



Job Inventory Sheet

| Job Title | Responsibilities | Necessary Skills | School Preparation |
|-----------|------------------|------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|------------------|------------|------------|------------|
| [Red header bar] | | | |
| [Red cell] | [Red cell] | [Red cell] | [Red cell] |

| |
|--------------------------|
| [Red header bar] |
| [Large empty white cell] |

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): English Language Arts

Title of Activity: Biographical Explorations

| GRADE | | | |
|-------|---|---|---|
| 5 | 6 | 7 | 8 |

Estimated Time: 1 week

| OBJECTIVE(S) Students will identify characteristics of an individual in a biography. | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Foreign Language, English Language Arts

Title of Activity: What's My Line?

| GRADE | | | |
|-------|---|---|---|
| 5 | 6 | 7 | 8 |

Estimated Time: 1—2 weeks

OBJECTIVE(S)

Students will research a career.
Students will write and answer questions about a job, using a foreign language they are studying.

DESCRIPTION OF ACTIVITY

- Teacher explains the major idea of the 1950s-1960s television show "What's My Line?" (Students sit on a panel and ask questions of the "guest" to determine the job of that person. The questions can only be "yes" or "no" questions. On the basis of the answers to the questions, the students guess the occupation of the guest.)
- Students select a job in which they are interested and research that job.
- Students write five questions about a job that will help them determine what kind of job it is. These questions are to be written in the foreign language that the students are studying.
- Using their research, students prepare answers to possible questions in the foreign language.

language t342.72 2OF ACTM>BDC BT0RIALS/RESOURCES 0 Tr 11 0 0 11 3 12 52.4 562.9194 Tmge t32/T246OF A
language t2 cm35EMC /PCOMMENTS/MODIFIC>BDC 10ing.S 0 Tr 11 0 0 11 3 12 52.4 562.9194 Tm(DESC242.79
language t93.RIP 1 TfSOURCE/CREDIT1 Tf0 Tw 12 0 0 12 52.4 562.9194 Tmge t8.9.5N OF ACTAdap0od fanswers

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies, Technology

Title of Activity: Wagons Ho

| GRADE | | | |
|-------|---|---|---|
| 5 | 6 | 7 | 8 |

Estimated Time: 2 weeks

OBJECTIVE(S)

Students will be able to design and build a better means of transportation than that used during westward expansion.

INTERMEDIATE STANDARDS

Career Development (1)

1. Career Plan
2. Relationship Among interests, Aptitudes, and Abilities, and Career Research
3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment
4. Changing Nature of Work and Educational Requirements
5. Relationship of Personal Choices to Career Decision Making th

DESCRIPTION OF ACTIVITY

- Students research the geographical and topographical characteristics of the United States in the early 19th century.
- Students brainstorm problems that may arise while crossing the United States in a covered wagon.
- Students brainstorm possible solutions to problems, including design solutions.
- Teacher proposes the following question: "What wagon design will help me to travel across the United States with the fewest problems?"
- Students work in small groups and use computer assisted design (CAD) technology to design a better wagon.
- Students build a model of their design.
- Students share their models, explaining how the design addresses the problems of transportation in the 19th century.

MATERIALS/RESOURCES

- Computer
- CAD program
- Wood, building materials
- Various tools, equipment

COMMENTS/MODIFICATIONS

- For younger students, models can be drawn on paper and not actually made.

ASSESSMENT/EVALUATION

- Teacher evaluates design and classroom participation.
- Teacher evaluates model on basis of established rubric.

SOURCE/CREDIT

Submitted by Robert T. Lammly, Ravena Coeymans Selkirk Middle School, Ravena, NY.

