
  - discriminatory behavior practiced in it
  - why people enter it
  - what types of people enter it
  - fringe benefits and salary ranges it provides
  - satisfactions it provides
  - negative aspects of the work
  - how it affects the employee's personality
- d. Whether the item is difficult or easy to read
- e. Whether the item was interesting to read

6. After writing their précis, ask the students to review their bibliographies and précis with you and other students, revise them, and place them in manila folders for use by other students in the school.

7. In class lessons, focus on the process of developing bibliographies, skimming, and writing a précis.

8. In class discussions, focus on why people take certain jobs--what they think they will like about them (ex. type of work involved, salary concerns about job security, following in role model's footsteps, being "desperate" for a job, free time available, avoiding or desiring a job that requires responsibility or initiative, or finding a job that offers the opportunity to exercise authority, leadership or creativity).

Below are novels, short stories, and poems which deal with interesting occupations or careers.

1. The Assistant, Bernard Malamud  
(small business--grocery store owner)
2. The Last Hurrah, Edwin O'Connor  
(professional politics)
3. Facing the Lions, Tom Wicker  
(newspaper business)
4. He, Katherine Ann Porter  
(mother)
5. The Egg, Sherwood Anderson  
(chicken farm and small restaurant owner)
6. The Patented Gate and The Mean Hamburger, Robert Penn Warren  
(running a diner)
7. Flowers for Algernon, Daniel Keyes  
(medical professionals)
8. The Secret Life of Walter Mitty, James Thurber  
(you name it)
9. A Visit of Charity, Eudora Welty  
(nursing home personnel)

11. The Fountainhead, Ayn Rand  
(architect)
12. The Taking of Pehlham One, Two, Three, John Goddy  
(transportation management)
13. Sister Carrie, Theodore Dreiser  
(traveling salesman)
14. An American Tragedy, Theodore Dreiser  
(attorney and businessman)
15. Arrowsmith, Sinclair Lewis  
(medical researcher)
16. The Sun Also Rises, Ernest Hemingway  
(journalist)
17. The Old Man and the Sea, Ernest Hemingway  
(fisherman)
18. Appointment in Samarra, John O'Hara  
(business executive)
19. All the King's Men, Robert Penn Warren  
(politician and director of state hospital)
20. Up the Down Staircase, Bel Kaufman  
(teacher)
21. To Sir With Love, E. R. Braithwaite  
(teacher)
22. I Never Promised You A Rose Garden, Hannah Green  
(psychiatrist)
23. Johnny Got His Gun, Dalton Trumbo  
(V. A. hospital staff)
24. The New Centurions, Wambaugh  
(police officer)
25. Tono-Bungay, H. G. Wells  
(aeronautical engineering and patent medicine)
26. Heart of Darkness, Joseph Conrad  
(experienced seaman)
27. Lord Jim, Joseph Conrad  
(experienced seaman)
28. Sons and Lovers, D. H. Lawrence  
(coal miner)
29. A Portrait of the Artist as a Young Man, James Joyce  
(artist, teacher)
30. A Passage to India, E. M. Forster  
(surgeon, principal, and teacher)
31. The Power and the Glory, Graham Greene  
(priest)
32. A Civil Servant, Robert Graves
33. Dolor, Theodore Roethke  
(office worker)
34. Night Shift, Sylvia Plath  
(factory workers)
35. What is He?, D. H. Lawrence  
(cabinet maker)
36. Buyers and Sellers, Carl Sandburg  
(laborers, generally)
37. My Bus Conductor, Robert McGough
38. A Politician I An Arse Upon, E. E. Cummings
39. Lines Written for Gene Kelly to Dance to, Carl Sandburg
40. Jazz Fantasies, Carl Sandburg  
(jazz musician)



**SOCIAL STUDIES**

**SENIOR HIGH**

**CURRICULUM FOCUS:**

1. Economic awareness
2. Social awareness

**CAREER EDUCATION FOCUS:  
(DELLA Statement)**

- #66 Develop positive attitudes toward value of leisure time
- #62 Develop vocabulary to differentiate leisure time activities
- #64 Understand interrelationships: leisure time/one's career

**ESTIMATED CLASS TIME:** One to two class periods (determined by the assignments)

**ESSENTIAL RESOURCES:**

**INSTRUCTIONAL PROCESS:**

Assign students an activity such as one of those listed below:

- Gather information about:
  - Motels for a motor trip to Alaska
  - Camping in Mexico
  - Building a tennis court
  - Breeding horses
  - Operating a discotheque
  - Opening a bicycle shop

And others that are of special interest to the students for recreation.

**Discussion:**

- The assignments were all related to leisure time activities. Where did you get the information?
- Why did you become interested in the topic?
- How would people benefit from participating in those activities?
- Are they free?
- Why do they cost money?
- Are these activities wasting money and time? Why?
- If the activities cost money, are there workers engaged in these activities?
- Are these workers on leisure time? Explain the difference.
- As you gathered information did you get ideas about interesting careers?
- Would the career (or job) of a person affect the type of leisure time activities? Explain.
- What would people who work at leisure time jobs do for leisure?

### CURRICULUM FOCUS:

1. Practice with basic math skills.
2. Exchange of United States currency with foreign currency.
3. Map reading.
4. Developing simple equations.
5. Sequencing activities.

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #20 Develop basic attitudes needed for entry/success in a career
- #26 Determine characteristics/qualifications of occupations
- #59 Acquire basic money management skills
- #65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Two-four weeks

### ESSENTIAL RESOURCES:

Currency exchange tables, time zones charts, kilometer/mileage, conversion tables (Travel School of America or American Society of Travel Agents)

### INSTRUCTIONAL PROCESS:

This is a small group or individual independent study project.

Learning Experience I: Develop simple equations.  
Develop one equation for each:

Crossing time zones  
Exchanging currency  
Interpreting speed (mph vs kilometer/hr.)

Learning Experience II: Become familiar with the role of travel agents.  
(entire class or small groups)

Visit a travel agency or invite a travel agent to visit the class.  
Prepare for the visit by developing a set of questions.  
(See Attachment A)  
Record the results of the interview.

Learning Experience III: Plan a trip out of the USA.  
(1-2 week research time)

1. Identify the traveling party.
2. Select a destination.
3. Research the trip:
  - a. departure and arrival times
  - b. hotels and rates
  - c. basic transportation
  - d. supplemental transportation
  - e. money (amount needed, travelers checks, foreign currency)
  - f. time changes

- i. passports, visas  
4. Write a travel plan

**Learning Experience IV: Evaluation/assessment.**

Groups or individuals exchange plans and assess the merits of plans developed by others.

1. How do you go about planning a trip for a traveler?
2. How do you make arrangements?
3. What information is needed from travelers?
4. What extra information is provided for travelers?
5. How important is it for the agent to be familiar with the places to which travelers go?
6. What currency problems are encountered?
7. What fringe benefits are available to agents?
8. What training do agents need?
9. What are problems or disadvantages of being a travel agent?

### CURRICULUM FOCUS:

1. Realize that a field trip can offer a variety of learning experiences.

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #07 Develop an understanding of the concept "life style"
- #10 Develop a sensitivity toward and an acceptance of others
- #12 Develop the necessary socialization skills
- #33 Develop personal habits which are socially valued
- #66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES: See appendix for tips about field trips

### INSTRUCTIONAL PROCESS:

This activity should be implemented as a follow-up to a specific field trip.

1. The day after the field trip, follow-up with a discussion of the various learning experiences derived, such as:

- a. Types of career exhibited in the performance.
- b. Student reaction to the performance and performers.
- c. Auditorium decorum.
- d. Awareness of differences in areas and schools.
- e. Group behavior on a bus.
- f. Behavior of group in a restaurant.

2. Follow this up with a written composition by the student entitled "I learned from the Field Trip that-

Students should become aware of the variety of experiences available to them when participating in a field trip.

**CURRICULUM FOCUS:**

1. Citizenship responsibilities toward justice
2. Local Community Studies
3. Problems of Democracy-The criminal justice system

**CAREER EDUCATION FOCUS:**  
(DELLA Statement)

- #25 Understand how occupations relate to functions of society
- #26 Determine characteristics/ qualifications of occupations
- #27 Understand process of developing a "career"

**ESTIMATED CLASS TIME:** Five class periods. May be scheduled over an extended time span to a month.

**ESSENTIAL RESOURCES:**

1. The New Centurians, Joseph Wambach (Dell)
2. Civil Police, Jonathan Rubenstein (Ballentine)
3. Behind The Shoe, Arthur Niederhoffer (Double Day Anchor)
4. The Police in Urban Society, Arthur Niederhoffer (Double Day Anchor)
5. The Prosecutor, James Mills (Pocket)
6. My Life in Court, Louis Nizer (Pyramid)
7. The Defense Never Rests, F. Lee Bailey (Signet)
8. Justice Denied, Leonard Downie, Jr. (Penguin)
9. Kind and Usual Punishment, Jessica Nipford (Vintage)
10. My Shadow Ran Fast, Bill Sans (Signet)
11. Crime in America, Ransy Clark (Pocketbooks)
12. The Challenge of Crime in a Free Society, Prepared by the President's Commission on Law Enforcement and Administration of Justice. (Avon)
13. Why Justice Fails, Whitney North Seymour (Moral)
14. Our Criminal Society, Edmund M. Schur (Spectrum)
15. Liberty Under Law, (American Education Publication, Education Center)
16. The Law Suit, The Xerox Corporation (American Education Publication, 55 High Street, Middletown, Connecticut 06457)
17. Justice in Urban America, (Series: Houghton Mifflin)

Students use research, field studies, analysis and reports to learn more about the criminal justice system.

The purpose of this activity is to explore one or more components of the criminal justice system. Focus is not on defendants or prisoners but on the people that deal with them while they are in the system. The main emphasis in this activity is on research and interviews.

Before engaging in the small group activity, it probably would be helpful to give the students an overview of the criminal justice system. The chart provided can be duplicated, distributed to the class, then discussed and/or explained. When class breaks into small groups they will:

1. Pick a component of the criminal justice system it wants to research.
2. Develop methods for conducting its research.
3. Conduct the research.
4. Write a report of its findings for presentation to the class or for role playing.

Groups may select from among four areas of criminal justice: Law enforcement, prosecution, courts, or corrections. Within these areas, students can concentrate on crime in general or on particular types of crime and criminals--such as: Juvenile delinquency, white collar crime, "victimless crimes", recognized crime, treatment of the poor or minorities in the criminal justice system, or shoplifting. These are suggestions only.

Each group must plan its own method of researching the component selected for this particular study. There are many variations on given themes but there are probably three basic approaches. First, interview appropriate officials. Arrangements must be made ahead of time, of course, but it may be either at the location or in the classroom. Various techniques are essential--particularly having planned the kinds of questions to be asked before they go out. Recording responses and observations is helpful, not necessarily required. One essential point is that students should communicate that they are interested in learning about the work of a given part of the criminal justice system.

A second method would be to use the field-research concept in getting additional kinds of information and understanding. A day in a courtroom, a ride in a police car while they are on duty, a tour of a prison, are suggestions. Students should be encouraged to keep careful notes of what they see, what they hear, and their observations.

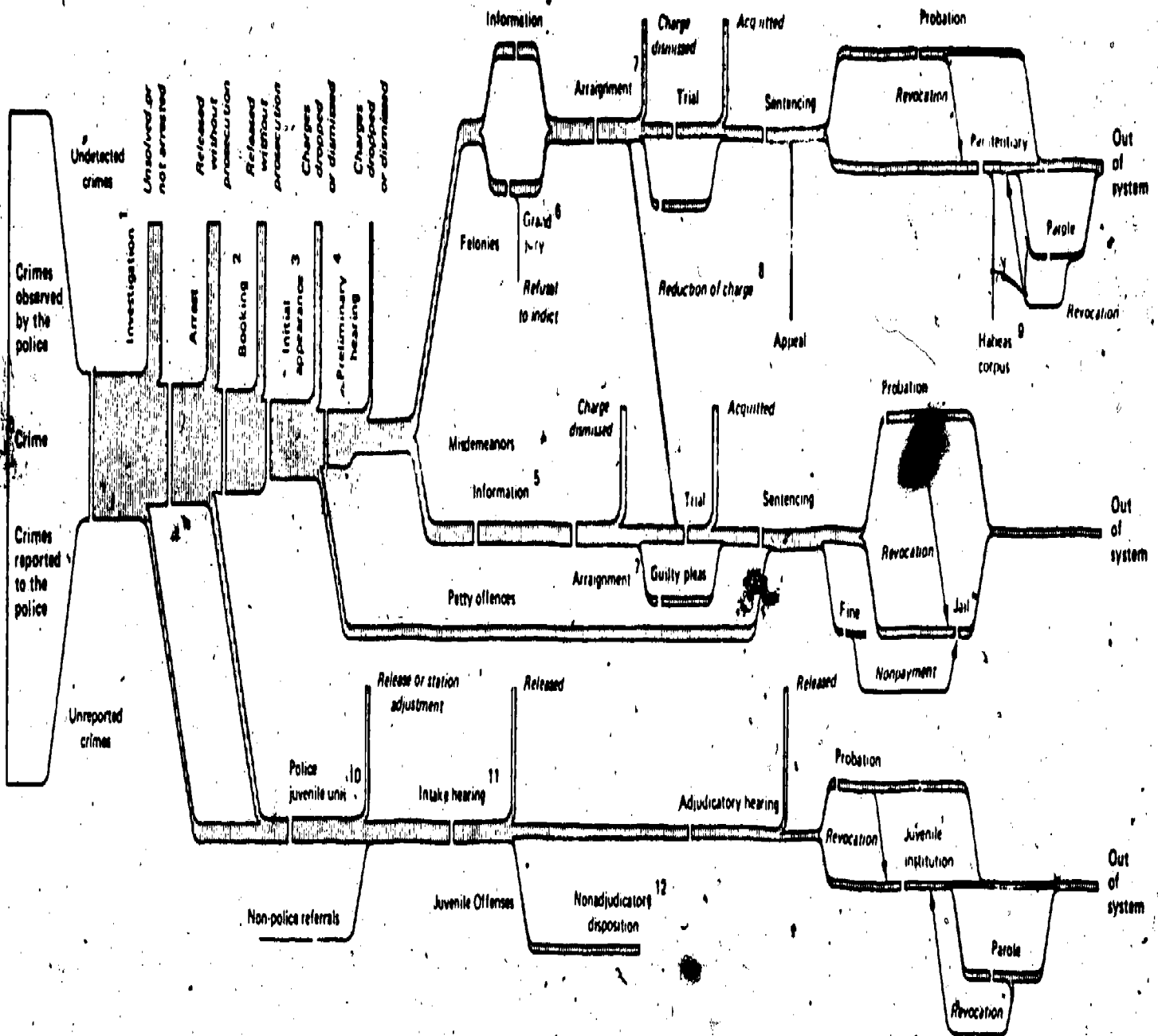
A third plan is to do research in the usual sense, reading in libraries. A list of appropriate paperbacks has been included

After conducting their research, each group analyzes the findings and prepares a report for the class. This should include the career in the criminal justice system component studied and what specific criminal justice tasks its component has been responsible for. Each group also prepares a brief role-play of one or more of the activities its component engaged in. It is possible that the entire class could role-play all the steps a person is likely to go through who is being processed through the criminal justice system. For something of that nature, refer to the previous chart which may facilitate the activities.

A final discussion by the entire class should center around the roles of the individuals. This means defining the job, the preparation needed for the job, what the tasks are, the rewards from the career and the possibility of students selecting one of the jobs for a career.







- 1 May continue until trial.
- 2 Administrative record of arrest. First step at which temporary release on bail may be available.
- 3 Before magistrate, commissioner, or justice of peace. Formal notice of charge, advice of rights. Bail set. Summary trials for petty offenses usually conducted here without further processing.
- 4 Preliminary testing of evidence against defendant. Charge may be reduced. No separate preliminary hearing for misdemeanors in some systems.
- 5 Charge filed by prosecutor on basis of information submitted by police or citizens. Alternative to grand jury indictment; often used in felonies almost always in misdemeanors.
- 6 Reviews whether Government evidence sufficient to justify trial. Some States have no grand jury system; others seldom use it.
- 7 Appearance for plea; defendant elects trial by judge or jury (if available); counsel for indigent usually appointed here in felonies. Often not at all in other cases.
- 8 Charge may be reduced at any time prior to trial in return for plea of guilty or for other reasons.
- 9 Challenge on constitutional grounds to legality of detention. May be sought at any point in process.
- 10 Police often hold informal hearings, dismiss or adjust many cases without further processing.
- 11 Probation officer decides desirability of further court action.
- 12 Welfare agency, social services, counseling, medical care, etc. for cases where adjudicatory hearing not needed.

CURRICULUM FOCUS:

1. Students will be able to evaluate political issues and candidates' appeal.
2. Students will be able to apply political choice within an existing political structure.

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #21 Recognize relationship: school environment/larger society
- #26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: School-wide assembly: one-half day

ESSENTIAL RESOURCES:

"A B C's of Picking the President," U.S. News and World Report (Feb., 1976).

INSTRUCTIONAL PROCESS:

Each homeroom or social studies class will be assigned a delegation (consisting of five students) to represent it at a simulated Democratic or Republican party convention. Each student will receive and study the "A B C's of Picking the President." This will be done in social studies classes before the convention. Each homeroom or social studies class will select a chairperson to head their delegation. The chairpersons will meet with the convention director who will inform them of the convention seating arrangements, and of their duties. These duties include: polling the students and reporting the delegation's wishes during roll calls. Student volunteers will assist the director in preparing speeches representing the candidate's personal background, career experiences, and current views on issues.

The school band should be contacted to play at the convention. State delegation standards will be constructed by art students and industrial arts students.

The students will listen to the speeches of the candidates and cast their roll call votes for the candidate of their choice.

After the convention, social studies teachers will discuss with their classes, questions such as:

- a. Why did you vote the way you did?
- b. Who was the most qualified by experience?
- c. What does one have to do to obtain national recognition as a political leader?
- d. How could we improve the selection process?

## LOCAL ELECTIONS

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. Understand the ways local government affects all of us.
2. Understand the political process at the local level.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #42 Know external factors affect decision-making and vice versa
- #43 Recognize restrictions in the decision-making process

ESTIMATED CLASS TIME: Over a 4 week period.

#### ESSENTIAL RESOURCES:

Information on local governmental structure and local political parties. Contact League of Women Voters and local political groups.

#### INSTRUCTIONAL PROCESS:

Prior to a local election, present students with information on the functions of local governmental positions, their powers, responsibilities, salaries, length of terms of office, etc. Discuss with students the type of background, training and skills necessary to function in these offices. Get fact sheets from local League of Women Voters and go over candidates' backgrounds and political statements. Discuss voter registration, location of the polls and voting time. Ask students to analyze what they feel are local problems and what local officials' response could/should be to these problems. Find out how many voters are registered and after election, how many actually voted. Discuss voter responsibility for being well informed and how voters can become involved at the local level. You may want to bring in a member of the League of Women Voters or a local political person to discuss local politics in your area, as well as careers in local politics.

## THE BRAVE NEW WORLD

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Technology can be used to influence peoples' values, attitudes and emotions.

#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: One to one and one-half weeks.

ESSENTIAL RESOURCES:

Brave New World by Aldous Huxley

INSTRUCTIONAL PROCESS:

Each student will read Brave New World. The teacher should make reading assignments according to students' abilities. At periodic intervals, however, the students should be asked to explain the following:

1. What is soma and why is it used?
2. How do we know that they believe "history is bunk?"
3. What is the difference between an Epsilon and an Alpha Plus?
4. In the Brave New World, how does work contribute to the social hierarchy and how does this social hierarchy determine personal freedom?

This series of questions should reveal that the society has tried to destroy its past, by replacing its need to the past with technology and by using this technology to condition the society. Technology then becomes a vital aspect of the work-life in the Brave New World. A concluding question would be what technology do we have today which conditions and influences us like that in the Brave New World?

This is not a unit plan for Brave New World. It is an approach to questioning designed to stimulate an understanding of the impact of technology.

## FUTURE SHOCK: CHANGE AS A THING IN ITSELF

SOCIAL STUDIES/PROBLEMS OF DEMOCRACY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Non-fiction writing
2. Current events
3. Developing critical objective analysis of what we read.
4. Understanding the role of the social scientist.

- #04 Understand that personal characteristics can be changed
- #09 Recognize that development of self is constantly changing
- #16 Understand need for continuing education in a changing world
- #19 Realize technological changes demand retraining of workers
- #44 Recognize that decision-making involves some risk taking
- #48 Understand the need to take responsibility for own decisions
- #60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Future Shock-Alvin Toffler

INSTRUCTIONAL PROCESS:

Described by Toffler, Future Shock is the result of overloading the individual with change, and in his book he attempts to describe change as a thing in itself, how it effects persons and ways it can be dealt with. Toffler's book is in many ways, a source book on the changes that have occurred, as well as a prescription for dealing with them. Students who are especially interested will probably want to read the entire book; for class work the teacher can assign certain chapters to be read for class discussion.

The class discussion should be aimed at developing the student's critical faculties, developing an awareness that change affects individuals in a real, objective sense, as well as in a subjective sense. Discuss "change" as Toffler describes it; discuss his qualifications for making these kinds of statements; discuss the responsibility that rests on each individual in identifying, understanding and dealing with change. Ask students to give additional examples of change from their community and their own experience. (Use Della statements above to stimulate discussion).

Assign a paper for students to write dealing with some aspect of change as it regards their own individual development and the ways in which they must comprehend change in planning their own futures.

# FUTURE SHOCK

## SOCIAL STUDIES

### CURRICULUM FOCUS:

1. Reality of technological change and its ramifications - socially, psychologically, etc.
2. Making decisions in preparation for change.

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #03 Understand relationship: self-characteristics/performance
- #04 Understand that personal characteristics can be changed.
- #06 Understand and use the concept "role"
- Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: Variable, depending on number of chapters assigned

### ESSENTIAL RESOURCES:

Future Shock - by Alvin Toffler

### INSTRUCTIONAL PROCESS:

Ask the students to read Future Shock and another book predicting the future of society. Engage them in a discussion of what life will be like in the year 2000. What will occupations be like? What life styles be like? Will they change? How? Will the family unit remain the same? How might it change? Why? What effect will all of these changes have on people's lives? Can we plan for these changes now? How?

## HEADLINES

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. To point out some of the sources of present and future identity.
2. To understand that identity is not only a personal concept, but also involves our relationship to other persons, groups, institutions, etc.

ESTIMATED CLASS TIME: 1-2 class periods

#### ESSENTIAL RESOURCES:

Imagination and Insight

#### INSTRUCTIONAL PROCESS:

Present students with the following situation: You are on a camping trip with friends and you become separated from the group. The group looks all night but still cannot find you. The headlines of the local papers are dedicated to your mishap.

You are to write one headline that identifies who was lost yesterday. (Use your name only if you are well-known enough around your area that most readers would know you). In other words, what would the editor of the papers say in the headline that would indicate who was lost so as to best attract the attention of the readers?

Collect the headlines and read a few of them out loud (without reference to who wrote them, if at all possible).

You will find some headlines which show a rather strong sense of identity, in terms of roles at least. (Example: "Star Athlete Missing," "Central Honor Student Lost," etc.).

Others will be identified only in terms of someone else ("Mayor's Son Missing," "Search Continues For Local Minister's Son," etc.).

Some will be even less descriptive, identifying only such things as school ("Central Student Missing"), age group ("Local Teenager Missing") or community ("Jonestown Boy Missing").

Still others will be lacking in anything precise ("Girl Missing In Camping Trip").

These headlines are an excellent opportunity to examine identity through our membership in groups, the roles we play, or our association with others. Some of these can then be listed as sources of identity. We can identify with:

### SENIOR HIGH

#### CAREER EDUCATION (DELL Statement)

- #06 Understand and use the concept "role"
- #08 Develop a positive self-concept
- #09 Recognize that development of self is constantly changing



School  
Community  
Religion  
Race  
Sex  
Occupation  
Achievement  
Age  
Our relationship to others  
Etc.

This last one is especially worth examining. How many of us can be identified primarily only in terms of our relationship to husbands, fathers, mothers, etc? This may be especially true of women who develop what is called "contingent identity"-(based on someone else) rather than a real personal identity of their own.

If time permits you may extend this exercise by asking what kind of headline would be written 10 years from now. How many students would be identified only as "Former Something Or Others"? Or do students show forward looking identities?

Other areas can also be examined such as the reasons for our lack of willingness to identify with or our unwillingness to share an identifying commitment to such things as our school, community, religion, sex, etc.

## FUTURE FOCUSES-ROLE IMAGES

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. To make students aware that their own self-image and roles are not stagnant concepts but will change with time, and the change will often result from factors over which they now have little control.

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This is a good exercise to open any unit or course dealing with the future or simply the concept of roles and self-image.

1. Ask students to describe in a brief essay what they think the world will be like in the year 2000, especially in regard to such things as energy supply, population, food availability, crime, urban congestion, transportation, family life styles, international tensions, types of jobs available, etc. Allow two nights.
2. Ask students to write on a separate sheet of paper what they think they will personally be doing in the year 2000, what they think their life will be like at that time.
3. Pair the two assignments and read some of them to the class as pairs. (If you wish to insure anonymity you can use code numbers for assignments). As the paired essays are read it should become apparent that while many students see the world changing rapidly in all directions with many alterations in life styles needed to cope with such changes, they see little or no change in their own personal or community life. Some students will predict police states, nuclear war, starvation, etc. for the world at large but personally they see themselves going to college, holding the same types of jobs now available, living comfortably in ranch houses, and raising families in a usual manner.
4. Discuss the reason for such discrepancies (i.e. a tendency to view the future with a present-oriented role image and perspective).

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (NELLA Statement)

- #04 Understand that personal characteristics can be changed
- #05 Recognize relationship: self-characteristics/decision-making
- #06 Understand and use the concept "role"
- #43 Recognize restrictions in the decision-making process
- Recognize that decision-making involves some risk taking
- #49 Develop effective decision-making strategies and skills

5. Ask what can be done to keep the two factors closer in line. Suggestions usually include:

1. Go along with the changes.
2. Fight against the changes they don't like through organized action.
3. Withdraw from society and opt for an alternative life style and role more in line with their self-image, present and projected.

More class time should be used to explore any or all of these concepts in greater depth. For example-which changes predicted by experts are acceptable? Which are not? Which ones do we or could we have control over? What types of action would be necessary to resist such changes (personal rebellion, group action, political and governmental action, etc.)?

# A COMPLETE EDUCATION

## SOCIAL STUDIES

### CURRICULUM FOCUS:

1. To examine basic student attitudes about the relationship between education and one's chosen vocation as well as the role of education in our general life styles

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #14 Understand interrelationship between education and work
- #16 Understand need for continuing education in a changing world
- #17 Recognize role of education in career and life goals
- #18 Recognize developmental processes occurring in and out of school
- #19 Realize technological changes demand retraining of workers
- #21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: One class period

### ESSENTIAL RESOURCES:

List of goals below

### INSTRUCTIONAL PROCESS:

List the following possible goals of formal education on a sheet to be handed out to students or write them on the chalkboard or display them using an overhead transparency projector:

#### GOALS FOR A REWARDING FUTURE

- Graduating from high school, college, or trade school
- Gaining enough marketable skills to get and hold a job
- Reaching a point where I can teach myself what I need to know
- Reaching a point where I enjoy learning for its own sake
- Learning to enjoy and participate in co-curricular activities
- Learning to know myself (who I am, where I am going)
- Learning to get along with others (being skilled in interpersonal relationships)
- Becoming a good citizen (of school, family, community, nation, etc.)
- Realizing that education is a never ending process (that I will always have to continue learning to keep or advance in my job, to "learn" another job, if necessary, to be a better person, etc.)
- Keeping myself busy until I am old enough to quit school

Have students number the goals from one to ten (with one being the most important or most useful and ten being the least important or least useful) on a sheet of paper, using the key words (underlined) for each goal.

After the class has completed this list, divide the class into groups of four or five and have each group reach a consensus in which is the most

and least important goal. (consensus is not a majority vote or compromise. All members of each group must agree on each of the two choices.)

It is unlikely that many groups will agree on the choices, but the debate which occurs should be enough to stimulate thought on the issues involved and satisfy the purposes of these exercises.

To conclude this lesson the teacher should ask which, if any, groups achieved a Consensus on the goals; and if so, what were they? Questions can then be asked of those who could not reach an agreement, and some opinions of the reasons an agreement was not reached solicited. Here, a wide variety of opinions could serve as a stimulus for further class discussion about the goals of a formal education, as well as its role in career plans and objectives.

## FORCED CHOICES - CAREERS AND OTHER GOALS

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. To force students to confront certain values relative to their own goals and personal characteristics

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #03 Understand relationship: self-characteristics/performance
- #06 Understand and use the concept "role"
- #07 Develop an understanding of the concept "life style"
- #39 Develop vocabulary for stating and identifying personal goals
- #43 Recognize restrictions in the decision-making process

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

Paper, pencils with erasers

#### INSTRUCTIONAL PROCESS:

The idea of this activity is to use forced choices to present students with a series of alternatives that must be ranked in order of preference without knowing what all of the choices will be before hand. In some respects it may seem unfair, but it can be a good indicator of clear-cut values already formulated.

Ask students to make 12 squares on a piece of paper in a grid pattern, filling the entire sheet. The squares are to be numbered from 1 to 12, with 1 being the most preferable and 12 being the least preferable of the alternative given.

Inform the students that you are going to read a list of 12 alternatives. As soon as each one is read the students are to write that alternative in the numbered space which best indicates the priority it has in their life. (Space 1 would indicate the most important or desirable, Space 12 the least). (You may use any alternatives you desire)

Students may choose to erase and change at any time during the process.

Following are twelve alternatives to be read to the class until you develop your own list. "Which of these is most or least important to you?"

- Getting a decent job after high school
- Having an independent income
- Being popular
- Being President of the Student Council
- Getting accepted at the college of your choice
- Doing social work for the poor

Being chosen Most Valuable Player on the athletic team  
Being in love  
Graduating  
Owning your own business  
Being a good citizen  
Exercising responsibility as a family member

The key words in each alternative are underlined.

The students should now be able to identify some clear-cut values they already have formulated. Isolating those by writing and describing them may aid the students to learn more about themselves.

## LOVE AND SKILL

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. To focus attention on the importance of combining both skills and love of our work.
2. To examine our own specific skills and which of these we truly enjoy performing.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DEEA Statement)

- #01 Develop vocabulary of self-characteristics
- #05 Recognize relationship self-characteristics/decision-making
- #22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

#### INSTRUCTIONAL PROCESS:

Write the following quotation on the chalkboard:

"When love and skill work together expect a masterpiece!"

Next, ask students to fill in an activity sheet with the following questions listed:

1. What specific skills do you possess? (at least 3)
2. Which of these skills are a true expression of your own selfhood?
3. In which of these skills does your love have a chance to be expressed?
4. How important is it to really enjoy your work?
5. Do you agree with Gibran that we can expect something very special as a product of our work when love and skill are combined rather than having only one of these two characteristics present?



## FUTURE PLANNING

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. Developing awareness of current history.
2. Using current history for future planning.
3. Using current history to understand role opportunities.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #07 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: Three class periods of 45 minutes each.

#### ESSENTIAL RESOURCES:

- Current events references to contemporary life styles,
- attached page-"What I Want For My Future"
- attached page-"Rewards"

#### INSTRUCTIONAL PROCESS:

Activity One: Open a discussion with the class which will encourage them to think seriously about their future roles. Using reference to study of contemporary history and/or current events, encourage contributions by asking questions, also lead the class. (May function with small groups and written questions).

- Whom do you admire among contemporary people?
- Explain what you like about that person.
- Identify specific traits that appeal to you.
- Do you have similar traits?
- Would you like to be like that person?
- Can you plan to become a certain type of person?
- Is this what you call planning for the future?

Activity Two: Open a discussion on life-style.

- What does the term mean?
- What are factors of the life-style?

STUDENTS NOW COMPLETE THE CHECKLIST "WHAT I WANT FOR MY FUTURE"

Ask students to consider the life-style they anticipate for themselves. (Students need not discuss this).

- How do you see yourself in the future?
- Have you considered your interests, abilities, and skills?
- Are they adequate to reach your goal?
- What does this mean to your educational plans?
- What does this mean to your vocational plans?
- How will this affect your family and friends?

Activity Three: Stimulate a discussion that will bring out a definition of reward. Be sure it includes rewards for self. When an acceptable definition is identified, arrange the class in groups.

of four or five students. Distribute the "REWARDS" form. Remind all students of the responses they used on the "FUTURE" checklist. Allow the groups time to complete forms and for discussion among themselves. To conclude the activity bring the class together to discuss:

What have they done during these three exercises?

What have they learned about Self? Career?

What do they think the future holds for them?

What plans are needed now?

WHAT I WANT FOR MY FUTURE

Explanation: Think about each topic and circle the choice you make for yourself. No answer is correct for anyone but you. You need not share your choices.

<u>Topic</u>	<u>Choice #1</u>	<u>Choice #2</u>	<u>Choice #3</u>
Income	High	Moderate	Low
Security	High	Moderate	Low
Adventure	High	Moderate	Low
Responsibility	Much	Little	None
Leisure time	Much	Moderate am't	None
Community role	Active	Passive	None
Physical activity	Much	Moderate	Little
Variety of activities	Much	Moderate	Little
Opportunity for creative expression	Much	Moderate	Little
Time: Being with people	Much	Moderate	Little
Education	Much	Moderate	Little
Family	Large	Small	None

REWARDS

List below five rewards you feel are important to you personally. Describe at least one means or step you would take to attain each reward. Ask other students in your group to find two other steps to attain each reward. At least one step for each reward should demonstrate interdependency with other people.

Reward 1: \_\_\_\_\_

Step A. \_\_\_\_\_

Step B. \_\_\_\_\_

Step C. \_\_\_\_\_

Reward 2: \_\_\_\_\_

Step A. \_\_\_\_\_

Step B. \_\_\_\_\_

Step C. \_\_\_\_\_

Reward 3: \_\_\_\_\_

Step A. \_\_\_\_\_

Step B. \_\_\_\_\_

Step C. \_\_\_\_\_

Reward 4: \_\_\_\_\_

Step A. \_\_\_\_\_

Step B. \_\_\_\_\_

Step C. \_\_\_\_\_

Reward 5: \_\_\_\_\_

Step A. \_\_\_\_\_

Step B. \_\_\_\_\_

Step C. \_\_\_\_\_

## VALUES AND CAREER POTENTIAL

### SOCIAL STUDIES

#### CURRICULUM FOCUS:

1. Learning about life styles
2. Decision making
3. Understanding the job values

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: Three class periods

#### ESSENTIAL RESOURCES:

A worksheet of job values and list of typical jobs. (attached)

Appropriate films or film strips.

The Dictionary of Occupational Titles, and the Occupational Outlook Handbook.

#### INSTRUCTIONAL PROCESS:

Introduce the concept of values through a class discussion. The discussions should center on defining values and noting the importance of values. May be of general significance.

