INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Mathematics, Health, Family and Consumer Sciences

Title of Activity: Blackboards and Building Blocks

Instructional Time

Job Inventory Sheet

Job Title	Responsibilities	Necessary Skills	School Preparation

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): English Language Arts, Technology

Title of Activity: Multimedia Autobiography

GRADE			
5	6	7	8

Estimated Time:

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 possibiO3answers to pTJ1.4i3 ques

the forei423ao8epuorep

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

Title of Activity: International Gala

GRADE			
5	6	7	8

Estimated Time: 1 month

OBJECTIVE(S)

Students will conduct research and organize plans for a schoolwide international ethnic festival.

DESCRIPTION OF ACTIVITY

- Teacher introduces the unit on an international festival.
- Teacher leads students in a discussion of what they would like to research about their own ethnicity to share at the festival. Students and teacher determine the categories of information to be researched (e.g., a nation's history, culture, politics, economics).
- Students research their ethnic backgrounds, using the categories

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

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Mathematics, Science, Social Studies

Title of Activity: Snow Day—Get the Word Out!

GRADE	

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies, The Arts

Title of Activity: Exploring the Louisiana Territory

GRADE			
5	6	7	8

Estimated Time: 5-7 class periods

OBJECTIVE(S)

Students will gain an awareness and appreciation for the roles of Lewis, Clark, Sa Cajarvea, Pike.

Students will replicate the journey of Lewis and Clark through an art medium.

DESCRIPTION OF ACTIVITY

- Students study the exploration and journeys of Lewis and Clark in the Louisiana Territory.
- Art teacher teaches various art mediums and techniques to use in their work.

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies

Title of Activity: Public Forum Night

GRADE			
5	6	7	8

Estimated Time: 2 weeks

OBJECTIVE(S)

Students will become more aware of community issues and possible solutions.

DESCRIPTION OF ACTIVITY

- Teacher explains the purpose, structure, and components of surveys.
- Students develop surveys for the community on various community issues.
- Students survey the community and seek community issues.
- Students divide into groups with each group selecting one issue.
- Students research the issues and brainstorm possible solutions.
- Students contact local governmental leaders and politicians, inviting them to attend an open forum night on community issues.
- Students prepare scripted questions for the governmental leaders.
- Students work with art department to prepare suitable stage props and backdrops.
- Family and Consumer Sciences department develops child care services for interested parents.
- Students prepare public relations materials and post them throughout the community, inviting the community to an open forum on community issues.
- On the evening of the forum, students introduce the speakers and present prepared questions.
- Students discuss the event in class the next day.

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	
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	•

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Social Studies, Family and Consumer Sciences

Title of Activity: School Shopping Mall

GRADE			
5	6	7	8

Estimated Time: 2 weeks

OBJECTIVE(S)

Students will examine characteristics of successful entrepreneurial enterprises.
Students will begin their own school business.

DESCRIPTION OF ACTIVITY

- Teacher invites representatives from local businesses or the Chamber of Commerce to discuss various aspects of businesses, including issues involved with starting a business and identifying potential businesses.
- Students brainstorm businesses they could begin as a class, identifying those that would most likely be successful.
- Students work with a business mentor to determine the various departments (or jobs) that will be necessary for the business to operate.
  - Examples are quality control, design, research and development, production, finance, advertising, and accounting.
- Students complete job applications for the positions they want.
- T

INTERMEDIATE STANDARDS

Career Development (1)

1. Career Plan

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.

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.

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

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

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.

DESCRIPTION OF ACTIVITY

- 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.

MATERIALS/RESOURCES

- Computer with Internet access
- Research resources
- Transportation for field trip

COMMENTS/MODIFICATIONS

- Role-playing could be videotaped and used for public speaking.

ASSESSMENT/EVALUATION

- Teacher evaluates research, role-plays, and written reports.
- Teacher evaluates classroom participation on basis of observation.

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	
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	

SOURCE/CREDIT

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

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Science

Title of Activity: Bluebird Boxes

GRADE			
5	6	7	8

Estimated Time: On-going

OBJECTIVE(S)

Students will track the lives of area bluebirds, graph local and national populations via the Internet, and gain knowledge of environmental effects on the bluebird.