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies

Title of Activity: Student Court

| GRADE | | | |
|-------|---|---|---|
| 5 | 6 | 7 | 8 |

Estimated Time: 2 weeks

| | | |
|---|--|---|
| <p>OBJECTIVE(S) Students will gain an awareness of various court-related employment opportunities. Students will develop an understanding of our Constitution and how it relates to our daily lives.</p> | INTERMEDIATE STANDARDS | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> • Lawyers, court employees, and judicial employees are invited to speak to the class about their jobs and explain how someone accused of a crime moves through the judicial system. Representatives talk about how their jobs are related to the Constitution. • Students select one of the jobs and participate in a job-shadowing experience. • Students conduct additional research of the job they selected so they have a good understanding of work involved. • Teacher arranges for the students to observe a courtroom. Judge speaks to class about the different roles in the courtroom and courtroom procedures. • Teacher provides students with a scenario of a youth breaking the law. • A mock courtroom is set up with students role-playing the various positions. • Student jury decides outcome of the case. • Students discuss how the Constitution/system of laws protect citizens. • Student reporters write a newspaper story of case or a narrative to be announced over the school's PA system. | Career Development (1) | |
| | 1. Career Plan | • |
| | 2. Relationship Among interests, Aptitudes, and Abilities, and Career Research | |
| | 3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment | |
| | 4. Changing Nature of Work and Educational Requirements | |
| | 5. Relationship of Personal Choices to Career Decision Making | |
| | Integrated Learning (2) | |
| | 1. Apply academic knowledge and skills | |
| | 2. Solve problems that call for applying academic knowledge | |
| | 3. Use academic knowledge and skills in an occupational context | • |
| | Universal Foundation Skills (3a) | |
| | 1. Basic Skills | • |
| | 2. Thinking Skills | • |
| | 3. Personal Qualities | |
| | 4. Interpersonal Skills | |
| 5. Technology | • | |
| 6. Managing Information | • | |
| 7. Managing Resources | | |
| 8. Systems | | |
| POSSIBLE STANDARDS CONNECTIONS | | |
| English Language Arts | • | |
| Languages Other than English | | |
| Mathematics, Science, and Technology | • | |
| Health, Physical Education, and Family and Consumer Sciences | | |
| Social Studies | • | |
| The Arts | | |
| <p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> • Computer with Internet access • Research resources • Transportation for field trip | | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> • Role-playing could be videotaped and used for public speaking. | | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> • Teacher evaluates research, role-plays, and written reports. • Teacher evaluates classroom participation on basis of observation. | | |
| <p>SOURCE/CREDIT Submitted by Robert T. Lammy, Ravena Coeymans Selkirk Middle School, Ravena, NY.</p> | | |