Encourage students to think of their own values. Have them consider their own personal needs. Develop a list of these needs, possibly on a chalkboard or chart that the entire group can see. Then, when this list is reasonably complete, categorize all of these needs into the following five categories: Physical, Safety, Love and Belonging, Esteem, Self-Fulfillment.

Adults in our society fulfill many of their needs through careers. Careers can be selected more realistically if the students realize that needs and personal life style affect the role and satisfaction of the individual.

By carefully responding on the job values sheet (attached), the students will begin to identify some of their interests, their attitudes and probable life styles. Discussions about these identifications would be a value to all students.

A concluding activity would be to survey a list of typical jobs. Attempting to identify themselves with some of these activities in the adult world may give them some directions to their long-range planning. The intent is not to select a career or a job as of this time but to consider the possible opportunities in the world of work as related to the interest and the needs of the individual. Reference to the resources such as Dictionary of Occupational Titles and Occupational Outlook Handbook can supply references to specific jobs and careers.

### WHAT I WANT FROM A JOB\*

Directions: Study the left-hand column and then rate yourself in the center as to how important each job reward is to you. Leave right-hand column blank for now.

JOB REWARDS	VERY IMPORTANT	MODERATELY IMPORTANT	NOT IMPORTANT	TYPICAL JOBS
1. High income (\$20,000 a year)				
2. Middle income (\$8,000-\$20,000 a year)				
4. Security				
5. Risk or adventure				
6. Interesting and varied responsibilities; chance to exercise initiative and make own decisions				
7. Short hours				
8. Vacations				
9. High standing in the community				
10. Early retirement				
11. Light, easy work				
12. Outdoor work				
13. Pleasant working conditions				
14. variety of duties every day				
15. Same duties every day				
16. Chance to be creative				
17. Chance to be alone				
18. Chance to be with people				

TYPICAL JOBS\*

Job Rewards

1. High income (over \$20,000 a year)
2. Middle income (\$8,000-\$20,000 a year)
3. Moderate or lower income (below \$8,000 a year)
4. Security
5. Risk or adventure
6. Interesting and varied responsibilities, chance to exercise initiative and make own decisions
7. Short hours
8. Vacations
9. High standing in the community.
10. Early retirement
11. Light, easy work
12. Outdoor work
13. Pleasant working

Typical jobs

Some professions, large-business and farms, high-level sales work, professional athletics, some jobs in entertainment.

Most professions and business, skilled trade, some sales and technical work, some jobs in entertainment.

Clerical, some sales, operatives, service workers, laborers, farmers.

Government work, jobs with large companies having employee benefit plans, jobs in unionized industries.

Some sales, jobs in advertising, entertainment, jobs abroad, starting a business or working for a new company.

Most professions, most businesses at management level, some outside sales, some craftsmen's jobs.

Most factory and routine office jobs

Longest in teaching; also in government work of all kinds.

Jobs requiring high degree of skill and education.

Policemen's and firemen's jobs, armed forces, some dangerous jobs such as mining.

Routine assembly jobs, light sales jobs, many clerical jobs.

Surveying, some construction work, some home maintenance work; forestry, wild-life management; greenhouse, nursery, and landscape work; tree surgery, orchard and farm work.

Jobs in modern factories, offices, supermarkets, air-conditioned stores.

Job Rewards

- 14. Variety of duties every day
- 15. Same duties every day
- 16. Chance to be creative
- 17. Chance to be alone
- 18. Chance to be with people

Typical Jobs

Repair work of most kinds, saleswork, installation of machinery or appliances; some office jobs-- especially in smaller companies; public relations work

Routine typing and filing jobs, assembly jobs, cashier jobs

Tailoring and dressmaking, cabinetmaking and carpentry, jobs in commercial art, advertising writing, interior decorating, entertainment

Forestry, truck-driving, some laboratory jobs, jobs as night watchman, nurseryman, greenhouse worker, some research or library work

Saleswork, social service work, receptionist jobs legal, medical, dental work, jobs as waiters or waitresses, public relations work

Supplemental Resources: Understanding Values. Includes six filmstrips, cassettes, and guide. They introduce a chain of logical questions on which the individual must take a stand. Cost: \$64.00 (estimate)  
Encyclopedia Britannica Educational Corporation



# A NEW BALL GAME

SOCIAL STUDIES

SENIOR HIGH

## CURRICULUM FOCUS:

1. To examine creativity in approaching leisure activities.
2. To examine attitudes toward the nature and purpose of leisure activities.

## CAREER EDUCATION FOCUS: (DELLA Statement)

- #66 Develop positive attitudes toward value of leisure time
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One class period-possibly two

## ESSENTIAL RESOURCES:

Imagination

## INSTRUCTIONAL PROCESS:

Set up the following situation: You are on a group picnic with five other people of your age. One member of the party has a volleyball in the trunk of his car, and there is a large grass field available for use. Devise a new game and write the rules for that game.

Compare the various games invented and discuss a few of these with the class.

Some of the following questions can be explored:

Was your game meant solely to pass time in a "fun" way, or was there a provision for a definite winner?

Was your game highly competitive?

Was it designed to test or exhibit certain skills?

Was the game designed to end at a particular point (score or time requirements), or could it proceed as long as the group cared to play?

Was enjoyment of the group a factor you considered before devising your rules?

Could everyone participate?

The answers to many of the questions might reflect or indicate a desire or drive to instill a "work type" effort into the game. Our tendency to "work" even at play could be examined here. Likewise, you could examine the inability of many of us to truly relax in "play" situations.

The concept of recreation as re-creation can also be dealt with.

If there is a desire to keep this activity to a single period the development of the game itself can be given as an overnight assignment. This would save considerable time.

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. To demonstrate the importance of feedback in communication with others.
2. To develop listening skills.
3. To increase confidence in others.
4. To increase communication skills.

#12 Develop the necessary socialization skills.

ESTIMATED CLASS TIME: One class period.

ESSENTIAL RESOURCES:

Multiple copies of block drawings. (See attached sheets)

INSTRUCTIONAL PROCESS:

Divide the class in pairs. Ask that students pair up with someone they do not normally see regularly in a social setting.

Have students turn their chairs back to back.

Give one student in each pair one of the easier drawings (attached). Inform the class that only the person with the drawing is allowed to speak. The other person must remain totally silent. The other person is given a blank sheet of paper and a pencil. The ones with the drawing are told to guide the other person through detailed directions toward reproducing a duplicate drawing on his own paper.

It is imperative that only the person with the drawing before him is allowed to speak!

The instructor should monitor the process. When a pair is finished they are to raise their hands, and the instructor marks the time required on a sheet of paper.

When this round is completed for everyone, the two members of each group reverse roles and new drawings are handed out. The process remains the same.

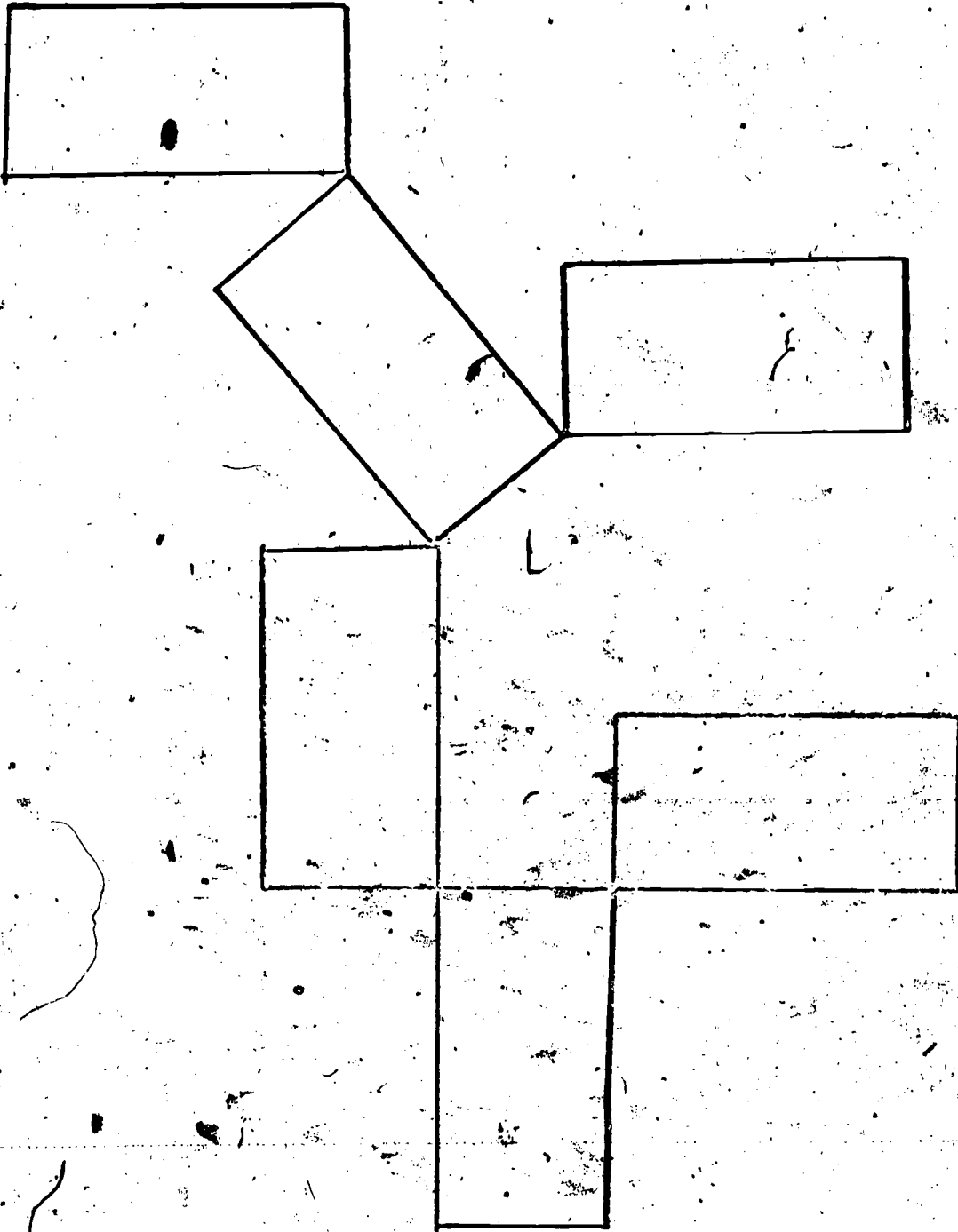
After this round is completed a more difficult type of drawing is passed out to each pair (attached). In this second phase the person attempting to duplicate the drawing is allowed to ask questions of the other person. Both members of the pair should go through the exercise also. The instructor will note the time required for this phase also.

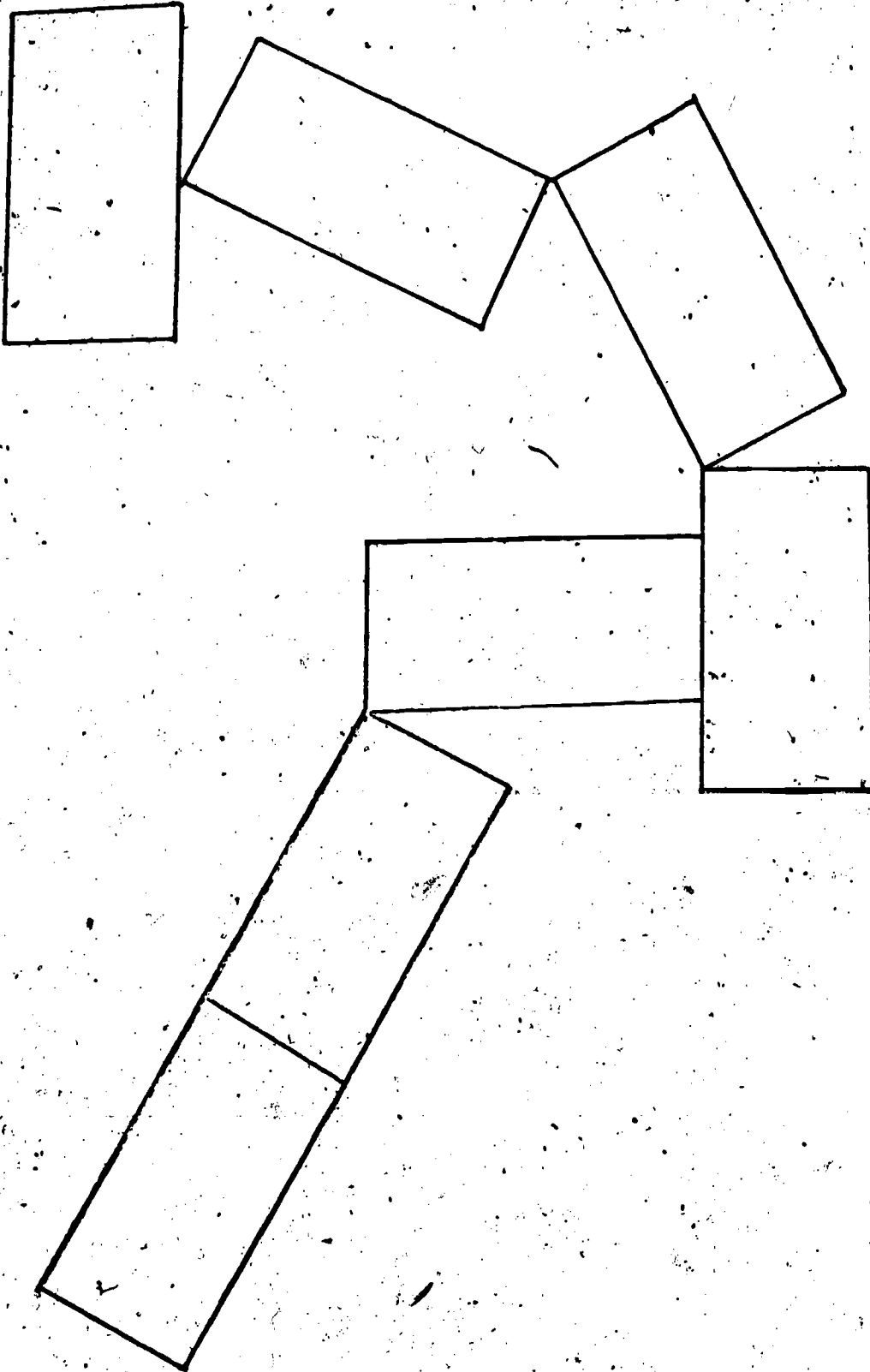
After this second phase is completed for everyone, it should appear that the more difficult drawings were done more accurately and in a quicker time.

As a summary ask the class why this was so. The obvious answer is that feedback helps make communication more effective and efficient.

Note: If you find that in the first phase students tended to communicate against the rules you could guard against this in the future by grouping in three's with the third person responsible for monitoring the process. This person could also time the activity. All three should have a chance to engage in the process, however, in all forms (director, drawer, observer). This will require more time being allowed.

The attached drawings are only examples. Other shapes can be included for more or less difficulty. Turning these drawings sideways or upside-down can give many different combinations, however, so few are really needed.





FIFTEEN MINUTES TO DECIDE

SOCIAL STUDIES/SOCIOLOGY, PSYCHOLOGY

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Students will recognize that value judgements are part of decision making.
2. Students will realize that many decisions are difficult to make and sometimes involve others.

- #24 Understand variety and complexity of occupations and careers
- #25 Understand how occupations relate to functions of society
- #41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

The class will select five students to serve as part of an experimentation. They will sit in a circle in the center of the class with the rest of the students sitting around them.

The class is informed that a nuclear war has taken place, and in Alaska there are ten people waiting to enter a fall-out shelter with space for only six people. The backgrounds of these six people are described to the class. The five students selected by the class are in the Pentagon and they must decide who will be allowed to enter the shelter (the ten people have agreed to accept their decision). Of course, the Pentagon will be blown up in only 15 minutes, so the decision must be made quickly. The rest of the class will observe these students' decision-making processes.

Descriptions of the ten people in Alaska are:

1. A 45 year-old police officer with a gun which he refuses to surrender.
2. A 35 year-old cocktail waitress.
3. A 21 year-old coed.
4. A 40 year-old Veteran.
5. A Black second-year medical student.
6. A pregnant housewife.
7. A woman with a Ph.D. in bio-chemistry.
8. The pregnant housewife's husband who is an accountant.

9. A 60 year-old Rabbi.

10. A 35 year-old farmer.

These descriptions are all that is known about these ten people.

After the five students have made their selections, a discussion with the entire class will be held.

## WOMEN IN JOBS

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

Sociology, Psychology, Current Problems

1. Understand stereotyping causes mental images perpetuated in daily situations
2. Understand stereotyping limits alternatives in the thinking process of humans

#34 Recognize that occupational stereotyping is undesirable

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This activity would be employed at the start of a unit on the role of women in American society. The students, however, should not be told before the start of the unit the topic to be studied. The teacher will reproduce the following paragraph and give it to each pupil:

A father and his son are driving along a rural highway. The car hits a tree and the father is killed instantly. The son is rushed to a hospital. As the boy lies on the operating table in the hospital emergency room, the surgeon looks at him and says, "I cannot operate on this boy; he is my son." How can this be?

The teacher will ask the class to state possible answers. From time to time clues can be given until a student responds that the surgeon was the boy's mother. Following the disclosure, the teacher probes the students to determine why they had difficulty in obtaining the solution to the question.



## INTERVIEWING CLERGYMEN

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

World Cultures: Comparative Religions

1. Understand that the clergymen have a recognizable role and function in a society
2. Understand that clergymen have an ethical and philosophical basis underpinning their many religious functions.

#24 Understand variety and complexity of occupation and careers

ESTIMATED CLASS TIME: One-two class periods

ESSENTIAL RESOURCES:

Cassette tape recorder

INSTRUCTIONAL PROCESS:

In this student project, a pupil or a small group of pupils will interview a local clergyman. Having studied various religions in class, the pupil(s) will make an appointment with a clergyman and tape his responses to questions developed by the pupil(s). These questions should be approved by the teacher before the interview. Following the interview the pupil(s) will organize a presentation to the class.

0034

## STUDY OF RELIGIOUS TENETS

SOCIAL STUDIES/WORLD CULTURES

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Most religions share some basic tenets.
2. Beliefs differ across different religions.
3. Freedom of religion was a purpose for colonization in America.

#10 Develop a sensitivity towards and an acceptance of others

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:

Books, articles on various religions

INSTRUCTIONAL PROCESS:

Make a list on the chalkboard of all the religions represented by the students in the class (ex. Protestantism, Catholicism, Judaism, Buddhism, Atheism, etc.). Ask the students to list the major tenets of their religious beliefs. Discuss the commonalities between all the religions. Synthesize these commonalities in a list on the chalkboard. What are the differences in beliefs between the religions represented? Discuss why it is important to respect and tolerate each others beliefs. How does this concept tie in with the original purposes for colonizing America?

Supplemental Resources: Human Relationships: Why They Succeed Or Fail  
Coping With Life: Frustration and Disappointment  
Coping With Life: The Role Of Self-Control

Each set includes 160 slides with cassettes or records and guide. The role-playing and role consideration activities help students gain self-awareness, better understanding of life problems and a means of recognizing how others think and feel. Cost: \$110.00 (estimate) per set Center for Humanities, Inc.

## THREE DIFFERENT CULTURES

### SOCIAL STUDIES/WORLD CULTURES

#### CURRICULUM FOCUS:

1. Cultures differ in many ways.
2. Some cultural differences can be explained in terms of climate, physical land make-up, education of the population and economic factors such as: division of labor and use and distribution of resources.

ESTIMATED CLASS TIME: Two class periods.

#### ESSENTIAL RESOURCES:

Films:

- "Food, Clothing, Shelter In Three Environments", BFA Educational Films
- "Four Families", McGraw-Hill Textfilms

#### INSTRUCTIONAL PROCESS:

This activity is designed to be accomplished at the end of a unit on studying a world culture other than our own. With the class develop a list of the differences between this culture and the American culture. A consensus should be reached by the students before the difference is listed on the chalkboard. Ask the class to explain these cultural differences in terms of climate, land make-up, education of the population, division of labor, use of available resources, inventiveness, distribution of resources and production and efficiency of resource use. The films listed above may be viewed by the student to help in this exercise.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #10 Develop a sensitivity towards and an acceptance of others.

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## SELF-EMPLOYMENT IN THE FIELD OF ART

ART

SENIOR HIGH

### CURRICULUM FOCUS:

1. Learning more about art and the artist

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #25 Understand how occupations relate to functions of society
- #27 Understand process of developing a "career"
- #28 Understand relationship: occupational role/ life style

ESTIMATED CLASS TIME: One class period (per guest)

### ESSENTIAL RESOURCES:

The World of Communications: Visual Media, McKnight Publishers, Bloomington, Ill.

### INSTRUCTIONAL PROCESS:

Since many students today are interested in careers which are self-employed, or free lance, it would be appropriate to invite as a guest some one who works this way in the field of art. Prepare the students beforehand with a brief description of the type of work this person does, pointing out that since there are many similarities between occupations within the art field, much of what the speaker says would be relevant to other careers. Not only will students be interested in the speaker's career, but they will probably want to know how it relates to his or her own philosophy and life style.

Ask the speaker to bring to class some examples (including some roughs) of his work, and ask him to talk about the process he goes through to achieve the final result. In a question period, try to draw him out on how he came to be in this line of work, the advantages of being self-employed, how his work has changed over the years, what are the trends for the next few years, etc. (See interview sheet in appendix).

## ARTISTIC APPROACHES

### ART

#### CURRICULUM FOCUS:

1. Select and paint environmental subject matter in abstract forms
2. Combine paints, surface treatments, and paint techniques
3. Frame and display finished product, View others.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #3 Understand relationship: self-characteristics/performance
- #15 Be aware of multiplicity of skills, knowledge in education
- #17 Recognize role of education in career and life goals
- #29 Recognize materials/processes/tools of occupational clusters
- #47 Develop a receptivity for new ideas/exploration of new ideas
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Three-ten class periods (depending on student involvement)

#### ESSENTIAL RESOURCES:

Assorted Paint Surfaces: wood, plastic, cloth, metal, glass, clay combination  
Assorted Paints: water color, tempera, finger paint, enamel, acrylic, oil, combination  
Assorted brushes, scrap paper, collage materials, cleaning solutions, paper towels, rags, newspaper, glue, wood for framing  
Reference books, slides, actual examples of different styles of traditional and contemporary paintings

#### INSTRUCTIONAL PROCESS:

1. Teacher-student discussion of Traditional vs. Contemporary Why such a change in paintings? What techniques and materials have changed? Why? What can you experiment within school? Where can you find help with ideas and approaches? What can you contribute from home, outside of school? How long may you work in school? on your own?
2. Teacher introduction to materials available in school. Demonstration of techniques and combinations.
3. Student independent study with teacher approval.
4. Teacher-student discussion of the painting activity? How do you feel about your painting? About combining materials? Who were you influenced by? What changes do you wish you could make in your painting? What do you like, dislike? Where can you find materials if you wish to continue out of school? Where can you find examples? Where can you go for help? Where can you display/sell your work if you desire to? How do artists price their paintings?

As supplementary resources use:

1. Movie/videotape/field trip to an artist's studio, Art Gallery, shop.
2. Examples of other students' work



## CAREERS IN ART

ART

SENIOR HIGH

### CURRICULUM FOCUS:

1. Understand that strengths in art can lead directly to a career

### CAREER EDUCATION FOCUS: (DELA Statement)

- #17 Recognize role of education in career and life goals
- #13 Acquire vocabulary for educational planning

ESTIMATED CLASS TIME: Two class periods

### ESSENTIAL RESOURCES:

Catalogs from various art schools, (e.g. Pratt Institute, Philadelphia Museum School of Art), educational pamphlets on art and related careers.

### INSTRUCTIONAL PROCESS:

Presentation of catalogs and other materials during first class period. Discussion of materials and interests during second class period.

Present catalogs to students and discuss the various fields and types of courses being offered. Explain terms such as design, graphic, etc. as they apply to various art departments, and the working world of art. Point out to students that they should try to evaluate their own interests, strengths and weaknesses within the art field when considering possible careers. Sample questions: Do you see your abilities as lying in the areas of color-co-ordination, three-dimensional art work, line drawing, etc.? Since many students view art careers mainly in terms of teaching and "pure art," the main thrust of the presentation and discussion should be to expand their awareness to include careers in the business world, (e.g. technical design, package design, media art, textile design, interior decoration, etc.)

## PENNSYLVANIA DUTCH ART

ART

SENIOR HIGH

### CURRICULUM FOCUS:

1. Ethnic art grows out of the lifestyle of the people and expresses their values and heritage
2. Understand the concepts "folk art" and "ethnic art"

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #28 Understand relationship: occupational role/lifestyle
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two weeks

### ESSENTIAL RESOURCES:

Examples of Penna: Dutch art, craft books, showing basic brush technique for toleware, etc. Brushes, paints

### INSTRUCTIONAL PROCESS:

Introduce students to basic Pennsylvania Dutch motifs (hearts, tulips, distlefinks, hex signs, etc.) and describe their use in decorating utensils, furniture, birth certificates, barns, etc. Briefly describe their origins in the Germanic, agrarian lifestyle of the people. Give a demonstration in basic brush technique. Point out that this art is treasured today because it is part of our heritage and that it is used in decorating a wide range of home furnishings. Have students design their own Pennsylvania Dutch motifs and practice basic brush techniques. They may want to bring in wooden or metal items from home to decorate, or paint tin cans to decorate for holding pens and pencils.

## CAFETERIA CRAFT FAIR

### ART

#### CURRICULUM FOCUS:

1. Acquainting students with a variety of crafts which require numerous skills.
2. Planning, coordinating, working with others.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #15 Be aware of multiplicity of skills, knowledge in education
- #29 Recognize materials/processes/tools of occupational clusters
- #35 Be aware of the value of acquiring marketable skills
- #49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Variable

#### ESSENTIAL RESOURCES:

Tables, poster board, art supplies, sign up sheets

#### INSTRUCTIONAL PROCESS:

A cafeteria craft fair can be the culmination of many projects in art, home economics and industrial arts. Planning among teachers to coordinate this activity and to set a date, is necessary.

Announce to students that a craft fair will be held in the school cafeteria. They may wish to bring crafts they made at home, as well as at school, to sell or just to display. Students who wish to participate should sign up, indicating what they will bring and the quantity.

Ask students to volunteer to make posters announcing the fair, and for tables, to set up tables and to clean up.

The craft fair can be scheduled for an evening so parents can come, or during an afternoon school period. Students should sit at tables where their crafts are displayed so they can answer questions and sell their own wares.

After the craft fair, discuss with students how they felt about the craft fair, whether they felt it was worthwhile enough to make an annual event.

## ART

## CURRICULUM FOCUS:

1. A sense of design and graphic
2. Manual dexterity and craft skills

## SENIOR HIGH

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #29 Recognize materials/processes/tools of occupational clusters
- #35 Be aware of the value of acquiring marketable skills
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Five class periods (including field trip)

## ESSENTIAL RESOURCES:

The Discovery Book of Crafts, Jann Johnson, Reader's Digest Press.  
Materials include paper for stationary, cardboard, masking tape, X-acto knife, rubber cement. Catalogs of type faces.

## INSTRUCTIONAL PROCESS:

Introduce students to the art of embossing. Go over the steps involved and what to look for when choosing an initial to emboss. Hand out catalogs of type faces or Xeroxed copies of type pages and allow students to pick their individual letter to emboss. Ask the students to bring in pieces of shirt cardboard.

During the second class students will begin constructing their own embossing press. For some students who are able to complete the project more quickly than others, suggest that they try making greeting cards by embossing a design that makes a card front. Designs can be stylized representations or completely abstract and non-representational.

Arrange a field trip to a printing plant where embossing is done, or arrange a visit by a graphic artist who uses embossing in techniques in his art. Discuss how embossing can be an inexpensive hobby.

Discuss with students some of the factors involved in good embossing. Consider the materials used as well as the technical and artistic skills that are needed. Display the students' stationary in the school showroom.

## TYPEFACE COLLAGES

ART

### CURRICULUM FOCUS:

1. Developing a sense for layout and design.
2. Awareness of design in typefaces.

SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #23 Acquire vocabulary for describing the world of work
- #29 Recognize materials/processes/tools of occupational clusters
- #53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Two class periods and field trip

### ESSENTIAL RESOURCES:

Wood and metal type pieces—these can be obtained at a local printer's or newspaper office. Stamp pads and ink, construction paper. Catalog of transfer lettering or other booklet giving examples of different styles of typefaces and sizes. Pictures of type collages.

### INSTRUCTIONAL PROCESS:

Discuss the origin of typefaces and show examples of current popular styles of type. Discuss the design of a new typeface, the parts of the design (e.g. oval, stem, serifs). Show examples of type collages.

Give students construction paper and stamp pads and let them make their own collages. Students may wish to rule off different sized rectangles on the paper to aid them in arranging the collage. Use art gum erasers to remove lines after the collage is finished.

Arrange a field trip to a local printer's or newspaper office. (See Interview Sheet, Appendix). Have students observe some of the processes used in printing.

Afterwards, discuss field trip and ask students to list other occupations which are related to selecting typefaces (e.g. package designer, directional sign designer, book jacket designer, advertising layout artist, advertising copywriter, etc.).

## ENLARGING/REDUCING A DESIGN

### ART

#### CURRICULUM FOCUS:

1. Use of basic design tools
2. Drawing skills

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DEL Statement)

- #22 Develop skills, good work habits in preparing for a career
- #29 Recognize materials/processes/tools of occupational clusters
- #36 Aware of own multi-potentiality as to marketable skills
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two class periods

#### ESSENTIAL RESOURCES:

Designs, motifs to be enlarged or reduced, (Family Circle, Woman's Day, and craft magazines usually print designs in reduced form with a grid scale given). Paper, pencil, markers, rulers, triangle, French curves.

#### INSTRUCTIONAL PROCESS:

Present to the class the idea of enlarging or reducing graphic art. Show how to calculate final size from initial size and draw to scale. Show how French curves, etc. are used.

Let students go through craft magazines to find a design or bring a design to class to enlarge or reduce. Students who are particularly interested may be able to do more than one design.

Discuss with students some of the uses of scale drawing and related careers (model building, architecture, craftsman, graphic artist). Where would you go to receive training in these careers?

# ORGANIC DESIGN

## ART

### CURRICULUM FOCUS:

1. Art as a means of experiencing and interpreting nature.
2. Nature as a major source of inspiration for today's craft artists.

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #27 Understand process in developing a career
- #67 Develop skills in leisure time activities

**ESTIMATED CLASS TIME:** Approximately one week

### ESSENTIAL RESOURCES:

Overhead projector, biology texts, geology texts, etc. Pictures of modern weavings, pottery, craft design. Cardboard, white glue, stapler, string, yarn, fabric, stuffing material.

### INSTRUCTIONAL PROCESS:

Using the overhead projector, show students a variety of interesting organic shapes (e.g. leaf veins, single cell animals, plant structures, etc.), as well as pictures of modern craft arts (weaving, pottery, etc.). Discuss with students how organic design might be used by a craft artist in helping to select colors, textures and shapes in order to achieve decorative art. Discuss the stages a modern artist might go through in developing an idea from nature, from preliminary sketches to a small study using actual materials intended for the final product.

Have students make a preliminary design sketch. Distribute sheets of corrugated cardboard and allow them to carry out their designs by giving and stapling bits of yarn and string, stuffing fabric, adding actual bits of bark, small stones, etc. Have each student give a presentation describing his/her organic design source, and how he/she chose to interpret it.

## PACKAGE DESIGN

ART

### CURRICULUM FOCUS:

1. Use of basic design tools.
2. Develop an awareness of the role design plays in our lives as consumers.
3. Recognition that training in design can lead directly to a career.

SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #22 Acquire skills, good work habits in preparing for a career
- #29 Recognize materials/processes/tools of occupational clusters
- #35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Approximately 5 class periods

### ESSENTIAL RESOURCES:

Samples of small cartons (toothpaste cartons, soap boxes, etc.).  
T-square, straightedge, ruler, compass, protractor, tracing paper,  
felt tip pens and markers, catalogs (e.g. Lethaset).

### INSTRUCTIONAL PROCESS:

Have students bring to class samples of small package designs. Discuss with students the ways in which a package designer would handle a particular assignment. Compare a number of packages of one item (e.g. toilet soap) and discuss how a package designer would gear his design to a particular segment of the market, through use of color, typeface, etc. Discuss dominance, white space and essential information. Have each student pick a product and design a package, based on the criteria discussed. Have each student give a presentation in class, as a package designer would make a presentation at an art conference, explaining why he/she used certain elements of design and what segment of the market would be appealed to by this design approach.



## PACKAGE DESIGN FOR BOTTLES

ART

### CURRICULUM FOCUS:

1. Develop basic design skills, use of design tools.
2. Recognize that we live in a world largely influenced by the creative designer.

SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #24 Understand variety and complexity of occupations and careers.
- #26 Determine characteristics/qualifications of occupations
- #29 Recognize materials/processes/tools of occupational clusters
- #35 Be aware of the value of acquiring marketable skills
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Approximately One Week

### ESSENTIAL RESOURCES:

Bottles for basic items such as shampoo, hand lotion, instant coffee. T-square, straightedge, ruler, compass, protractor, tracing paper, felt tip pens and markers, catalogs (e.g. Lethaset).

### INSTRUCTIONAL PROCESS:

Have students bring to class bottles of highly competitive, familiar household products. Compare bottles of approximately the same capacity for one particular product (e.g. shampoo). Discuss with the students the role of the package designer, what his artistic concepts probably were and how they were developed in the various design elements. Discuss deceptive packaging, style in packaging (e.g. apothecary-style bottles, bottles resembling chemistry glassware, futuristic shapes), and how label designs and typefaces were co-ordinated to relate to the bottle shape and overall concept.

Have each student "role-play" package designer, by designing a bottle and label and giving a presentation to the class, as a designer would at a company art conference. Encourage students to talk about what they feel are successful designs.

## REPEATING WALLPAPER DESIGNS

### ART

#### CURRICULUM FOCUS:

1. Use of basic design tools
2. Recognition of ways design is employed producing items for the home
3. Develop an appreciation for design as used in producing superior products for home use.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #26 Determine characteristics/ qualifications of occupations
- #22 Acquire skills, good work habits in preparing for a career

#### ESTIMATED CLASS TIME:

#### ESSENTIAL RESOURCES:

Wallpaper catalogs, tracing paper, felt tip pens and markers, French curve, straight edge, T-square, compass, protractor, ruler

#### INSTRUCTIONAL PROCESS:

Hang up examples of various types of wallpaper design. Discuss typical assignments a designer might be given to interpret (e.g. a modern geometric design for a dining area, a stencil-type design for a colonial livingroom). Encourage students, through discussion, to become aware of the ways designers coordinate color choice with design to carry out their assignments. Point out specifics, e.g. where design is repeated, size of repeats. Have each student design a repeating wallpaper pattern. Have each student name his or her pattern and give a presentation to the class, as a designer would do at a company art conference, discussing types of rooms for which the pattern was designed, choice of colors, alternate colors, etc.