DESCRIPTION OF ACTIVITY

- Students take part in a nationwide program to raise awareness and concern for endangered bluebirds.
- Students work in correlation with the National Bluebird20onal Bluebirt- E00 Tbirt- E00 4ebirt44 0 Tbir7gr]TJET290

INTERMEDIATE STANDARDS

Career Development (1)

1. Career Plan

INTERMEDIATE SAMPLE ACTIVITY

Content Area(s): Science

Title of Activity: Junior Chiropractors

GRADE			
5	6	7	8

Estimated Time: 1–2 weeks

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.

DESCRIPTION OF ACTIVITY

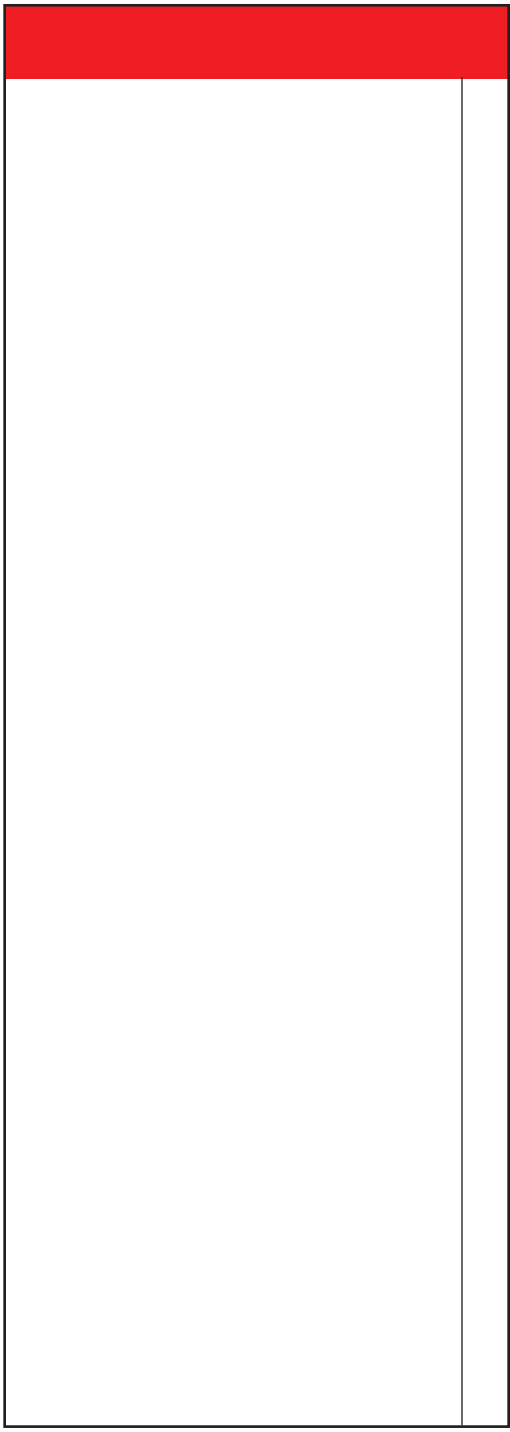
- Local chiropractors visit the classroom to speak to the class about the roles and responsibilities of chiropractors.

cal chiructures in the

resman skeletal the cices-1.219 T ON OF 3n 10 57.003 Tw 10 >l st

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	•
2. Relationship Among interests, Aptitudes, and Abilities, and Career Research	



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

OBJECTIVE(S)

Students will gain an understanding and appreciation of how technology has impacted and influenced our society.

DESCRIPTION OF ACTIVITY

- 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:
  - Library
  - Internet
  - CD
- Students select one of the following projects:
  - "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.

MATERIALS/RESOURCES

- Computer with Internet access
- Library resources
- Poster board
- Markers
- Tape, glue

COMMENTS/MODIFICATIONS

- 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.

ASSESSMENT/EVALUATION

- Teacher evaluates completed board project, using a rubric.
- Teacher evaluates oral presentation, using a rubric.

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	
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	•

SOURCE/CREDIT

Submitted by the Applied Technology Staff, Olean Middle School, Olean, NY.

Cross Reference Checklist

Intermediate Sample Activities

Integrated Learning

Sample Activities	CDOS 1	CDOS 2	CDOS 3a	ELA	LOTE	MST	H/PE /FCS	SS	ARTS
1. Blackboards and Butcher Blocks									
2. E^2 Egg Explosion									
3. Biographical Explorations									
4. Multimedia Autobiography									
5. What's Wrong with This Product?									
6. What's My Line?									
7. Adventure Attributes									
8. Pen Pals Around the World									
9. International Gala									
10. Snow Day—Get the Word Out!									