INTERMEDIATE SAMPLE ACTIVITY

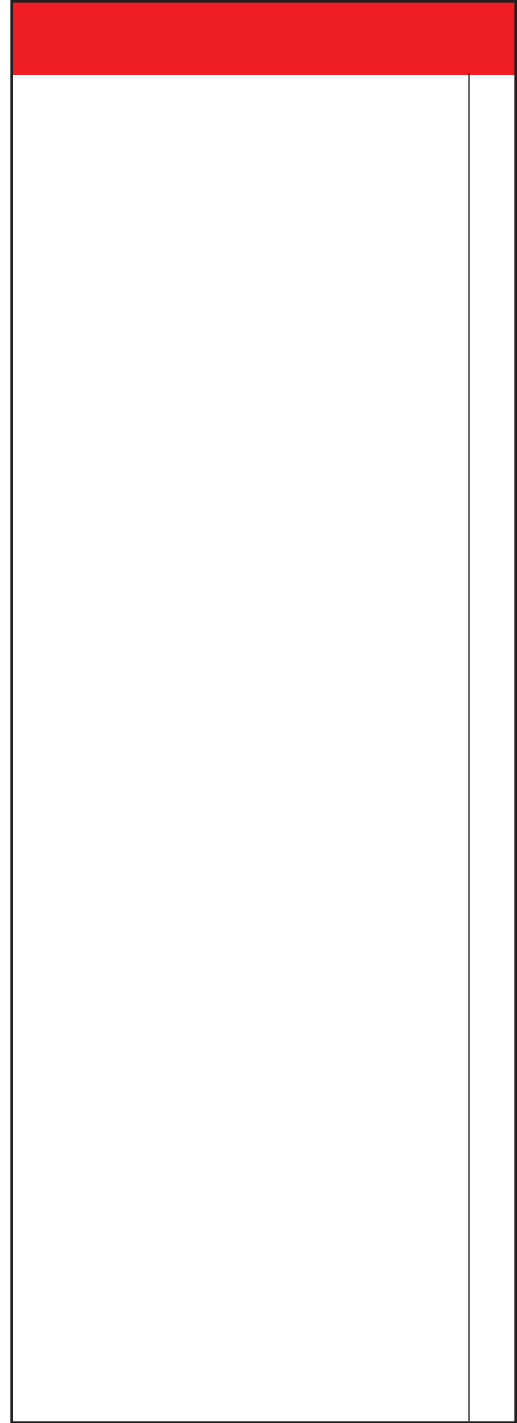
Content Area(s): Science

Title of Activity: Junior Chiropractors

| GRADE | | | |
|-------|---|---|---|
| 5 | 6 | 7 | 8 |

Estimated Time: 1-2 weeks

| | INTERMEDIATE STANDARDS | | | | |
|---|---|----------------|---|--|--|
| <p>OBJECTIVE(S) Students will identify and name larger skeletal structures in the human skeletal system. Students will explore the human anatomy, using online and human resources. Students will build 3-D skeletal models.</p> | <p>Career Development (1)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 90%;">1. Career Plan</td> <td style="width: 10%; text-align: center;">•</td> </tr> <tr> <td>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</td> <td></td> </tr> </table> | 1. Career Plan | • | 2. Relationship Among interests, Aptitudes, and Abilities, and Career Research | |
| 1. Career Plan | • | | | | |
| 2. Relationship Among interests, Aptitudes, and Abilities, and Career Research | | | | | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Local chiropractors visit the classroom to speak to the class about the roles and responsibilities of chiropractors. <p>cal chiructures in the</p> <p>resman skeletal the cices-1.219 T ON OF 3n 10 57.003 Tw 10 >1 st</p> | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |



INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Mathematics, Science, Technology

Title of Activity: History and Impact of Technology

| GRADE | | | |
|-------|---|---|---|
| 5 | 6 | 7 | 8 |

Estimated Time: 5–7 class periods

| | |
|---|--|
| <p>OBJECTIVE(S) Students will gain an understanding and appreciation of how technology has impacted and influenced our society.</p> | INTERMEDIATE STANDARDS |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> • Students select any technological device or product they want to research, such as a ballpoint pen, CD, phone, or camera. • Students research device or product through various means, such as: <ul style="list-style-type: none"> ○ Library ○ Internet ○ CD • Students select one of the following projects: <ul style="list-style-type: none"> ○ “Evolution” board—Students create poster depicting the evolution of the product, highlighting improvements and/or changes. ○ “How Things Work” board—Students display dismantled parts or images with descriptions of the significance of each component. • Students brainstorm and list careers that have been created as a result of the technology they have recommended. • Students present their completed board to the class and give an overview of the careers that have evolved as a result of their specific product. • Large group discussion concerning how the skills taught in school have a direct connection to the careers associated with the various technologies that were researched. | Career Development (1) |
| | 1. Career Plan |
| | 2. Relationship Among interests, Aptitudes, and Abilities, and Career Research |
| | 3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment |
| | 4. Changing Nature of Work and Educational Requirements |
| | 5. Relationship of Personal Choices to Career Decision Making |
| | Integrated Learning (2) |
| | 1. Apply academic knowledge and skills |
| | 2. Solve problems that call for applying academic knowledge |
| | 3. Use academic knowledge and skills in an occupational context |
| | Universal Foundation Skills (3a) |
| | 1. Basic Skills |
| | 2. Thinking Skills |
| | 3. Personal Qualities |
| | 4. Interpersonal Skills |
| 5. Technology | |
| 6. Managing Information | |
| 7. Managing Resources | |
| 8. Systems | |
| POSSIBLE STANDARDS CONNECTIONS | |
| English Language Arts | |
| Languages Other than English | |
| Mathematics, Science, and Technology | |
| Health, Physical Education, and Family and Consumer Sciences | |
| Social Studies | |
| The Arts | |
| <p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> • Computer with Internet access • Library resources • Poster board • Markers • Tape, glue | |
| <p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> • Students gain an appreciation for the effect technology has had on our society • A class discussion concerning the positive and negative effects that technology has had on society is a good closure activity. | |
| <p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> • Teacher evaluates completed board project, using a rubric. • Teacher evaluates oral presentation, using a rubric. | |
| <p>SOURCE/CREDIT Submitted by the Applied Technology Staff, Olean Middle School, Olean, NY.</p> | |