## HOUSE PLANS

### ART

#### CURRICULUM FOCUS:

1. Use of basic design tools
2. Learning to read a blueprint
3. Practice in blueprint design

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #25 Understand how occupations relate to functions of society
- #29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two-three weeks

#### ESSENTIAL RESOURCES:

Overhead projector, screen magazines containing pictures and plans of houses. Tracing paper, T-square, straight edge, ruler, compass, protractor, felt pens

#### INSTRUCTIONAL PROCESS:

In approximately two class periods, using the overhead projector, show students various house plans. Discuss the role of the architect in interpreting family preferences based on family size and interests and the special problems he must deal with (e.g. cost, traffic areas, lighting, overall aesthetic appeal of materials and design.) Point out the ways architects traditionally indicate things such as door openings, windows, stairways, etc. Take a particular element (e.g. same number of bedrooms, layout of kitchen area) and show three or more examples of ways different architects have handled it. Have each student "role-play" architect and design a house plan, and give a presentation to class for discussion.

## DRAWING ANTIQUE FURNITURE

ART

SENIOR HIGH

### CURRICULUM FOCUS:

1. Using basic design tools
2. Learning elements of technical drawing

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #22 Acquire skills, good work habits in preparing for a career
- #36 Aware of own multi-potentiality as to marketable skills
- #38 Develop entry level skills in area of occupational interest

ESTIMATED CLASS TIME: Three to five class periods or more

### ESSENTIAL RESOURCES:

Books, magazine pictures showing line drawings of antique furniture, with brief descriptions. Tracing paper or plain paper, pencils, fine line markers or pens, straight edge, triangle, French curves. You may want to use an opaque projector to show drawings.

### INSTRUCTIONAL PROCESS:

Present subject to class, preferably using an opaque projector so details, angles of perspective, etc. can be pointed out to the whole class. Have students look over books and clippings to familiarize themselves with period styles and the way they are depicted. Have students each select an item to draw to scale (twice as big, four times as big, etc.), then label and write a brief description of the piece. Show how design tools are used to give proper dimensions and proportions to the drawing. Students who are particularly interested may wish to do more than one item.

Afterwards put drawings on bulletin board or in a school display case. Discuss with students what careers are related to either a knowledge of furniture of different periods or an ability to do this type of drawing, or both (e.g. theatrical set designer, antique dealer, interior decorator, cabinet maker, technical illustrator).

# SET OF DINNERWARE

ART

SENIOR HIGH

## CURRICULUM FOCUS:

1. Use of basic design tools.
2. Recognition of ways design is employed in producing items for the home.
3. Develop an appreciation for design as used in producing superior products for home use.

## CAREER EDUCATION FOCUS: (DELLA Statement)

- #22 Acquire skills, good work habits in preparing for a career
- #35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Approximately two weeks

## ESSENTIAL RESOURCES:

Catalogs and ads from companies such as Dansk, Noritaki, Nordica, etc. which stress good design. Tracing paper, felt tipped pens, markers, compass, protractor, French curve, straight edge, T-square.

## INSTRUCTIONAL PROCESS:

Show pictures of examples of contemporary dinnerware and discuss with students the role of the designer in producing these. Talk about functional shapes, materials, textures, glazes and patterns. Have each student design a place setting (a complete set if there is time), showing side and top view of plate, enlargement of detail (e.g. cup handle) with specifications for material (e.g. ironstone, stoneware, etc.) and suggestions as to glaze and texture. Students may name their design and give a presentation to the class.

ART DECO-CONSUMER ART

ART

SENIOR HIGH

CURRICULUM FOCUS:

1. Graphic art
2. Use of basic design tools and concepts

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #29 Recognize materials/ processes/tools of occupation clusters
- #23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Examples of Art Deco from the thirties, examples of Art Deco as it is used today in packaging, fabric, store display, etc., ruler, straight edge, compass, protractor, felt pens, markers

INSTRUCTIONAL PROCESS:

Introduce students to Art Deco design, concentrating on its basic motifs (lighting, rainbow, sunburst, etc.) Point out that Art Deco is usually considered the first all-encompassing, mass-produced "consumer art", that it influenced design in architecture, pottery, textile design, furniture, etc.

Show how, beginning in the 60's and continuing today, there has been a revival of Art Deco, how it was used in creating a dynamic feeling in store displays, boutiques (e.g. Rive Gauch, Yves St. Laurent's). Also, boutiques display Art Deco style in their windows and other elements of architecture, as well as in package design for new products.

Using the basic elements of Art Deco, have students create their own motifs and give examples of ways these motifs could be used.

Discuss careers where a knowledge of this type of art is useful and even essential (e.g. advertising, store display work, business-interior decorating, package designing, textile designing, etc.)

# SILKSCREENING DECORATIVE T-SHIRTS.

## ART

## SENIOR HIGH

### CURRICULUM FOCUS:

1. View, respond to, and investigate art made by others
2. Create abstract symbols suitable for film silk-screening
3. Stretch, apply film and print on paper, cloth
4. Display work and view others

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #10 Develop a sensitivity toward and an acceptance of others
- #21 Recognize relationship: school environment/larger society
- #23 Acquire vocabulary for describing the world of work
- #32 Realize one's success in work is affected by one's attitude
- #58 Recognize worker productivity is influenced by rewards
- #67 Develop skills in leisure time activity

ESTIMATED CLASS TIME: Two--four time periods depending on the complexity of each symbol

### ESSENTIAL RESOURCES:

Scrap paper, planning and printing paper, film-silk-screening supplies, assorted inks, T-shirts or fabric for stitchery-sewing class

### INSTRUCTIONAL PROCESS:

1. Teacher-student discussion: Why is printmaking so important to us in our society today? How can we use the process? What types of printmaking are you familiar with? What are their good points and bad points? Why is using silkscreen methods of printing so effective? What is the process? The limitations? How can you use it in school? At home? In the future? How do others use it?
2. Student participation in the project. Teacher help when needed.
3. Teacher-student evaluation and discussion: How do you like the process? Where can you find supplies and help if you want to continue? Where can you see examples? Where can you sell your shirts if you want to turn this into an occupation? How can you apply silkscreening to other professions?

As supplementary resources use:

Reference books, movie, film loop, videotape of the process;

Fine art examples: Museum examples

# A MINI-FACTORY TO PRODUCE CERAMIC ORNAMENTS AND/OR COOKIES

ART

SENIOR HIGH

## CURRICULUM FOCUS

1. Design and construct functional abstract shapes
2. Investigate and use commercial art concepts
3. Creative use of art elements of design
4. Incorporate business education, industrial art, and home economics with art projects

## CAREER EDUCATION FOCUS: (DELLA Statement)

- #17 Recognize role of education in career and life goals
- #23 Acquire vocabulary for describing the world of work
- #44 Understand decision-making involves responsible action
- #58 Recognize worker productivity is influenced by rewards
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One-three weeks depending on the student interest and participation

## ESSENTIAL RESOURCES:

1. Tin strips, masking tape for cookie cutters
2. Choice of approaches:
  - a. Ceramic Ornaments: clay, slab construction tools, glazes, oven, brushes, other clay equipment.
  - b. Cookie Production: cookie recipe for rolled cookies to be decorated, oven use, kitchen equipment food decorations and brushes
3. Commercial Art Investigation and Use:
  1. Scrap paper for planning and sketching ideas; designing
  2. Clay or cookie dough supplies
  3. Baggies, paper bags, boxes, styrofoam trays: wrapping materials designed by the students for their product.
  4. Collage materials, assorted paper, markers, paints, glue assorted art materials for commercial art work: lettering, logo, and display units, advertising units
  5. Funding for advertizing: posters, radio, T.V., billboard, newspaper, magazines, fliers, buttons.
  6. Economic data sheets: cost--labor and materials analysis of profits
4. Teacher-student interviews with different professionals to find out the answers to many business questions: Video-tape or field trip to visit: a commercial artist, store owner, small business man, etc. What is involved when you want to sell a product? What laws do we have to follow? Where do you go for help? How did you get started? What parts are going good for you? What parts are going bad? What changes have you made? Do you like what you are doing? Why? Why not?



Questions formulated by the students ahead of time for interviews

5. Examples of products made by others (your competition)
6. Display of techniques and materials available to the students through the school art department. What can you contribute?

#### INSTRUCTIONAL PROCESS:

1. Teacher-student discussion of the class's desire to be involved: to what extent? Questioning period: What do you do with a product when you like to make it often and you accumulate too many. What problems must you consider when you market something? Who? What? When? How? Why? How much? Where can you go for help? How can you use information?

2. Student-teacher planning of this lesson: Which direction do you want to take? Clay? Food? To what extent? In what direction of merchandising? What groups of people do you want to involve?

3. Student participation in setting up outlines for mini-companies and plans for production and marketing. Teacher evaluation of individual steps and ideas.

4. Student production and marketing of their product.

5. Teacher-student evaluation of the mini-company in progress and at the close of the company's actions. Progress and financial reports: Feelings about being in business: What did you like and dislike about this project? What would you change? Are you going to use this information in the future: directly and/or indirectly?

As supplementary resources use:  
Resource books, guest speakers, examples of Junior Achievement activities.

## COIL CONSTRUCTED BASKETS

ART

### CURRICULUM FOCUS:

1. Combine two construction techniques (coil-wrap) to translate a traditional craft into a contemporary product
2. Search for and contribute art supplies from your environment
3. Combine a variety of materials to achieve different textures and patterns with harmony through limited colors
4. View others and exhibit your work in progress and when finished

SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #10 Develop a sensitivity toward and an acceptance of others
- #14 Understand interrelationships between education and work
- #15 Be aware of multiplicity of skills, knowledge in education
- #23 Acquire vocabulary for describing the world of work
- #32 Realize one's success in work is affected by one's attitudes
- #44 Understand decision-making involves responsible action
- #48 Understand the need to take responsibility for own decisions
- #58 Recognize worker productivity is influenced by rewards
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: 3-8 time periods depending upon depth of involvement.

### ESSENTIAL RESOURCES:

1. Library research books/slides/movie/examples of coil-wrapped baskets: American Indian vs. Contemporary.
2. Assorted basket making materials: heavy to light weight ropes, strings, yarns, fabrics, glue (Elmer's), scissors, assorted sizes of needles and bobby pins, beads, buttons, other materials found by the students and teacher.

### INSTRUCTIONAL PROCESS:

1. Teacher-student discussion: review of the significance of wrapping and coiling skills. Who uses them? Why? How? What materials? What changes have been made?
2. Slide show/book/examples: examination and investigation of coil wrapped baskets: American Indian vs. Contemporary examples. Class discussion of techniques: line, form, texture, color, materials, functions.
3. Teacher demonstration of a contemporary use of materials with student discussion of their own variations and ideas.

4. Students working independently with teacher help when needed. Individual evaluation and viewing others when needed.

5. Teacher-student discussion at the end of the unit. How did you like this technique? What materials were most suitable? Least suitable? What changes did you like? Have you noticed other examples in your environment where this method of construction is used? Where can you buy professional supplies? Where can you find other examples? What would you change if you could do this project over? How can you use these skills in the future?

6. If possible take the class on a field trip to an artist's studio where baskets are made.

## CASTING-PROFESSIONAL AND NON-PROFESSIONAL METHODS

### ART

#### CURRICULUM FOCUS:

1. Select and experiment with 2 or 3 casting methods.
2. Use additive and subtractive sculpture techniques.
3. Search for and contribute materials from your community.
4. Research casting of others (art history) and present a mini-report to the class.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #03 Understand relationship: self-characteristics/performance
- #15 Be aware of multiplicity of skills, knowledge in education
- #21 Recognize relationship: school environment/larger society
- #29 Recognize materials/processes/tools of occupational clusters
- #47 Develop a receptivity for new ideas/exploration of new ideas
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Depending on involvement of the students 3-4 lessons, periods.

#### ESSENTIAL RESOURCES:

1. Professional Sand Casting: sand, casting equipment, silver, pewter, torch, proper safety equipment, buffing wheel and polishing compounds, student provided additive sculpture supplies, sculpture tools.
2. Regular Sand Casting: natural sand, additive sculpture supplies, slip clay, plaster of paris, wax, candle wicks, sculpture tools, polishing cloths.
3. Box Casting: wood, saws, nails, Elmer's glue, concrete mixture, additive sculpture supplies, carving tools, sandpaper.

Reference books, slides, movie on casting, paper for reports.

#### INSTRUCTIONAL PROCESS:

1. Teacher-student discussion. How is casting used in our school? In our environment? What variables effect the process and product? What skills and knowledge must one possess? What materials can you contribute from home/environment? Where can you gain knowledge of casting? See examples made by others.

2. Teacher introduction to processes available to the students in the school environment: sand and wooden mold casting.

Methods available: additive and subtractive sculpture techniques.  
Student contributions from home/environment.  
Art history research and short report to the class.

3. Students work independently with the teacher's help when needed.

4. Mini-reports presented to the total class before actual projects begin. (Step 1)
5. Students independently viewing others/displaying and evaluating their work.
6. Class discussion of the casting processes. How do you feel about casting? Is it useful to you now, in the future? Where can you find additional information and materials? What will you change if you cast again? What skills and knowledge must you expand?

As supplementary resources use:

1. Field trips/videotapes/movies about a silversmithing shop, metal foundry, construction company. Places where casting is used professionally.
2. Slide set, pictures of different types of castings under these three categories.
3. Actual examples of castings made by professionals and students.

## EFFECTS OF STRESS IN THE WORKING WORLD.

### HEALTH

#### CURRICULUM FOCUS:

1. Understanding stress in psychological and physical terms.
2. Importance of maintaining all aspects of good health throughout our lives.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #04 Understand that personal characteristics can be changed
- #32 Realize one's success in work is affected by one's attitude
- #45 Develop criteria for judging how careers meet life goals
- #28 Understand the relationship: occupational role/life style

ESTIMATED CLASS TIME: One week

#### ESSENTIAL RESOURCES:

Insurance brochures, articles on the effects of stress, as relaxation, as well as articles on ways to overcome stress through proper diet and exercise, Transcendental Meditation, yoga, etc.

#### INSTRUCTIONAL PROCESS:

Introduce students to the idea of stress as a disease. Show ways it can effect one physically, how it affects one's judgement, relationships with others, etc. Talk about the "vicious cycle" of effects of stress. Discuss how caffeine and nicotine can produce stress effects.

Ask students to discuss what they feel are stress-producing situations in their own lives. Talk about how change itself, crowding, tight schedules and increased competition can lead to stress. Discuss some of the occupations that are noted for being extremely stressful and how individuals in these occupations must recognize and cope with stress. (You might mention that some companies have exercise programs for employees, gyms for executives, weekend seminars in relaxation techniques-not only for the sake of employees, but because good health is good business).

In the search for ways to overcome stress, various techniques such as yoga and Transcendental Meditation are being studied and used. Outline these briefly to students and point out the necessity of finding ways of developing personal habits which allow the individual to relax.

## A LIFETIME SPORTS SKILL

### HEALTH

#### CURRICULUM FOCUS:

1. Development of physical skills

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #62 Develop vocabulary to differentiate leisure time activities
- #65 Understand leisure time can provide some rewards of work
- #66 Develop positive attitudes toward value of leisure time
- #67 Develop skills in leisure time activities

**ESTIMATED CLASS TIME:** At least eight hours

#### ESSENTIAL RESOURCES:

A local bowling alley

#### INSTRUCTIONAL PROCESS:

To introduce the technique of bowling, the cooperation of the math and English teacher could be sought. The former to explain the scoring process, the latter to use the terms as a week's spelling lesson as well as developing reading skills with bowling rules and history. Of course, an English teacher could incorporate the above spelling-reading correlation with any in-school sport.

The school would provide busing to the local bowling alley if bowling facilities are not available at the school.

What careers are related to the above activity?

Note: After the skill is learned, a discussion within the English class could be held in which Della Statement #64 is emphasized.

# BALANCED DIET

HEALTH

SENIOR HIGH

## CURRICULUM FOCUS:

1. How and why the four food groups, were identified and grouped by nutritionists, government specialists, doctors, dieticians, and home economists.

## CAREER EDUCATION FOCUS: (DELLA Statement)

- #33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: Two periods

## ESSENTIAL RESOURCES:

Materials from the:  
Dairy Council/Food and Nutrition Information and Educational Materials Center  
National Agricultural Library  
Room 304  
Beltsville, MD 20705

Films: Balance Your Diet for Health and Appearance (Coronet Instructional Film)  
Better Breakfast, USA, 1964--Cereal Institute

## INSTRUCTIONAL PROCESS:

Activity one. Utilize one period reviewing with the students information about nutrition. The resources suggested plus that available in your school will reinforce their learning. Conclude the period with a discussion about balanced diets.

Activity two. Ask the students to write down a typical menu, including snacks for one day. Analyze samples of the menus to get a typical menu that would apply to most of the students.

Are students eating balanced diets? Explain.

Have the students develop a balanced diet which will provide needed nutrition, be acceptable to the students, be acceptable to parents, and provide variety.



## BREAKFAST NUTRITION

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Learn to plan a good breakfast
2. Be aware of careers in breakfast food preparation

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #24 Understand variety and complexity of occupations and careers
- #61 Acquire basic consumer skills

#### ESSENTIAL RESOURCES

You may want to use the following: If We Had Ham, We Could Have Ham & Eggs-  
The Food Research and Action Center, 401 W. 117th Street, New York, NY 10027-  
Career Briefs--Career Education Service, CSIU #16, Lewisburg, PA - Educational  
Material on Cereal and Breakfast from Educational Director, Cereal Institute  
Inc., 135 S. La Salle Street, Chicago, Illinois 60603

#### INSTRUCTIONAL PROCESS:

Plan a breakfast menu, based upon principles of good nutrition. Ask the students (or plan a field trip) to visit a store and observe the types of cereals sold as well as their differences in price. Compare their ingredients and nutritional value. What are the best buys? Why? Perhaps the class can prepare and serve a complete breakfast. Discuss the different jobs available in breakfast food preparation (ex. short-order cook, dietary clerk, dietitian, chef, etc.)

## MENU PLANNING (COLORFUL MEALS)

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Menu planning
2. Coordinating foods themselves to make meals more attractive

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

Pictures of attractively served foods

#### INSTRUCTIONAL PROCESS:

Spend a class period discussing menu planning that takes "eye-appeal" into consideration, based on just the foods themselves. Talk about varying colors, textures of vegetables, how to use garnishes to give meals a lift (discuss growing such things as parsley, cress, chives in the kitchen windows for fresh garnishes). Show how salads add color, texture--"a lift" to basic meals. Show pictures of various breads and how they can add interest to a meal. You could also show pictures of sauces for vegetables, toppings for dessert, etc.

Discuss careers which deal directly with giving food "eye-appeal" (e.g. the food stylists who prepare food for photography, chefs, cooks, restaurant managers).

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELA State)

- #24 Understand variety and complexity of occupations and careers
- #61 Acquire basic consumer skills

## MENU PLANNING (Settings)

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Menu planning.
2. Creating a tasteful setting for serving meals.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #61 Acquire basic consumer skills
- #26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

Pictures of attractive table settings, use of serving utensils which enhance the eye-appeal of foods.

#### INSTRUCTIONAL PROCESS:

Spend a class period discussing table settings and the use of serving pieces that enhance the eye-appeal of food. Have students look through magazines for pictures of casserole dishes, etc. which make the food look more appetizing. Discuss how colors such as red and brown reinforce the idea of warm, cooked foods. Discuss traditional materials such as crockery, stoneware for serving traditional foods. Ask students to pick out which serving pieces are most versatile for use with a variety of foods.

You may also want to discuss such items as centerpieces, nappery, flatware, etc. formal and informal settings.

Discuss careers which deal directly with enhancing the eye-appeal of meals (e.g. food stylists for photography, restaurant managers, home economists)

Supplemental Resources: The Consumer's World. A system of interesting, colorful materials that provide a well-structured course of study by means of audio-tapes, workbook presentations, and dramatic vignettes. Cost: not applicable. Innovative Sciences, Inc.

## CO-ORDINATING COOKING TIMES

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Meal preparation
2. Menu planning

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #22 Acquire skills, good work habits in preparing for a career
- #29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Part of class period over 4 weeks

#### ESSENTIAL RESOURCES:

Sample menus-may be made up by students or given out by teacher

#### INSTRUCTIONAL PROCESS:

Discuss with students how you go about preparing a meal so that everything is ready at the same time. Take a sample menu and show estimates of preparation time and cooking time. Show order in which foods are prepared.

Have students practice estimating times and order of preparation on sample menus. Have them prepare their own menus and recipes for recipes. Discuss which foods could be prepared in advance.

Discuss careers which require good timing in meal preparation, e.g. dieticians, chefs and cooks, etc.

## CAKE DECORATING

### HOME ECONOMICS

#### CURRICULUM FOCUS:

##### 1. Food preparation

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

#03 Understand relationship:  
self-characteristics/performance

#29 Recognize materials/pro-  
cesses/tools of occupational  
clusters

#36 Aware of own multi-potentiality  
as to marketable skills

#67 Develop skills in leisure  
time activities

ESTIMATED CLASS TIME: Two class periods or more

#### ESSENTIAL RESOURCES:

Cake decorator sets, icing, (or plaster of paris), food coloring, pictures of decorated cakes, and of hors d'oeuvres. The Good House-keeping Book of Cake Decorating by Dorothy Marsh, M. Barrows and Co., New York (\$4.95)

#### INSTRUCTIONAL PROCESS:

Present students with pictures of decorated cakes and procedures. Show them the different decorating tips and demonstrate how to use them and the effects that it is possible to produce. Beforehand you may want to frost a shortening or similar size can with plaster of paris, cutting a slit in the plastic top to make a "Birthday Bank" for a child. Plaster of Paris can be used in place of icing for making decorations.

Let students use cake decorators and practice making decorations. You may assign students different types of decorating found in cake decorating books, or let them design their own.

What abilities are important in doing a good job of decorating cakes? (e.g. Patience, ability to organize, design, and do in steps, steady hand, even pressure, care in mixing ingredients, getting good color tones, practice). What are some other uses of cake decorator tools and skills? (Show pictures of hor d'oeuvres, gelatin salads, etc.). What careers benefit from a knowledge of cake decorating skills? (e.g. Baker, caterer, chef, food stylist). Discuss cake decorating as a hobby or a way of making extra money (catering).

SCHOOL LUNCH PROGRAM

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Nutrition
2. Menu planning
3. Food preparation

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #25 Understand how occupations relate to functions of society
- #26 Determine characteristics/qualifications of occupations
- #29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Invite the manageress of the school cafeteria to talk to the class about how the lunch program is handled. Give her a copy of the Interview Sheet (Appendix). Have class inspect cafeteria kitchen to see the layout and the type of appliances and utensils used in large-scale meal preparation.

Point out to students other careers which are similar (e.g. hospital dietician, restaurant, hotel chefs and cooks).

Supplemental Resources: Careers in Consumer Affairs. Includes four color filmstrips with cassettes or records and teacher guide. Exposes students to wide variety of careers in consumer relations from bank loan officer to professional shopper. Cost: \$68.00 (estimate) Buuterwick Publishing

## GROCERY SHOPPING

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Home Economy in purchasing food..
2. Menu planning.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #50 Develop vocabulary for understanding economic principles
- #59 Acquire basic money management skills
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

Full-page ads in newspapers advertising grocery "specials."

#### INSTRUCTIONAL PROCESS:

Discuss with students the preparation one does before grocery shopping. Analyze ads from newspapers and discuss which are "good buys." Consider the price of convenience foods and menu "helpers" and talk about the price one pays for these kinds of conveniences. In computing savings, note that gasoline is also an item to be considered in shopping at more than one store, or going further away to obtain lower priced goods. Discuss menu planning to take advantage of specials and in-season foods, as well as an aid in resisting impulse purchases. Ask students if they think they would tend to spend more money if they shopped on an empty stomach than they would if they had eaten before going shopping.

Supplemental Resources: Let the Buyer Beware. Includes six filmstrips with cassettes and guide. Designed to orient through consumer education. Cost: \$54.00 FYE-Gate House

## GARDEN

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Emphasize the importance of proper planning in producing results.
2. Emphasize that there are certain things which can be acquired only by doing them yourself.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #66 Develop positive attitudes toward value of leisure time
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Nine weeks

#### ESSENTIAL RESOURCES:

Grow It! Richard K. Langer, Putting Food By, Ruth Hertzberg, et. al. Stephen Green Press, Brattleboro, Vermont

#### INSTRUCTIONAL PROCESS:

Have students design the layout of a garden for a family of four. Discuss planting times, crop yields, intercropping, companion planting, natural pest control, fertilizers, second plantings, freezing, canning and other methods of storage, as well as health aspects and financial savings.



## CUT RATE BUDGET SHOPPING

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Consumer awareness, buying skills

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #54 Understand the relationship between occupational roles/ personal economics/life styles.
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two class periods (1 field trip)

#### ESSENTIAL RESOURCES:

Newspaper notices of auctions, produce markets, ads for factory outlets, etc. Articles on refinishing cast-off furniture (e.g. Family Circle, Woman's Day).

#### INSTRUCTIONAL PROCESS:

Discuss with class ways of saving money by buying from places other than conventional stores. Show how these are listed in newspapers, give students examples of such outlets that are in your local area. As well as garage sales, auctions and second-hand stores, you might want to consider some of the following:

Factory, mill outlets (yard goods, rug yarn, clothing) Salvation Army, Crippled Civilians, other charity organization stores (furniture, children's clothing, baby care items-high chairs, bath tubs, etc.) Household items (e.g. flower pots, drying racks, odd dishes).

Produce markets-particularly for canning and freezing vegetables.

Plan a field trip to one of these places so students can get a feel for this kind of shopping: Have them compare goods and prices to what they find in conventional stores.

Show clippings of refinishing furniture. Discuss what skills are involved (refinishing, antiquing, painting, upholstery, slip covering, etc).

"AFFORD MEANS"....

HOME ECONOMICS

CURRICULUM FOCUS:

1. Budgeting
2. Wardrobe planning, sewing
3. Consumer awareness

SENIOR HIGH

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #41 Understand decision-making involves responsible action
- #43 Recognize restrictions in the decision-making process
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

If part of a course on sewing, include pictures of "affordable" clothes; catalogues for furniture if used in conjunction with a unit on decorating.

INSTRUCTIONAL PROCESS:

To stimulate awareness of consumer choices and spending habits, present the question, "What does 'afford' or being able to afford something really mean?" Consider the various aspects of the concept of being able (or not able) to afford something. You may give several examples to the class and they should be able to supply examples as well.

How does cost enter into the concept of "afford?" How does versatility relate to cost? Amount of use? Durability or sleaziness? Appropriateness? Personal taste and values? Personal lifestyle? How many examples can you give (in clothing purchases, for instance) where one quality item can easily take the place of two or more cheaper items and therefore cost less in the long run? How do you compare quality and quantity? When is less more? How many items (from a wardrobe, a room) could you completely eliminate and not miss? What about things that look good after long use or wear and things that only look good when they're brand new? What can you say about fads as compared to so-called classic designs? How do extra decorations and "in" colors "date" items before their time? Which expensive styles (in clothing, furniture) can be successfully translated into a lower price range and which cannot?

Supplemental Resources: The Consumer's World. A system of interesting, colorful materials that provide a well-structured course of study by means of audio-tapes, workbook presentations, and dramatic vignettes. Cost: not applicable Innovative Sciences, Inc.

## PATCHWORK PILLOW

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Patchwork as a folk art form is a continuing part of our heritage.
2. Application of patchwork to contemporary decorations and dress.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Approximately 5 class periods

#### ESSENTIAL RESOURCES:

101 Patchwork Patterns Ruby McKim, Dover, NY-\$2.50  
colored photos of patchwork, small amounts of harmonizing tiny prints and solids, cardboard, rulers, tracing paper, pillow stuffing materials (foam or polyester)

#### INSTRUCTIONAL PROCESS:

In one or two class periods show students pictures and/or actual samples of patchwork and give them a brief history of the origin of the craft-how patterns came to be named, types of fabrics used, as well as instruction in co-ordinating colors and solids to make patterns. Have each student trace a pattern and make cardboard templates and proceed to make a patchwork block. Final block can be bordered with fabric strips and used to make a patchwork pillow.

## WARDROBE PLANNING

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Sewing; wardrobe planning
2. Money-management, shopping skills

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #7 Develop an understanding of the concept "life-style"
- #23 Acquire vocabulary for describing the world of work
- #54 Understand relationship between occupational roles/ personal economics/life styles
- #59 Acquire basic money-management

ESTIMATED CLASS TIME: Nine weeks

#### ESSENTIAL RESOURCES:

Pattern books, articles on wardrobe planning, coordination, updating previous purchases, etc. Teacher may want to make up samples of how assignment could be carried out.

#### INSTRUCTIONAL PROCESS:

Using resource material, introduce students to concepts involved in wardrobe planning. Ask students to put together a basic wardrobe for school and their own outside leisure activities (emphasizing dual-purpose clothing, ways of pairing up separates for multiple looks) using pictures, swatches of fabric and simple sketches of clothing they already have which they can use as a base for planning for new items.

Discuss matching patterns to appropriate fabric, analyzing fabric weight, color, size of print, ease of care, etc. Point out where special skills are needed (lining, button holes, etc.) and how to choose patterns which are within the individual's capability.

In their wardrobe plan, have students indicate which items would be purchased and which they could make themselves.

Have students each make one or more items, depending on time allowance, complexity of pattern and individual's sewing skills.

Discuss possible careers related to this exercise (e.g. fashion buyer and co-ordinator in large department store or chain, fashion editors and assistants in magazines, designers for theater, TV, etc., designers for clothing manufactures, pattern designers, etc.)

Supplemental Resources: Careers in Consumer Affairs. Includes four color filmstrips with cassettes or records and teacher guide. Exposes students to a wide variety of careers in consumer relations from bank loan officer to professional shopper. Cost: \$68.00 (estimate) Butterwick Publishing

## CHILDREN'S CLOTHING

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Product knowledge; consumer skills.
2. Sewing skills.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #29 Recognize materials/  
processes/tools of occupational  
clusters
- #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One or two class periods

#### ESSENTIAL RESOURCES:

Pictures of good design in children's clothes, pattern books

#### INSTRUCTIONAL PROCESS:

Discuss with class what to look for in selecting children's clothing. Display pictures of good design in children's wear, along with examples of patterns being offered for home sewing. Some of the points you may want to cover are:

1. Warmth/weight of fabric, fire retardant fabrics.
2. Durability of fabric and actual garment construction.
3. Ease of care pointing out such things as excessive laundering and dry cleaning costs increase the cost of the garment, that dark colors tend to show dirt less quickly than light colors.
4. Colors kids like, children's own preferences in clothing.
5. Room-to-grow: stretchy fabrics, good sleeve lengths and wide hems.
6. Unisex hand-me-downs: choosing pass-along clothing such as T-shirts, jerseys, jeans, and jackets.
7. Repairs: "patchwork" patches and contrasting borders for lengthening skirts and pants.
8. Choosing a pattern.

Point out that children's wear is a field for designers and pattern makers.

## ETHNIC DRESSING

HOME ECONOMICS

SENIOR HIGH

### CURRICULUM FOCUS:

1. Sewing
2. Wardrobe planning.

### CAREER EDUCATION FOCUS: (DELLA Statement)

- # 7 Develop an understanding of the concept "life-style"
- #25 Understand how occupations relate to functions of society
- #35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Two class periods

### ESSENTIAL RESOURCES:

Pictures of native costumes (National Geographic is a good source), Pictures from pattern books showing peasant, folk, oriental, etc. influence in design. Pictures from current fashion magazines showing ethnic trends in clothing design. Pictures of children's, menswear.

### INSTRUCTIONAL PROCESS:

Set up a display of pictures of distinctive native costumes (e.g. Eskimo, Laplandees, Slavic, Oriental, Mexican styles, etc). Point out how the native clothing is functional as well as distinctive and decorative, that it is designed to suit the climate and the life style of the people. Show class examples of patterns and photographs where current designers have used these styles, particularly for sports, casual and leisure wear, as well as for children's clothing. Discuss fabrics used, seasons when worn, as well as trim and decoration. Discuss how these ethnic styles, which are often timeless, are being adapted for their suitability to our increasingly casual life style and how they fit in with the "back to basic trend in our society."

Discuss careers which are related to translating ethnic dressing into our current styles, e.g. designer, fashion illustrator, pattern maker. Students may plan a small project related to this unit, for instance, assembling their own file, or co-ordinating 2 or 3 outfits of one particular style from pattern books, with fabric swatches and ideas for trim.

## INTERIOR DECORATION (Sample Room)

### HOME ECONOMICS:

#### CURRICULUM FOCUS:

1. Determining ways to juggle limited time and money to achieve a pleasant, well coordinated atmosphere for living.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

#60 Be able to use economic information in decision-making

#65 Understand that leisure time can provide some of the rewards of work

#66 Develop positive attitudes towards value of leisure time.

ESTIMATED CLASS TIME: Three weeks

#### ESSENTIAL RESOURCES:

Catalogues, decorating magazines

#### INSTRUCTIONAL PROCESS:

Assign a sample room for each student to decorate (probably a bedroom) giving measurements, window placement, doors, closets, etc. Set an amount that will include all decorating, from painting/wallpapering (including cost of brushes, etc.) to purchasing or slip covering furniture. Have each student present their plan with swatches of fabric, paint samples, pictures from catalogues, magazines, etc. Set a time limit for the total job (so many hours over a period of so many weeks over a period of so many months) and discuss the time it takes to do a particular item (e.g. refinish an old dresser as opposed to buying a new one, buying ready-make draperies vs. making one's own). Evaluate on the basis of overall appearance, comfort, ease of care, correct lighting for various activities, versatility, etc.

## FOUND OBJECTS FOR DECORATING

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Interior Decorating
2. Managing home finances

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #47 Develop a receptivity for new ideas/exploration of new ideas
- #66 Develop positive attitudes towards value of leisure time

ESTIMATED CLASS TIME: One week (one field trip)

#### ESSENTIAL RESOURCES:

- \* Articles and pictures showing unusual uses for found objects (Woman's Day, Family Circle, Decorating magazines). May want to bring own examples to class.

#### INSTRUCTIONAL PROCESS:

Introduce students to the idea of decorating with "found objects" (e.g. wooden ladder for plant stand, wagon wheel with glass top and legs makes a coffee table, bushel baskets hold children's toys and magazines, tin cans painted and labeled for cannisters) and the idea of decorating as a means of achieving a personal style at low cost. Show students pictures of ways old and cast-off items have been fixed up and converted to new uses.

Have students bring items to class or give reports on items too large to bring to class, demonstrating how they have turned unwanted items to new uses. If you have time determine the amount each project costs.

You may want to plan a field trip to a couple of second-hand stores, Goodwill Industries, Crippled Civilians, Salvation Army, etc.

Supplemental Resources: Let the Buyer Beware. Includes six film-strips with cassettes and guide. Designed to orient through consumer education. Cost: \$54.00 (estimate) EYE-Gate House



## CAFETERIA CRAFT FAIR

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Acquainting students with a variety of crafts which require numerous skills.
2. Planning, coordinating, working with others.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #15 Be aware of multiplicity of skills, knowledge in education
- #29 Recognize materials/processes/tools of occupational clusters
- #35 Be aware of the value of acquiring marketable skills
- #49 Develop effective decision-making strategies and skills

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ESTIMATED CLASS TIME: Variable

#### ESSENTIAL RESOURCES:

Tables, poster board, art supplies, sign up sheets

#### INSTRUCTIONAL PROCESS:

A cafeteria craft fair can be the culmination of many projects in art, home economics and industrial arts. Planning among teachers to coordinate this activity and to set a date, is necessary.

Announce to students that a craft fair will be held in the school cafeteria. They may wish to bring crafts they made at home, as well as at school, to sell or just to display. Students who wish to participate should sign up, indicating what they will bring and the quantity.

Ask students to volunteer to make posters announcing the fair, and for tables, to set up tables and to clean up.

The craft fair can be scheduled for an evening so parents can come, or during an afternoon school period. Students should sit at tables where their crafts are displayed so they can answer questions and sell their own wares.

After the craft fair, discuss with students how they felt about the craft fair, whether they felt it was worthwhile enough to make an annual event.

## COMMUNITY SERVICE PARTY

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Awareness of ways a community functions.
2. Learning how to participate in one's own community.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #11 Develop tolerance/flexibility in interpersonal relationships
- #41 Understand decision-making involves responsible action
- #66 Develop positive attitude toward value of leisure time

ESTIMATED CLASS TIME: One week (field trip)

#### ESSENTIAL RESOURCES:

Recipes, ingredients for Christmas cookies, etc. Materials for Christmas ornaments.

#### INSTRUCTIONAL PROCESS:

Guidance counselor can act as co-ordinator and liaison person between home ec. class(es) and the responsible community group or social service agency to arrange a Christmas party at an orphanage, rest home, etc. A guest speaker may be invited in to discuss with students the need for this type of community work and to acquaint them with the organizations in the area who take it upon themselves to see that it is done. The concept of community service as a way of devoting part of one's leisure time to helping others should be presented to the class. Arrangements should be made and a date set so students can go ahead preparing and freezing food and making ornaments. Teacher can discuss with students what sort of program could be set up for the party (e.g. singing carols; have office run off song sheets).

In class after party, have students discuss their feelings about the activity. Discuss careers which are related to community service, as well as voluntary work that is being done in the area.

## PRE-SCHOOL CHILD CAREERS

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Child care and child development

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #10 Develop a sensitivity toward and an acceptance of others
- #18 Recognize developmental processes occurring in and out of school
- #20 Develop basic attitudes needed for entry/success in a career

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ESTIMATED CLASS TIME: Part of a nine week unit on child development

#### ESSENTIAL RESOURCES:

Growing Children, J. Charles Jones, Bucknell University, Exploring Careers in Child Care; Activity Manual, Cincinnati Public Schools, McKnight Career Program.

#### INSTRUCTIONAL PROCESS:

Using the above manuals and resources, discuss careers related to caring for the very young child. Have students study the activity manual for qualifications needed in various professional child care areas and ways these careers might relate to their lives. Discuss with students the growing need for more emphasis on helping and educating the pre-school child.

Arrange field trips to local day care centers and nursery schools. Try to make arrangements with teachers to allow your students some time whereby they can present their own activities to the children and work directly with them. You may be able to arrange some after-school training experience at these centers for students who are seriously contemplating child care careers. You might also invite guest speakers to class (including the school nurse) to discuss their occupations and current trends in their areas.

## SELF-EMPLOYMENT CAREERS

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. A person's interests can lead directly to meaningful work.
2. Self-employment offers many rewards as well as having to deal with special problems.

ESTIMATED CLASS TIME: Two weeks

#### ESSENTIAL RESOURCES:

Career information packets, Career Education Service-CSIU.

#### INSTRUCTIONAL PROCESS:

Have each student interview someone who manages their own, small, home-economics-related business (landscaper, decorator, florist, greenhouse manager, fabric store owner, gift shop owner, etc.). Set up a questionnaire beforehand, and have students ask interviewees how they got started, how long it took, how they feel about managing this particular business, how it relates to the rest of their life (leisure time, ability to take vacations, illness, family living, long hours, etc.), as well as hypothetical situations-(What would happen if an employee made a mistake? What would happen if you wanted to expand?, etc.). Have students make their own comments on how they perceive the positive attributes as well as drawbacks in managing a small business and compile a brief report for future students' use.

Other supplementary materials could be any resources which provide information about these careers.

Supplemental Resources: Careers in Consumer Affairs. Includes four filmstrips with cassettes or records and teacher guide. Exposes students to a wide variety of careers in consumer relations from bank loan officer to professional shopper. Cost: \$ 68.00 (estimate) Butterwick Publishing

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #32 Realize one's success in work is affected by one's attitude
- #26 Determine characteristics/ qualifications of occupations

## PIN MONEY FOR HOMEMAKERS

### HOME ECONOMICS

#### CURRICULUM FOCUS:

1. Using skills learned in home economics.
2. Learning the value of managing one's time and resources.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELEA Statement)

- #65 Understand leisure time: can provide some of the rewards of work
- #66 Develop positive attitudes toward value of leisure time.

ESTIMATED CLASS TIME: Two or three class periods (field trip)

#### ESSENTIAL RESOURCES:

Articles on ways women have made money at home, (Family Circle, Woman's Day, McCall--etc, often carry such articles.) List of stores which take local crafts, fairs, and other local events

#### INSTRUCTIONAL PROCESS:

Introduce students to the idea of making extra money at home through employing traditional homemaking skills and crafts. Cooking skills could lead to giving cooking classes and demonstrations at home, catering at children and adult parties, marketing special recipes (e.g. jams, preserves.) Sewing and various handicraft arts also lead to innumerable ways to make money. Discuss best times to have merchandise for selling, such as Christmas, local craft fairs, etc. Present articles on women who have made money at home and discuss such items as cost of getting started, work space involved, time involved, how one decides on price, etc.

Arrange a field trip to a local handcraft store so students can talk to store manager about making and marketing items, as well as seeing what kinds of handcrafts are currently being sold.

**CURRICULUM FOCUS:**

1. Gluing and clamping of wood.
2. Trades that require a knowledge of glues and how to work with glues.

**CAREER EDUCATION FOCUS:**  
(DELLA Statement)

- #29 Recognize materials/processes/tools of occupational clusters.
- #60 Be able to use economic information in decision-making.

**ESTIMATED CLASS TIME:** One week

**ESSENTIAL RESOURCES:**

Different types of glues (e.g. polyvinyl-resin, resorcinol-resin, casein, animal, contact cement, epoxy cement); clamps

You may want to use visual aids concerning jobs that use glues and clamps.

**INSTRUCTIONAL PROCESS:**

Demonstrate how to use glues and clamps. Discuss when and where to use various kinds of glue. Identify trades that require the use of glues. Perhaps allow students to take a field trip to observe these trades first-hand. Ask students to use glue and clamps in project construction.

Involve students in the process of deciding when and where to use various kinds of glue. Consider durability, appearance, cost and ease of operation.

Plan a field trip to shops that will enable students to see finished products that have been constructed using glue.

**CURRICULUM FOCUS:**

1. Basic machine woodworking
2. Introduction to the Jointer

**CAREER EDUCATION FOCUS:  
(DELLA Statement)**

- #29 Recognize materials/ processes/tools of occupational clusters
- #67 Develop skills in leisure time activities

**ESTIMATED CLASS TIME:** Three, 45 minute periods

**ESSENTIAL RESOURCES:**

A Jointer, the Jam Handy Film Strip, "Jointer," Operation of Modern Woodworking Machines--by Hjorth and Holtrop

**INSTRUCTIONAL PROCESS:**

Discuss the careers that use Jointers. Show films describing the parts and operation of the Jointer. Explain safety devices and their uses. Adjust the outfeed and infeed tables. Demonstrate edge planing, face planing, and planing end grain. Discuss getting the most out of your Jointer. A field trip to local construction sites can be arranged to see Jointers in action.

**CURRICULUM FOCUS:**

1. Woodworking
2. Band saw

**CAREER EDUCATION FOCUS:**  
(DELLA Statement)

- #29 Recognize materials/processes/tools of occupational clusters
- #67 Develop skills in leisure time activities

**ESTIMATED CLASS TIME** Three 45 minute periods

**ESSENTIAL RESOURCES:**

Band saw; different size blades, a broken blade, six varieties of wood (hard, soft, thick, thin), a miter gauge, a rip fence  
"Operation of the Band Saw" (Jim Handy Film), Operation of Modern Woodworking Machines, by Hjorth and Holtrop

**INSTRUCTIONAL PROCESS:**

Show film describing the parts and operation of the Band saw. Show students how to change and coil blades, adjust table and guides. Discuss safety rules. Demonstrate cross cutting, ripping, circle cutting. Have students make cuts on thick, thin, hard, soft wood. Ask students to select a project to be cut out on the Band saw. If a furniture factory or woodworking shop is located in the area, a field trip to see Band saws in operation can be arranged.

Discuss occupations which require use of the Band saw. Do they seem to offer interesting work? Could a Band saw be used in a hobby? Which ones?



## CURRICULUM FOCUS:

1. Acquainting students with a variety of crafts which require numerous skills.
2. Planning, coordinating, working with others.

## CAREER EDUCATION FOCUS: (DELLA Statement)

- #15 Be aware of multiplicity of skills, knowledge in education
- #29 Recognize materials/processes/tools of occupational clusters
- #35 Be aware of the value of acquiring marketable skills
- #49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Variable

## ESSENTIAL RESOURCES:

Tables, poster board, art supplies, sign up sheets

## INSTRUCTIONAL PROCESS:

A cafeteria craft fair can be the culmination of many projects in art, home economics and industrial arts. Planning among teachers to coordinate this activity and to set a date, is necessary.

Announce to students that a craft fair will be held in the school cafeteria. They may wish to bring crafts they made at home, as well as at school, to sell or just to display. Students who wish to participate should sign up, indicating what they will bring and the quantity.

Ask students to volunteer to make posters announcing the fair, and for tables, to set up tables and to clean up.

The craft fair can be scheduled for an evening so parents can come, or during an afternoon school period. Students should sit at tables where their crafts are displayed so they can answer questions and sell their own wares.

After the craft fair, discuss with students how they felt about the craft fair, whether they felt it was worthwhile enough to make an annual event.

**CURRICULUM FOCUS:**

1. Develop written and oral communication skills
2. Develop proper attitude toward career safety
3. Be able to recognize unsafe habits in self and others

**CAREER EDUCATION FOCUS:  
(DELLA Statement)**

- #03 Understand relationship: self-characteristics/performance
- #33 Develop personal habits which are socially valued
- #41 Understand decision-making involves responsible action

**ESTIMATED CLASS TIME:** One hour

**ESSENTIAL RESOURCES:**

Safety films lectures, demonstrations, posters and handouts.  
Shop safety equipment. Prepared handout. Pencils

**INSTRUCTIONAL PROCESS:**

1. Have each student list as many words or phrases that start with "A" as they can that is important to an effective safety program.
2. After 10--15 minutes time, ask the students to share their lists with the class. Suggest that students add to their own lists any new word that another student shares.
3. Use any of your own items not already given by the students and add constructive comments.

Alive  
Alert  
Awake  
Awareness  
Application

Action  
Availability  
Always  
Anyone  
Alone

Anytime  
Ability

4. Identify eleven occupations where safety is of great concern.

### CURRICULUM FOCUS:

1. Develop a degree of responsibility when working on electrical circuits.
2. Develop proper attitudes toward safety of personnel.
3. Develop decision-making traits based on learned skills.

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: 15 minutes

### ESSENTIAL RESOURCES:

Caution tag (DO NOT ENERGIZE - MEN WORKING ON CIRCUIT). Transparencies

### INSTRUCTIONAL PROCESS:

1. Discuss the purpose of the caution tag.
2. Discuss when to use the caution tag.
3. Discuss the ramification of improper use of or unauthorized use of the caution tag.
4. Never remove a tag that was posted by another person.

What careers or occupations use safety-related devices such as caution tags? Whom does this benefit?

**CURRICULUM FOCUS:**

1. The work of and requirements for becoming an architect
2. Others who work with architects.

**CAREER EDUCATION FOCUS:**  
(DELLA Statement) ↘

- #24 Understand variety and complexity of occupations and careers
- #25 Understand how occupations relate to functions of society
- #26 Determine characteristics/qualifications of occupations

**ESTIMATED CLASS TIME:** One to two class periods (45 min. each)

**ESSENTIAL RESOURCES:**

School visit by an architect (most can supply an excellent slide presentation).

**INSTRUCTIONAL PROCESS:**

Arrange to have an architect visit your class to discuss his training and work (see Interview Sheet, Appendix). Also ask him about the people with whom he works (i.e. draftsmen, surveyors, detailers, interior designers). Have him discuss current building trends in the local area, for both commercial and residential, as well as future trends in the building trade.

**CURRICULUM FOCUS:**

1. Recognition of home styles and relative costs.

**CAREER EDUCATION FOCUS:**  
(DELLA Statement)

- #29 Recognize materials/processes/tools of occupational clusters
- #31 Develop positive attitudes toward employment

**ESTIMATED CLASS TIME:** Three periods

**ESSENTIAL RESOURCES:**

Instamatic cameras, slide projector, magazines, books with various styles of homes and plans, opaque projector

**INSTRUCTIONAL PROCESS:**

Discuss various types of home styles and appropriate settings (i.e. suburban, urban, small town, rural). Give students instruction in using cameras.

Assign students to take pictures (slides) of various home styles and gather information on price ranges of various styles.

Have students make a slide presentation of their information to the class.

Review roles of workers who are associated with planning and constructing homes. Where would one go to gain training and experience for these occupations and careers?

**CURRICULUM FOCUS:**

1. Writing skills.
2. Development of oral and written communication skills.

**ESTIMATED CLASS TIME:** 45 minutes

**ESSENTIAL RESOURCES:**

Paper, pencils

**INSTRUCTIONAL PROCESS:**

Have each student write a short essay on "What Is A Job." The topic should be approached on your conception or idea of what is a job. The essay can be approached from a career or non-career viewpoint. Have those students that care to share their ideas read them to the class. Discuss the topic in an open manner encouraging participation. Ask thought stimulating questions.

1. Is a job a profession?
2. Does a person's job directly reflect his personality?
3. Does a person's job directly reflect his ability?
4. Can attitude and job success have any relationship?

**CAREER EDUCATION FOCUS:**  
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

1. The proper use of various types of nails.
2. Description of the various jobs in building.

(DELLA Statement)

- #29 Recognize materials/processes/tools of occupational clusters.
- #60 Be able to use economic information in decision-making.

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Brads, finishing nails, common nails, box nails, casing nails, roofing nails, corrugated fasteners, SRA Kit - Job Experience Kits, Films: Careers in the Building Trades by Coronet Instructional Films, film loops, a carpenter as a resource person.

INSTRUCTIONAL PROCESS:

Show filmstrips explaining the work of the roughing carpenter, the finishing carpenter, the sider and the roofer. Show students how to use nails and fasteners properly. Have students use nails and fasteners in their laboratory work.

Plan a field trip to a construction site.

Invite an experienced carpenter to come to the classroom and demonstrate special skills, e.g. when to use what nails, how to nail so it doesn't show, countersinking etc.

Conclude with an activity which involves the students in the decision-making processes of project construction. How does durability, appearance and cost affect the choice of nails used?

### CURRICULUM FOCUS:

1. Develop an awareness within the student that he should obtain certain important facts before he accepts a position in his career field.
2. Stress the importance of selecting the correct job, personal satisfaction and job satisfaction makes for career success.
3. Develop a career vocabulary consistent with the world of work.

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #01 Develop vocabulary of self-characteristics
- #13 Acquire vocabulary for educational planning
- #20 Develop basic attitudes needed for entry/success in a career
- #23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

### ESSENTIAL RESOURCES:

- Handout, "Things To Find Out About The Job." (Attached)
- Transparencies
- Overhead projector
- Projection screen
- Paper
- Pencil

### INSTRUCTIONAL PROCESS:

1. Introduce students to curriculum concepts above.
2. Have students list on a sheet of paper the things that they should find out about a job.
3. Encourage active participation in sharing of ideas orally.
4. Hand out the prepared form, "Things To Find Out About The Job."
5. Review the form using transparencies of the form.
6. Summarize.



13. Is this a union job?

14. What are the health and retirement benefits from the job?

15. Do I need any special equipment or clothes?

(Uniforms, safety glasses, helmets, steel-tipped shoes)

16. Do I use my own tools, or does the company provide the tools?

17. How soon would I start work?

18. How should I dress for work?

19. How long do I get for lunch?

20. Are there any work breaks during the day?

21. Is there available public transportation to the place of work?



## THINGS TO FIND OUT ABOUT THE JOB

In the interview you will be asked questions about your education and about your ability to do the job. There are some questions you may want to ask about the job. In the following list are some questions which will help you learn more about the job.

1. How much does the job pay?
  - a. What would be my gross income?
  - b. What would be my net income?
2. How does my salary advance?
3. Is there a chance for promotion in the job?
4. Will I need any special training?
5. What days will I work?
6. Do I have weekends off?
7. What are my hours?
  - a. Is there shift work?
8. Do I work any overtime?
9. What is the pay for overtime?
10. What holidays do I have off?
11. When and how long is my vacation?
12. Do I get a longer vacation after I have worked for a few years?



**CURRICULUM FOCUS:**

1. As a musicologist, collect and interpret sound from other cultures

**CAREER EDUCATION FOCUS:**  
(DELLA Statement)

- #25 Understand how occupations relate to functions of society

**ESTIMATED CLASS TIME:** Two class periods

**ESSENTIAL RESOURCES:**

Tape recorder, Instruments typical of a particular culture: Spanish (guitar, maracas, claves, castanets, tambourine) Primitive (stones, shells, gourdes, logs) Japanese (tone bells for pentatonic scale, gong, bamboo wind chimes) Reference book: Alan Lomax-Folk Song Style, and Culture.

**INSTRUCTIONAL PROCESS**

1. Ask students if they can think of a song taught to them by a member of their family which was not written down. How do they learn most of their songs - T.V.? Radio? Records? School? Discuss the impact of the transistor radio and records on different cultures.
2. Select a volunteer musicologist. His job will be to make friends with a group from another culture, convince them to let their music be tape recorded, and find out the occasion for the music-making. Assume that the musicologist speaks a few words of the language. While the musicologist steps outside the room, five--six students choose sounds from a culture and determine the occasion (wedding, funeral, planting, or harvest, for example).
3. When the musicologist enters, the others improvise with the instruments, possibly chanting or singing. The musicologist does his best to accomplish the tasks. Establish a time limit, but the overall attitude should be one of patience.
4. Discuss. What happened? Was some information gathered? What personal qualities would be needed for this kind of work? Education? What types of reward would this kind of job have? Choose another group and continue.

## MUSICAL TRANSLATION OF PICTURES

MUSIC/COMPOSITION

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Musical compositions

#14 Understand interrelationship  
between education and work  
#29 Recognize materials/  
processes/tools of occupational  
clusters  
#35 Be aware of the value of  
acquiring marketable skills

ESTIMATED CLASS TIME: Part of a unit on composition

ESSENTIAL RESOURCES:

Records of Saint-Saens "Carnival of the Animals", Moussorgsky's "Pictures at an Exhibition." You may also want to select pictures for the class, or let students choose their own. Theme music from television programs, films.

INSTRUCTIONAL PROCESS:

Play records for students, discussing ways the composer has used music to convey what is usually understood as visual materials. Have students select a picture, piece of sculpture, or some other visual art form and write a short musical treatment of the composition. Have the pieces and visual forms presented in class for discussion.

Discuss with students careers where music is used to heighten and define visual elements, e.g. film scoring, theme music for television programming. Briefly outline the steps involved and the education background, strengths and interests necessary for these careers.

## MUSIC

SENIOR HIGH

## CURRICULUM FOCUS

CAREER EDUCATION FOCUS  
(DELLA Statement)

1. Develop sensitivity and concentration in following a partner's movements

#10 Develop a sensitivity toward, and an acceptance of others

ESTIMATED CLASS TIME: One-two class periods

## ESSENTIAL RESOURCES:

Some open space in room, free from outside interference  
 Recording of Claude Debussy Moonlight Sonata (Beethoven), or other quietly flowing music  
 Projector and slides (optional)

## INSTRUCTIONAL PROCESS:

Students choose partners, deciding on one who will begin as leader. Not all the class has to work at the same time. Facing each other, the leader begins to move slowly, with the partner mirroring each gesture. Keep moving several minutes, then change leaders. If done precisely, it becomes very difficult to discern the leader. This is an objective of the students.

Try standing in front of large slide projections, or colored circles of light, for heightened dramatic feeling, and add slow, flowing music.

Supplemental Resources: The Dynamics of Mood Control. Six tapes, response book and learning exercises. Heightens awareness of inner forces, gives techniques and skills needed to put these forces under conscious control. Cost: \$126. Learning Dynamics, Inc.

## OBSTACLE COURSE

PHYSICAL EDUCATION

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Students will assess their present level of skill development in relation to different types of physical work demanded by a variety of occupations.

#37 Develop necessary educational/occupational competency

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

Available gym equipment (mats, jump rope, basketball, basket ropes, vaulting, horse, balance beam) ladder, chairs, cards

INSTRUCTIONAL PROCESS:

Design a career-related obstacle course with the help of your students. Set up skill testing stations using facilities and equipment in the school or that the students could bring from home. Develop agility tests that might relate to occupations. For example, horizontal ladder (painter), rope climb (telephone repairman), basket shoot (athlete coach), balance beam (construction worker), jumping rope (boxer), tumbling (dancer, parachute jumper), rope swing (stunt man). Students might prepare posters to be placed at each obstacle, describing the agility test at that station, what occupations are related to it, and how points are scored on that test. Design a score sheet for the obstacle course. Allow students to practice the individual skills and run the course numerous times to improve their skills. This activity could become a class-wide, grade-wide or school-wide competition event. It could be adapted from time to time to fit the needs and abilities of the students or to make it more challenging.

## DEVELOPING PHYSICAL ADEPTNESS

### PHYSICAL EDUCATION

#### CURRICULUM FOCUS:

1. Assessing individual progress and competence.

ESTIMATED CLASS TIME: Ongoing

#### ESSENTIAL RESOURCES:

Dictionary of Occupational Titles, Occupational Outlook Handbook

#### INSTRUCTIONAL PROCESS:

Develop with the class a list of the careers that need physical adeptness. As a starter here are some suggestions: policeman, fireman, surgeon.

Ask the students to assess their own physical competence. Do they possess some of the skills needed for the above listed occupations?

Ask the students to begin to chart their progress in sports. For example, their time to run one mile, number of sit-ups accomplished, etc. Establish goals in individual conferences with students. Emphasize individual progress rather than comparing students' abilities.

Supplemental Resources: What's The Link?, Color Film, Cost: N/A  
Encyclopedia Britannica Education Corporation

# SHUFFLEBOARD

## PHYSICAL EDUCATION

## SENIOR HIGH

### CURRICULUM FOCUS:

1. Learning the rules and skills for shuffleboard.

### CAREER EDUCATION FOCUS: (DELEA Statement)

- #63 Understand the difference between leisure time and idleness.

### ESTIMATED CLASS TIME:

### ESSENTIAL RESOURCES:

Filmstrip projector, filmstrips, wall charts, handout on rules of shuffleboard, written test, shuffleboard equipment and books.

### INSTRUCTIONAL PROCESS:

This activity is designed to teach students that shuffleboard is one activity that can be shared throughout life; it can be participated in by both the young population and the older population and is a good recreational activity that can be utilized throughout a person's life.

Set up three learning stations for students. Below are the directions for the students at each learning station:

#### Station #1 - Shuffleboard Rules

- A. Read handout on rules of shuffleboard.
- B. For rule interpretation refer to Active Games and Contests by Bernard S. Mason.
- C. Self-test-- quiz yourself on the rules.
- D. Final test to be given at the last station.

#### Station #2 - Shuffleboard: Origins and Development, Techniques and Fundamentals.

Complete A, B, or C. Then choose any of the other learning activities.

- A. Read Active Games and Contests by Bernard S. Mason.
- B. Read Physical Education Activities by Hollis F. Pait.
- C. Read P.E. Handbook by Seaton, Clayton, Leitch and Messersmith.
- D. Practice with a partner.
- E. Observe another student in action.
- F. Practice improving shuffleboard techniques.
- G. Self-evaluation.
- H. Teacher evaluation.

#### Station #3 - Playing a Game of Shuffleboard: A Practical and Written Test

- A. Play a game of regulation shuffleboard.
- B. Take a practical test set up by the instructor.
- C. Take a written test on the rules of shuffleboard.



BADMINTON

PHYSICAL EDUCATION

CURRICULUM FOCUS:

1. Students will assess their level of skill development and make a self-evaluation of progress, in relation to badminton.

SENIOR HIGH

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #67 Develop skills in leisure time activities
- #66 Develop positive attitudes towards value of leisure time.

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Badminton racquets, shuttlecocks, nets, film strip projector, filmstrips on badminton, charts on badminton, rules and points to remember, check sheet, poster on serve, forehand stroke, backhand stroke, overhead smash, and various books on badminton.

INSTRUCTIONAL PROCESS:

This activity is designed to accommodate various levels of student ability. The student works in skills at his/her own pace until the skill is mastered. Once the skill is accomplished, the student moves to another teaching station.

The instructor begins by setting up five different teaching stations in the gymnasium. Each teaching station is designed to teach a different skill of the activity being learned. The teacher supervises the activity and answers questions the students may have of the station. The stations are based on a self-teaching and self-learning concept. Below are the directions to the student which would be at each learning station:

- Station #1 - Serving
- A. Read the wall chart on serving the shuttlecock.
  - B. Read from various badminton books on the serve.
  - C. Practice the serve with a partner.
  - D. Visit classmates in learning the serve.
  - E. Self-test and peer assessment.
  - F. Move to the next station.

- Station #2 - Forehand Stroking
- Complete A, then choose any of the other learning activities that will enable you to master the skill.
- A. Read the chart on Forehand Stroking and points to remember.
  - B. View the filmstrip on forehand stroking.
  - C. Practice the forehand stroke with a partner.
  - D. Read materials on forehand stroking.
  - E. Peer assessment.
  - F. Move to the next station.

Station #3 - Backhand Stroking

Complete A, then choose any of the other learning activities.

- A. Read the wall chart on backhand stroking and points to remember.
- B. View filmstrip demonstrating correct backhand stroking.
- C. Practice with a partner.
- D. Read available textbooks.
- E. Self-appraisal-the student decides whether he/she has obtained the learning objective.
- F. Peer assessment.
- G. Move to the next station or assist a classmate who is having difficulty learning the task.

Station #4 - Overhead Strokes

- A. Read the wall chart on overhead stroking and points to remember.
- B. Read available materials on overhead strokes.
- C. Practice with a partner.
- D. Self-evaluation.
- E. Peer evaluation.
- F. Move to the next station or volunteer to assist a fellow classmate.

The student must complete stations 1-4 before proceeding to station #5.

Checklist for stations 1-4:

mastered

fairly well established

poor

1. Service
2. Forehand stroke
3. Backhand stroke
4. Overhead smash

Station #5 - Badminton Rules

Complete A and B before playing a mini tournament.

- A. View filmstrips on badminton.
- B. Read wall chart on the rules of badminton.
- C. Play either a singles or doubles game of badminton.

References which students could use are:

- Beginning Badminton by Friedrich and Redledge, pp. 25-34.  
Badminton by Margaret Vane, pp. 11-14.  
Winning Badminton by Davidson and Gustavson, pp. 13-29.  
Badminton by Margaret Vane, pp. 17-18.  
Sports Illustrated Book of Badminton, pp. 42-51.

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# INVESTIGATING CAREER POSSIBILITIES--WHERE DO YOU START?

## GUIDANCE

### CURRICULUM FOCUS:

1. Library research
2. Writing letters requesting information
3. Self understanding

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELA Statement)

- #03 Understand relationship: self-characteristics/performance
- #05 Recognize relationship: self-characteristics/decision-making
- #15 Be aware of multiplicity of skills, knowledge in education
- #16 Understand need for continuing education in a changing world
- #17 Recognize role of education in career and life goals
- #43 Recognize restrictions in the decision-making process
- #49 Develop effective decision-making strategies and skills
- #57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Two-three class periods

### ESSENTIAL RESOURCES:

Local newspapers; The Occupational Outlook Handbook by U.S. Dept. of Labor

### INSTRUCTIONAL PROCESS:

Statistics show that as much as 80% of American workers are unhappy in their jobs. The possibility of changing careers several times is large for many workers. How can one try to choose a career that they will be happy in? Present the following to the class: The first step is to examine what you know about yourself. For example, make three lists. On the first list write down all the hobbies you've ever had and those that remain. On the same list, put down all the extra-curricular activities at school you liked and were good at. On the second list, write all the pleasant features of the jobs you've held or work experiences you've had. Finally, list your best subjects at school, the ones you preferred and the ones in which you earned the highest grades.

Read the lists carefully. Do your interests lean towards one area? Ask yourself "What really bugs me about the world we live in?" Perhaps your interest is strong enough for you to want to find a way to change the situation through a career.

After you've thought about jobs, check The Occupational Outlook Handbook published by the U.S. Department of Labor's Bureau of Labor (the library should have a copy). It contains descriptions of hundreds of occupations, with qualifications clearly discussed and a frank estimate of job prospects. It also lists organizations that you can write to for more information. Also talk to people now working in those fields. Check the want ads in the newspaper to see if listings are skimpy or plentiful.

These activities should give you some useful input as to what careers have the most possibilities for you.

## EDUCATIONAL/CAREER PLANNING

### GUIDANCE

#### CURRICULUM FOCUS:

1. Educational planning is necessary for all students
2. Educational planning involves efforts by students and teachers working separately and together

ESTIMATED CLASS TIME: Variable

#### ESSENTIAL RESOURCES:

You may want to use the following:

- "Choosing a College" - Guidance Associates
- "College Selection Films" - New York Times
- "College Series" - American Personnel and Guidance Associates
- "An overview of Technical Education" - Guidance Associates

#### INSTRUCTIONAL PROCESS:

Conduct ongoing individual and group counseling sessions dealing with educational planning. Introduce the students to the information resources available to them in the school, and public library (reference books, guides, catalogs). Show films about educational planning and educational alternatives. Discuss. Invite speakers from a variety of educational alternatives: business schools, colleges, trade schools, apprenticeship programs, armed services, etc. Encourage the students to ask questions and talk with these speakers.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #13. Acquire vocabulary for educational planning
- #15 Be aware of multiplicity of skills, knowledge in education

## THINGS TO FIND OUT ABOUT THE JOB

### GUIDANCE/VOCATIONAL EDUCATION

#### CURRICULUM FOCUS:

1. Develop an awareness within the student that he should obtain certain important facts before he accepts a position in his career field.
2. Stress the importance of selecting the correct job, personal satisfaction and job satisfaction makes for career success.
3. Develop a career vocabulary consistent with the world of work.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #01 Develop vocabulary of self-characteristics
- #13 Acquire vocabulary for educational planning
- #20 Develop basic attitudes needed for entry/success in a career
- #23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

Handout, "Things To Find Out About The Job." (attached)  
Transparencies, overhead projector, projection screen, paper, pencil

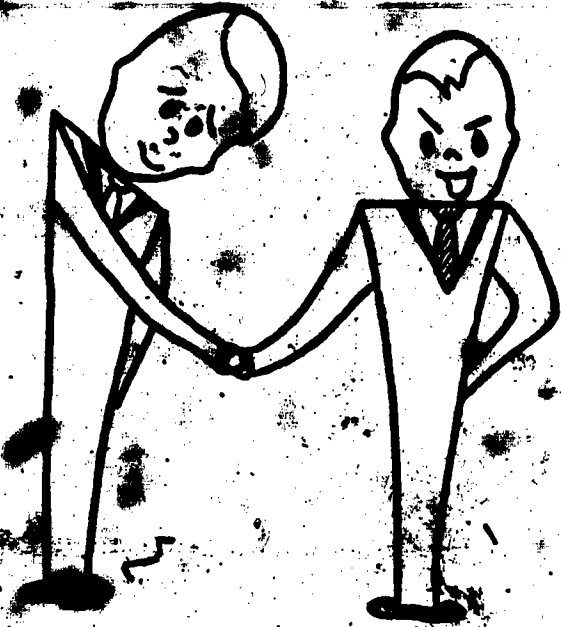
#### INSTRUCTIONAL PROCESS:

1. Introduce student to curriculum concepts above.
2. Have students list on a sheet of paper the things that they should find out about a job.
3. Encourage active participation in sharing of ideas orally.
4. Hand out the prepared form, "Things To Find Out About The Job."
5. Review the form using transparencies of the form.
6. Summarize

## THINGS TO FIND OUT ABOUT THE JOB

In the interview you will be asked questions about your education and about your ability to do the job. There are some questions you may want to ask about the job. In the following list are some questions which will help you learn more about the job.

1. How much does the job pay?
  - a. What would be my gross income?
  - b. What would be my net income?
2. How does my salary advance?
3. Is there a chance for promotion in the job?
4. Will I need any special training?
5. What days will I work?
6. Do I have weekends off?
7. What are my hours?
  - a. Is there shift work?
8. Do I work overtime?
9. What is the pay for overtime?
10. What holidays do I have off?
11. When and how long is my vacation?
12. Do I get a longer vacation after I have worked for...



13. Is this a union job?
14. What are the health and retirement benefits from the job?
15. Do I need any special equipment or clothes?  
(Uniforms, safety glasses, helmets, steel-tipped shoes)
16. Do I use my own tools, or does the company provide the tools?
17. How soon would I start work?
18. How should I dress for work?
19. How long do I get for lunch?
20. Are there any work breaks during the day?
21. Is there available public transportation to the place of work?





## WHAT IS AVAILABLE FOR CAREER PLANNING

### GUIDANCE

#### CURRICULUM FOCUS:

1. Exploration of the world of work
2. Exploration of self in relation to the world of work
3. Hands-on work sampling evaluation

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DEIA Statement)

- #02 Develop knowledge of unique personal characteristics
- #24 Understand variety and complexity of occupations and careers
- #26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Variable

#### ESSENTIAL RESOURCES:

Career Information Materials and Career Sampling Materials  
(suggestions listed below)

#### INSTRUCTIONAL PROCEDURE

Introduce appropriate literature which will enable students to explore on their own the necessary information for career planning. For example, the Occupational Outlook Handbook or Career Information Briefs (available through Career Education Services, CSIU #16, Lewisburg, PA). Introduce various career exploration kits and devices to broaden the students' scope of the world of work. For example, Career Exploration Kits (Science Research Associates), Career Desk--Top Kits (Careers, Largo, Florida) and Occupational View Deck (Chronicle Guidance). Provide a hands-on, job sampling/evaluation using the Super-Graflex installation or the Jewish Employment and Vocational Service Work Samples. Provide for group and individual discussion and evaluation of results and attitudes about these tasks.

## STATE EMPLOYMENT SERVICES

### GUIDANCE

#### CURRICULUM FOCUS:

1. Using community resources in finding jobs

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #35 Be aware of the value of acquiring marketable skills
- #41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

Speaker from state or private employment offices

#### INSTRUCTIONAL PROCESS:

Arrange for a resource person from your local state or private employment office to speak to classroom-size groups of all seniors concerning the following:

1. Services of the represented employment office
2. Procedures to follow in making use of the services
3. Services which the employment office does not provide
4. Pointers on filling out all types of job applications, going for job interviews, etc.

# WHAT IS THE BUREAU OF EMPLOYMENT SECURITY?

## GUIDANCE

### CURRICULUM FOCUS:

1. Make students aware of all of the services offered by the Bureau of Employment Security

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #42 Know external factors affect decision-making and vice-versa
- #67 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

### ESSENTIAL RESOURCES:

Director of your local Bureau of Employment Security Office

### INSTRUCTIONAL PROCESS:

Arrange for the director or another employee of the local Bureau of Employment Security Office to address the classroom or smaller groups of students on all of the services available to them. Make sure all students get to hear the presentation and get a chance to ask questions. Ask the speaker to focus on exactly how students and new high school graduates can make use of the services.

## PROVIDING EMPLOYMENT INFORMATION

### GUIDANCE

### CURRICULUM FOCUS:

1. Provide employment information to students.

### SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #14 Understand interrelationship between education and work
- #17 Recognize role of education in career and life goals
- #24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: One class period

### ESSENTIAL RESOURCES:

Looking Ahead to a Career-A Slide Series  
(U.S. Department of Labor, 1975)

### INSTRUCTIONAL PROCESS:

The slides present pertinent information on the make-up of the labor force and predictions of employment by 1985 in graph form. The counselor should adopt information appropriate for their interest and ability levels. The script could be recorded on an audio tape.

The counselor could use these materials with small groups or classroom-size groups and inform teachers that they are available for integrative use. Interest levels can be kept higher if the counselor asks the students about their career interests and then spends more time looking at the predictions for those careers.

# ASK AND YOU SHALL RECEIVE - A JOB

## GUIDANCE

### CURRICULUM FOCUS:

1. Writing skills
2. Develop oral and written communication skills
3. Develop interpersonal relationships
4. Develop self-reliance and interdependency

## SENIOR HIGH

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #12 Develop the necessary socialization skills
- #22 Acquire skills, good work habits in preparing for a career
- #27 Understand process of developing a "career."
- #31 Develop positive attitudes toward employment
- #54 Understand the relationship between occupational roles/ personal economics/life styles

ESTIMATED CLASS TIME: Four class periods

### ESSENTIAL RESOURCES:

Pencil, paper, handout - Where To Look For A Job (attached)

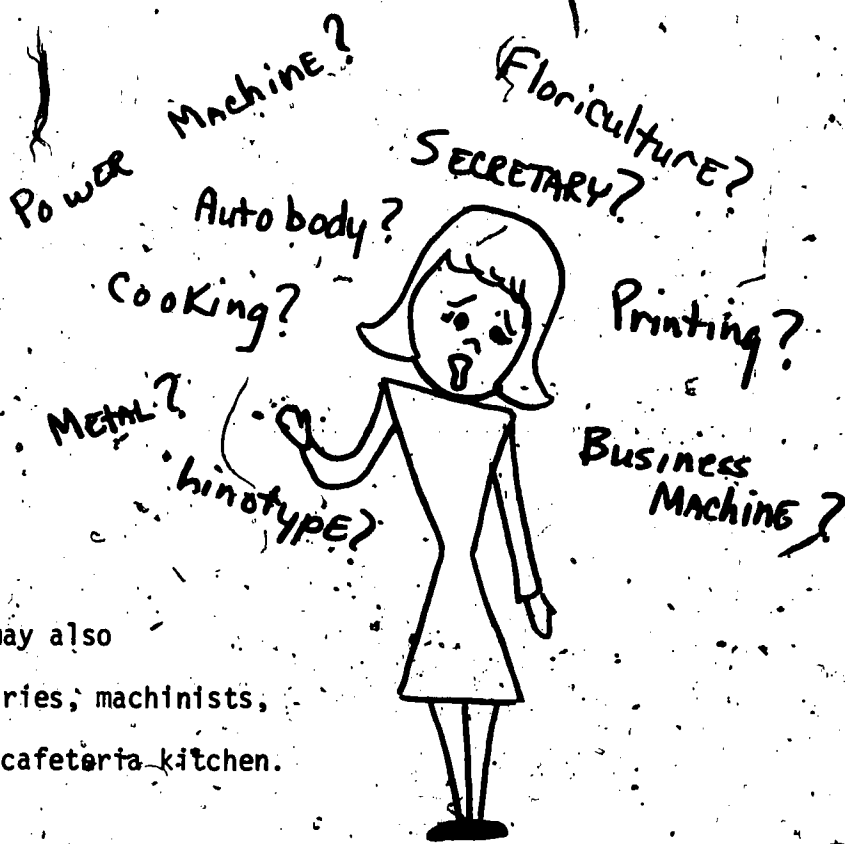
### INSTRUCTIONAL PROCESS:

1. Present the Biblical statement, "Ask and you shall receive."
2. Have student make a list of where to look or a place to go to find a job.
3. Discuss their lists with the class in general.
4. Handout: "Where To Look For A Job."
5. Review the handout with the class.
6. Point out the following to the class:
  - a. You must ask for the job.
  - b. Asking does not compromise your pride.
  - c. Asking does not reduce your potential.
  - d. Employers ask for employees.
  - e. You must ask to receive a job.

### WHERE TO LOOK FOR A JOB

When you are looking for a job, look for a job that you learned in your vocational education. If you are a printer you would not want to work in a greenhouse. If you are in floriculture you would not want to work in autobody. If you are in power machines you would not want to work in a business office. Pick a job doing something you understand and enjoy.

Remember, some places may have different jobs available. A large factory that makes paper boxes may need printers, secretaries, electricians, carpenters and heating men. A large newspaper would need linotype operators, but they may also need electricians, secretaries, machinists, and people to work in the cafeteria kitchen.



Here are some places where you can find out about jobs.

1. Look in the classified section of the newspaper.

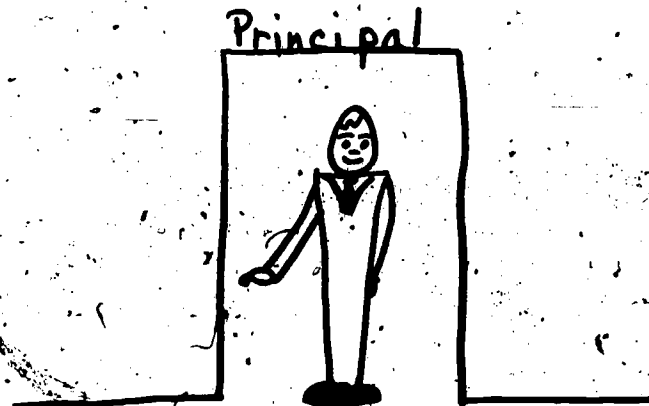
Help - Male and Female 34

REAL ESTATE SALES Full time & part time openings for aggressive sales persons. Unlimited earnings. Experience not necessary, will train. Call Mr. Leamart, EX3-4252
SCHOOL BUS DRIVER ETC.

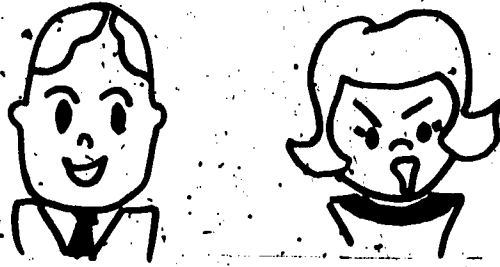
2. Ask the Vocational Rehabilitation counselor about jobs available in your area.



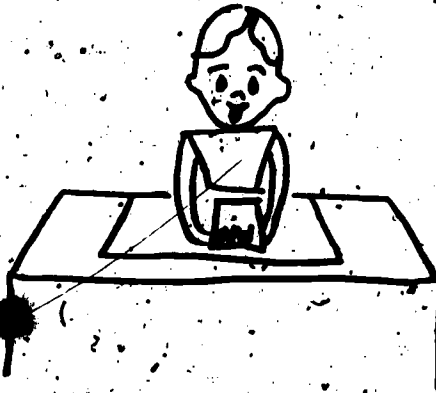
3. Ask in the Boys or Girls Vocational principal's office about job opportunities.



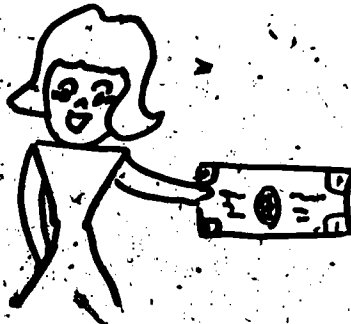
4. A friend or relative may tell you about a job.



5. Read about job opportunities in trade magazines.

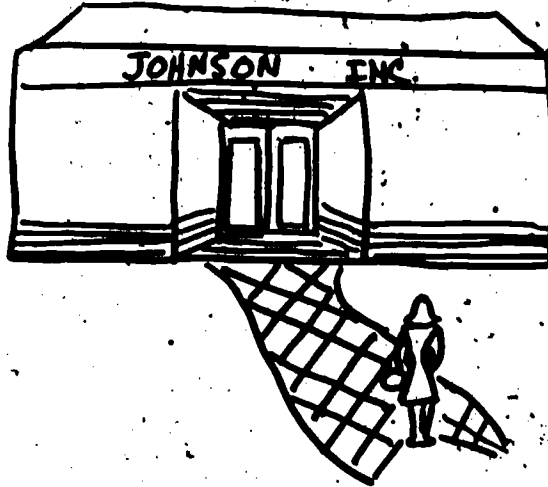


6. An employment agency can help you find a job. (Remember, you have to pay the employment agency if they find you a job.)

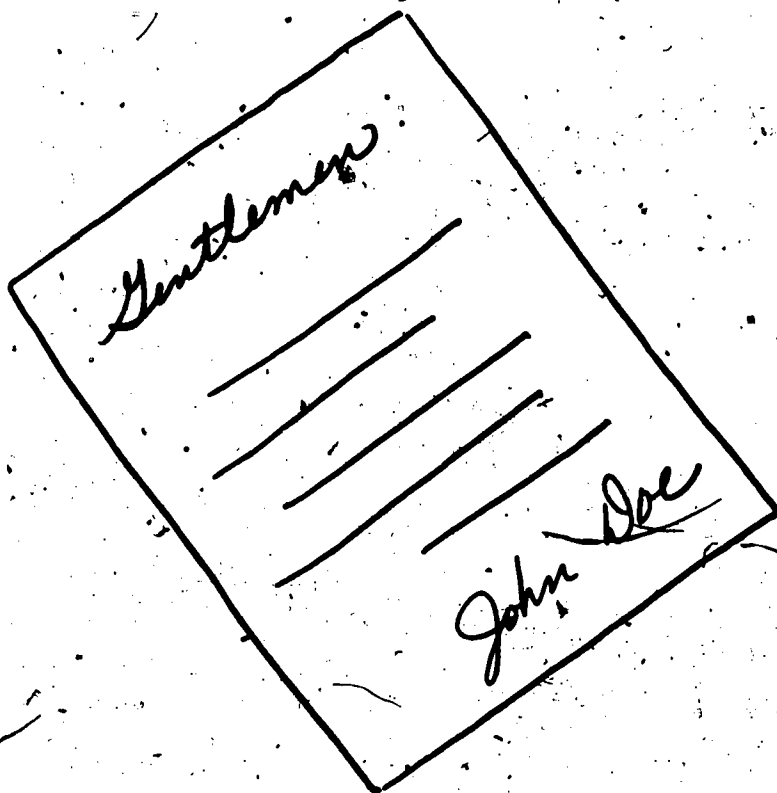




7. Visit places where you would like to work and ask if there are any jobs available.



8. Write to places where you are interested in working and ask about job opportunities:



## SUCCESSFUL CAREER EDUCATION FIELD TRIPS

### GUIDANCE

#### CURRICULUM FOCUS:

1. Planning field trips
2. Serving as a liaison between school and community.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #21 Recognize relationship: school environment/larger society
- #24 Understand variety and complexity of occupations and careers
- #26 Determine characteristics/qualifications of occupations
- #31 Develop positive attitudes toward employment

#### ESTIMATED CLASS TIME:

#### ESSENTIAL RESOURCES:

List of community resources

#### INSTRUCTIONAL PROCESS:

Offer your services to teachers as a Helper in planning and carrying out Career Education Field-Trips.

1. Planning: Get involved early in the planning. Help teachers focus their purposes and expectations. Suggest that students help plan the trip.
2. Preparation: Make sure students have a clear concept of purpose of a field trip. Help them prepare for what they will see, questions they should ask, appropriate behaviors, what they should be prepared to do in the way of follow-up to the trip.

The counselor could offer to be the liaison person between the school and the community by suggesting places to visit to the teachers, and making very clear to businesses and industries the focus of the trip. Make sure all proper and clear communication is taken care of. Visit places in advance.

3. Offer to help chaperone the trip. Help keep the trip's purpose focused as it progresses.
4. Offer suggestions to the teacher on debriefing the students. Help with the follow-up activities.

The counselor may wish to put field trip suggestions in writing as well as the services he/she can render.

## CAREER EXPLORATION EXPERIENCE

### GUIDANCE

SENIOR HIGH

### CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. An individual field trip to observe an occupation.

#14 Understand interrelationship between education and work  
#26 Determine characteristics/ qualifications of occupations  
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Variable

### ESSENTIAL RESOURCES:

Businesses, school administrators, and students willing to work together; needed application and permission forms.

### INSTRUCTIONAL PROCESS:

The basic idea is to provide students with an opportunity to learn about an occupation by observing it for a day. Administrative details for such an undertaking are many and would need to be handled according to the accepted practices of your school. Details such as application forms and procedures, parental permission forms, permission from school officials, insurance coverage, providing counselor time for coordination and business contact, etc. need attention.

Two different procedures could be used—students make the visits individually providing their own transportation, or they take a group by bus, being dropped off at various businesses according to their choice.

Requiring students to do some research on the occupation to be observed before the actual observations and having students evaluate their experiences and give feedback to other students orally or in writing could help the students learn more and take the experience more seriously.

The attached forms may be helpful for suggestions and further explanations.

## CAREER EXPLORATION EXPERIENCE

### Information Form

#### DESCRIPTION

The basic idea of Career Exploration Experience is to provide students with the opportunity to spend a day or two with workers in occupational fields they are seriously considering. The students will be able to observe first hand the desirable as well as undesirable aspects of the occupation. They will be able to ask questions of someone who is experienced in the occupation. They will, resultantly, be better prepared to make the important vocational decisions demanded of them.

#### PROGRAM GUIDELINES

The following guidelines will be used to implement the Career Exploration Experience program during its first year.

1. The Career Exploration Experience for any one student will not last more than one day (except in the case of very involved work expectations), and may not be repeated more than once in any school year.
2. The student will receive no pay during the experience. He is not expected to take part in any work activities. The experience is designed to be primarily observational in nature.
3. A student will not be placed at a business where he is or has been employed.
4. A student will not be placed with a parent unless it is impossible for the student to observe the parental occupation during off-school hours.
5. Eligible students will apply for participation through the following steps:
  - a. Talk with the school counselor about the suitability of this kind of experience for the student.
  - b. Complete an Application Form.
  - c. Complete an Occupation Fact Form for the occupation to be observed.
  - d. Talk with the vocational counselor about possible observation stations.
  - e. Have parents sign the Parent Involvement Form and return the form to the school counselor.
6. A Career Exploration Evaluation Form will be completed and returned to the school counselor on the day following participation in CEE.
7. Parents will need to sign the Parent Involvement Form, thus giving their permission for their son or daughter to participate, certifying that they have adequate accident insurance coverage, and waiving rights to hold the school, district and involved businesses liable.

8. Parents and students shall be responsible to provide transportation to the observation stations.

9. The vocational counselor shall be responsible to work with businesses in the area to find suitable observation stations for the applicants, and to visit the students while they are at observation stations.

### STUDENT GUIDELINES

Students are on the receiving end of the Career Exploration Experience. To get the most out of the experience and make sure the program is continued, students should follow these guidelines:

1. Remember you are the guests of the business or industry you visit. Do not be demanding or disrespectful. Be a good guest.
2. Appear on time at the agreed upon place and stay for the full time agreed upon. Call the cooperating business and the school office if you are ill on the planned day.
3. Be prepared to gain the most you can from the experience. Get enough sleep the night before. Be sure of the details of your assignment. Be prepared to ask plenty of questions.
4. Respect any safety requirement your host may place on you.
5. Be friendly. Get acquainted with all personnel you may be observing or working near. Get their impressions of their work.
6. Carry or be prepared to buy your lunch.
7. Dress appropriately for the occupation you plan to observe.
8. Gather information while on the job to complete the Career Exploration Evaluation Form. Complete the form by the day following your visit and return it to the school office.
9. This will not be a day away from education--just a day away from the school building.

CAREER EXPLORATION EXPERIENCE

Application

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

Home Address \_\_\_\_\_

School Curriculum \_\_\_\_\_ Homeroom \_\_\_\_\_ Age \_\_\_\_\_

What are your career goals? \_\_\_\_\_

How much education are you willing to get in order to enter an occupation?

\_\_\_\_\_ nothing beyond high school

\_\_\_\_\_ on the job training

\_\_\_\_\_ one or two years at a technical school

\_\_\_\_\_ four or more years of college

What work experiences have you had, even if not paid? Circle the job you now have, if any.

<u>Employer</u>	<u>Kind of Work</u>	<u>Pay/hr.</u>	<u>Dates</u>
-----------------	---------------------	----------------	--------------

What occupations would you like to explore through first hand observation? List them in order of preference.

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

What specific businesses or industries do you wish to visit in order to explore the occupation(s) listed above?

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

From what sources (books, persons, etc.) have you already learned about the occupation(s) you are interested in exploring?

\_\_\_\_\_  
\_\_\_\_\_

CAREER EXPLORATION EXPERIENCE  
Occupational Fact Form

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

Occupation Title \_\_\_\_\_

List all the work activities you may be expected to perform in this occupation  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A worker in this occupation deals primarily with:  
\_\_\_\_\_ Facts and Figures \_\_\_\_\_ People \_\_\_\_\_ Things

How much general learning ability is required for workers in this occupation?  
\_\_\_\_\_ High \_\_\_\_\_ Average \_\_\_\_\_ Low

How much education is required for entry into this occupation?  
\_\_\_\_\_ elementary school  
\_\_\_\_\_ high school  
\_\_\_\_\_ one or two years at a technical school  
\_\_\_\_\_ four or more years of college

What working conditions usually accompany this occupation?  
\_\_\_\_\_  
\_\_\_\_\_

What physical demands are made on workers in this occupation?  
\_\_\_\_\_  
\_\_\_\_\_

How many hours per week are usually demanded of this occupation? \_\_\_\_\_

What wages might you expect to make in this occupation?  
As a beginner \$ \_\_\_\_\_ per hr., wk., mo., yr. (circle one)  
Experienced \$ \_\_\_\_\_ per hr., wk., mo., yr. (circle one)

What specific things do you think you might like or dislike about this occupation?  
Like \_\_\_\_\_ Dislike \_\_\_\_\_



CAREER EXPLORATION EXPERIENCE

Parental Involvement Form

I have read the information about the Career Exploration Experience. I understand the responsibilities of students who participate and the responsibilities of involved parents.

I give my permission for my son/daughter, \_\_\_\_\_, to participate in the Career Exploration Experience on \_\_\_\_\_ (date)

I understand that I or my son/daughter will need to supply transportation to and from the observation station.

I certify that I have an adequate amount of the needed type of accident and health insurance coverage to cover costs resulting from possible accidental injury or death during the Career Exploration Experience.

I voluntarily waive my rights to hold the \_\_\_\_\_ School District and any of its employees liable for any injury of any cause that may happen to my son/daughter during the Career Exploration Experience. I further, will not hold responsible any cooperating business or non-profit organization or its employees for any injury of any cause that may happen to my son/daughter during the Career Exploration Experience. I exempt the above mentioned persons from liability for the safety of my son/daughter whether they are acting in an official capacity or in an individual capacity.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent/Legal Guardian)



CAREER EXPLORATION EXPERIENCE  
Career Exploration Evaluation Form

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Occupation Explored \_\_\_\_\_

Business Visited \_\_\_\_\_

Business Address \_\_\_\_\_

Name of your host(ess) \_\_\_\_\_

Other persons with whom you associated \_\_\_\_\_

Arrival time \_\_\_\_\_ Leaving time \_\_\_\_\_

Information you learned about this occupation:

Exact work activities \_\_\_\_\_

Education required \_\_\_\_\_

Physical demands \_\_\_\_\_

Working conditions \_\_\_\_\_

Working hours \_\_\_\_\_ Salary \$ \_\_\_\_\_ per hr., wk., mo., yr.  
(circle one)

Write brief account of all your activities during this exploration experience:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

On the other side of this form, indicate what you liked and disliked about what you observed of this occupation.

# CAREER EXPLORATION EXPERIENCE

## Placement Listing Form

Student Name & Grade	Application	Occupational Fact Form	Parental Involvement	Business Name & Address	Date	Evaluation

## APPRENTICESHIPS

### GUIDANCE

#### CURRICULUM FOCUS:

1... Help students be aware of and plan for apprenticeships in local industries.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #13 Acquire vocabulary for educational planning
- #14 Understand interrelationship between education and work
- #16 Understand need for continuing education in a changing world
- #26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Two class periods

#### ESSENTIAL RESOURCES:

Resource persons from a local industry that offers apprenticeships.  
A career tape on apprenticeships (Macmillan Library Services).

#### INSTRUCTIONAL PROCESS:

Arrange for juniors and/or seniors interested in learning more about apprenticeships to meet twice. During the first period, present general information about apprenticeships by using the Career tape from Macmillan and other printed information that may be locally available.

During the second period, have one or two representatives of the local apprenticeship programs talk with the group about exactly what is available and how to apply for acceptance in these programs. Allow time for questions. Give the students a list of all apprenticeships locally available and indicate where they can learn about apprenticeship programs in other areas of the country.

## VOCATIONAL EDUCATION OPPORTUNITIES

### GUIDANCE

#### CURRICULUM FOCUS:

1. Make students aware of all vocational training options available to them during and following high school.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #15 Be aware of multiplicity of skills, knowledge in education
- #16 Understand need for continuing education in a changing world
- #17 Recognize role of education in career and life goals
- #18 Recognize developmental processes occurring in and out of school

ESTIMATED CLASS TIME: 1 class period

#### ESSENTIAL RESOURCES:

Counselor prepared list and information about all educational options available to students in your school.

#### INSTRUCTIONAL PROCESS:

Meet with all of the students in one grade level in classroom groups in your school. Present the vocational training options available to them both during and after high school. The best grade level for this presentation would be during the year when they first have the option for signing up for a high school vocational program. Meet with all students regardless of ability level. High academic ability students may have high interests and abilities in what have traditionally been classified as vocational subjects.

Be sure to let students know where they can go for information if they develop an interest in vocational training at a later time.

## "SHIFT WORK," A WAY OF LIFE

### GUIDANCE/VOCATIONAL EDUCATION

#### CURRICULUM FOCUS:

1. Develop awareness that shift work is a part of many career fields.
2. Understand the need for and the application of the shift work life styles.
3. Emphasize that some jobs in a career field may require various shifts for long periods of time.

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

- Handouts showing shift work (attached)
- Transparencies, overhead projector, projection screen

#### INSTRUCTIONAL PROCESS:

1. Define "Shift Work" and explain reasons for this method of working.
2. Develop an understanding that shift work may require some "life-style" changes or concepts.
3. Ask students to give some advantages and disadvantages of shift work, making a list of their responses on the blackboard.
4. Shift work is a part of many career fields. Associate shift work as it affects economical and social interrelationships.

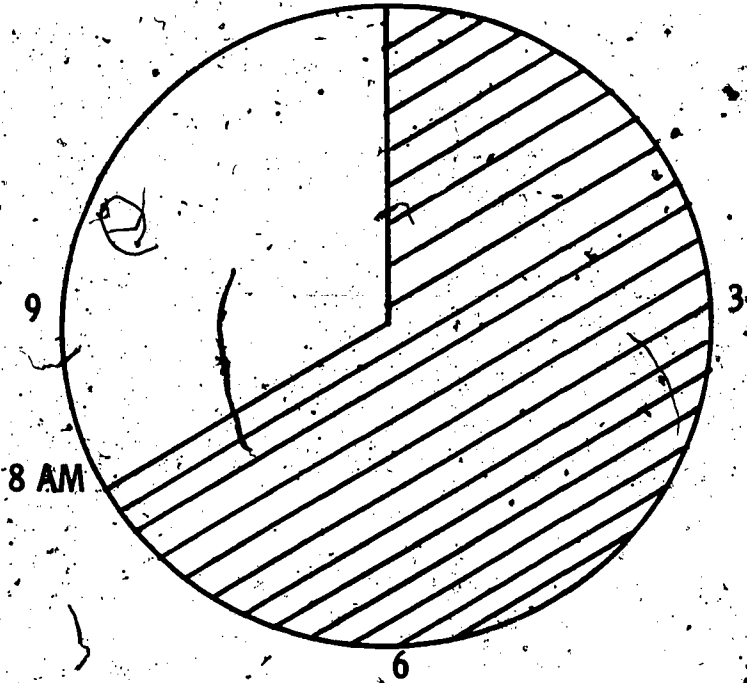
### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELA Statement)

- #03 Understand relationship: self-characteristics/performance
- #20 Develop basic attitudes needed for entry/success in a career
- #25 Understand how occupations relate to functions of society
- #30 Realize: work is an integral part of the total life style

SHIFT WORK

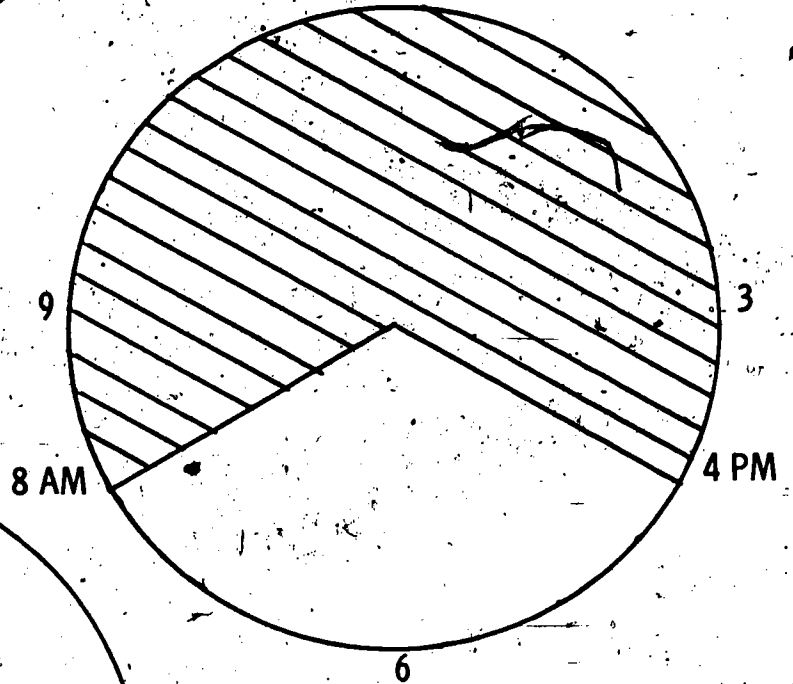
12 Midnight



1st shift  
12 Midnight - 8 AM

12

2nd shift  
8 AM - 4 PM

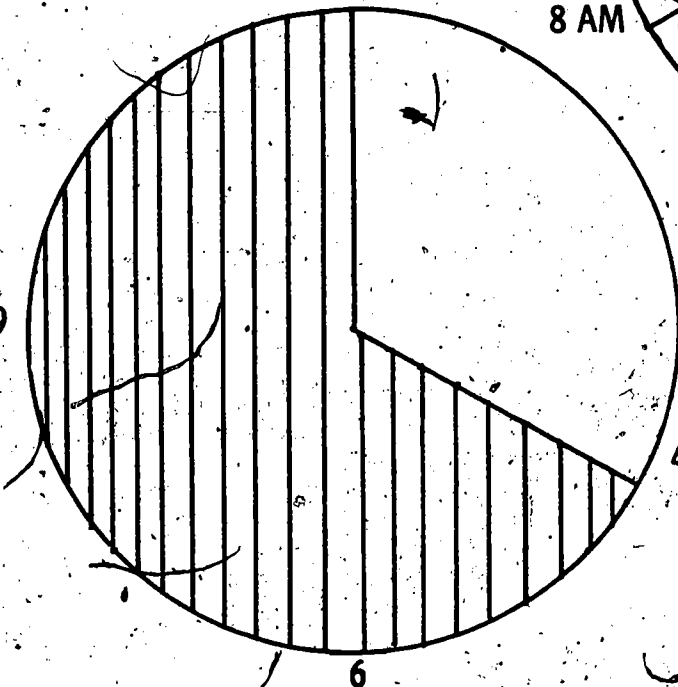


12 Midnight

8 AM

4 PM

3rd shift  
4 PM - 12 Midnight



4 PM

405

## WHAT I NEED TO BE SUCCESSFUL IN MY CAREER

### GUIDANCE

#### CURRICULUM FOCUS:

1. Writing skills
2. Developing of oral and written communication skills
3. Self evaluation of attitudes and/or skills

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #03. Understand relationship: self-characteristics/performance
- #11. Develop tolerance/flexibility in interpersonal relationships
- #12. Develop the necessary socialization skills
- #22. Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

Paper

Pencil

Handout - How to put the "B" on success. (Attached)

#### INSTRUCTIONAL PROCESS:

1. Have each student write a short essay or list the factors that he or she thinks are the most important contributing factors to a person's success in a career.
2. Let those students that care to share their ideas with the class read their lists.
3. Have each student place a priority on their list by placing the number 1 in front of the most important, a 2 in front of the next important, etc.
4. Have the student place a circle around the priority number that he thinks he or she possesses.
5. Hand out the "How to put the "B" on success".

NOTE: No student response required here. Except any student that wishes to comment.

6. Ask the students to look over the handout and invite their attention to the last two lines.
7. The career that you choose will probably demand all of these attributes. Each different career will require different degrees of these personal traits.
8. Personal attitudes and skills may dictate the career you choose if you are to "B" successful.

# HOW TO PUT THE "B" ON SUCCESS

**B**

.ADVENTUROUS

.ENTHUSIASTIC

.INVENTIVE

.AMBITIOUS

.INTELLIGENT

.TRAINED

.COOPERATIVE

.FLEXIBLE

.FAIR

.GOOD HUMORED

.PATIENT

.OPTIMISTIC

.INDUSTRIOUS

.CREATIVE

.ACCURATE

.NEAT

.DEPENDABLE



## 4 SQUARE

If you make a mistake, be big enough to admit it.

How many of these qualities can we honestly say we have? Let's check up. How many other "B's" should be listed?



## PREPARING FOR A JOB INTERVIEW

### GUIDANCE

#### CURRICULUM FOCUS:

1. Emphasize the importance of an interview, both to the employer and the applicant.
2. Develop an awareness within the student that certain rules have developed for interviews.
3. Encourage the student to follow established practices to increase his chances of being successful at an interview.
4. Familiarize the student with the standard procedures before and during an interview.
5. Develop a vocabulary consistent with the world of work.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #01 Develop vocabulary of self-characteristics
- #11 Develop tolerance/flexibility in interpersonal relationships
- #22 Acquire skills, good work habits in preparing for a career
- #26 Determine characteristics/qualifications of occupations
- #31 Develop positive attitudes toward employment
- #32 Realize one's success in work is affected by one's attitudes
- #38 Develop entry level skills in area of occupational interest
- #40 Apply vocabulary of career exploration to decision-making
- #48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: 45 minutes

#### ESSENTIAL RESOURCES:

Handout, "The Interview" (attached)  
Pencil, overhead projector, transparencies

#### INSTRUCTIONAL PROCESS:

1. Emphasize the importance of the interview in the following areas:
  - a. Personal interrelationship
  - b. Oral communication
  - c. Two-way transfer of ideas
  - d. Economic negotiation
  - e. Decision-making (accept or reject position)
2. Relate rules of conduct and appearance expected for an interview.
3. Stress that the interview usually results in acceptance or rejection based on how the two people perceive each other.
4. Have students complete last page of handout and discuss the form using transparencies of the forms.

## THE INTERVIEW

The interview (in'tər vju) is where you meet and talk to the person who will give you the job. Remember to bring your Social Security card.

## CLOTHES FOR THE INTERVIEW



1. Your clothes should be clean and pressed.
2. Your clothes should be in good taste. You should not have wild or fancy clothes for an interview.
3. Boys should have on a coat and tie or a nice sweater.
4. Girls should wear a dress or a skirt and blouse. Girls should not wear slacks or shorts to an interview.
5. Make sure your shoes are neat, clean, and polished.

## PERSONAL APPEARANCE FOR THE INTERVIEW

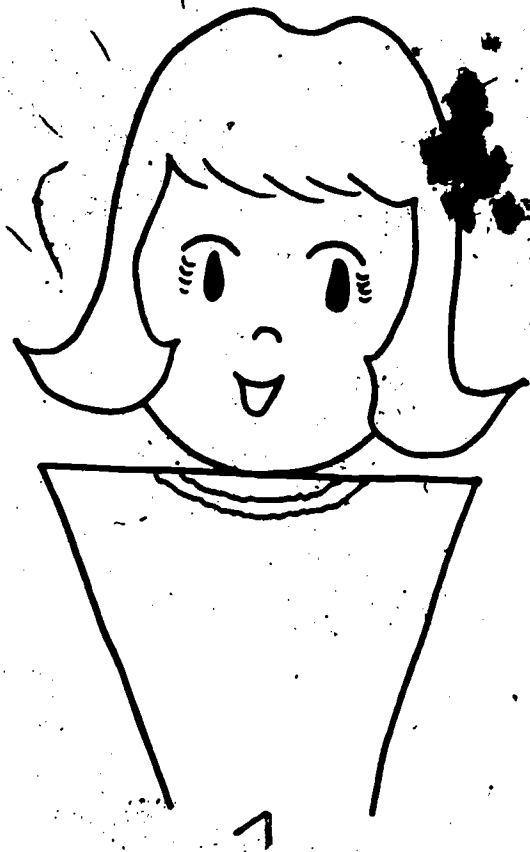
1. Be neat and clean.
2. Take a bath or shower before dressing for the interview.
3. Make sure your hands are clean. Your fingernails should be clean and trimmed.
4. Make sure your teeth are clean and your breath is fresh.
5. Boys, be sure to shave before going to the interview.
6. Girls, do not put on a lot of perfume or very heavy makeup.
7. Make sure your hair is neat.

Boys, get a haircut if it is needed.

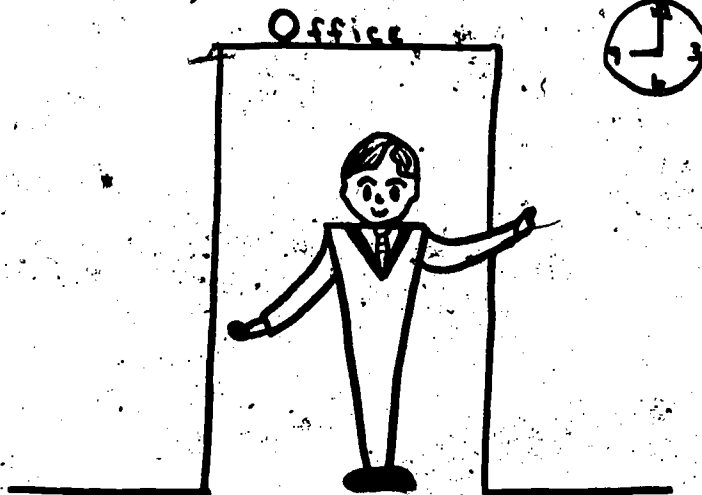
Girls, do not go to an interview with their hair in curlers.

Both boys and girls should neatly comb their hair.

8. Do not drink any alcoholic beverages before going to an interview.



## BE ON TIME FOR THE INTERVIEW



It is very important that you are on time for the interview. If the interview is at 9 a.m. be there at 9 a.m. Do not be late. If you are late the interview the boss may think you are not interested in the job or are a lazy person.

## HOW TO ACT FOR THE INTERVIEW

1. Remember your manners. Be polite.
2. Have good posture. Stand and sit straight.
3. Do not chew gum during the interview.
4. Pay attention to the person interviewing you.
5. Be relaxed during the interview.

# PRACTICE WORK FOR VOCABULARY

1. What is your present address? \_\_\_\_\_  
\_\_\_\_\_
2. What is your permanent address? \_\_\_\_\_  
\_\_\_\_\_
3. Write your last previous address \_\_\_\_\_  
\_\_\_\_\_
4. Print your name. \_\_\_\_\_  
                                    Last                                      First                                      Middle Initial
5. What was your mother's maiden name? \_\_\_\_\_
6. What is your Social Security number? \_\_\_\_\_
7. How many years have you resided in Pennsylvania? \_\_\_\_\_
8. Are you a United States Citizen? \_\_\_\_\_  
by Birth? \_\_\_\_\_  
by Naturalization? \_\_\_\_\_
9. Do you pay board? \_\_\_\_\_
10. If you were applying for a job what would be the name of the applicant? \_\_\_\_\_

\_\_\_\_\_

First                                      Middle                                      Last

## JOB PLACEMENT SKILLS

### GUIDANCE

#### CURRICULUM FOCUS:

1. Provide education for students on basic skills needed for employment and life after school.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #12 Develop the necessary socialization skills
- #14 Understand interrelationship between education and work
- #37 Develop necessary educational/occupational competency

ESTIMATED CLASS TIME: At least 10 class periods

#### ESSENTIAL RESOURCES:

Job Placement Kit, (developed by Hazelton Area Vo-Tech School, 23rd and McKinley Streets, Hazelton, PA 18201. One copy of this kit should be located in each Vo-Tech school in Penna.)

#### INSTRUCTIONAL PROCESS:

Plans should be made for every student who graduates from high school to have had instruction in the basic skills covered in this kit. The slide/cassette is designed for individual useage. Enough copies of the booklets could be made available for classroom groups.

The materials could be used in small group work or classroom - size groups. Counselors could direct the learning or teachers could use it as part of an English or social studies class. Whatever instructional process is used, the counselor should be integrally involved in the instruction. For example, the counselor could offer to role-play an employer when the personal interview is being discussed, or help arrange for a business person to discuss with the class what he/she is looking for in employees during the lesson concerned with employer expectations.

# LIFE CAREER GAME

## GUIDANCE

## SENIOR HIGH

### CURRICULUM FOCUS:

1. Develop decision-making skills around educational and career possibilities.

### CAREER EDUCATION FOCUS: (DELLA Statement)

- #05 Recognize relationship: self-characteristics/decision-making
- #43 Recognize restrictions in the decision-making process
- #45 Develop criteria for judging how careers meet life goals
- #48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: 10 class periods

### ESSENTIAL RESOURCES:

"Life Career Game," (Bobbs-Merrill Co., Educational Division)

### INSTRUCTIONAL PROCESS:

Set up a group guidance program especially for upper-ability college-bound students who seem to be having problems deciding on exactly what they want to do with their lives--educationally and occupationally. Work with groups of not more than ten students. Get the group started playing the Life Career Game. Let them work through it during each meeting time, being available as a resource person and being aware of the parts of the game that seem to present the situations that are most pertinent to that particular group of students.

Be sure to spend enough time on debriefing and the application of game situations to the real life situations of the students.

# SMALL GROUP SELF-DIRECTED SEARCH

GUIDANCE

SENIOR HIGH

## CURRICULUM FOCUS:

1. Group guidance in career decision making

## CAREER EDUCATION FOCUS: (DELLA Statement)

- #02 Develop knowledge of unique personal characteristics
- #26 Determine characteristics/qualifications of occupations
- #49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Four -- five class periods

## ESSENTIAL RESOURCES:

Copies of The Self-Directed Search and The Occupations Finder (Consulting Psychologists Press) for each student

## INSTRUCTIONAL PROCESS:

Small groups of students (not more than 10) can be chosen in many ways: the counselor and teachers can identify students with a need. The counselor can form groups on a self-referred basis, etc.

Using the Self Directed Search as a basis for discussion and activities, help students become aware of their unique abilities and interests and guide them in matching these with appropriate careers.

After the students identify a career or several careers that seem appropriate to their interests and abilities, have them use other resources such as the Dictionary of Occupational Titles or The Occupational Outlook Handbook to further explore the career(s) and narrow down their career possibilities.



## KEEPING UP WITH THE WORKING WORLD

### GUIDANCE

#### CURRICULUM FOCUS:

1. Relating education to the world of work.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #19 Realize technological changes demand retraining of workers
- #47 Develop a receptivity for new ideas/exploration of new ideas
- #53 Understand the relationship: technology/world of work
- #27 Understand process of developing a "career"

ESTIMATED CLASS TIME: One or two class periods

#### ESSENTIAL RESOURCES:

Occupational Outlook Handbook, and/or other job descriptions, information from area educational institutions on continuing an adult education, information about on-the-job training (e.g. Bell Telephone, IBM).

#### INSTRUCTIONAL PROCESS:

Present students with the idea that growth and changes in demand in our society mean that increasing numbers of workers will have to keep up-to-date with their present careers or even change careers in their middle years. Ask students to list jobs which one must keep up with and some of the ways this is done. (e.g. doctors-journals, medical conventions; hairstylists-trade and fashion magazines). Point out that continuing one's education in the adult years is more and more tending to become the norm rather than the exception. Discuss technological change itself and how it affects workers by outmoding and eliminating some jobs at the same time it creates new jobs. Discuss the roles business and industry play in training employees and in educating individuals to work in new areas. Talk about the factors that are making it more and more common for people to change careers in middle life (e.g. longer life expectancy, more opportunity through social and technological changes, awareness of changes in one's own interests). Give examples of careers that can "branch" into a variety of other careers. Emphasize that it is often by keeping in touch with one's own interests and abilities that one's able to progress and grow in the working world.

PREPARING ALL STUDENTS TO BE PRODUCTIVE WORKERS

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Instruct all students on attitudes and basic skills needed to be productive workers

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #14 Understand interrelationship between education and work
- #22 Acquire skills, good work habits in preparing for a career
- #25 Understand how occupations relate to functions of society
- #35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: One grading period

ESSENTIAL RESOURCES:

A textbook or curriculum, such as: Succeeding in The World of Work  
(McKnight Publishing Company)

INSTRUCTIONAL PROCESS:

As part of the counselor's role as a consultant in the total educational process, suggest to appropriate administrators and teachers that a required mini-course be adopted by the school that would include basic skills in finding work and in becoming productive workers. Social studies classes would possibly be an appropriate area where this unit could be taught. Juniors or seniors would be more developmentally ready for this unit.

A number of publishers have materials that can be used. The counselor may need to offer to teach or team teach the unit during the first year or two. Then he/she should be available as a consultant and resource person.

# JOB SURVIVAL SKILLS

## GUIDANCE

## SENIOR HIGH

### CURRICULUM FOCUS:

1. Help students prepare for the world of work.

### CAREER EDUCATION FOCUS: (DELLA Statement)

#03 Understand relationship:  
self-characteristics/performance  
#12 Develop the necessary  
socialization skills  
#22 Acquire skills, good work  
habits in preparing for a career  
#33 Develop personal habits  
which are socially valued

ESTIMATED CLASS TIME: 75 class periods

### ESSENTIAL RESOURCES:

"Job Survival Skills," a kit of filmstrip/cassettes, games, and other materials (Singer Educational Division)

### INSTRUCTIONAL PROCESS:

This would be a good set of materials to use in a group guidance situation, especially with potential dropouts or with students who will move into the work force directly from high school. It helps prepare them attitudinally as well as equipping them with skills for successful job application and employment. The instructional process would work best if the counselor could meet with the students on fifteen consecutive days rather than once a week.

Alternative - have a social studies or English teacher present Job Survival Skills as a unit, using the counselor as a resource, or team teach the kit with a teacher.

# WHY PEOPLE ARE FIRED

## GUIDANCE

## SENIOR HIGH

### CURRICULUM FOCUS:

1. Relating in a work situation

### CAREER EDUCATION FOCUS: (DELLA Statement)

- # 3 Understand relationship:  
self-characteristics/performance
- #11 Develop tolerance/flexibility  
in interpersonal relationships
- #21 Recognize relationship:  
school environment/larger society
- #33 Develop personal habits which  
are socially valued

ESTIMATED CLASS TIME: One class period

### ESSENTIAL RESOURCES:

Sample job interview and periodic job rating sheets, to show other criteria than occupational skills by which employees and prospective employees are judged.

### INSTRUCTIONAL PROCESS:

Present students with the following statement: "According to many experts, the majority of people who are fired, are fired not because they can not do their work, but for some other reason." On the black board, list the non-skill criteria from job evaluation sheets and discuss with students what is meant by and what is included under each category. List positive as well as negative criteria. Discuss the function of personality in various types of job situations and the need for individuals to continue to develop self-awareness and flexibility in dealing with situations and relationships.

## CAREERS AND SALARIES

### GUIDANCE

#### CURRICULUM FOCUS:

1. Learning how to make occupational choices.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #25 Understand how occupations relate to functions of society
- #45 Develop criteria for judging how careers meet life goals
- #54 Understand the relationship between occupational roles/personal economics/life styles
- #57 Realize wages should not be sole basis for career choice

#### ESTIMATED CLASS TIME:

#### ESSENTIAL RESOURCES:

Occupational Outlook Handbook

#### INSTRUCTIONAL PROCESS:

List on the blackboard 8 or 10 occupations and the median salary for each, including occupations such as trade-union, clerical, professional, etc. Lead the class in a discussion, using questions such as the following:

1. What do these salaries say about what we value in society?
2. How do salaries compare with the amount of training required and the time and expense of this training?
3. How is money a measure of value?
4. What are other measures of value? Why should they not be neglected in deciding what is important to the individual?

Ask students to theorize about where people in various occupations might live, what sort of lifestyle might go along with these occupations. What they could see as advantages as well as disadvantages that would go along with each occupation.

## VALUES AND CAREER POTENTIAL

### GUIDANCE

### SENIOR HIGH

#### CURRICULUM FOCUS:

1. Learning about life styles
2. Decision making
3. Understanding the job values

#### CAREER EDUCATION FOCUS: (DELLA Statement)

#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: Three class periods

#### ESSENTIAL RESOURCES:

A worksheet of job values and list of typical jobs. (attached)

Appropriate films or film strips.

The Dictionary of Occupational Titles, and the Occupational Outlook Handbook.

#### INSTRUCTIONAL PROCESS:

Introduce the concept of values through a class discussion. The discussions should center on defining values and noting the importance of values. May be of general significance.

Encourage students to think of their own values. Have them consider their own personal needs. Develop a list of these needs, possibly on a chalkboard or chart that the entire group can see. Then, when this list is reasonably complete, categorize all of these needs into the following five categories: Physical, Safety, Love and Belonging, Esteem, Self-Fulfillment.

Adults in our society fulfill many of their needs through careers. Careers can be selected more realistically if the students realize that needs and personal life style affect the role and satisfaction of the individual.

By carefully responding on the job values sheet (attached), the students will begin to identify some of their interests, their attitudes and probable life styles. Discussions about these identifications would be a value to all students.

A concluding activity would be to survey a list of typical jobs. Attempting to identify themselves with some of these activities in the adult world may give them some directions to their long-range planning. The intent is not to select a career or a job as of this time but to consider the possible opportunities in the world of work as related to the interest and the needs of the individual. Reference to the resources such as Dictionary of Occupational Titles and Occupational Outlook Handbook can supply references to specific jobs and careers.

WHAT I WANT FROM A JOB\*

Directions: Study the left-hand column and then rate yourself in the center as to how important each job reward is to you. Leave right-hand column blank for now.

JOB REWARDS	VERY IMPORTANT	MODERATELY IMPORTANT	NOT IMPORTANT	TYPICAL JOBS
1. High income(\$20,000 a year)				
2. Middle income(\$8,000-\$20,000 a year)				
4. Security				
5. Risk or adventure				
6. Interesting and varied responsibilities; chance to exercise initiative and make own decisions				
7. Short hours				
8. Vacations				
9. High standing in the community				
10. Early retirement				
11. Light, easy work				
12. Outdoor work				
13. Pleasant working conditions				
14. Variety of duties every day				
15. Same duties every day				
16. Chance to be creative				
17. Chance to be alone				
18. Chance to be with people				

TYPICAL JOBS\*

Job Rewards	Typical jobs
1. High income (over \$20,000 a year)	Some professions, large business and farms, high-level sales work, professional athletics, some jobs in entertainment
2. Middle income (8,000-\$20,000 a year)	Most professions and business, skilled trade, some sales and technical work, some jobs in entertainment
3. Moderate or lower income (below \$8,000 a year)	Clerical, some sales, operatives, service workers, laborers, farmers
4. Security	Government work, jobs with large companies having employee benefit plans, jobs in unionized industry
5. Risk or adventure	Some sales, jobs in advertising, entertainment, jobs abroad, starting a business or working for a new company
6. Interesting and varied responsibilities, chance to exercise initiative and make own decisions	Most professions, most businesses at management level, some outside sales, some craftsmen's jobs
7. Short hours	Most factory and routine office jobs
8. Vacations	Longest in teaching; also in government work of all kinds
9. High standing in the community	Jobs requiring high degree of skill and education.
10. Early retirement	Policemen's and firemen's jobs, armed forces, some dangerous jobs such as mining
11. Light, easy work	Routine assembly jobs, light sales jobs, many clerical jobs
12. Outdoor work	Surveying, some construction work, some home maintenance work; forestry, wildlife management; greenhouse, nursery, and landscape work; tree surgery, orchard and farm work
13. Pleasant working	Jobs in modern factories, offices, supermarkets, air-conditioned stores





Job Rewards

Typical jobs

14. Variety of duties every day

Repair work of most kinds, saleswork, installation of machinery or appliances; some office jobs-- especially in smaller companies; public relations work

15. Same duties every day

Routine typing and filing jobs, assembly jobs, cashier jobs

16. Chance to be creative

Tailoring and dressmaking, cabinetmaking and carpentry, jobs in commercial art, advertising, writing, interior decorating, entertainment

17. Chance to be alone

Forestry, truck driving, some laboratory jobs, jobs as night watchman, nurseryman, greenhouse worker, some research or library work

18. Chance to be with people

Saleswork, social service work, receptionist jobs, legal, medical, dental work, jobs as waiters or waitresses, public relations work

## "TAKING CARE OF BUSINESS"

### GUIDANCE

#### CURRICULUM FOCUS:

1. Arrange for students to learn about how industry operates through own experiences

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #50 Develop vocabulary for understanding economic principles
- #51 Be familiar with basic economic concepts
- #58 Recognize worker productivity is influenced by rewards
- #59 Acquire basic money management skills
- #60 Be able to use economic information in decision-making

#### ESTIMATED CLASS TIME:

#### ESSENTIAL RESOURCES:

Information from Junior Achievement on organizing a local chapter and other information on the organization of a new business.

#### INSTRUCTIONAL PROCESS:

The counselor could offer to serve as an advisor to a new Junior Achievement Club or organize a similar style of club that simulates the organization of a business. Have the club move through the stages of researching the need for a new product, selling shares, electing officers of the business, naming the business, setting up the process of manufacturing a product, selling the product, paying dividends to shareholders, etc.

## KNOWING YOURSELF

### GUIDANCE

#### CURRICULUM FOCUS:

1. Develop an insight into personal traits
2. Evaluate weak traits and decide on alternatives
3. Establish goals, re-evaluate decide on success rate

ESTIMATED CLASS TIME: 35 minutes

#### ESSENTIAL RESOURCES:

Evaluation form (attached), pencil

#### INSTRUCTIONAL PROCESS:

1. The first step to success is to "know yourself."
2. "Knowing yourself" includes all and/or part of the following:
  1. Honesty with yourself.
  2. Evaluation of yourself.
  3. Set goals for yourself.
  4. Re-evaluate yourself.
  5. Decide on a course of action (or no action)
3. Distribute the evaluation form with directions for completing.
4. Discuss strong and weak points with those that wish to do so.
5. Have the students set goals by placing large "X" in the blocks where they would like to be in their own eyes.
6. Collect evaluation sheets and keep for future use. The follow-up evaluation should be performed using the same form so that each student can evaluate his progress. The time interval will vary for each group.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #01 Develop vocabulary of self-characteristics
- #03 Understand relationship: self-characteristics/performance
- #12 Develop the necessary socialization skills
- #22 Acquire skills, good work habits in preparing for a skill

EVALUATION FORM

Name \_\_\_\_\_

Evaluation Period \_\_\_\_\_

Occupation \_\_\_\_\_

Section \_\_\_\_\_

FACTORS	0	1-2	3-4	5-6	7-8	SCORE
1. COOPERATION: Willingness to work well with others for the benefit of all, agreeable.	Openly uncooperative	Reluctant to cooperate	Ordinarily cooperative	Always cooperative	Stimulates cooperation	
2. ATTITUDE TOWARD AUTHORITY Willingness to take and carry out orders.	Definitely resents authority.	Accepts with resistance	Appears to accept well	Evidences accepting authority well	Appreciates need for authority	
3. ATTITUDE TOWARD LEARNING Willingness to learn new knowledges or techniques toward greater efficiency and growth.	Definitely resists training	Accepts training only under pressure	Accepts training if sees advantage	Willingly accepts training	Constantly seeks more training	
4. LEARNING RATE: Ability to learn new duties or jobs. Speed in mastering new routines.	Learning extremely difficult	Learns slowly with effort	Learns without difficulty	Learns readily in a short time	Needs little instruction	
5. RESOURCEFULNESS: Having ideas. Devising ways and means. Applying imagination & ingenuity.	Of no help in solving problems	Rarely offers a constructive solution	Has average supply of solutions	Resourceful even in an emergency	Exceptional in problem solving	
6. INTEREST: Degree of enthusiasm for specific job and the organization in general.	Totally uninterested	Disinterested	Shows varying degrees of interest	Well motivated	High specific & general interests	
7. INITIATIVE: Taking lead. Going ahead. Self-starting. Unafraid to proceed alone.	Never initiates	Waits for others to get started	Usually initiates	Frequently goes ahead	Unusually self-reliant, creative	
8. RESPONSIBILITY: Assurance that assignment will be carried out.	Unreliable	Somewhat dependable	Usually dependable	Dependable conscientious	Dependable assumes much responsibility	
9. ABSENTEEISM: Absence from work station; total absence from school.	Very irregular	Irregular	Absences excusable	Almost always present	Exceptionally good record	
10. PUNCTUALITY: Being on, or ahead of, time for work, appointment, etc.	Consistently tardy	Sometimes tardy	Usually on time	Punctual	Always punctual	
11. HOUSEKEEPING: Maintaining working area neat and clean.	Very untidy & careless	Requires frequent checking	Satisfactory	Area always in good order	Superior	
12. QUANTITY OF OUTPUT: Volume of work production.	Unsatisfactory amount	Barely meets minimum	Average output	Produces above average	Highest producer	
13. SAFETY: Use of safety devices, guards for own protection and that of others.	Dangerously careless	Occasionally careless	Takes average precautions	Careful	Unusually safety conscious	
14. USE OF MATERIALS: Proper use of materials.	Very wasteful	Occasionally negligent	Satisfactorily economical	Almost no waste	Saves the shop money	
15. QUALITY OF WORK: Accuracy of work production.	Careless & many errors	Work rejected repeat job	Work usually passable	Few errors within limits	Consistently good job	
16. TOOLS & EQUIPMENT: Proper use of tools & equipment.	Misused all tools & equipment	Misused most tools & equipment	Satisfactory use of tools & equipment	Used most equipment correctly	Used all equipment correctly	
17. PERFORMANCE TESTS	Unsatisfactory	Below average	Average	Above average	Superior	
18. QUIZZES	Unsatisfactory	Below average	Average	Above average	Superior	
19. UNIT THEORY TESTS	Unsatisfactory	Below average	Average	Above average	Superior	
20. OTHER						

Comments:

TOTAL SCORE:

417

## SELF-IMAGE AND BEHAVIOR

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. A person's self concept affects their behavior
2. A person's behavior affects their self concept

#08: Develop a positive self-concept

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Search for Values Kit, Dimensions of Personality

INSTRUCTIONAL PROCESS:

Discuss the factors that make-up the self-concept. Volunteer yourself or ask students to volunteer a description of a past situation in which their self-image affected their behavior. Ask if they have had an experience where their own behavior changed their concepts of themselves? Favorably or unfavorably? How did they feel in those situations? Can we arrive at any generalizations about the relationship between self-concept and behavior? Ask the students to think about the behaviors that make them feel good about themselves. In what ways can those behaviors be maximized?

## GUIDANCE

## SENIOR HIGH

## CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. To demonstrate the importance of feedback in communication with others.
2. To develop listening skills.
3. To increase confidence in others.
4. To increase communication skills.

#12 Develop the necessary socialization skills.

ESTIMATED CLASS TIME: One class period

## ESSENTIAL RESOURCES:

Multiple copies of block drawings. (See attached sheets)

## INSTRUCTIONAL PROCESS:

Divide the class in pairs. Ask that students pair up with someone they do not normally see regularly in a social setting.

Have students turn their chairs back to back.

Give one student in each pair one of the easier drawings (attached). Inform the class that only the person with the drawing is allowed to speak. The other person must remain totally silent. The other person is given a blank sheet of paper and a pencil. The ones with the drawing are told to guide the other person through detailed directions toward reproducing a duplicate drawing on his own paper.

It is imperative that only the person with the drawing before him is allowed to speak!

The instructor should monitor the process. When a pair is finished they are to raise their hands, and the instructor marks the time required on a sheet of paper.

When this round is completed for everyone, the two members of each group reverse roles and new drawings are handed out. The process remains the same.

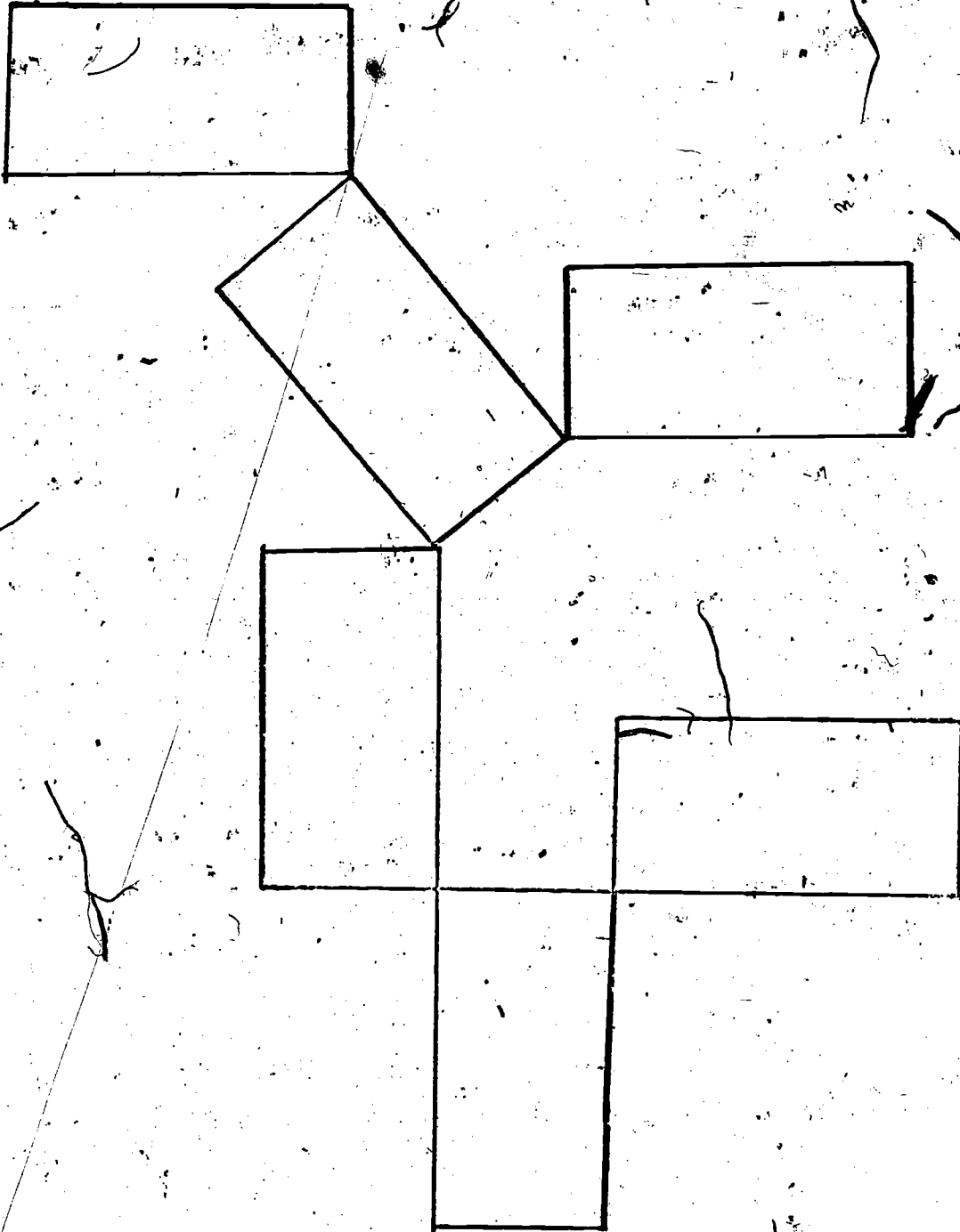
After this round is completed a more difficult type of drawing is passed out to each pair (attached). In this second phase the person attempting to duplicate the drawing is allowed to ask questions of the other person. Both members of the pair should go through the exercise also. The instructor will note the time required for this phase also.

After this second phase is completed for everyone, it should appear that the more difficult drawings were done more accurately and in a quicker time.

As a summary ask the class why this was so. The obvious answer is that feedback helps make communication more effective and efficient:

Note: If you find that in the first phase students tended to communicate against the rules you could guard against this in the future by grouping in three's with the third person responsible for monitoring the process. This person could also time the activity. All three should have a chance to engage in the process; however, in all forms (director, drawer, observer). This will require more time being allowed.

The attached drawings are only examples. Other shapes can be included for more or less difficulty. Turning these drawings sideways or upside-down can give many different combinations, however, so few are really needed.







## GUIDANCE

## SENIOR HIGH

## CURRICULUM FOCUS:

1. To point out some of the sources of present and future identity.
2. To understand that identity is not only a personal concept but also involves our relationship to other persons, groups, constitutions, etc.

CAREER EDUCATION FOCUS:  
(DELLA Statement)

- #06 Understand and use the concept "role"
- #08 Develop a positive self-concept
- #09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 1-2 class periods

## ESSENTIAL RESOURCES:

Imagination and Insight

## INSTRUCTIONAL PROCESS:

Present students with the following situation: You are on a camping trip with friends and you become separated from the group. The group looks all night but still cannot find you. The headlines of the local papers are dedicated to your mishap.

You are to write one headline that identifies who was lost yesterday. (Use your name only if you are well-known enough around your area that most readers would know you). In other words, what would the editors of the papers say in the headline that would indicate who was lost so as to best attract the attention of the readers?

Collect the headlines and read a few of them out loud (without reference to who wrote them, if at all possible).

You will find some headlines which show a rather strong sense of identity, in terms of roles at least (Example: "Star Athlete Missing," "Central Honor Student Lost," etc.).

Others will be identified only in terms of someone else. ("Mayor's Son Missing," "Search Continues For Local Minister's Son," etc.).

Some will be even less descriptive, identifying with such things as school ("Central Student Missing"), age group ("Local Teenager Missing") or community ("Jonestown Boy Missing").

Still others will be lacking in anything precise ("Girl Missing In Camping Trip").

These headlines are an excellent opportunity to examine identity through our membership in groups, the roles we play, or our association with others. Some of these can then be listed as sources of identity. We can identify with:

School  
Community  
Religion  
Race  
Sex  
Occupation  
Achievement  
Age  
Our relationship to others.  
Etc.

This last one is especially worth examining. How many of us can be identified primarily only in terms of our relationship to husbands, fathers, mothers, etc? This may be especially true of women who develop what is called "contingent identity"-(based on someone else) rather than a 'real personal' identity of their own.

If time permits you may extend this exercise by asking what kind of headline would be written 10 years from now. How many students would be identified only as "Former Something Or Others"? Or do students show forward-looking identities?

Other areas can also be examined such as the reasons for our lack of willingness to identify with or our unwillingness to share an identifying commitment to such things as our school, community, religion, sex, etc.

## COMMUNITY SERVICE PARTY

### GUIDANCE

### SENIOR HIGH

#### CURRICULUM FOCUS:

1. Awareness of ways a community functions:
2. Learning how to participate in one's own community.

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #11 Develop tolerance/flexibility in interpersonal relationships
- #41 Understand decision-making involves responsible action
- #66 Develop positive attitude toward value of leisure time

ESTIMATED CLASS TIME: One week (field trip)

#### ESSENTIAL RESOURCES:

Recipes, ingredients for Christmas cookies, etc. Materials for Christmas ornaments:

#### INSTRUCTIONAL PROCESS:

Guidance counselor can act as co-ordinator and liaison person between home ec. class(es) and the responsible community group or social service agency to arrange a Christmas party at a change, rest home, etc. A guest speaker may be invited in to discuss with students the need for this type of community work and to acquaint them with the organizations in the area who take it upon themselves to see that it is done. The concept of community service as a way of devoting part of one's leisure time to helping others should be presented to the class. Arrangements should be made and a date set so students can go ahead preparing and freezing food and making ornaments. Teacher can discuss with students what sort of program could be set up for the party (e.g. singing carols; have office run off song sheets).

In class after party, have students discuss their feelings about the activity. Discuss careers which are related to community service, as well as voluntary work that is being done in the area.

## A NEW BALL GAME

### GUIDANCE

### SENIOR HIGH

#### CURRICULUM FOCUS:

1. To examine creativity in approaching leisure activities.
2. To examine attitudes toward the nature and purpose of leisure activities.

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #66 Develop positive attitudes toward value of leisure time
- #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One class period-possibly two

ESSENTIAL RESOURCES:  
Imagination

#### INSTRUCTIONAL PROCESS:

Set up the following situation: You are on a group picnic with five other people of your age. One member of the party has a volleyball in the trunk of his car, and there is a large grass field available for use. Devise a new game and write the rules for that game.

Compare the various games invented and discuss a few of these with the class.

Some of the following questions can be explored:

Was your game meant solely to pass time in a "fun" way, or was there a provision for a definite winner?

Was your game highly competitive?

Was it designed to test or exhibit certain skills?

Was the game designed to end at a particular point (score or time requirements), or could it proceed as long as the group cared to play?

Was enjoyment of the group a factor you considered before devising your rules?

Could everyone participate?

The answers to many of the questions might reflect or indicate a desire or drive to instill a "work type" effort into the game. Our tendency to "work" even at play could be examined here. Likewise, you could examine the inability of many of us to truly relax in "play" situations.

The concept of recreation as re-creation can also be dealt with.

If there is a desire to keep this activity to a single period the development of the game itself can be given as a an overnight assignment. This would save considerable time.

## LEARNING HOW TO BE ASSERTIVE

### GUIDANCE

### SENIOR HIGH

#### CURRICULUM FOCUS:

1. Learning how to make the most of one's abilities.
2. Learning how to get along with others.

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #04 Understand that personal characteristics can be changed
- #05 Recognize relationship: self-characteristics/decision-making
- #08 Develop a positive self-concept
- #33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: Three weeks or 8-10 class periods

#### ESSENTIAL RESOURCES:

When I Say "No" I Feel Guilty  
Mauel J. Smith, Ph.D., Bantam \$1.95

#### INSTRUCTIONAL PROCESS:

Discuss with students what being assertive means and how it differs from being aggressive (or passive). Talk about how being assertive can lead to a better understanding of oneself and a better functioning with others. Stress that learning how to be assertive is a skill, which when properly applied, can help them now and throughout their lives.

Assign chapters of When I Say No I Feel Guilty. Demonstrate the exercises (fogging, broken record, etc.) and then divide the class into groups for practice. Ask students at the end of each class period to state what they thought were some of their difficulties in carrying out the exercise. Ask students to keep a journal, noting times they used assertiveness training and how they feel about its effects. (This journal is to be used as a learning tool by the student and is not intended for class discussion. However, it may lead the student to make inquiries in class or to a guidance counselor.

If some students are having difficulties, you may want to arrange individual or small group sessions to discuss and practice assertiveness skills.

Talk to students about using assertiveness skills in particular situations - asking for help, getting others to co-operate, etc.

## WAYS OF COPING WITH STRESS

### GUIDANCE

SENIOR HIGH

### CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

Psychology classes

1. Methods of coping with stress
2. The drug problem
3. Effects of increasing amounts of stress on our lives

- #16 Understand need for continuing education in a changing world
- #33 Develop personal habits which are socially valued
- #47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: Variable

### ESSENTIAL RESOURCES:

New York Times magazine section, "Valiumania" February 1, 1976, pages 34 thru  
Psychology Today section "Meditation Helps Break the Stress Cycle" February, 1976,  
Pages 82 thru 93.  
Future Shock, by Alvin Toffler

### INSTRUCTIONAL PROCESS:

Make copies of the article "Valiumania", New York Times, Magazine Section, February 1, 1976, pages 34 thru 44, for your students to read and react to. Discuss the drug problem that exists among part of the adult community that is addressed in this article. What kinds of stress might these people be subjected to? What are some methods to deal with stress? How do you cope with stress? Read about ways to cope with stress. You might read "Meditation Helps Break the Stress Cycle", Psychology Today, February 1976, pages 82 thru 93. Collect and read other articles that deal with methods of coping with stress. To find out what some social scientists are saying about the danger increasing stress will place on our lives, read Future Shock by Alvin Toffler.

## FANTASY AND REALITY

### GUIDANCE

#### CURRICULUM FOCUS:

1. Planning for the future.
2. Self-awareness.
3. Situation awareness.
4. Goal awareness.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #01) Develop vocabulary of self-characteristics
- #05 Recognize relationship: self-characteristics/decision-making
- #08 Develop a positive self-concept
- #09 Recognize that development of self is constantly changing
- #13 Acquire vocabulary for educational planning

ESTIMATED CLASS TIME: One class period

#### ESSENTIAL RESOURCES:

Dictionary, "Lose your dreams and you may lose your mind" by Mick Jagger, "Ruby Tuesday"

#### INSTRUCTIONAL PROCESS:

Have students look up "reality" and "fantasy" in the dictionary, along with associated words (e.g. realist, realize, realization, real, fantasize, fantastic). Discuss with students the need to be reality-oriented when making plans, if they are to be realized. Have a discussion on what are goals which might be reality-oriented, as opposed to others which are pure fantasy and can not be realized (e.g. Making a lot of money could be a reality goal. Having everyone love you is a fantasy).

Discuss how dreams and wishes can color our view of reality, and how they can also help us "tune in" to our real interests and needs.

Help students understand the need for making plans based on realizable goals, based on their own strengths and desires, and how to go about finding ways to implement their ideas in their own life situations.

If students feel they have difficulty distinguishing fantasy from reality, point out that this is quite normal, that virtually everyone does at some times. But it is an awareness of the differences between reality and fantasy which is the first step to solving the problem.



## WHY HACK SCHOOL?

### GUIDANCE

#### CURRICULUM FOCUS:

1. Relevancy
2. Understanding of the value of education for one's future life.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #14 Understand interrelationship between education and work
- #17 Recognize role of education in career and life goals
- #21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: One class period

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#### ESSENTIAL RESOURCES:

Career Development Service (Palmer) "School and You"

#### INSTRUCTIONAL PROCESS:

Ask students to list the subjects in which they are involved:

1. English
2. Social Studies

What careers may be related to each subject listed?

Write a short paragraph in answer to the following question:

1. If you attain high grades in a particular subject would it be a good idea to consider a career in this area? Why or why not?

## AND WHEN I DIE

### GUIDANCE

#### CURRICULUM FOCUS:

1. To have students consider their obvious characteristics in relation to what they consider a meaningful life

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #02 Develop knowledge of unique personal characteristics
- #03 Understand relationship: self-characteristics/performance
- #06 Understand and use the concept "role"
- #07 Develop an understanding of the concept "life style"
- #09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: One or two class periods

#### ESSENTIAL RESOURCES:

Ditto sheet with a list of characteristics

#### INSTRUCTIONAL PROCESS:

Present the students with the following list of personal characteristics: (use any 10 or 15 you choose)

Fair  
Honest  
Intellectual  
Versatile  
Competitive  
Athletic  
Popular  
Witty  
Humorous  
Agressive  
Gentle

Loyal  
Femine/masculine  
Individualistic  
Religious  
Successfully employed  
Wealthy  
Dependable  
Cooperative  
Open-minded  
Hard working

A good parent  
Creative  
Well-known  
His/her own person  
Easy going  
A good listener  
Fun to be with  
Excellent in \_\_\_\_\_  
Patriotic  
Concerned about others

Tell students to imagine they are on their death bed many years from now. Instruct them to rank the characteristics listed from 1 (most important) to 10 or 15 (least important in terms of how they want others to remember them).

After the students have assigned a rank to each of the characteristics given, form a circle and have students share their first and last choices (if they wish to give this information) with the loss. Compile a class list.

(For purposes of rapport, and so as to not give the impression of taking information without giving, the teacher should participate in this activity equally.)

When this phase of the activity is concluded ask students to pick their top 10 choices from the compiled class list and place them

somewhere on the continuum below as they would apply if the students were to die tomorrow.

Fits me perfectly

Possibly me

Not me at all

Questions to discuss:

Is the second phase compatible with the first? (Is "what we want to be" compatible with what we presently are?)

If not--how do we get from where we are to where we want to go?  
Which factors are within our control--which are not? Why?

## THE DECISION-MAKING PROCESS

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Understand and apply a decision-making model.

#41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:  
none

INSTRUCTIONAL PROCESS:

Write the following decision-making model on the board to be copied, discussed, and understood, step-by-step: (a) define problem, (b) agree on alternatives, (c) list, weigh and rank relative advantages and disadvantages of each alternative, (d) try to rate each alternative for future decision-making, and (e) choose. In a group, have the students use the decision-making model by pairing-off and helping each other with an immediate problem of their own which would require a decision. In turn, the helpers should write in a systematic fashion, for the person having the decision problem (a) definition of problem (b) alternatives available (c) listing, value assignment, and ranking advantages and disadvantages of each alternative (d) attempts at rating each alternative and (e) the choice.

## DECISION MAKING SKILLS TRAINING

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

CAREER EDUCATION FOCUS:  
(DELLA Statement)

1. Small group counseling on decision-making skills.

#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: 10 class periods preferably scattered over several weeks

ESSENTIAL RESOURCES:

Copies of Decisions and Outcomes (College Entrance Examination Board) for each student, pen or pencil

INSTRUCTIONAL PROCESS:

Choose a target population by a developmental stage or student-identified need in decision-making skills. Offer small group counseling to this population through appropriate publicity. Meet with groups of not more than 10 during study halls or class-released time.

Have each student identify an important decision he/she is presently trying to work through. Take the group through the activities of Decisions and Outcomes, especially the last two sections. Before developing and applying the skills, the counselor may choose the activities that would best help the students in this group. Have each student work on his/her decision as he/she learns the decision-making skills. Have students share with their group on their progress. Provide support to these students. Watch for a student's need of individual counseling and offer it if needed.

Meet with this group until the personal decisions are made. Meet with the group again, a term or semester later to evaluate long term results of their decisions.

## IMPROVING DECISION-MAKING SKILLS

### GUIDANCE

### SENIOR HIGH

#### CURRICULUM FOCUS:

Economics, Citizenship, Problems of Democracy, Sociology, Psychology

#### CAREER EDUCATION FOCUS: (DELLA Statement)

#41 Understand decision-making involves responsible action

1. Self-improvement of decision-making skills

#### ESSENTIAL RESOURCES:

You may want to use Career Directions, Unit One: Deciding on Your Career (Changing Times Education Service, Inc.)

#### INSTRUCTIONAL PROCESS:

Offer the following suggestions to the class. They are designed for self-improvement of decision-making skills.

1. Get as many facts as possible on the question you are trying to decide.
2. Experiment with the idea of deadlines. If you tend to delay making decisions, set a reasonable time limit for yourself. This is not to mean that deciding quickly is better than deciding slowly. Rather, a deadline can break the logjam that occurs after deliberation and thought when no one decision seems to be any better or worse than another.
3. Try arbitrarily limiting or expanding your choices.
4. Write down the pros and cons of each choice. This may help to clarify the important points.
5. Consider what may happen while you are unable to make up your mind. A danger can occur if you are wrestling with an important decision, and keep putting it off until events catch up and force their own decision upon you.
6. Try two experiments. Number one--Make believe you have decided and see how the choice feels on you. Number two--Actually try out your decision while you still have a chance to change your mind.

## FUTURE FOCUSES-ROLE IMAGES

### GUIDANCE

#### CURRICULUM FOCUS:

1. To make students aware that their own self-image and roles are not stagnant concepts but will change with time, and the change will often result from factors over which they now have little control.

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #04 Understand that personal characteristics can be changed
- #05 Recognize relationship: self-characteristics/decision-making
- #06 Understand and use the concept "role"
- #43 Recognize restrictions in the decision-making process
- #44 Recognize that decision-making involves some risk taking
- #49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This is a good exercise to open any unit or course dealing with the future or simply the concept of roles and self-image.

1. Ask students to describe in a brief essay what they think the world will be like in the year 2000, especially in regard to such things as energy supply, population, food availability, crime, urban congestion, transportation, family life styles, international tensions, types of jobs available, etc. Allow two nights.
2. Ask students to write on a separate sheet of paper what they think they will personally be doing in the year 2000, what they think their life will be like at that time.
3. Pair the two assignments and read some of them to the class as pairs. (If you wish to insure anonymity you can use code numbers for assignments). As the paired essays are read it should become apparent that while many students see the world changing rapidly in all directions with many alterations in life styles needed to cope with such changes, they see little or no change in their own personal or community life. Some students will predict police states, nuclear war, starvation, etc. for the world at large but personally they see themselves going to college, holding the same types of jobs now available, living comfortably in ranch houses, and raising families in the usual manner.
4. Discuss the reason for such discrepancies (i.e. a tendency to view the future with a present-oriented role image and perspective).

5. Ask what can be done to keep the two factors closer in line. Suggestions usually include:

1. Go along with the changes.
2. Fight against the changes they don't like through organized action.
3. Withdraw from society and opt for an alternative life style and role more in line with their self-image; present and projected.

More class time should be used to explore any or all of these concepts in greater depth. For example-which changes predicted by experts are acceptable? Which are not? Which ones do we or could we have control over? What types of action would be necessary to resist such changes (personal rebellion, group action, political and governmental action, etc.)?

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## THE LOTTERY

### GUIDANCE

#### CURRICULUM FOCUS:

1. To have students examine their commitments to work even when it is not an economic necessity
2. To see the relationship between work and leisure time activity to distinguish between leisure-time and idleness

### SENIOR HIGH

#### CAREER EDUCATION FOCUS: (DELLA Statement)

- #07 Develop an understanding of the concept "life style"
- #63 Understand differences between leisure time and idleness
- #64 Understand interrelationships: leisure time and idleness
- #65 Understand leisure time can provide some rewards of work
- #66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCE:

#### INSTRUCTIONAL PROCESS:

Present the following situation to the students: You have just won a lottery, and an investment counselor makes you an offer that is hard to refuse. If you allow him to invest your money, he guarantees you that you can live quite well and never have to work a day in your life.

Then ask the students: "Assuming he can make good on his offer, would you accept it and embark on a life of leisure? Or would you still choose to work?"

If a life of leisure was chosen, ask those students to list the activities they would engage in to occupy their time.

If some students choose to definitely work, ask them to list some of the reasons why they would work even when it is not necessary for meeting their economic needs.

Gather the class together in a circle to discuss some of their choices and reasons, as well as, activities and benefits from each life style.

After hearing both sides of the issue ask if anyone has changed his/her mind about working or "leading a life of leisure?"

Does a "life of leisure" necessarily imply a life of idleness? [Note--usually one of the first questions the students ask is what you mean by "work." Be prepared to explain or discuss some of the various definitions of work: (For example:

- Work as toil and hard labor
- Work as mental activity
- Work as creative effort
- Work as performing a task for wages
- Work as human achievement, with or without wages

Work as exercising your responsibility toward others as your role in life demands (parents, wife, husband, citizen, student, etc.)]

By examining some of these definitions what some students may have considered to be leisure activities may very well fit into others' definitions of work and vice-versa. For this reason you may wish to wait until the choices are already made before discussing "work" and what it is. If so, tell students to use their own definitions in making their choices and then have them discuss their definitions when explaining their choices.

DELLA STATEMENTS

<u>Della Statement Number</u>	<u>Description</u>
<i>Vocabulary about Self</i>	
01	Develop vocabulary of self-characteristics
<i>Knowledge of Self</i>	
02	Develop knowledge of unique personal characteristic
03	Understand relationship: self-characteristics/ performance
04	Understand that personal characteristics can be changed
05	Recognize relationship: self-characteristics/ decision-making
06	Understand and use the concept "role"
07	Develop an understanding of the concept "life style"
<i>Attitudes about Self</i>	
08	Develop a positive self-concept
09	Recognize that development of self is constantly changing
10	Develop a sensitivity toward and an acceptance of others
11	Develop tolerance/flexibility in interpersonal relationships
<i>Skills for Self</i>	
12	Develop the necessary socialization skills
<i>Vocabulary about Education</i>	
13	Acquire vocabulary for educational planning
<i>Knowledge about Education</i>	
14	Understand interrelationship between education and work
15	Be aware of multiplicity of skills, knowledge in <u>education</u>
16	Understand need for continuing education in a changing world

Della Statement Number

Description

*Attitudes about Education*

- 17 Recognize role of education in career and life goals
- 18 Recognize developmental processes occurring in and out of school
- 19 Realize technological changes demand retraining of workers
- 20 Develop basic attitudes needed for entry/success in a career

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- 21 Recognize relationship: school environment/larger society

*Skill for Education*

- 22 Acquire skills, good work habits in preparing for a career

*Vocabulary about Careers*

- 23 Acquire vocabulary for describing the world of work

*Knowledge of Careers*

- 24 Understand variety and complexity of occupations and careers
- 25 Understand how occupations relate to functions of society
- 26 Determine characteristics/qualifications of occupations
- 27 Understand process of developing a "career"
- 28 Understand the relationship: occupational role/life style
- 29 Recognize materials/processes/tools of occupational clusters

*Attitudes about Careers*

- 30 Realize: work is an integral part of the total life style
- 31 Develop positive attitudes toward employment

Delta Statement Number

Description

- 32 Realize one's success in work is affected by one's attitudes
- 33 Develop personal habits which are socially valued
- 34 Recognize that occupational stereotyping is undesirable
- 35 Be aware of the value of acquiring marketable skills
- 36 Aware of own multi-potentiality as to marketable skills
- 

*Skills for Careers*

- 37 Develop necessary educational/occupational competency
- 38 Develop entry level skills in area of occupational interest

*Vocabulary for Decision-Making*

- 39 Develop vocabulary for stating and identifying personal goals
- 40 Apply vocabulary of career exploration to decision-making

*Knowledge about Decision-Making*

- 41 Understand decision-making involves responsible action
- 42 Know external factors affect decision-making and vice versa
- 43 Recognize restrictions in the decision-making process
- 44 Recognize that decision-making involves some risk taking
- 45 Develop criteria for judging how careers meet life goals

*Attitudes about Decision-Making*

- 46 Recognize the need for making a meaningful career choice

47 Develop a receptivity for new ideas/exploration of new ideas

48 Understand the need to take responsibility for own decisions

*Skills for Decision-Making*

49 Develop effective decision-making strategies and skills

*Vocabulary about Economics*

50 Develop vocabulary for understanding economic principles

*Knowledge of Economics*

51 Be familiar with basic economic concepts

52 Realize how the labor market affects the nation's economy

53 Understand the relationship: technology/world of work

54 Understand the relationship between occupational roles/personal economics/life styles

*Attitudes about Economics*

55 Recognize role of work in economic independence

56 Recognize that society needs labors of all its people

57 Realize wages should not be sole basis for career choice

58 Recognize worker productivity is influenced by rewards

*Skills for Economics*

59 Acquire basic money management skills

60 Be able to use economic information in decision-making

61 Acquire basic consumer skills

*Vocabulary about Leisure*

62

Develop vocabulary to differentiate leisure time activities

*Knowledge of Leisure*

63

Understand differences between leisure time and idleness.

64

Understand interrelationships: leisure time/ one's career

65

Understand leisure time can provide some rewards of work

*Attitudes about Leisure*

66

Develop positive attitudes toward value of leisure time

*Skills for Leisure*

67

Develop skills in leisure time activities





which are part of teaching every subject at every grade level. Every teacher teaches vocabulary about his or her subject, knowledge about that subject, attitudes derived from what is learned, and skills relating to the mastery of that particular subject. Another way of putting it is that, the instructional areas cover the cognitive, affective and psycho-motor domains of learning.

At the base of the model are the career education concerns. In order to utilize a comprehensive developmental approach aimed at the whole individual, it is necessary to treat several life areas and these areas have been organized and labeled, as shown.

For example, looking at the first Career Education Concern, we have to educate the student in relation to his or her own self. Who am I? What am I like? What do I like? These are the kinds of questions students have to answer if they are to know themselves better.

By looking at the intersections of Instructional Areas with Career Education Concerns, as shown on the model, we can talk about ideas such as, knowledge of self, attitudes towards careers, skills for decision-making, and so on. In fact, every aspect of the instructional approach can be applied to every concern of career education.

#### *Della Statements*

In every one of the model blocks, running through all the grade levels, there are certain criteria that are necessary for the developmental approach to be carried out. These are called DELLA Statements.

Here you can see how one of the criteria or DELLA Statements, was developed. First the Instructional Area, knowledge, was considered. Then the Career Education Concern, decision-making, was cross-referenced. When we talk about knowledge of decision-making for students, we get a statement like Goal #42. (See diagram on following page).

Since this is a lengthy, cumbersome statement, which is difficult to use, it was synthesized into a DELLA Statement (#42). It's short and it is simple and it's easy to implement. Also, it is one of thirteen DELLA Statements on decision-making.

INSTRUCTIONAL AREA

Knowledge of

CONCERN

Decision-Making

GOAL # 42

Students should know that decision-making is influenced by a society of external factors (i.e., family, friends, geography) conversely, decisions once made will have an influence on a variety of external factors (i.e., family, friends, geography).

DELLA STATEMENT

#42 Know external factors affect decision-making and vice versa

Since this is a developmental approach not every DELLA Statement need be applied at every grade level. Likewise, not every DELLA Statement is appropriate for every subject, although the concept of at least one DELLA Statement under each of the six concerns should be taught for every subject, at every grade level.

*How to Use DELLA Statements*

DELLA Statements are used by teachers as tools in career education by matching them to the curriculum concerns when preparing teaching activities.

One of the best ways to begin writing curriculum plans which focus on career education is to go over in your mind some activities you have previously done in class which were successful. It is often fairly easy to find ways to broaden this activity to include the dimensions of career education. Starting with one activity you have already found successful will lead you to explore others. Finally, you will be planning entirely new activities that are built around the idea of providing your students with instruction in both your curriculum and career education.

Career Education Newsletters:

Career Education News, McGraw-Hill Institutional Publications,  
230 West Monroe Street, Chicago, Illinois 60606.

The Career Education Workshop, Parker Publishing Company, Inc.,  
West Nyack, New York 10994.

Career Education Bibliographies:

Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg,  
Pennsylvania 17837.

Pennsylvania Guidance Service Center, 5301 Jonestown Road, Harrisburg,  
Pennsylvania 17112.

Current Career Information Bibliography. National Vocational Guidance  
Association, Division of American Personnel and Guidance Association,  
1607 New Hampshire Avenue N.W., Washington, D.C. 20009.

EPIE Career Education S\*E\*T\*. EPIE Institute, 463 West Street, New York,  
New York 10014

Career Education Film Resources:

Intermediate Units/Instructional Materials Center. All members of a  
teaching staff have film resources available to them through the school  
district or through the local intermediate unit with which the school  
district is associated.

Audio Visual Services. The Pennsylvania State University, University  
Park, Pennsylvania 16802.

Indiana University Audio-Visual Center, Bloomington, Indiana 47401.

Career Education Instructional Materials:

PENNScript  
Special Education  
5301 Jonestown Road  
Harrisburg, Pennsylvania 17112

INTERVIEW SHEET

1. What special interests or skills do you need for your job?
2. What types of things (interests) do you like to do, and how did they help you decide what job you wanted?
3. What type of person do you have to be in order to like and be successful at your job?
4. What ways can I get this job--training, college, or experience?
5. What other occupations can you do with your knowledge and training?
6. What are all the different jobs you've had and which have led to the one you have now?
7. Do you think that your mistakes have helped you to make better decisions?
8. How has your particular job changed over the past ten or twenty years? What do you think it will be like in another ten years?
9. What school subject do you use in your work and how?
10. How does this job support your way of living in terms of income, knowledge, working hours, and leisure time?
11. Are your hobbies like or different from your job?
12. Why is this job important to you? What satisfaction do you get? Do you know of any common factors a person should possess to be successful in the world of work?

Compiled by the United States Office of Education

I. Agri-Business and Natural Resources

1. Agriculture and agricultural sciences
2. Forestry officials
3. Fish managers (including farms and hatcheries)
4. Water management
5. Nursery operations and management
6. Animal sciences
7. Dairy products
8. Fertilizers (plant food and soil)
9. Landscaping
10. Wildlife
11. Petroleum and related products
12. Mining and quarrying

II. Business and Office Cluster

1. Accounting
2. Office clerks and managers
3. Machine operators
4. Business data processing systems

III. Communications and Media Cluster

1. Telephone and telegraph systems
2. Publishing of journalism and commercial arts
3. Broadcasting of radio, television and satellite transmissions
4. Photographic reproductions and recordings

IV. Construction Cluster

1. Interior home designing, decorating and furnishings
2. Land development, site preparation and utilities
3. Landscaping, nursery operations and ground maintenance
4. Architectural designing
5. Masonry, metal, wood, glass, and plastic contracting

V. Consumer and Homemaking Related Occupations Cluster

1. Family and community services (public housing and social welfare)
2. Food service industry
3. Child care, guidance and teaching
4. Housing design and interior decorations
5. Clothing, apparel and textile industry
6. Home management, consumerism and family relationships

VI. Environment Cluster

1. Soil and mineral conservation
2. Water resource, development, conservation and control
3. Forest, range, shore, wildlife conservation and control
4. Development and control of physical man-made environment (bridges, roadways and recycling)
5. Space and atmospheric monitoring and control (pollution and smog)
6. Environmental health services (water sanitation, waste disposal)

1. Authors and poets
2. Painters and printmaking
3. Musicians
4. Dramatic and performing artists
5. Film and set designers, producers and editors

VIII. Health Service Cluster

1. Ambulance services
2. Hospital technicians, nurses, aids and doctors
3. Pharmacists
4. Dentists
5. Community health
6. Veterinarian

IX. Hospitality and Recreation Cluster

1. Recreation planning of national resources and leisure related property
2. Health care (physical fitness, recreation safety)
3. Community services (parks, playgrounds, clubs and amusement parks)
4. Human development (recreation programs, coaching and arts)

X. Manufacturing Cluster

1. Factory productions
2. Research of products and marketing
3. Distribution of products
4. Designing of new products and new equipment

XI. Marine Science Cluster

1. Commercial fishing
2. Aqua-culture (marine and shellfish research, marine plant growth)
3. Marine biology
4. Underwater construction and salvage
5. Marine exploration

XII. Marketing and Distribution Cluster

1. Sales promotion and services
2. Buying
3. Marketing services (finance, credit, insurance)
4. Marketing system (retail, wholesale, service, non-store and international trade)

XIII. Personal Services Cluster

1. Cosmetology
2. Mortuary science
3. Barbering
4. Physical culture (massage and weight control)
5. Household pet services

1. Courts
2. Labor affairs
3. Defense
4. Public utilities and transportation
5. Regulatory services (bank, immigration and stock exchange)

XV. Transportation Cluster

1. Land transportation
2. Aerospace transportation
3. Pipeline transportation
4. Water transportation

GameGrade Level

*BLUE BIRD (ABT Associates)*

(7-12)

Players explore job and home career consequences of a number of "career ladders" in the unskilled/semi-skilled/skilled category. Career decisions, union membership, further training, etc. are plotted on a Career Chart as is feedback on life style consequences. (1-6 players)

*THE BLUE WODJET COMPANY (Simile II)*

(6-9)

Players take roles as stockholders, personnel, and managers of a manufacturing company and as citizens in a community where the company is located. Players are involved in the structure of a corporation that evokes an awareness of pressures pollution problems created for industry. (25-30 players)

*BROKER (Calhoun Book Store)*

(4-adult)

Players learn some of the more intricate aspects of the stock market and the development of market strategy. (2-6 players)

*BUDGETING GAME (Changing Times Education Service)*

(7-12)

Players assume roles in a middle-income family of four earning \$10,000. Goal is to simulate the budgeting and spending of their money over a 12 month period. Different choices reflect different ways of living and different family goals. (4-24 players in teams of 4)

*BUDGETS AND TAXES (Educational Manpower, Inc.)*

(7-college)

Players assume roles of both public officials and private citizens of Riverdale, attempting to balance the town budget.

*CAREERS (Parker Brothers)*

(7-12)

Preview of the working world. Eight newly-updated occupations, setting their own success goals. Rewards, promotions, setbacks as they meet realistic challenges. (2-5 players)

*THE COMMUNITY (ECONOMIC DECISION GAMES SERIES)*

(Science Research Associates)

(10-12)

Economic principles involved in the operation of a community are illustrated through a model. (6 players per team)



*CONSUMER (Western Publishing Company, Inc.)*

(7-12)

A model of the consumer buying process involving players in the problems and economics of installment buying. Consumers compete to maximize their utility points for specific purchases while minimizing their credit charges. The three different credit agents also compete to make the most satisfactory lending transactions. (11-34 players)

*EDVENTURE (Games Central)*

(10-adult)

15 "Learners" interested in seeking further education involve themselves with educational institutions and compete to reach their goals. Represents the demands and options in the world of 1981-2000. (30-45 players)

*JOB EXPERIENCE KITS (Science Research Associates, Inc.)*

(7-12)

A collection of work-simulation kits offers experiences in 20 occupations representative of various levels and fields. A problem-solving approach is used to expose the student to the real activities found on the jobs. Actual occupational tools are included in each kit. (1 player)

*JOBHUNT (Games Central)*

(7-adult)

Realistic simulation of the process players will experience in making real-life career choices and finding suitable jobs. (10-30 players)

*LIFE CAREER GAME (Western Publishing Company, Inc.)*

(6-12).

A simulation of certain features of the labor market, the "education market," and the "marriage market," as they now operate in the U.S. and as projections indicate they will operate in the future. The players work with a profile of a fictitious person, allotting his time and activities among school, studying, a job, family responsibility and leisure time. Players are divided into teams of 2 and make decisions for 3-10 years of the profile they play. A wide variety of profiles is supplied. (2-20 players)

*MACHINIST (Harvard School of Information)*

(7-12)

The objective of the game is to enable students to make more effective decisions concerning a career in a machinist vocation, based on the information contained in the game and on other investigations that they are motivated to make as result of playing. (1-6 players)

*SPENDTHRIFT (Northrop Corporation)*

(7-12)

Financial management of family affairs is taught as well as goal setting and value structure within the family group. (2 or more players)

*SWINDLE (Changing Times Education Service)*

*(10-adult)*

Helps students experience decision-making in shopping and to teach them to recognize and avoid gyps and frauds. They assume roles of buyers, salesmen, repairmen, and managers. (15 or more players)

ACI Films, Inc.  
35 West 45th St.  
New York, NY 10036

Aims Instructional Media  
Services, Inc.  
P.O. Box 1010  
Hollywood, CA 90028

American Education Publication  
55 High Street  
Middletown, CN 06487

American Guidance Service, Inc.  
Circle Pines, MN. 55014

American Society of Travel Agents  
360 Lexington Ave.  
New York, NY 10017

Argus Publications  
7440 Natchez  
Niles, IL 60648

Associated Educational Materials Co.  
14 Glenwood Ave.  
Box 2087  
Raleigh, NC 27602

BFA Educational Media  
2211 Michigan Avenue  
Santa Monica, CA 90404

Bowman  
Box 3623  
Glendale, CA 91201

Calhoon Book Store  
3031 Hennepin Avenue  
Minneapolis, MN 55408

Career Futures, Inc.  
1728 Cherry St.  
Philadelphia, PA 19103

Center for Humanities, Inc.  
Two Holland Avenue  
White Plains, NY 10603

Changing Times Education Service, Inc.  
1729 H. Street, N.W.  
Washington, D.C. 20006

Agency for Instructional T.V.  
Box A, 1111 West 17th St.  
Bloomington, IN 47401

Albert Whitman & Co.  
560 West Lake Avenue  
Chicago, IL 60606

American Education Publication  
Education Center  
Columbus, OH 43216

American Personnel and Guidance Assoc.  
1607 New Hampshire Ave., N.W.  
Washington, DC 20009

Arco Publishing Company  
219 Park Avenue, South  
New York, NY 10003

Aspect IV Educational Films  
21 Charles Street  
Westport, CT 06880

Benefic Press  
10300 West Roosevelt Road  
West Chester, IL 60153

Bobbs - Merrill Company  
Educational Division  
4300 West 62nd Street  
Indianapolis, IN 46268

Charles A. Bennett Co. Inc.  
809 Detweiler Drive  
Peoria, IL 61614

California Learning Simulations  
750 Lurline Drive  
Foster City, CA 94404

Careers Incorporated  
P.O. Box 135  
Largo, FL 33540

Centron Educational Films, Inc.  
1621 West Ninth Street  
Lawrence, KS 66044

Charles W. Clark Co., Inc.  
564 Smith Street  
Farmingdale, NY 11735

Children's Press  
1224 H. Van Buren St.  
Chicago, IL 60607

Churchill Films  
662 No. Robertson Blvd.  
Los Angeles, CA 90069

Consulting Psychologists Press  
577 College Avenue  
Palo Alto, CA 94306

Coronet Instructional Media  
65 East South Water Street  
Chicago, IL 60601

Creative Studies, Inc.  
167 Corey Road  
Boston, MA 02146

Dell Publishing Co., Inc.  
1 Dag Hammarskjold Plaza  
New York, NY 10017

DLM  
7440 Natchez Ave.  
Niles, IL

Education Achievement Corporation  
P.O. Box 7310  
Waco, TX 76710

Educational Development Corp.  
202 Lake Miriam Drive  
Lakeland, FL 33803

Educational Manpower Inc.  
P.O. Box 4272 B  
Madison, WI 53711

Educational Properties, Inc.  
P.O. Box DX  
Irvine, CA 92664

Encyclopedia Britannica Educational  
Corp.  
425 N. Michigan Avenue  
Chicago, IL 60611

Family Films, Inc.  
5823 Santa Monica Blvd.  
Hollywood, CA 90038

Chronicle Guidance Publications, Inc.  
Moravia, NY 13118

Counselor Films, Inc.  
1728 Cherry St.  
Philadelphia, PA 19103

College Entrance Examination Board  
Box 592  
Princeton, NJ 08540

The George F. Cram Co., Inc.  
301 South LaSalle St.  
P.O. Box 426  
Indianapolis, IN 46206

Curriculum Development Associates  
1211 Connecticut Ave, N.W.  
Suite 414  
Washington, D.C. 20035

Didactic Systems, Inc.  
6 N. Union Ave.  
Cranford, NJ 07016

Doubleday Multimedia  
1371 Reynolds Ave.  
Santa Ana, CA 92705

Educational Activities, Inc.  
P.O. Box 392  
Freeport, NY 11520

Educational Dimensions Corp.  
25 - 60 Francis Lewis Blvd.  
Flushing, NY 11358

Educational Projections Corp.  
3070 Lake Terrace  
Glenview, IL 60025

Education Games Company  
P.O. Box 363  
Peekskill, NY 10566

EYE - Gate House  
146 - 01 Archer Ave.  
Jamaica, NY 11435

Garrard Publishing Company  
Champaign, IL 61820

Gordon Flash Company, Inc.  
275 West Highway  
Madison, WI 53713

Guidance Associates  
757 Third Avenue  
New York, NY 10017

Hoffman Occupational Learning Systems  
4423 Arden Drive  
El Monte, CA 91734

Industrial Relations Center  
University of Chicago  
1225 East 60th Street  
Chicago, IL 60637

Instructional Fair  
Box 1650  
Grand Rapids, MI 49502

Instructor Publications, Inc.  
Instructor Park  
Dansville, NY 14437

King Features  
235 East 45th St.  
New York, NY 10017

Learning Resource Center, Inc.  
40655 S.W. Greenburg Road  
Portland, OR 97223

Little Brown and Co.  
Boston, MA

Macmillan Library Services  
866 Third Avenue  
New York, NY 10022

McGraw-Hill Book and Education  
Services Group  
1221 Sixth Avenue  
New York, NY 10020

Modulearn Inc.  
Joseph W. Foraker/Learning Programs  
P.O. Box 635  
San Juan Capistrano, CA 92675

New Dimension in Education, Inc.  
160 Depona St.  
Plainview, NY 11803

Grade Teacher  
CMA Professional Magazines  
22 West Putnam Avenue  
Greenwich, CT 06830

Harcourt Brace, Jovanovich, Inc.  
757 Third Avenue  
New York, NY 10017

Houghton Mifflin Company  
1 Beacon Street  
Boston, MA 02107

Information Resources Inc.  
P.O. Box 417  
Lexington, MA 02173

Instructo Corporation,  
Paoli, PA 19301

Innovative Sciences, Inc.  
300 Broad Street  
Stanford, CT 06901

Learning Corporation of America  
711 Fifth Avenue  
New York, NY 10022

J. P. Lilley and Son, Inc.  
2009 N. Third St.  
P.O. Box 3035  
Harrisburg, PA 17105

Listener Educational Enterprises, Inc.  
6777 Hollywood Blvd.  
Hollywood, CA 90028

Mafex Associates, Inc.  
111 Baron Avenue  
Johnstown, PA 15906

McKnight Publishing Company  
Box 2854  
Bloomington, IL 61701

National Career Consultants, Inc.  
9978 Monroe  
Dallas, TX 75520

New Readers Press  
1321 Jamesville Avenue  
Syracuse, NY 13210

Olympus Publishing Co.  
95 East 9th St. South  
Salt Lake City, UT 84105

Oxford Films  
1136 N. Las Palmas Ave.  
Los Angeles, CA 90038

Pennant Educational Materials  
4680 Alvarado Canyon Road  
San Diego, CA 92120

J.C. Penney Co. Inc.  
Educational and Consumer Relations  
1301 Avenue of the Americas  
New York, NY 10019

Random House, Inc.  
Educational Media  
201 E. 50th St.  
New York, NY 10022

Scholastic Book Services  
50 West 44th St.  
New York, NY 10036

Scott Education  
Department CEN  
104 Lower Westfield Road  
Holyoke, MA 01040

Silver Burdett Co.  
250 James Street  
Morristown, NJ 07960

South-Western Publishing Co.  
5101 Madison Rd.  
Cincinnati, OH 45227

Teacher Products  
2304 East Johnson St.  
Jonchoro, AK 72401

T-Cube  
17951 Shypark Circle  
Irvine, CA 92707

Travel School of America  
14 Beacon Street  
Boston, MA 02146

Oxfam Education Department  
247 Banbury Road  
Oxford Station  
Ox 270Z  
England

Pathescope Educational Films, Inc.  
71 Weyman Avenue  
New Rochelle, NY 10802

Pflaum/Standard  
8121 Hamilton Ave.  
Cincinnati, OH 45231

Q-ED Productions  
2921 W. Alameda Ave.  
Box 1608  
Burbank, CA 91507

Sandler Institutional Films, Inc.  
1001 N. Poinsetta Pl.  
Hollywood, CA 90046

Science Research Associates, Inc.  
259 East Erie Street  
Chicago, IL 60611

Shelchow and Righter Co.  
2215 Union Boulevard  
Bayshore, NY 11706

Singer Educational Division  
3750 Monroe Avenue  
Rochester, NY 14603

Steck-Vaughn Company  
P.O. Box 2028  
Austin, TX 78767

Teaching Resources Films  
83 Adams St.  
Bedford Hills, NY 10507

Training Development Center  
The Sterling Institute  
2 Pennsylvania Plaza  
Suite 18  
New York, NY 10001

Troll Associates  
320 Route 17  
Mahwah, NJ 07430

United States Department of Labor  
Bureau of Labor Statistics  
Washington, DC 20212

Westinghouse Learning Corporation  
100 Park Ave.  
New York, NY 10017

The Westminster Press  
Witherspoon Bldg.  
Philadelphia, PA 19107

Western Publishing Company  
850 Third Ave.  
New York, NY 10022

Vocational Films  
111 Euclid Avenue  
Park Ridge, IL 60068

Yellow Pages Career Library  
NAESP  
P.O. Box 9114  
1801 North Moore Street  
Arlington, VA 22209

## EVALUATION

Crucial to the development and improvement of any program are evaluative plans and instruments. The evaluation plan should be geared to the local program and designed to evaluate achievement in reaching the program objectives, development and implementation of program activities, and effectiveness of program resources.

### Standardized Tests

Quick feedback of information is crucial to the continuous amelioration of the program. Consequently, a major source of immediate, valuable information is the student. Of particular value are several vocationally-oriented standardized measures, some of which are listed and briefly described.

### Interest Inventories

Interest inventories are particularly useful in individual career counseling. They may also be utilized in group guidance classes, or in any classes involved in career education and subjective occupational exploration. For the most part, all of these inventories have as their major goal helping the individual to relate his personal interests to either general occupational areas, or clusters, (e.g., scientific; persuasive, etc.) or to specific jobs. (e.g., truck driver, lawyer, etc.). These inventories do not provide information about the student's ability achievements, or intelligence as they relate to specific clusters or occupations; they serve to cite relative interests and must be interpreted accordingly.

#### Brainard Occupational Preference Inventory

Psychological Corporation

Range: Grades 8 to 12, adults

Six broad occupational fields are covered by this inventory which yields scores for each sex. Scores are obtained in the following areas: (1) commercial, (2) mechanics, (3) professional, (4) artistic, (5) scientific, and (6) personal service (for girls) or agriculture (for boys). The subject responds to each item by indicating on a five-point scale ranging from "dislike very much" to "like very much". There are a series of twenty items for each occupational field. The scoring is simple and test time is approximately thirty minutes.

#### Gordon Occupational Check List

Harcourt, Brace and World, Inc.

Range: Grades 9 and above.



The Gordon Occupational Check List is composed of 240 activities performed in many different kinds of jobs. These 240 activities are organized into five general interest areas: (1) business, (2) outdoor, (3) arts, (4) technology, and (5) service. These five categories are further grouped into 30 internally related clusters. The student responds to each item by underlining the activities that he would like to perform in a full-time job, and by circling those activities that he would most like to do. He then answers several job-relevant free-response questions at the end of the inventory. The scoring procedure is simple and testing time for a group is typically from 20 to 25 minutes.

#### Kuder Occupational Interest Survey (OIS)

Science Research Associates  
Range: Grades 10 to adult

This instrument is basically the same in both format and content (with some additions) as the Kuder Preference Record-Vocational. Forced-choice triads are presented to the testee. (However, the information it yields is more like that of the Strong and the Minnesota Vocational Interest Inventory.) Scores are yielded in 79 occupations and 20 college-major fields for men, and for 56 occupations included cover a wide range and variety of levels and areas. Scoring must be machine-processed. Reading level is 6th grade.

#### Kuder Preference Record - Vocational

Science Research Associates  
Range: Grades 6 to 12

The Kuder Preference Record-Vocational is a widely used measure of vocational interests. Scores are given on the following interest clusters: outdoor, occupational, scientific, persuasive, artistic, literary, social, service, and clerical. Raw scores are converted into percentiles, varying for the male and female high school students based on the respective norm groups. Administration, scoring, and conversion of raw scores to percentiles are all simple. Testing time generally ranges between 30 and 50 minutes.

#### Minnesota Vocational Interest Inventory (MVII)

Psychological Corporation  
Range: Grades 9 to 12

The Minnesota Vocational Interest Inventory is suitable for girls and boys age 15 and up. This empirically keyed inventory is designed to measure interests in nonprofessional occupations. The content consists of 474 items grouped into triads, making a total of 158 triads. The student responds to each triad by

selecting the one activity he would most like to do, and the one activity he would least like to do, leaving the third item blank. Scores are reported in 21 occupational scales, and 9 area scales. Scoring may be done either by machine or by hand. Although no time limit is given, most examinees complete the inventory in 45 minutes or less.

#### Ohio Vocational Interest Survey (OVIS)

Harcourt, Brace and World, Inc.  
Range: Grades 8 to 12

The Ohio Vocational Interest Survey is designed to facilitate vocational exploration by students in grades eight through twelve. This survey combines a "Student Information Questionnaire" with the "Interest Inventory" providing valuable background data for score interpretation by the student and his counselor. Compatible with such sources as the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and the General Aptitude Test Battery, OVIS yields scores in 21 interest scales. The total time required for administration of the survey ranges from 60 to 90 minutes.

#### Strong Vocational Interest Blank (SVIB)

Stanford University Press  
Range: 17 years and over

The Strong Vocational Interest Blank presently has separate forms for men and women although a single form the Strong-Campbell Interest Inventory, for both sexes is currently being developed. Although originally developed for college students, it has proven useful with those high school students. The SVIB, in both male and female forms, consists of 400 items, most of which the individual responds to by marking one of the three given options, L, I, and D (Like, Indifferent, Dislike). Scores are yielded in the form similar data in fifty-four men's and fifty-eight women's occupations, most of which are professional in nature. In addition to the occupational scales, there are basic interest scales as well as eight non-occupational, empirical scales particularly useful in counseling and test interpretation. Since hand-scoring a single blank is quite time-consuming and complex, a scoring service is available. Testing time is approximately forty minutes.

#### *Multiple Aptitude Batteries*

Of particular value in individual career counseling are the results of multiple aptitude batteries such as those to be described in this section. Combined with interest inventories, achievement criteria (e.g., grades, test results, etc.) and

other variables, these batteries serve to broaden the foundation upon which the individual's occupational future rests. Keeping in mind that "an aptitude test is one that predicts success in some occupation or training course" (Cronbach, 1970, p.38), one should evaluate the comparative value of each of the following batteries as they relate to a career education program.

#### Daily Vocational Tests

Houghton Mifflin Company  
Range: Grades 8 to 12; adults

Designed for the non-college-bound youth or adult, the Daily Vocational Test battery consists of three subtests: (1) the technical and scholastic test, (2) the spatial visualization test, and (3) the business English test. Twelve subscores are derived from the three subtests. Total testing time approximates 140 minutes.

#### Differential Aptitude Tests (DAT)

Psychological Corporation  
Range: Grades 8 to 12

The Differential Aptitude Tests are a battery of eight subtests. Six of them are aptitude tests (verbal reasoning, numerical ability, abstract reasoning, spatial relations, mechanical reasoning, and clerical speed and accuracy) and two are achievement tests (spelling and grammar). With the exception of the Clerical Speed and Accuracy Test, the tests of the DAT are power tests and in most cases the time limits are 30 minutes. At least two testing sessions are required for administration of the entire battery which takes between 5 and 5 1/2 hours to complete in most cases. Score reports may be in either percentile or stanine form with norms being available for each grade level from eighth to twelfth.

#### General Aptitude Test Battery (GATB)

U.S. Employment Service  
Range: Grades 12 and above; adults

Originally developed exclusively for use by state employment service offices, the GATB can now be used by schools and other agencies. This battery includes two tests and is designed to give scores for nine different factors: G (intelligence), V (verbal aptitude), N (numerical aptitude), S (special aptitude), P (form perception), M (manual perception), K (motor coordination), F (finger dexterity), and M (mechanical aptitude). Standard score reporting with a mean of 100 and standard score of 20, provide the basis for interpretation of each factor. For group tests, the time required is usually between 120 and 150 minutes.

## SRA Primary Mental Abilities, Revised

Science Research Associates

Range: K-12, a series of five batteries

After correcting some previously evaluated technical difficulties, in 1962 a revision of the PMA tests was made available by SRA with a series of five batteries. The scores obtained are in relation to five factors: Verbal Meaning, Number Facility, Reasoning, Perceptual Speed, and Spatial Relations. Since Reasoning is omitted at the lower levels and Perceptual Speed at the higher levels, only the battery for grades 4-6 includes all five factors. Total scores on the entire battery, as well as scores on each factor, are expressed in deviation I.Q.'s Percentiles and stanines are available for the PMA batteries from the fourth grade up.

### *Vocational Maturity and Work Values Measures*

A career education program or method may be evaluated in terms of the vocational maturity or the work values of its participants as determined by pre- and post-tests or via comparative study. Super (1955) has suggested the following dimensions as indicative of adolescent vocational maturity:

- Orientation to vocational choice.
- Information and planning about the preferred occupation.
- Consistency of vocational preference.
- Crystallization of traits.
- Wisdom of vocational preferences.

The construct of vocational maturity was later defined by Super (1957, p. 132) as follows:

Vocational Maturity I focuses on life stages and is indicated by the actual life stage of an individual in relation to his expected life stage (based on his chronological age).

Vocational Maturity II focuses on development tasks and is represented by the behavior of the individual in handling the developmental tasks with which he is coping.

The following measures have been developed in order to determine a person's degree of development in various areas of his career education.

#### Readiness for Vocational Planning

Authors: Gibbons and Lohnes (1964)

Range: Adolescence

Eight dimensions are assessed by this instrument which takes the form of an interview scale and is designed to measure vocational maturity. These dimensions are: (1) factors in curriculum choice, (2) factors in occupational choice, (3) verbalized strengths and weaknesses, (4) accuracy of self-appraisal, (5) evidence for self-rating, (6) interests, (7) values, and (8) independence of choice. In order to achieve maximum validity and reliability the counselor will need some short-term training in the use of this instrument.

#### Vocational Development Inventory - Attitude Test (AT)

Authors: Crites (1965) CTM/McGraw Hill  
Range: 6th Grade to college

Designed to measure the "dispositional factor" in vocational maturity, the Attitude Test of the Vocational Development Inventory attempts to measure "choice of an attitude toward an occupation in terms of empirical behaviors". "This instrument consists of fifty questions cast in true-false forms which yield both a vocational maturity scale and a deviate scale" (Herr and Cramer, 1972, p. 269). The purpose of this instrument is to give the counselor some insight as to the rate and level of vocational maturity of the students, thus allowing for more effective counseling. Time needed to administer the VDI is approximately 15 to 20 minutes.

#### Work Values Inventory (WVI)

Author: Super  
Houghton Mifflin Company  
Range: Grade 7 to adult

This instrument is concerned with measuring "values relating to success and satisfaction in work" (Herr and Cramer, 1972, p. 270). The fifteen values assessed are: intellectual stimulation, job achievement, way of life, economic returns, altruism, creativity, relationships with associates, security, prestige, management of others, variety, aesthetics, independence, supervisory relations, and physical surroundings. "These fifteen values can be further distilled into four factors: material, goodness of life, self-expression, and behavior control" (Herr and Cramer, 1972, p. 270). Administration of the WVI takes approximately fifteen minutes.

#### Career Development Inventory (CDI)

Authors: Super, Bohn, Forrest, Judoan, Lindeman and Thompson (1971)  
Range: 6th grade and up

The CDI yields two types of scores. In addition to a total score which represents an overall measure of vocational

maturity as defined by the scales, it also yields three specific factor scores labeled Planning Orientation, Resources for Exploration, and Information and Decision Making (Westbrook & Mastie, 1973).

The CDI can be administered easily within one class period and has potential for use in individual counseling as well as in group assessment and program evaluation. Distinguishing features of the CDI as noted by Westbrook and Mastie (1973) are its inclusion of both the attitudinal and cognitive dimensions of vocational maturity.

#### Cognitive Vocational Maturity Test (CVMT)

Authors: B.W. Westbrook

Range:

The CVMT was designed to measure Career knowledge and abilities within six areas of the cognitive domain of vocational maturity: Fields of Work--knowledge of which occupations are available in various fields of work; Job Selection--the ability to choose the most realistic occupation for a hypothetical student who is described in terms of his abilities, interests, and values; Work Conditions--knowledge of work schedules, income level of jobs, physical conditions of jobs, and job locations; Education Required--knowledge of the amount of education generally required for a wide range of occupations; Attributes Required--knowledge of abilities, interests, and values generally required for various occupations; and Duties--knowledge of the principal duties performed in a wide range of occupations (Westbrook & Mastie, 1973).

The CVMT is an objective measure which provides separate scores for each of the six areas of cognitive vocational maturity. The tendency of scores to spread out at the bottom for those having special difficulty in this particular area is evidence of the diagnostic potential of the CVMT. Those career education programs whose objectives match the areas included in the CVMT may find it to be an appropriate evaluation instrument.

#### *Locally Constructed Instruments*

Other possible ways of benefitting from student involvement in the evaluation process are via student surveys, questionnaires, and evaluation teams, as well as individual observations (e.g., suggestions for improvement, themes evaluating programs, etc.). Since the students are the principal consumers of the career-education-oriented services, their relative satisfactions and reactions to the objectives, activities, and resources would be a primary consideration. They are an invaluable

source of affective as well as cognitive information regarding program progression, whether providing the information through direct or indirect means.

Surveys, questionnaires, PTA meetings, as well as the use of other communications media (e.g., newspapers, radio, television, etc.) are major approaches by which teachers, counselors, parents, and the community in general may become an integral part of the evaluation process. Often valuable ideas for improvements result from tapping a source that is not directly involved in a program. Also, the goal of providing the public with an awareness of the program goals and achievements may incidentally be realized by this communication, thus creating a dual value.

Generally speaking, if appropriately planned and implemented, the greater the diversity and scope of sources involved in the assessment process, the greater the probability of attaining valuable, practical information.

#### *Related Research Methods*

Of the various types of research methods available for use in the evaluation process, three stand out. They are: 1) longitudinal studies, 2) follow-up studies, and 3) short-term studies. Drier, Herr and Baker (1972) provide the following descriptions of the first two types of studies:

- Longitudinal studies: Particular techniques and services are examined over time in the light of their impact on some appropriate sample. This can determine the extent to which the effects of an activity are retained and used in later years.
- Follow-up studies: Subjects may be able to provide important information about a program by responding to a questionnaire.

The third type, short-term studies, may be described as follows:

- Short-term studies: Studies designed to provide a relatively rapid feedback of information about program deficiencies or improvements. Cross-sectional studies exemplify this approach which generally serves to measure changes within groups or between groups when certain dependent variables (e.g., standardized tests, observations, etc.) are employed.

Any of these types of studies may be executed via controlled observations and pre- and post-testing techniques, using standardized measures or locally-developed measures as dependent

variables, or by utilizing any of a number of other dependent variables applicable to the specific situation.

### *General Procedures for Evaluation*

Regardless of what kind of procedures are used, certain fundamental steps should be followed. Herr and Cramer (1972, p. 273) have summarized general procedures for evaluation within a systems approach to career development as follows:

- Formulate the broad goals of the vocational guidance programs.
- Classify these goals so that an economy of thought and action can be achieved. Decide what developmental stages require which guidance processes for implementation.
- Define objectives in behavioral terms.
- Suggest situations in which the desired objectives and behaviors might be observed.
- Develop or select appraisal techniques such as standardized tests, monitoring instruments, questionnaires, etc.
- Gather and interpret performance data and compare these data with the stated behavioral objectives.

This system has been cited as an absolute one, thus, an entity in itself which, if desirable, may be compared to another system to determine relative effectiveness.

The following specific steps established by Wysong (1972, p. 53) are closely related to those of Herr and Cramer, only more simplistic and general. They are:

- Establish a purpose for the evaluation.
- Plan and design a procedure for the evaluation.
- Define the objectives, activities, needs, or resources to be evaluated.
- Identify the sources of information.
- Develop instruments for collecting information.
- Collect information.
- Analyze information.
- Organize and report results.
- Judge adequacy of results.
- Make decisions.

### *Administrative Judgement*

Final decisions often rest with those in administrative positions. Sometimes they are not directly involved in the mechanics or assessment of the program itself. It is, therefore, of paramount importance that a definite, concrete, and



concise way of communicating program needs is developed. This is particularly the case when major revisions or expensive innovations are to be initiated. Such situations usually call for the use of more than one evaluative technique. In other words, if a multiplicity of assessment techniques are all indicative of a need for a major revision or expensive innovation, that need is much more likely to be realized than if one or two implemented techniques led to the same conclusion. Also worth noting is the fact that the needs will have a greater probability of being met if community involvement is accomplished, and if a well-developed channel of communications is established between all individuals directly or indirectly affected by the program.

Therefore, it is important that the administrator involved in the leadership of the aforementioned activities be knowledgeable. If the leadership decisions are to be made wisely, the leaders must understand the various program objectives, the purposes behind the activities, the reasons for use of various resources, and the purpose of each evaluation technique. If administrative decisions are based on this kind of sophisticated understanding, the chances for program success would seemingly be enhanced.

EVALUATION TESTS AND ADDRESSES

Armed Services Vocational Aptitude Battery, Armed Forces Vocational Testing Group, Randolph Air Force Base, Texas 78148. Information available from any Armed Services Information Office.

California Occupational Preference Survey, Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107

Career Planning Program, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240

Differential Aptitude Tests, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

Edwards Personal Preference Schedule, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

General Aptitude Test Battery (GATB), United States Government Printing Office, Washington, D.C. 20402.

Gordon Occupational Checklist, Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

Kuder Form DD - Occupational Interest Survey, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Kuder Form C - Vocational Preference Record, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Kuder Form A - Personal Preference Survey, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Minnesota Vocational Interest Inventory, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

Ohio Vocational Interest Survey (OVIS), Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

(The) Self Directed Search: A Guide to Educational and Vocational Planning, Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306.

Strong Vocational Interest Blanks, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

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- Wysong, E. Evaluating Career Development Programs. Toledo, Ohio: University of Toledo, August, 1971.

## ROLE PLAYING

Role playing is a learning activity for use by both the teacher and student in all areas of the curriculum. It can and should be included in each subject area. Once the teacher utilizes role playing techniques and observes them as successful, more confidence in the approach will be gained each day. Actual instances of how to role play in the classroom and when it is of particular importance have been noted and suggested throughout this material.

### Purposes for Students:

1. Offers an opportunity to participate in a successful group decision.
2. Fun to participate.
3. Desire to make decisions for self, to think on their feet in face-to-face situations.
4. Provides opportunity for sensitivity and awareness of the world of work.
5. Group activity with an adult leader - not organized play.

### Procedure:

1. It is imperative to help students to become initially relaxed through warm-up activities, that is, activities which involve the students physically.
2. Development: Basically, movement with student's own dialogue.
3. Culmination: This can be a repetitive process by using others in class to do the same thing but using a different dialogue.

Discussion by entire groups of students with constructive criticism.

### Additional Suggestions:

1. Develop in a spiral effect - begin with short time, 10 minutes, and build up to greater spans of time.
2. Never force any student who does not want to participate.
3. Give good directions; be sure each student knows exactly what to do.
4. Give only a short time to plan so it is more creative.
5. Be sure activity (or job) is within age level so the student does not appear foolish to peers.

6. When students are evaluating a role-playing activity encourage positive reactions.
7. Allow for much change and creative dialogue to bring out each student's personality.
8. Encourage feelings of the role models, not just dialogue, so emotions come through.
9. Video tape the role playing; play back later for discussion by students.

## BRAINSTORM TECHNIQUE

### Choosing the Brainstorm Topic

1. Break down complex problems into problems specific enough to be Brainstormed. Instead of "How can we conserve energy?", use three separate problems:

"How can we conserve energy?":

- a. in the home?
- b. in the school?
- c. in the community?

2. The basic aim of Brainstorming is to compile a quantity of alternative ideas. Therefore, your problem must be one that lends itself to many possible answers.
3. Do not try to Brainstorm problems requiring value judgments like "What's the best time to start our new campaign?" Brainstorming cannot make a decision for you.

### Rules for Brainstorm Sessions

1. Criticism is ruled out:  
Judgment is suspended until a later screening or evaluation session. Allowing yourself to be critical at the same time, you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid.
2. Free-Wheeling is welcomed:  
The wilder the ideas, the better. Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.
3. Quantity is wanted:  
The greater the number of ideas, the greater likelihood of winners. It is easier to pare down a long list of ideas than puff up a short list.
4. Combination and Improvement are sought:  
In addition to contributing ideas of their own, panel members should suggest how suggestions by others can be turned into better ideas or how two or more ideas could be combined into a still better idea.

### Idea Spurring Questions

PUT TO OTHER USES? New ways to use as is? Other uses if modified?

ADAPT? What else is like this? What other ideas does this suggest?

MODIFY? Change meaning, color, motion, sound, odor, taste, form, shape, Other changes?

MAGNIFY? What to add? Greater frequency? Stronger? Larger? Plus ingredient? Multiply?

MINIFY? What to subtract? Eliminate? Smaller? Lighter? Slower? Split up? Less frequent?

SUBSTITUTE? Who else instead? What else instead? Other place? Other time?

REARRANGE? Other layout? Other sequence? Change pace?

REVERSE? Opposites? Turn it backward? Turn it upside down? Turn it inside out?

COMBINE? How about a blend, an assortment? Combine purposes? Combine ideas?

### Pitfalls to Avoid in Setting Up a Brainstorming Program

1. Failure to indoctrinate your panel in the technique of Brainstorming.
2. Failure to get support of at least one of your supervisors.
3. Overselling the technique before you have results to show.
4. Failure to orient your problem properly, or to make it specific enough.
5. Failure to evaluate the ideas creatively.
6. Failure to take action on the best ideas.
7. Failure to report to panel members what action is taken on ideas.
8. Selling the use of Brainstorming as a substitute for individual thinking. It is a supplement.

## PLANNING A FIELD TRIP

### HOW TO PREPARE FOR A FIELD TRIP:

1. Establish general objectives
2. Identify specific objectives
3. Review the field yourself before taking your class
4. Introduce children to the place they are going, the people they will meet, the experiences they will have. Use maps, pictures, special speakers, any resources available to acquaint pupils with the planned excursion. Be careful, however, to leave some "surprises" for the actual experience.
5. Schedule several inquiry, or discussion, times when children can relate their own experiences and attempt to foresee the experiences they will have.
6. Develop appropriate vocabulary for the fullest possible understanding of the experience.
7. Execute bulletin boards, collect materials, involve children in arranging exhibits to stimulate interest in the trip.
8. Plan the mechanics of the trip:
  - a. Attend to the administrative details.
  - b. Set bus schedule with definite departure and arrival times.
  - c. Secure the necessary permission slips from parents.
  - d. Enlist the help of adults (mothers, and maybe the bus driver)
  - e. Specify lunch plans and clothing requirements.
  - f. Discuss manners and bus behavior.
  - g. Learn some songs that fit the nature of the experience.
9. Organize the class into "touring groups" with an adult leader for each group. Each group should take slide photographs of those things which interest them most. Each group should also use a cassette recorder.

### FOLLOW-UP AFTER A FIELD TRIP:

#### Discussions and Inquiry groups

- a. What did you like best? How did you feel about being there?
- b. What surprised you?
- c. What was different than you expected?
- d. What was exactly as you expected it to be?
- e. What if you'd gone at another time of day? of the year?
- f. Whose job did you find most interesting?
- g. Would you like to work in such a place?



- h. What tools did the workers use?
  - i. What skills did the workers need to perform their work?
  - j. What suggestions do you have for helping others to enjoy the place?
  - k. Recall the events in sequence.
2. Write letters of appreciation
  3. View pictures, study maps
  4. Share the trip with another class via pictures, slide/tapes, production, stories, etc.
  5. Report to community news agencies.

Job Application Form

Date \_\_\_\_\_

General Information:

Name \_\_\_\_\_  
Last First Middle Initial

Address \_\_\_\_\_

Phone \_\_\_\_\_ Soc. Sec. No. \_\_\_\_\_ Draft Status \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Place of Birth \_\_\_\_\_

Marital status \_\_\_\_\_ Children \_\_\_\_\_

Have you ever been convicted of a crime other than a minor traffic violation?

Yes \_\_\_\_\_ No \_\_\_\_\_. If yes, please explain on the other side of this form.

U.S. Citizen? Yes \_\_\_\_\_ No  Work Permit Number (if under 18) \_\_\_\_\_

Physical handicaps \_\_\_\_\_

Kind of work desired: \_\_\_\_\_

Salary expected: \_\_\_\_\_

Previous Work Experience:

(List last job first)

	Employer	Address	Phone	Position
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

**Education:**

Highest grade level completed (circle) 8 9 10 11 12 13 14 15 16 17 18+

Dates enrolled

High School \_\_\_\_\_

College \_\_\_\_\_

Special Training \_\_\_\_\_

Other \_\_\_\_\_

Average grades received in English \_\_\_\_\_ Math \_\_\_\_\_

High School elective courses: \_\_\_\_\_

Extracurricular activities, sports, offices, honors, etc.: \_\_\_\_\_

**References:**

Name	Address	Phone	Occupation
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

Applicant's signature \_\_\_\_\_

Arthur J. Marrone

234 Stryker Avenue  
Swansea, New York 09876  
(123) 456-7890

OFFICE

ASSISTANT

Objective To serve as a general assistant in the office of a commercial, industrial, or civic organization, applying my quickness with figures, my typing skill, and my willingness to work hard constantly to increase of production and reduction of expense.

Background Born and raised in Swansea, the youngest of five brothers, all married and employed by Swansea Mills; mother and father both born in Swansea; father a foremen with Swansea Mills where he has worked 30 years; graduate of Swansea High School.

Education Graduate of Swansea High School, Business Curriculum, June 1976. Program included following courses:

Typing . . . . .	3 years
Office Machines . . . . .	2 years
Mathematics . . . . .	4 years
Bookkeeping . . . . .	1 year
Business Writing . . . . .	1 year
Marketing . . . . .	1 year
Economics . . . . .	1 year
Salesmanship . . . . .	1 semester

Program also included general high school courses, with four years of academic English.

Office Skills Excellent typist (75 words per minute); proficiency in basic office machinery; exceptionally high skills with figures.

Interests Reading business biographies; mathematical problem solving; chess; police athletic league.

Personal Excellent health; 5'9", 150 pounds; born May 23, 1958; single, no dependents.

References Miss Selma Mansfield, Principal. Swansea High School, 45 Hurstboro Drive, Swansea, New York 09876 ..

Mr. Theodore Pomeranki, Head, Business Education, Swansea High School, Swansea, New York 09876

Mr. Eugene Fillmore, Director, Swansea Police Athletic League, and Member of Swansea Police Department.

**JAMES BRUCKNER**

908 Parrington Boulevard  
Augusta, Maine 09876

Telephone (212) 456-7890

**PERSONAL**

22 years old; excellent health; 6'1", 180 lbs., single.

**OBJECTIVE**

To serve a public accounting firm as a junior accountant, while I take CPA examinations, and to continue with that firm in a public accounting career.

**EDUCATION**

Bachelor of Science, 1975, Central Maine University  
Major: Accounting (CPA Emphasis)  
Minor: Computer Science

Representative Accounting Courses include Current Issues in Financial Accounting, Computer Based Information Systems; Advanced Tax Law; and Seminar for Public Accountants.

Representative Computer Science and Business Courses include Computer Simulation and Modeling, Data Processing Systems, Algorithms, Computers, and Programming; Monetary Analysis and Policy; and Behavioral Science Foundations of Business.

**INTERESTS**

Highly active in extracurricular program as undergraduate.

Professional Accounting Participation included three years in Accounting Club, treasurer for two years; Chairman of Accounting Exhibit at Clubs Fair, 1972; Programmer for Statistical Study of Student Programs, 1972.

General Student Activities Participation included Business Manager of Central Maine Journal, undergraduate newspaper, 1971-1972; Class Treasurer for all four years; Co-chairman, Senior Prom.

**BACKGROUND**

Born in Montreal, Canada, but family moved to Augusta when I was seven; United States Citizen; father and mother were both school teachers in Augusta, until retirement last year; I am now engaged to a young woman I have known all my life, a senior in elementary education at Central Maine.

**REFERENCES**

References will be furnished on request.

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(Part-time)

TRAINING AND PART-TIME EXPERIENCE OF

SARAH SUE STEEDE

SALES CLERK

345 Johnston Road  
Burlington  
Vermont 87654  
(345) 264-5678

19 years old  
5'5", 120 pounds  
Excellent health  
Single

JOB OBJECTIVE: Part-time position as retail sales  
clerk, evenings and Saturdays

EXPERIENCE AS SALES CLERK

HIGHWAY 49 DISCOUNT CENTER, Allen, Vermont; Sales Clerk in Boys' Wear, Books, and Toys. Assisted customers, wrapped merchandise, and kept shelves in order. Full-time Summer 1972, Saturdays September-November 1972, Saturdays and evenings December 1972, Saturdays and evenings January-May 1973. Resigned to prepare term papers and study for final examinations.

MACLEOD'S DEPARTMENT STORE, Burlington, Vermont; Sales Clerk. Assisted customers, measured and cut drygoods, vinyls, and plastic coverings, wrapped merchandise, and served as a check-out cashier. Summer 1971, Saturdays and Thursday evenings September-December, 1971 and January-June 1972.

EDUCATION

JUNIOR, VERMONT STATE UNIVERSITY, Burlington, Home Economics Major. Courses in fabrics, foods, and home-making tie in with activities as sales clerk. Honor Roll every term. Free Saturdays, evenings, and holidays for employment.

GRADUATE, ALLEN HIGH SCHOOL, Academic Diploma. Graduated with honors. Active in all extracurricular programs.

BACKGROUND

Born and raised in Burlington. Ten years in Girl Scouts. Sing in church choir. Career objective to serve as home economist with manufacturing industry.

REFERENCES

Mr. Clarence D. Bullock, Buyer, Highway 49 Discount Center, Allen Vermont.

Professor Lawrence C. Parrington, Home Economics Department, Vermont State University, Burlington, Vermont.

Mr. Thomas K. Campbell, Principal, Allen High School, Allen, Vermont.

(Handicapped Worker)

DO YOU WANT AN OPERATIONS DEPARTMENT TYPIST WHO

WILL STAY PUT?

I'LL STAY PUT--I'M A PARAPLEGIC WAR VETERAN.

--and, I can type 70 wpm

John C. Clayton  
4 Arton Boulevard  
Rye, New York 09876  
(123) 234-6543

OBJECTIVE: To learn bank operations by typing reports, statements, letters, payrolls, manuals, specifications, and anything else given to me.

#### BACKGROUND

Paralyzed in both legs from combat wounds in Vietnam, I have been rehabilitated at St. Albans Veterans Hospital. Aptitude tests showed high interest and ability in all phases of banking, and exceptionally high computational skill and manual dexterity. Can operate manual control automobile and maneuver self in portable wheelchair. Developed high skill in typing and computational machines. Completely independent of help except for stairs.

#### EDUCATION

Graduate of White Plains High School, June 1970, Academic Course.

Fourteen points in banking and finance completed at College of Business and Public Administration, New York University, June 1974.

#### EXPERIENCE

Free-lance typist, receiving assignments from book publishers, lawyers, and agencies for the handicapped. June 1973 to present.

#### PERSONAL

Health excellent, except for paralyzed legs; 5'8", 185 pounds; single, live with mother and father; finances excellent, full pension, house, and automobile received from government.

Highly motivated; completed rehabilitation faster than any other veteran at St. Albans.

#### REFERENCES

Furnished upon request.



## SUPPLEMENTAL RESOURCES FOR GUIDANCE

### Are You Listening?

Cost: \$4.00

Six-minute cassette tape is a communication tool to evaluate how well we listen. Appropriate for most age groups.  
J. C. Penney Co., Inc., Educational and Consumer Relations

### Career Crosswords (Scope/Visual 16)

Cost: \$12.00 (estimate)

Sixteen transparencies and spirit masters about jobs. Includes crosswords on job benefits and futures.  
Scholastic Book Services

### Chips and Scripts

Cost: \$185.00 (estimate) 300 slides/50 scripts  
\$329.00 (estimate) 600 slides/100 scripts

Each of the programs shows people working at their jobs. The following questions are answered: What is the occupation? Where does the person work and what is done? What are the requirements? What are the job prospects and salary?  
T-Cube

### Coping With Series

Cost: \$20.00 (estimate) Set 23 books  
\$ 1.00 per individual book

A series of paperback books about the interests, concerns, and problems of young people.  
American Guidance Services, Inc.

### The Dynamics of Mood Control

Cost: \$125.00 (estimate)

Six tapes, response book, learning exercises. A learning and growing experience. Examines moods—depression, loneliness, anxiety, tension, frustration, defensiveness, jealousy, etc.

Learning Dynamics, Inc.

### Encounter Tapes for Vocational Education

Cost: \$79.00 (estimate)

Four cassettes, coordinator's manual, 36 participant's

booklets. Pre-employment training to expand strengths and motivate employees.  
Human Development Institute

Getting Applications Right (Scope/Visual 13)

Cost: \$6.95 (estimate)  
Eight transparencies and spirit masters with sample applications and forms.  
Scholastic Book Services

Human Relationships: Why They Succeed or Fail

Cost: \$110.00 (estimate)  
Includes 160 slides with cassettes or records.  
Center for Humanities, Inc.

Job Experience Kit

Cost: \$140.00 (estimate)  
Designed to stimulate student interest in career exploration. Each kit gives a student a chance to try out realistic work problems specific occupation.  
Science Research Associates

The Job Game

Cost: \$149.00 (estimate)  
Includes eight tape segments on four cassettes plus four job finder workbooks. The purpose is to take a job seeker through an entire process of job finding.  
Employment Training Corporation

Lead the Field

Cost: \$120.00 (estimate)  
Includes 12 cassettes, text and teacher manual. A career-oriented communications program involving attitude awareness, goal setting, deciding, motivation.  
Nightingale--Cornant Corporation, The Human Resources Company

Tune In: Empathy Training Workshop

Cost: \$75.00 (estimate)  
Designed to increase empathy skills through small group interaction. Six different workshops  
Listening Group

U. S. Army Career and Education Information Center

Cost: Free upon request

Includes teacher guide, student guide and sound/filmstrips.  
Army Education Package, P.O. Box 5510-Z, Philadelphia, PA 19143

Valuing: A Discussion Guide for Personal Decision-Making

Cost: \$49.00

Includes audio cassette, manual, six figure books, exercise book. A self-contained kit that teaches the fundamentals in making choices. May be used with a group of 9-15 participants.

Human Development Institute.

World of Work

Cost: Part I \$230.00 (estimate)  
Part II \$131.00 (estimate)  
Part III \$175.00 (estimate)

Part I (on the job) Interpersonal skills. 20 cassettes, 24 record books, teacher guide

Part II (Getting a job) Developing confidence in looking for work. 12 cassettes, 24 record books, teacher guide

Part III (Job Communication Skills/Cross-Vocational) Teachers skills and behaviors necessary in the world of work: Understanding instructions, structure of a company, unions, etc.

Educational Design, Inc.

Bibliography  
of  
Materials Dealing With Sex Bias

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